The date today is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

(e.g. 10 May 2020 or 10.05.20)

I started this Rainbow craft pack on \_\_\_\_\_\_\_\_\_\_\_\_\_\_ (day of the week) in the morning / afternoon.

I started work at \_\_\_\_\_ o’clock.

|  |  |  |
| --- | --- | --- |
|  | |  | | --- | | **Draw the hand and minute hands on the clock to show the time below** | |

# Rainbow Heart Card

Maths skill: Measure different lengths

|  |  |
| --- | --- |
| Questions for young person to answer | Parent/Carer Feedback Tick which one is relevant |
| Can you cut out the measuring bar on the next page and use it to measure wool/string of 8cm to 10cm ? Can you put the measuring bar at the left side of the paper? | * With lots of support * With a prompt * Can do independently |
| Can you mark where 8 cms along is? | * With lots of support * With a prompt * Can do independently |
| Comments (Optional) |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** |

# Rainbow Collage

Maths skill: Measure different lengths

|  |  |
| --- | --- |
| Questions for young person to answer | Parent/Carer Feedback Tick which one is relevant |
| Can you cut out the measuring bar on the next page and use it to measure the gap between the lines (of 2 cms apart)? Can you put the measuring bar at the left side of the paper? | * With lots of support * With a prompt * Can do independently |
| Can you mark where 2 cms along is? | * With lots of support * With a prompt * Can do independently |
|  | Comments (Optional) |

|  |  |
| --- | --- |
| Questions for young person to answer | Parent/Carer Feedback Tick which one is relevant |
| Can you mark each strip 2 cms along? | * With lots of support * With a prompt * Can do independently |
| Comments (Optional) |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** |

|  |  |
| --- | --- |
| Questions for young person to answer | Parent/Carer Feedback Tick which one is relevant |
| Can you mark each strip 2 cms along? | * With lots of support * With a prompt * Can do independently |
| Comments (Optional) |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** |

# Rainbow Button picture

Maths skill: I can fill in the missing numbers in a sequence.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 3 | 4 |  |  |  |
|  |  | | |  |
| 2 |  | 4 |  |  |
|  |  | | |  |
| 1 |  |  | 4 |  |

|  |  |
| --- | --- |
| Parent/Carer Feedback Tick which one is relevant | Comments (Optional) |
| * With lots of support * With a prompt * Can do independently |  |

Maths skill: I can place a jumbled sequence of numbers in order.

**Smallest Largest**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 10 | 8 | 9 | 7 |  |  |  |  |  |  |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 4 | 1 | 3 | 2 |  |  |  |  |  |  |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| |  |  |  |  | | --- | --- | --- | --- | | five | eight | six | seven | |  |  |  |  | | one | four | two | three | | |  |  |  |  |  | | --- | --- | --- | --- | --- | |  |  |  |  |  | |
| |  |  |  |  |  | | --- | --- | --- | --- | --- | |  |  |  |  |  | |

|  |  |
| --- | --- |
| Parent/Carer Feedback Tick which one is relevant | Comments (Optional) |
| * With lots of support * With a prompt * Can do independently |  |

Maths skill: I can match numbers in words and digits.

one 10

4

seven 7

ten 8

nine 2 six

Eight 1

two 9

Four 6

|  |  |
| --- | --- |
| Parent/Carer  Feedback  Tick which one is relevant | Comments (Optional) |
| * With lots of support * With a prompt  Can do independently |  |

Maths skill: Put the numbers in size order from 0 to 10.

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | 1 |  |  |  | 5 |  |  |  |  |  |

|  |  |
| --- | --- |
| Parent/Carer Feedback Tick which one is relevant | Comments (Optional) |
| * With lots of support * With a prompt * Can do independently |  |

## Rainbow Wool Tassels

Maths skill: I can understand the properties of shape

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Name** | **Shape** | **Number of sides** | **Number of corners** | 2 dimensional or 3 dimensional) |
|  |  |  | 4 | 2D |
|  |  |  | 4 | 2D |
|  |  | 0 |  | 2D |
|  |  | 12 | 8 | 3D |

|  |  |
| --- | --- |
| Parent/Carer Feedback Tick which one is relevant | Comments (Optional) |
| * With lots of support * With a prompt * Can do independently |  |

## Rainbow Wool Tassels Bookmark

Maths skill: reading numbers

|  |  |
| --- | --- |
| Questions for young person to answer | Parent/Carer Feedback Tick which one is relevant |
| Can you read the following numbers in digit form?  15 | * With lots of support * With a prompt * Can do independently |
| Can you read the following number names? fifteen | * With lots of support * With a prompt * Can do independently |
| Comments (Optional) |

## Rainbow Wool Tassels keyring

Maths skills: I can add and subtract numbers

|  |  |
| --- | --- |
| Questions for young person to answer | Parent/Carer Feedback Tick which one is relevant |
| Work out the following:  You’ve got 1 bead. You thread on another 2. How many beads do you have altogether?  1 + 2 =  Check this on a calculator | * With lots of support * With a prompt * Can do independently |
|  |  |
| You’ve got 10 beads in a pot. You take out 3 to use. How many beads do you have left?  10 – 3 =  Check this on a calculator | * With lots of support * With a prompt * Can do independently |
| Comments (Optional) |

## Pom Pom using a pom pom maker

Maths skills: I can understand positional language

Use the following words to complete the sentences: **in between**, **first** or **second**.





The wool is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ arch 1 and arch 2.



The arch is first in the line. True or false? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_



The arch is second in the line. True or false? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |
| --- | --- |
| Parent/Carer Feedback Tick which one is relevant | Comments (Optional) |
| * With lots of support * With a prompt      * Can do independently |  |

# Pom Pom Garland

Maths skills: use mathematical vocabulary to state the length of an object

|  |  |
| --- | --- |
| Questions for young person to answer | Parent/Carer Feedback Tick which one is relevant |
| Can you put the wool along the edge of the ruler? | * With lots of support * With a prompt * Can do independently |
| Can you move the ruler along the wool so that the 1cm mark is where the first ruler ended? Can you do this again? | * With lots of support * With a prompt * Can do independently |
| Can you measure 10cms more of wool? Can you cut the wool at 100cms (100cms is 1m)? | * With lots of support * With a prompt * Can do independently |
| Answer the following    The wool is a little longer than \_\_\_\_ rulers. | * With lots of support * With a prompt * Can do independently |
| Comments (Optional) |

# Pom Pom Wreath

Maths skills: Compare familiar objects in terms of capacity

|  |  |
| --- | --- |
| Questions for young person to answer | Parent/Carer Feedback Tick which one is relevant |
| A B C | * With lots of support * With a prompt * Can do independently |
| Which wreath has the most amount of pom poms on it? |  |
| Which wreath has the least amount of pom poms on it? | * With lots of support * With a prompt * Can do independently |
| Comments (Optional) |

## Pom Pom and Tassel Rainbow Garland

Maths skills: use mathematical vocabulary to state the length of an object

|  |  |
| --- | --- |
| Questions for young person to answer | Parent/Carer Feedback Tick which one is relevant |
| Can you put the wool along the edge of the ruler? | * With lots of support * With a prompt * Can do independently |
| Can you move the ruler along the wool so that the 1cm mark is where the first ruler ended? | * With lots of support * With a prompt * Can do independently |
| Can you measure 20cms more of wool? Can you cut the wool at 50cms? | * With lots of support * With a prompt * Can do independently |
| Can you repeat the process two times but this time measure 10cms more of wool?  30cms + 30cms + 10cms = \_\_\_\_\_\_\_\_\_\_\_ Can you cut the wool at 70cms? |  |
| Can you repeat the process three times? 30cms + 30cms + 30cms = \_\_\_\_\_\_\_\_\_\_\_ Can you cut the wool at 90cms? | * With lots of support * With a prompt * Can do independently |
| Comments (Optional) |

Maths skill: use mathematical vocabulary to state the length of objects. Compare the length of objects.

|  |  |
| --- | --- |
| Questions for young person to answer | Parent/Carer Feedback Tick which one is relevant |
| What objects are on the longest length of wool? The tassels or the beads? | * With lots of support * With a prompt * Can do independently |
| Does the shortest length of wool have the beads on it? Yes or no? | * With lots of support * With a prompt * Can do independently |
| Comments (Optional) |

## Rainbow tote bag

Maths skills: shape recognition

|  |  |
| --- | --- |
| Questions for young person to answer | Tick which one is relevant |
| What 2d shape is each rainbow stripe? Arch or hexagon? | * With lots of support * With a prompt * Can do independently |

# Dandelion Rainbow Fingerprint Picture

**Maths skill:** Use the vocabulary of capacity to identify familiar objects.

|  |  |
| --- | --- |
| Questions for young person to answer | Parent/Carer Feedback Tick which one is relevant |
| You collect the piece of equipment below:    Can you name the item? | * With lots of support * With a prompt * Can do independently |
|  |  |
|  | Comments (Optional) |

Maths skills: Compare familiar objects in terms of capacity.

|  |  |
| --- | --- |
| Questions for young person to answer | Parent/Carer Feedback Tick which one is relevant |
| You pour out paint into 2 different water pots    A B Which has the least amount of paint? | * With lots of support * With a prompt * Can do independently |
| Comments (Optional) |

Maths skills: adding numbers

|  |  |
| --- | --- |
| Questions for young person to answer | Parent/Carer Feedback Tick which one is relevant |
| Complete the following sum for the number of paints you might use:      3 + \_\_\_\_\_\_\_\_ = 7    Check it on a calculator | * With lots of support * With a prompt * Can do independently |
| Comments (Optional) |

# Rock Painting in Bright colours

Maths skill: reading numbers

|  |  |  |
| --- | --- | --- |
| Questions for young person to answer | | Parent/Carer Feedback Tick which one is relevant |
| Can you read the following numbers in digit form? 3, 5, 10 | | * With lots of support * With a prompt * Can do independently |
| Can you read the following number names?  Three, five , ten | | * With lots of support * With a prompt * Can do independently |
| Can you draw a line from the number in digit form to its number name each time? | |  |
| 3    10    5 | five    Three    ten | * With lots of support * With a prompt * Can do independently |
| Comments (Optional) |

Maths skill: Order items from smallest to largest

|  |  |
| --- | --- |
| Questions for young person to answer | Parent/Carer Feedback Tick which one is relevant |
| Complete the following statements about the tray and pots in your pack e.g. the tray is larger than the pot    \_\_\_\_\_\_\_\_\_\_\_\_ is larger than\_\_\_\_\_\_\_\_\_\_\_\_    \_\_\_\_\_\_\_\_\_\_\_\_ is smaller than\_\_\_\_\_\_\_\_\_\_\_\_ | * With lots of support * With a prompt * Can do independently |
| Comments (Optional) |

# Rainbow Sponge painting

Maths skill: I can understand the capacity of an object

|  |  |
| --- | --- |
| Questions for young person to answer | Parent/Carer Feedback Tick which one is relevant |
| How many drops of paint did you use? | * With lots of support * With a prompt * Can do independently |
| Comments (Optional) |

Maths skill: I can identify the position of objects.

Use the following words to complete the sentences: **next to**, **above** or **under**.



1

2

The second rainbow print is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

the first rainbow print.

3



1

The third rainbow print is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the first rainbow print.

|  |  |
| --- | --- |
| Parent/Carer Feedback Tick which one is relevant | Comments (Optional) |
| * With lots of support * With a prompt * Can do independently |  |

Maths skill: understand more and less

|  |  |
| --- | --- |
| Questions for young person to answer | Parent/Carer Feedback Tick which one is relevant |
| Do you need to add more or less paint ?    More      Less    (circle the correct word) | * With lots of support * With a prompt * Can do independently |
| Comments (Optional) |

# Rainbow String painting

Maths skill: I can order items.

You did your painting in this order.

 orange

## 1 2 3 4 5

Tick whether the following statements are true or false:

|  |  |  |
| --- | --- | --- |
|  | false |  |

1. The red paint is the 4th item true

|  |  |  |
| --- | --- | --- |
|  | false |  |

1. The orange paint is the 2nd item true

|  |  |  |
| --- | --- | --- |
|  | false |  |

1. The blue paint is the 5th item true

|  |  |
| --- | --- |
| Parent/Carer Feedback | Comments (Optional) |
| Tick which one is relevant |  |
| * With lots of support * With a prompt * Can do independently |  |

Maths skill: I can weigh objects

|  |  |  |
| --- | --- | --- |
| **Object** | **Heavy** | **Light** |
| 1. |  |  |

Complete the following sentences by filling in the gaps using the names of the objects and heavier or lighter:

1. The \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ than the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |
| --- | --- |
| Parent/Carer Feedback Tick which one is relevant | Comments (Optional) |
| * With lots of support * With a prompt * Can do independently |  |

Please get someone to take photos of you completing the above tasks and email them if possible to jguthrie@rnibcollege.ac.uk

Once completed please send this form back in the envelope provided in your craft pack or send by email to jguthrie@rnibcollege.ac.uk. Jo Guthrie (Maths Tutor)

|  |
| --- |
|  |
|  |

Support completed Signed: Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (parent/carer) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student Name/signature: Date:

|  |
| --- |
|  |

Assessment (Maths Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Tutor)

Feedback by Maths Tutor