



Instruction for teachers Mathematics





NOTE: THE MATHEMATICS ASSESSMENT SHOULD BE COMPLETED FIRST, FOLLOWED BY THE SPATIAL ASSESSMENTS (MENTAL ROTATION AND SPATIAL LANGUAGE)

What do I need before I begin?

- **The activity Instructions (this document)**
- **An assessment booklet for every child in your class**
- **A pencil/pen for every child in your class**
- **A spare assessment booklet for yourself (the same as the booklets that you have given to each child).**

What will I have to do?

You will read all instructions and questions aloud to the children in your class. This includes 2 example questions and 12 assessment questions. Children will write the answer that they think is correct in their booklets. Children should work alone.

The text in italics shows exactly what you need to say aloud.

Teacher/TA: *This is the mathematics booklet (show the booklet to the children) and you should have it in front of you. Please write your name, the name of our school and today's date on it. I am going to read all the questions aloud and I will explain what you have to do. You should work out your own answers, and you mustn't talk to anyone else. If you want to change an answer, you should rub it out or put a line through the answer that you don't want to be marked. You can do any working out in the white space if you need to. If you are not sure just make your best guess. We will do the first two examples together, so we all know what to do.*

Where necessary, you can show the children how to draw a tick, circle or cross to indicate the answer. For practice questions provide feedback.

Teacher/TA: *Open your booklet at page 1. There are three children who are in some of the questions. Their names are Ella, Lily and Mason.*

Now I'm going to read aloud two practice questions for you to answer. I'm going to read each question twice. You need to listen very carefully when I read the questions to you. You must work on your own and you must not call out the answers.

Look at the practice question on page 2. This is a practice question for us to do together.

EXAMPLE 1 - *Draw the next two shapes in each pattern. After a few seconds repeat the question.*

Wait a few seconds, show the answers in the booklet and say:

You can turn to page number 3. As you can see the correct answers for this example are:



- For the first pattern a square and a triangle. Let's check the pattern. It goes, square, triangle, square triangle. The triangle also flips. So, the answer is square, triangle. This repeats the pattern. Check that your triangle is the right way up. The triangle flips each time it repeats.

- For the second pattern, the answer is a circle and a square. Let's check the pattern. It goes, triangle, circle square, and then repeats. Triangle, and then the answer is circle, square to repeat the pattern.

Before proceeding, ensure that the children know where they should have written their answer, and understand the answer.

EXAMPLE 2 – On page number 4 you can see Example number 2.

Tick the odd one out. After a few seconds repeat the question.

Wait a few seconds and say:

On page number 5 you can see that the correct answer for this example is the rectangle. The other two examples show a half. The rectangle is the odd one out because it is not divided in half.

Before proceeding, ensure that the children know where they should have written their answer, and the correct answer they should have chosen.

ASSESSMENT QUESTIONS

Teacher/TA: *Now I'm going to read out questions 1 to 12.*

You should try to answer all of the questions, if you are not sure just make your best guess. You can do any working out in the white space if you need to. You should write your answers in the correct place for each question.

Remember, I can't help you with these questions. You should try to work them out on your own.

Do you have any questions?

If everything is clear. Turn to page 7 of the booklet.

QUESTION 1 (PAGE 7)

Teacher/TA: *Question number 1, page number 7. Ella sorted the shapes in order of the number of sides. Has she ordered them correctly?*

After a few seconds repeat the question.

Wait, and go to the next question.



QUESTION 2 (PAGE 8)

Question number 2, page number 8. Ella had 8 apples. She gave $\frac{3}{4}$ of them to her friends. How many apples does Ella have now?

Wait, and go to the next question.

QUESTION 3 (PAGE 9)

Question number 3, page number 9. Use all of these shapes and create a repeating pattern. Draw your pattern at the bottom of the page.

Wait, and go to the next question.

QUESTION 4 (PAGE 10)

Question number 4, page number 10. Mason's plant was 11 cm tall. Now it is 32 cm tall. How much has the plant grown?

After a few seconds repeat the question.

Wait, and go to the next question.

QUESTION 5 (PAGE 11)

Question number 5, page number 11. This is the number line from 0 to 100. You can see a thick black line on the number line. What number is presented by the thick black line? Write the correct number in the circle.

After a few seconds repeat the question.

Wait, and go to the next question.

QUESTION 6 (PAGE 12)

Question number 6, page number 12. This chart shows what Year 2 children ate for lunch. How many ate pizza?

After a few seconds repeat the question.

Wait.

How many fewer ate fish than burger?

After a few seconds repeat the question.

Wait.



QUESTION 7 (PAGE 13)

Question number 7, page number 13. Mason is asked to shade half of his shape. This is what he shades. Is he correct? Tick the correct answer.

After a few seconds repeat the question.

Wait, and go to the next question.

QUESTION 8 (PAGE 14)

Question number 8, page number 14. Here you have different shapes divided in half or not. You need to sort the shapes into the tables. You can see the table with shapes that are divided in half on the left and table with shapes that are not divided in half on the right. Draw lines to show which shape goes in which box. Two have been done for you.

After a few seconds repeat the question.

Wait, and go to the next question.

QUESTION 9 (PAGE 15)

Question number 9, page number 15. Here you have to help Lily to complete the table explaining how each shape has moved using words like: up, down, left, and right. We will do the first example together and you will do the other three yourself. Look at the triangle and look at the arrow. How many squares does the triangle move? **Wait for an answer.** The triangle moved two squares; two is written in the first gap, to show you (show in the booklet so that everyone can see). Now you need to say where the triangle moves – up, down, left or right. So, you need to say the direction of triangle. **Wait for an answer.** The triangle moved up. So, up is written in the second gap. The rules for this question are- first you write down the number of moves that shape did and then you write down the direction the shape moved: up, down, left, right. Do the next three by yourself.

After a few seconds repeat the question.

Wait, and go to the next question.



QUESTION 10 (PAGE 16)

Question number 10, page number 16.

Lily says: "The square is to the right of the circle." Is Lily correct? Tick the correct answer.

After a few seconds repeat the question.

Wait, and go to the next question.

QUESTION 11 (PAGE 15)

Question number 11, page number 15. Mason says: "I have $\frac{1}{4}$ of £8." Lily says: "I have $\frac{1}{2}$ of £6."

Who has more?

After a few seconds repeat the question.

Wait, and go to the next question.

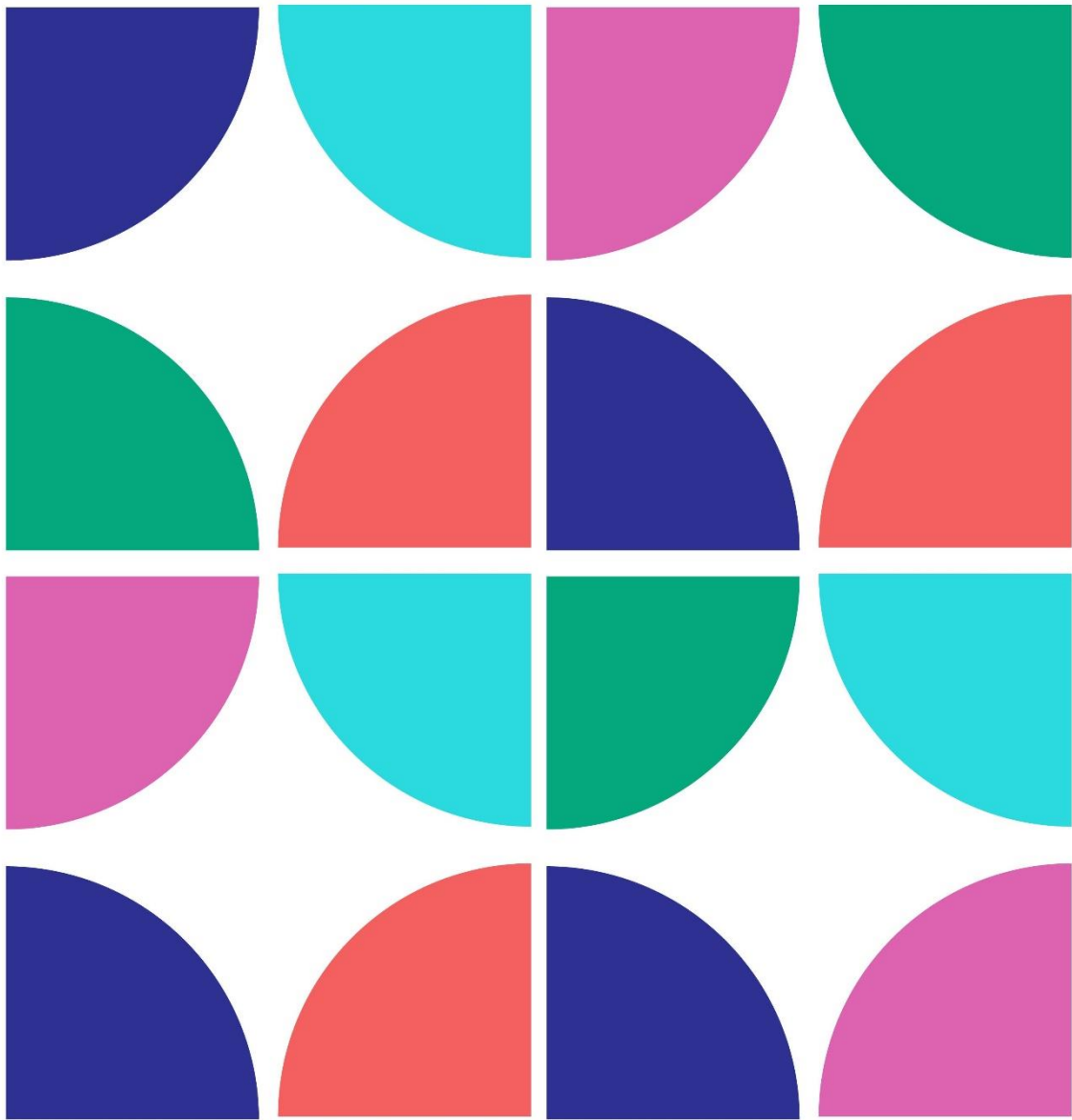
QUESTION 12 (PAGE 18)

And the last question number 12, page number 18. This triangle has three sides of equal length. Three snails fit along one side of the triangle. How many snails fit around all three sides of the triangle?

Wait.

This is the end of activity. Well done!

Collect the booklets and place them in the folder, which we will collect from you.



SPACE