Singleton Church of England Primary School

Math's Assessment Tasks – 2 – Addition and Subtraction

EYFS

Task Number	E	Ex	E
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
Total Marks			

Name	
Class	
Date	

Number

Assessment Focus :-
Fluency, Reasoning & Problem Solving

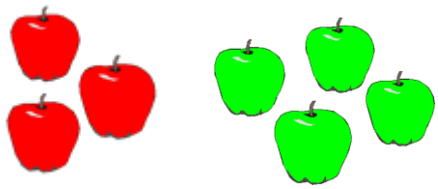
ELG:- ELG - Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.

Key Learning (Key Klips)

- Uses the language of more and fewer to compare 2 sets of objects
- Finds the total number of 2 sets of objects by counting them all
- Place numbers in order
- Finds 1 more or less than a given number up to 20
- Using vocabulary involved with addition and subtraction
- Records using marks they can explain
- Use quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answers
- Begin to identify own mathematical problems based on own interests and fascinations.

Expected

1 Look at the apples.
Are there more green apples or more red apples?
How can you find out?



2 .

Choose two cards from this set.

Which of your two numbers is more?
Which number is less?

3

Take away one flower from this set of 7 flowers.
How many flowers are there now?

I'm choosing a number for you from your set of cards.

Tell me the number that is one more than the number on your card.

Tell me the number that is one less than the number on your card.

4 Show me five fingers. Use both hands.
Show me another way to do it.

Exceeding (Mastery)

Here are two dice.

If you add up the dots on the top you'll get 7.

Find two dice to roll yourself. Add the numbers that are on the top.
What other totals could you get if you roll the dice again?

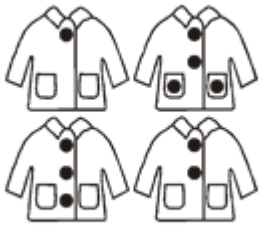
How many ways can you make 7? Use lots of objects including dice, abacus, Numicon, stones, leaves etc…

I am thinking of a number. When I add 1, I get 8. What number am I thinking of?
I am thinking of a number. When I take away 1, I get 7. What number am I thinking of?

If you have ten counters numbered 1 to 10, how many can you put into pairs that add to 10?

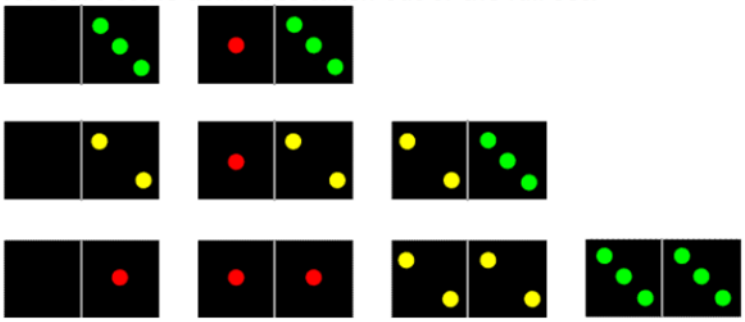
5

[Make a set of jacket cards. Arrange them randomly on a table.]



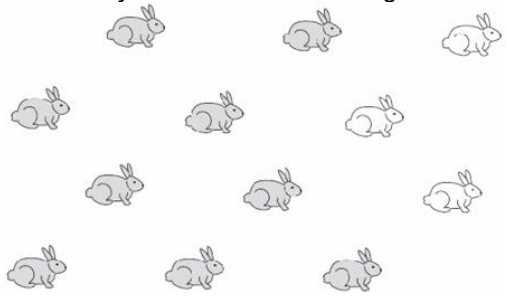
Find two jackets that have four buttons altogether.
Are there any other possibilities?

Here are some dominoes taken out of the full set:



Sort them into two groups - one group with an odd number of spots and one group with an even number of spots.
Do you have any dominoes left over? Why or why not?
Now put the dominoes into pairs. The number of spots on each pair of dominoes must make a total of 5.
How many pairs can you make?

6 How many grey rabbits are there? How many white rabbits are there?
How many rabbits are there altogether?



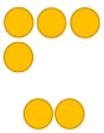
Make buidings with Numicon and discuss the numbers used, how much each building is worth, which building is biggest – how do you know this?

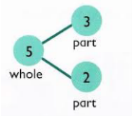
7 Count 10 small toys into this cloth bag. How many objects in the bag? Now count 1 more/less small toy into the bag. How many small toys in the bag now?

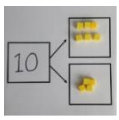
Look at the butterflies and the numbers they have. The flowers also have numbers.
Can you find 2 butterflies to go on each flower so that the numbers on each pair of butterflies adds to the same number as the one on the flower?

Which pair of butterflies has no flower to go to?

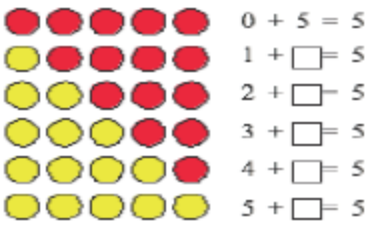
8 Use pictures, tens frames, cubes and other concrete resources to add two numbers together as a group or in a bar

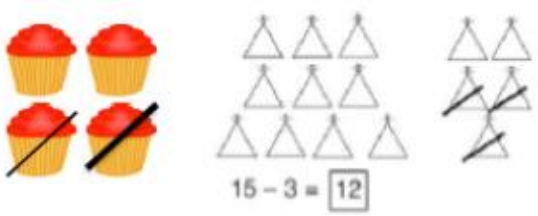
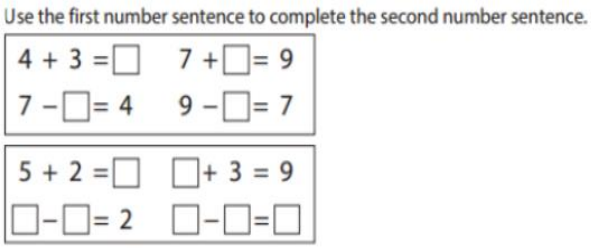






Missing number activities – up to 20 – using pictures, tens frames, numicon cubes and other concrete resources to add and work out the missing number



	
9 Use physical objects, counters, cubes etc. to show how objects can be taken away.  6-2 = 4	Problem solving • I'm thinking of a number. I've added 8 and the answer is 19. What number was I thinking of? Explain how you know. • I know that 7 and 3 is 10. How can I find 8 + 3? How could you work it out?
10 Cross out drawn objects to show what has been taken away  	Show children a price list with items costing up to 20p. • I have 20p to spend. If I spend 20p exactly, which two items could I buy? And another two, and another two. • If I bought one of the items how much change would I have? And another one, and another one.
11 Use counters and bead strings, move them away from the group as you take them away counting backwards as you go.  	Children make up their own solutions using numbers up to 20 – for addition and subtraction 
12 Use number lines and Hundred squares to add and subtract	Making links and connections 
Teacher guidance These tasks are for guidance purposes – you can change or adapt them.	
Resources: Coloured rods: eg Cuisenaire, Interlocking cubes, with numerals to match and sticks of ten of the same colour: eg unifix, multilink, Numicon, including number lines, Bead strings, coloured in 5s or 10s, Dice, dominoes, Games: collecting objects or track games, Calculators, Props for number rhymes, including numerals, washing lines with numerals and bead strings for different numbers, Jars filled with objects eg	

cotton reels, matchsticks, Outdoor score boards and timers, Counters or matchsticks and pieces of card, Place value cards (arrow cards), stones, curtain rings, leaves, clear plastic collection bags, post-it notes
Vocabulary: +, add, more, make, sum, total, altogether, score, double, one more, how many more to make…? how many more is… than…? how much more is…? –, subtract, take (away), leave, how many are left/left over? how many have gone? one less, two less, how many fewer is… than…? how much less is…? difference between, number bonds, half, halve, equals, sign, is the same as,
Problems, games and investigations: Dressing up - http://nrich.maths.org/early-years **Number Rhymes** **Using Books: Maisy Goes Camping** **Tidying** **Golden Beans** **The Box Game** **The Voting Station**