Pre-Maths Online Interview

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First published in 2004 as **Supplementary Numeracy Interview**
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Revised in 2018 as **Pre-Maths Online Interview**
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Purpose of the Tool

The tool allows teachers to monitor student progress in one or more modes of Mathematics throughout students' early numeracy development, gain additional diagnostic information about students' learning strengths and challenges in Mathematics and plan for, and monitor the impact of, teaching and numeracy interventions throughout the year.

The Pre-Mathematics Online Interview allows teachers to collect data for students performing in the A-D levels of the Victorian Curriculum and assesses skills that require practical application not seen in the Mathematics Online Interview in the areas of counting, place value, addition & subtraction, multiplication & division, time, length, mass, shape and visualisation.

Though the Detour assesses skills that are below Foundation Level, this assessment breaks down developmental sequences to allow young students with an intellectual disability to demonstrate incremental skill development.

It also includes pre Mathematics Online Interview stages of Mathematical Development in Number & Algebra, Measurement and Geometry. The Diagnostic information is developed to assess students working in the A-D areas of Victorian Curriculum. The tool allows teachers to track students' learning through significant growth points in Number & Algebra and Measurement & Geometry.

Sections

1.

Stages of Mathematical Development

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Stages of Mathematical Development

NUMBER AND ALGEBRA

Place Value - Counting		
		Level
1.0	Matches number symbols to 5.	C
	Matches number symbols to 10.	D
1.1	Uses 1 to 1 correspondence. Object to object eg. Matching one knife to each fork.	C
1.2	States some number names. (but not in sequence).	C
1.3	Rote counts to 5.	C
	Rote counts to 10.	D
	Rote counts to 15.	.5
1.4	Touch count to a given collection up to 5.	C
	Touch count to a given collection up to 10.	D
	Touch count to a given collection up to 15.	.5

Place Value		
2.0	Identifies number symbols up to 5 by pointing.	C
	Identifies number symbols up to 10 by pointing.	D
	Identifies number symbols up to 15 by pointing.	.5
2.1	Sequence number symbols to 5.	C
	Sequence number symbols to 10.	D
	Sequence number symbols to 15.	.5
2.2	Reads single digit numbers to 5.	C
	Reads single digit numbers to 10	D
	Reads single digit numbers to 15.	.5
2.3	Knows numbers after a given number to 5.	C
	Knows numbers after a given number to 10.	D
2.4	Knows numbers before a given number to 5.	C
	Knows numbers before a given number to 10.	D
2.5	Compare objects with objects; which has more.	C
2.6	Compare symbols with symbols; which has more.	C
2.7	Compare objects with symbols; which has more.	C
2.8	Compare objects with objects; which has less.	C
2.9	Compare symbols with symbols; which has less.	C
2.10	Compare objects with symbols; which has less.	C
2.11	Conserve number to 5.	C
2.12	Can substitute; name, identify.	D
2.13	Make a collection of up to 5 objects.	C
	Make a collection of up to 10 objects.	D
	Make a collection of up to 15 objects.	.5

Stages of Mathematical Development

NUMBER AND ALGEBRA

Place Value – Addition / Subtraction		
3.0	Count all.	Cs
3.1	Model practical situations involving adding to.	D
3.2	Add 1 more to a group up to 5.	C
	Add 1 more to a group up to 10.	D
3.3	Show different combinations to find a single digit total.	D
3.4	Count to find answer.	D
3.5	Model practical situations involving taking away.	D
3.6	Take 1 away from a group up to 5.	C
	Take 1 away from a group up to 10.	D

Place Value – Multiplication / Division		
3.7	Share materials equally in practical situations.	C
3.8	Group materials equally in practical situations.	.5
3.9	Models division.	.5

Money and Financial Mathematics		
4.0	Sort money into coins or notes.	C
4.1	Match all coins.	D
4.2	Identify the value of all coins.	F.5
4.3	Make a given amount up to $5 using $1 coins.	F.5
4.4	Make a given amount up to $1 using 10 cent coins.	F.5

Patterns and Algebra		
5.0	Copies a simple pattern.	C
5.1	Continues a simple pattern.	D

Stages of Mathematical Development

MEASUREMENT AND GEOMETRY

Using units of Measurement - Time		
6.0	Identifies day and night.	C
6.1	Relates activities to correct time of day.	D
6.2	Describes current time (day or night).	C
6.3	Orders daily activities in a sequence.	D
6.4	States some days of the week.	C
6.5	States all days of the week in order.	D
6.6	Relates days of the week to their own life.	F

Using units of Measurement – Length		
7.0	Uses appropriate language of comparison of length.	C
7.1	Identifies between long and short.	D
7.2	Comparing objects of the same length.	F
7.3	Orders objects by length.	F

Using units of Measurement – Mass / Capacity		
8.0	Identifies between heavy and light.	D
8.1	Estimates objects as heavier or lighter.	F
8.2	Identifies between full and empty.	F
8.3	Estimates which container holds more.	F

Using units of Measurement – Shape		
9.0	Matches simple shapes.	C
9.1	Identifies simple shapes by pointing.	C
9.2	Names simple shapes.	D
9.3	Recognises shapes in a picture.	D

Using units of Measurement – Location and Transformation		
10.0	Understand simple location words to follow oral directions.	D
10.1	Understands location words to follow oral directions.	D

2. Directions

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Directions

NUMBER AND ALGEBRA

Place Value - Counting			
	STAGES	TASK / ***SCRIPT***	MATERIALS
1.0	Matches number symbols to 5, 10.	Place out number cards 1 to 5, not in order. Give child the other set. ***Can you match these cards with the ones on the table?*** Repeat using 0, 6, 7 , 8, 9, 10.	Two sets of number cards 0 to 10
1.1	Uses 1 to 1 correspondence. Object to object eg. Matching one knife to each fork.	Place out six knives. ***Can you put one fork with each knife?***	Six plastic forks and knives
1.2	States some number names (but not in sequence).	***Can you tell me some numbers?***	
1.3	Rote counts to 5, 10, 15.	***Can you count for me?***	
1.4	Touch count to a given collection up to 5, 10, 15.	Place 15 bear counters on the table. ***Can you count them for me?*** ***How many animals are there?***	15 bear counters

Directions

NUMBER AND ALGEBRA

Place Value			
	STAGES	TASK / ***SCRIPT***	MATERIALS
2.0	Identifies number symbols up to 5, 10, 15 by pointing.	Place number cards on table, not in order. ***Point to number 4' Point to number 2 etc.***	One set of number cards. 0-15
2.1	Sequence number symbols to 5, 10, 15.	Scatter the cards out of order on the table. ***Can you put these in order?***	One set of number cards. 0-15
2.2	Reads single digit numbers to 5, 10, 15.	Place number cards on the table. (not in order) ***What is this number?, etc.'***	One set of number cards. 0-15
2.3	Knows numbers after a given number to 10.	***What number comes after __?*** Increase or decrease the number until they reach their limit.	Oral
2.4	Knows numbers before a given number to 10.	***What number comes before __?*** Increase or decrease the number until they reach their limit.	Oral
2.5	Compare objects with objects; which has more	Place dot cards (3 and 4) on the table. ***Which has more?***	Dot cards 3 and 4
2.6	Compare symbols with symbols; which has more.	Place number cards (5 and 3) on the table. ***Which has more?***	Number cards 3 and 5
2.7	Compare objects with symbols; which has more.	Place number 2 and dot card 3 on the table. ***Which has more?***	Number card 2 Dot card 3
2.8	Compare objects with objects; which has less.	Place dot cards (3 and 4) on the table. ***Which has less?***	Dot cards 3 and 4
2.9	Compare symbols with symbols; which has less	Place number cards (5 and 3) on the table. ***Which has less?***	Number cards 5 and 3
2.10	Compare objects with symbols; which has less	Place number card 4 and dot card 5 on the table. ***Which has less?***	Number card 4 Dot card 5
2.11	Conserve number to 5.	Place 5 counters in a line on the table. ***How many counters are there?*** Place all counters in a group. ***How many are there now in this group?***	5 counters all the same
2.12	Subitise; (can Not subitise if they count)	Place the white dot cards on the table one at a time, hold and flip. Show in the order shown below. 4,1,3,9,0,2,7,5,8,6 ***I'm going to show you some cards. Tell me how many dots you see.***	Dot cards 0-9
	Name (if correct go to 2.13)		
	Identify	***Show me which card has five dots (increase or decrease).***	
2.13	Make a collection of up to 5, 10, 15 objects.	***Can you make me a group of 6 bears? etc.*** Increase or decrease the number until they reach their limit.	20 bear counters

Directions

NUMBER AND ALGEBRA

Place Value – Addition / Subtraction			
	STAGES	TASK / ***SCRIPT***	MATERIALS
3.0	Count all.	Teacher models task…….. I am going to tell you an addition story. ***There were 2 bears at the park and 2 more came to play.*** ***Can you tell me how many bears there are altogether?*** If student can't do teacher pushes together, then asks question again.	5 bear counters same colour
3.1	Model practical situations involving adding to.	Give the student 5 bear counters. ***Can you tell me an addition story?***	5 bear counters same colour
3.2	Add 1 more to a group up to 5, 10.	Place one counter on the table. ***Can you add 1 more to this group?*** ***How many counters are there now?*** Repeat with 2, 3, 4, 5, 6, 7, 8, 9 and 10.	10 bear counters
3.3	Show different combinations to find a single digit total.	***Can you make 5 with your fingers?*** ***Can you show me another way to make 5?*** Teacher can prompt student to use two hands.	
3.4	Count to find answer.	Teacher models task. ***I am going to tell you a take away story.*** ***There were 4 bears at the park and 2 went home.*** ***Can you tell me how many bears are left?***	5 bear counters same colour
3.5	Can model practical situations involving taking away.	Give the student 5 bears. ***Can you tell me a take away story?*** If student can't do teacher takes two away, then asks question again.	5 bear counters same colour
3.6	Can take 1 away from a group up to 10.	Place 2 bears on the table. ***Can you take 1 away from this group?*** ***How many are left?*** Repeat with 3, 4, 5, 6, 7, 8, 9 and 10 bears.	10 bear counters same colour

Directions

NUMBER AND ALGEBRA

Place Value – Multiplication / Division			
	STAGES	TASK / ***SCRIPT***	MATERIALS
3.7	Share materials equally in practical situations.	Place 4 cars and container of bears on table. ****Put one bear in each car.*** ***How many bears in each car?***	4 bear counters, cars, tub of bear counters
3.8	Group materials equally in practical situations.	Join two unifix blocks together. ****I have made one train of 2 blocks, can you make me 3 trains that are the same as this"*** ***How many blocks are there altogether?***	20 unifix blocks the same colour
3.9	Models division.	Show the child the orange picture of four 'bear mats'. Put out 8 bears of the same colour. ****Here are 4 bear mats. Here are 8 bears.*** ***Can you put the same number of bears on each mat?***	Bear mat picture (Template 3) 8 bears counters the same colour

***** The above questions have been modified from the Mathematics Online Interview

Directions

NUMBER AND ALGEBRA

Money and Financial Mathematics			
	STAGES	TASK / ***SCRIPT***	MATERIALS
4.0	Sort money into coins or notes.	Place all coins and notes randomly on table. ***Can you find all the coins?*** ***Can you find all the notes?***	One set of all coins – real One set of all notes – play money
4.1	Match coins; 5 cents	Place a set of all coins randomly face down on table. Give student a set of coins. ***Can you match these coins?***	Two sets of all coins
	10 cents		
	20 cents		
	50 cents		
	$1		
	$2		
4.2	Identify coins; 5 cents	***Show me the 50cent coin, the 20cent coin etc.***	One set of all coins – real
	10 cents		
	20 cents		
	50 cents		
	$1		
	$2		
4.3	Make a given amount up to $5 using $1 coins.	Place seven $1 coins on table. ***Can you give me $1?*** ***Can you give me $3?*** ***Can you give me $2?*** ***Can you give me $5?*** ***Can you give me $4?***	Eight x $1 coins
4.4	Make a given amount up to $1 using 10 cent coins.	Place twelve, 10 cent coins on the table. ***Can you give me 10 cents?*** ***Can you give me 40 cents?*** ***Can you give me 60 cents?*** ***Can you give me 80 cents?*** ***Can you give me $1?***	Twenty x 10 cent coins

Directions

NUMBER AND ALGEBRA

Patterns and Algebra			
	STAGES	TASK / ***SCRIPT***	MATERIALS
5.0	Copies a simple pattern.	***Now watch what I do with the bears.*** (Make a pattern with bears: G,Y,B,B,G,Y,B,B in front of the child) ***Copy my pattern of bears.***	bear counters green x 10 yellow x 10 blue x 10 red x 10
5.1	Continues a simple pattern.	***Here is a new pattern.*** (Make a pattern with bears: R,Y,B,R,Y,B,R, in front of the child) ***Make this pattern keep going.***	bear counters green x 10 yellow x 10 blue x 10 Red x10

MEASUREMENT AND GEOMETRY

Using units of Measurement - Time			
	STAGES	TASK / ***SCRIPT***	MATERIALS
6.0	Identifies day and night.	Place out day and night picture. Point to picture of night. ***When is this?*** Point to day. ***When is this?***	Day and night picture (Template 4)
6.1	Relates activities to correct time of day.	Place day and night picture on table. Give sleeping picture to student to match with day / night picture. ***When would you go to bed?*** Give student playing picture. ***When would you play?***	Day and night pictures Sleeping/playing pictures (Template 4a, b)
6.2	Describes current time. (day or night).	Using day and night picture. ***What time is it now?***	Day and Night pictures
6.3	Orders daily activities in a sequence.	Place sequencing cards on table. ***Which one comes first, next etc.***	Sequencing cards (Template 5)
6.4	States some days of the week.	***Can you tell me some days of the week?***	
6.5	States all days of the week in order.	***What are the days of the week in correct order?***	
6.6	Relates days of the week to their own life.	***What days do you come to school?*** ***What do you do on the weekend?***	

Directions

MEASUREMENT AND GEOMETRY

Using units of Measurement - Length			
	STAGES	TASK / ***SCRIPT***	MATERIALS
7.0	Uses appropriate language of comparison of length.	***What can you tell me about these lines?***	Template 6
7.1	Identifies between long and short.	***Point to the shortest line.*** ***Point to the longest line.***	Template 6
7.2	Comparing objects of the same length.	Place straws on table. ***Which straw is the same length as the pop stick?***	Straws and pop sticks
7.3	Orders objects by length.	***Can you put these straws in order from shortest to longest?***	4 straws

Using units of Measurement – Mass / Capacity			
	STAGES	TASK / ***SCRIPT***	MATERIALS
8.0	Identifies between heavy and light.	***Take these things out of the bag and put them on the table.*** ***Which things are heavy and which things are light?***	Toy car, string, ball, tin of food, feather, rock
8.1	Estimates objects as heavier or lighter.	Hand student the feather and the rock. ***Which one is the heaviest?*** ***Which one is the lightest?***	Feather, rock
8.2	Identifies between full and empty.	Place 3 containers on the table. One full, one empty, one half full. ***Which container is full?*** ***Which container is empty?***	Container full of rice Container half full of rice Empty container
8.3	Estimates which container holds more.	Place the two containers on the table. ***Which one holds more?*** ***Which one holds less?***	2 empty containers different size

Directions

MEASUREMENT AND GEOMETRY

Shape			
	STAGES	TASK / ***SCRIPT***	MATERIALS
9.0	Matches simple shapes.	Place out one set of shape cards on the table. Hand second set to student. ***Can you match these shapes with the ones on the table?***	Two set of (5) shape cards (Template 7)
9.1	Identifies simple shapes by pointing.	Place out one set of shape cards on the table. ***Point to the circle, point to the square etc.***	One set of (5) shape cards
9.2	Names simple shapes.	Place out one set of shape cards on the table. ***What shape is this?***	One set of (5) shape cards
9.3	Recognises shapes in a picture.	***What shapes can you see in the picture?***	Shapes in a picture (Template 8)

Location and Transformation			
	STAGES	TASK / ***SCRIPT***	MATERIALS
10.0	Understand simple location words to follow oral directions.	***Can you point down?*** ***Can you put the bear in the box?*** ***Can you put the bear on the box?*** ***Can you put the bear under the box?*** ***Can you point up?***	Small box One bear counter
10.1	Understands location words to follow oral directions.	***Can you go beside the chair?*** ***Can you go behind the chair?*** ***Can you go around the chair?*** ***Can you go in front of the chair?*** ***Can you go between the chair and me?***	Student chair

3. Recording Sheets

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Recording Sheet

Name:

KEY: **CA** Count all **KF** Known fact **CO** Count on **SC** Skip count **SB** Count back **SU** Subitise

NUMBER AND ALGEBRA

Place Value – Counting			
	STAGES	Date	Date
1.0	Matches number symbols to 5, 10.	0 1 2 3 4 5 6 7 8 9 10	0 1 2 3 4 5 6 7 8 9 10
1.1	Uses 1 to 1 correspondence. Object to object eg. Matching one knife to each fork.	Correct Incorrect	Correct Incorrect
1.2	States some number names. (But not in sequence).	0 1 2 3 4 5 6 7 8 9 10	0 1 2 3 4 5 6 7 8 9 10
1.3	Rote counts to 5, 10, and 15.	Record highest number in sequence.	Record highest number in sequence.
1.4	Touch count a given collection up to 5, 10, and 15.	Record highest number in sequence.	Record highest number in sequence.

Recording Sheet

NUMBER AND ALGEBRA

Place Value			
STAGES		Date	Date
2.0	Identifies number symbols up to 5, 10, 15 by pointing.	1 10 2 11 3 12 4 13 5 14 6 15 7 8 9	1 10 2 11 3 12 4 13 5 14 6 15 7 8 9
2.1	Sequence number symbols to 5, 10, 15.	Record highest number in sequence.	Record highest number in sequence.
2.2	Reads single digit numbers to 5, 10, 15.	1 10 2 11 3 12 4 13 5 14 6 15 7 8 9	1 10 2 11 3 12 4 13 5 14 6 15 7 8 9
2.3	Knows numbers after a given number to 10.	Record highest number in sequence.	Record highest number in sequence.
2.4	Knows numbers before a given number to 10.	Record highest number in sequence.	Record highest number in sequence.
2.5	Compare objects with objects; which has more.	Correct Incorrect	Correct Incorrect
2.6	Compare symbols with symbols; which has more.	Correct Incorrect	Correct Incorrect
2.7	Compare objects with symbols; which has more.	Correct Incorrect	Correct Incorrect

Recording Sheet

NUMBER AND ALGEBRA

Place Value			
	STAGES	Date	Date
2.8	Compare objects with objects; which has less.	Correct Incorrect	Correct Incorrect
2.9	Compare symbols with symbols; which has less.	Correct Incorrect	Correct Incorrect
2.10	Compare objects with symbols; which has less.	Correct Incorrect	Correct Incorrect
2.11	Conserve number to 5.	Correct Incorrect	Correct Incorrect
2.12	Subitise; (can not subitise if they count) Name (if correct go to 2.13)	0 1 2 3 4 5 6 7 8 9	0 1 2 3 4 5 6 7 8 9
	Identify	0 1 2 3 4 5 6 7 8 9	0 1 2 3 4 5 6 7 8 9
2.13	Make a collection of up to 5, 10, 15 objects.	1-5 6-10 11-15	1-5 6-10 11-15

Recording Sheet

NUMBER AND ALGEBRA

Place Value – Addition / Subtraction			
	STAGES	Date	Date
3.0	Count all.	Correct Incorrect CA KF	Correct Incorrect CA KF
3.1	Model practical situations involving adding to.	Correct Incorrect	Correct Incorrect
3.2	Add 1 more to a group up to 5. 10.	2 CA KF CO 3 CA KF CO 4 CA KF CO 5 CA KF CO 6 CA KF CO 7 CA KF CO 8 CA KF CO 9 CA KF CO 10 CA KF CO	2 CA KF CO 3 CA KF CO 4 CA KF CO 5 CA KF CO 6 CA KF CO 7 CA KF CO 8 CA KF CO 9 CA KF CO 10 CA KF CO
3.3	Show different combinations to find a single digit total.	1st combination 2nd combination	1st combination 2nd combination
3.4	Count to find answer.	Correct Incorrect CA KF CB	Correct Incorrect CA KF CB
3.5	Can model practical situations involving taking away.	Correct Incorrect	Correct Incorrect
3.6	Can take 1 away from a group up to 10.	1 CA KF CB 2 CA KF CB 3 CA KF CB 4 CA KF CB 5 CA KF CB 6 CA KF CB 7 CA KF CB 8 CA KF CB 9 CA KF CB	1 CA KF CB 2 CA KF CB 3 CA KF CB 4 CA KF CB 5 CA KF CB 6 CA KF CB 7 CA KF CB 8 CA KF CB 9 CA KF CB

Recording Sheet

NUMBER AND ALGEBRA

Place Value – Multiplication / Division				
	STAGES		Date	Date
3.7	Share materials equally in practical situations.		Correct Incorrect	Correct Incorrect
3.8	Group materials equally in practical situations.		Correct Incorrect CA SC SU	Correct Incorrect CA SC SU
3.9	Models division.		Correct Incorrect	Correct Incorrect

Place Value – Money and Financial Mathematics				
	STAGES		Date	Date
4.0	Sort money into coins or notes.		Correct Incorrect	Correct Incorrect
4.1	Match coins;	5 cents	5 cents	5 cents
		10 cents	10 cents	10 cents
		20 cents	20 cents	20 cents
		50 cents	50 cents	50 cents
		$1	$1	$1
		$2	$2	$2
4.2	Identify the value of coins;	5 cents	5 cents	5 cents
		10 cents	10 cents	10 cents
		20 cents	20 cents	20 cents
		50 cents	50 cents	50 cents
		$1	$1	$1
		$2	$2	$2
4.3	Make a given amount up to $5 using $1 coins.		$1	$1
			$3	$3
			$2	$2
			$5	$5
			$4	$4
4.4	Make a given amount up to $1 using 10 cent coins.		10c	10c
			40c	40c
			60c	60c
			80c	80c
			$1	$1

Recording Sheet

NUMBER AND ALGEBRA

Place Value – Patterns and Algebra			
	STAGES	Date	Date
5.0	Copies a simple pattern.	Correct Incorrect	Correct Incorrect
5.1	Continues a simple pattern.	Correct Incorrect	Correct Incorrect

MEASUREMENT AND GEOMETRY

Using Units of Measurement - Time			
	STAGES	Date	Date
6.0	Identifies day and night.	Correct Incorrect	Correct Incorrect
6.1	Relates activities to correct time of day.	Correct Incorrect	Correct Incorrect
6.2	Describes current time (day or night).	Correct Incorrect	Correct Incorrect
6.3	Orders daily activities in a sequence.	Correct Incorrect	Correct Incorrect
6.4	States some days of the week.	Correct Incorrect	Correct Incorrect
6.5	States all days of the week in order.	Correct Incorrect	Correct Incorrect
6.6	Relates days of the week to their own life.	Correct Incorrect	Correct Incorrect

Using Units of Measurement - Length			
	STAGES	Date	Date
7.0	Uses appropriate language of comparison of length.	Correct Incorrect	Correct Incorrect
7.1	Identifies between long and short.	Correct Incorrect	Correct Incorrect
7.2	Comparing objects of the same length	Correct Incorrect	Correct Incorrect
7.3	Orders objects by length.	Correct Incorrect	Correct Incorrect

Recording Sheet

MEASUREMENT AND GEOMETRY

Using Units of Measurement – Mass / Capacity			
	STAGES	Date	Date
8.0	Identifies between heavy and light.	Correct Incorrect	Correct Incorrect
8.1	Estimates objects as heavier or lighter.	Correct Incorrect	Correct Incorrect
8.2	Identifies full.	Correct Incorrect	Correct Incorrect
	Identifies empty.	Correct Incorrect	Correct Incorrect
8.3	Estimates which container holds more.	Correct Incorrect	Correct Incorrect

Using Units of Measurement – Shape			
	STAGES	Date	Date
9.0	Matches simple shapes.	Circle Square Triangle Oval Rectangle	Circle Square Triangle Oval Rectangle
9.1	Identifies simple shapes by pointing.	Circle Square Triangle Oval Rectangle	Circle Square Triangle Oval Rectangle
9.2	Names simple shapes.	Circle Square Triangle Oval Rectangle	Circle Square Triangle Oval Rectangle
9.3	Recognises shapes in a picture.	Circle Square Triangle Rectangle	Circle Square Triangle Rectangle

Recording Sheet

MEASUREMENT AND GEOMETRY

Using Units of Measurement – Location and Transformation			
STAGES		Date	Date
10.0	Understand simple location words to follow oral directions.	down in on under up	down in on under up
10.1	Understands location words to follow oral directions.	beside behind around in front between	beside behind around in front between

4.
Pre Maths Online Interview Kit

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Equipment List

Plastic knives and forks x 6

Bear counters 10 x blue, 10 x red, 10 x yellow, 10 x green

Bear cars x 4

Unifix blocks x 20 same colour

Set of all real coins 8 x $1 coins, 20 x 10¢ coins

Set of all play notes

Small square box

Straws 1 x 20cm, 1 x 11cm, 1 x 6cm, 1 x 3cm

One pop stick

Match box car

Piece of string (similar weight to the feather)

Ball

Tin of food

Feather

Rock (similar weight to the tin of food)

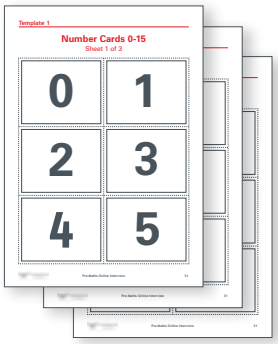
Small container – full of rice

Small container – empty

Small container – half full of rice

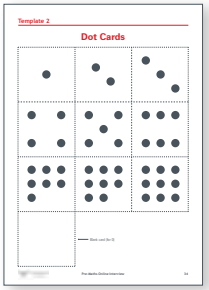
Empty containers – same shape different size x 2

Templates



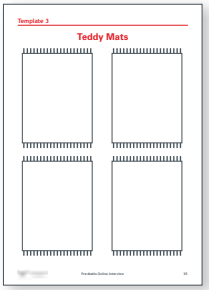
Template 1

Set of number cards 0-15.
To be copied and cut.



Template 2

Dot cards 0-9.
To be copied and cut.



Template 3

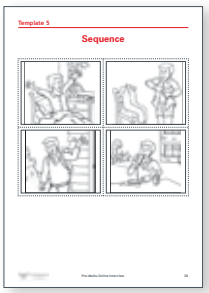
Bear mats.
To be copied.

Template 4

Day and Night.
To be copied.

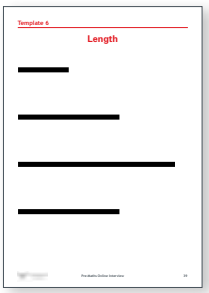
Template 4a, 4b

Sleeping, playing.
To be copied and cut.



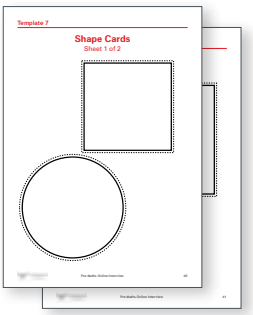
Template 5

Sequence.
To be copied and cut.



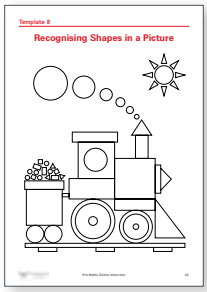
Template 6

Length.
To be copied.



Template 7

Shape cards.
To be copied and cut.



Template 8

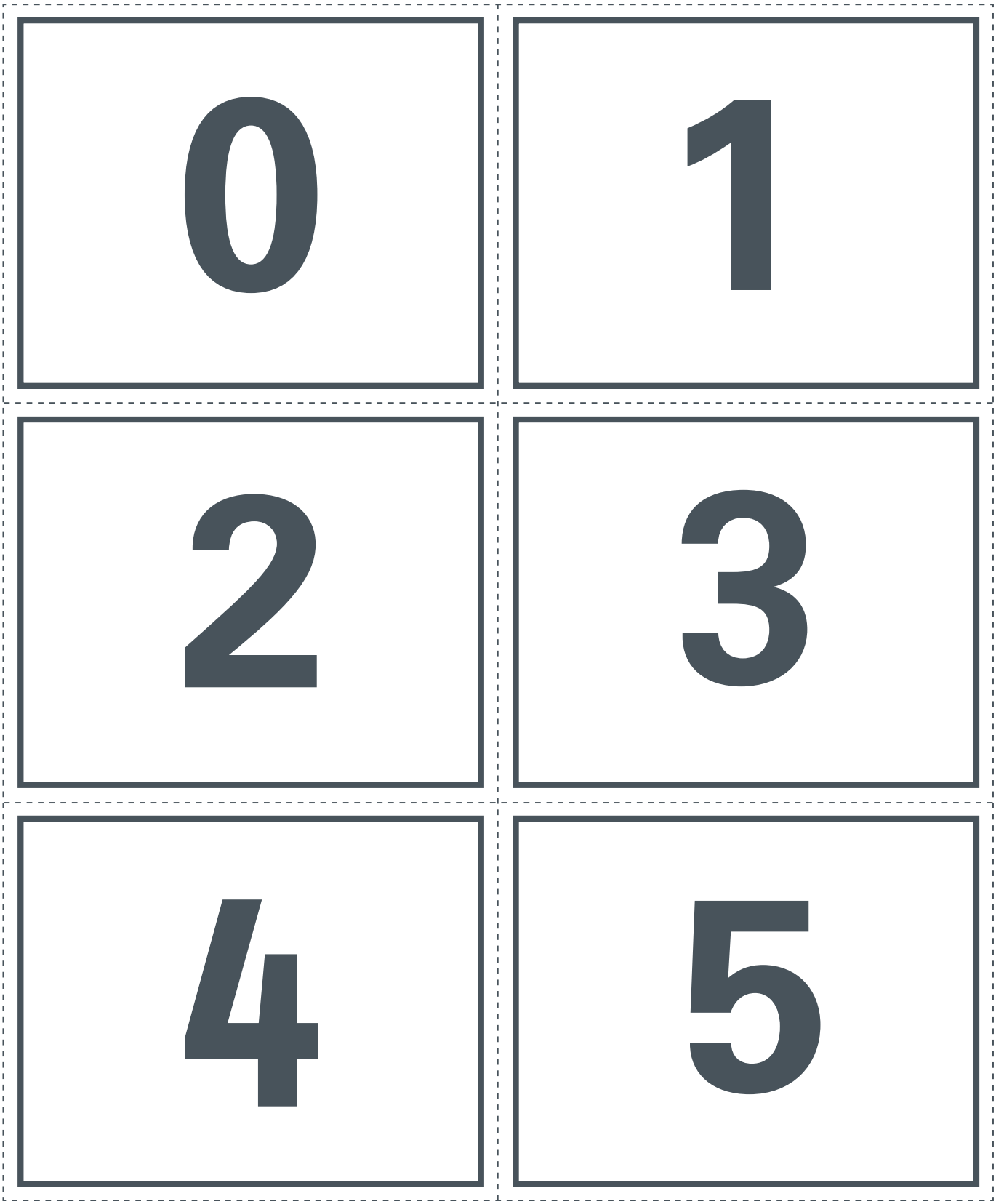
Recognising shapes in a picture.
To be copied.

5.
Templates

CONCORD
SCHOOL

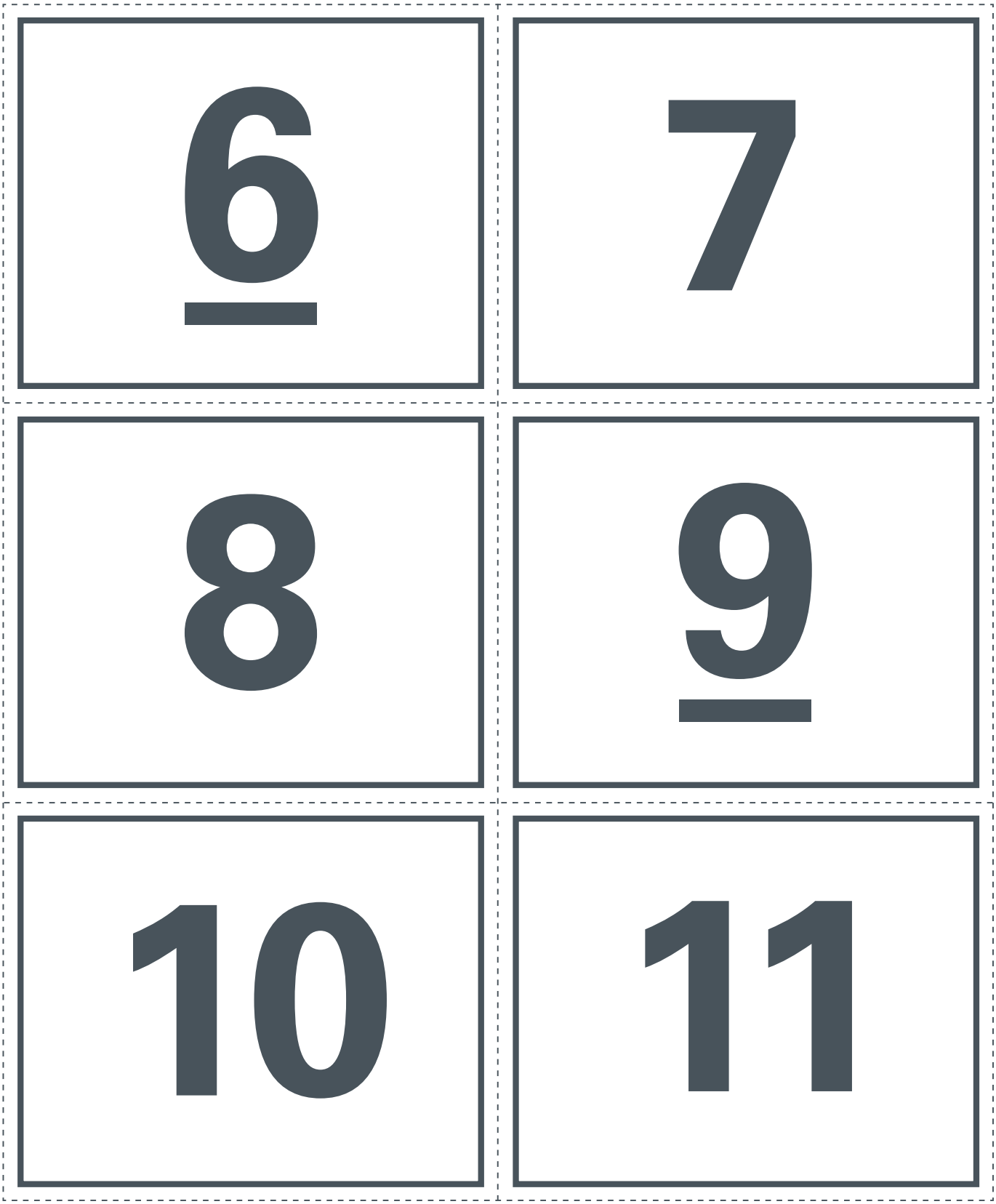
Number Cards 0-15

Sheet 1 of 3



Number Cards 0-15

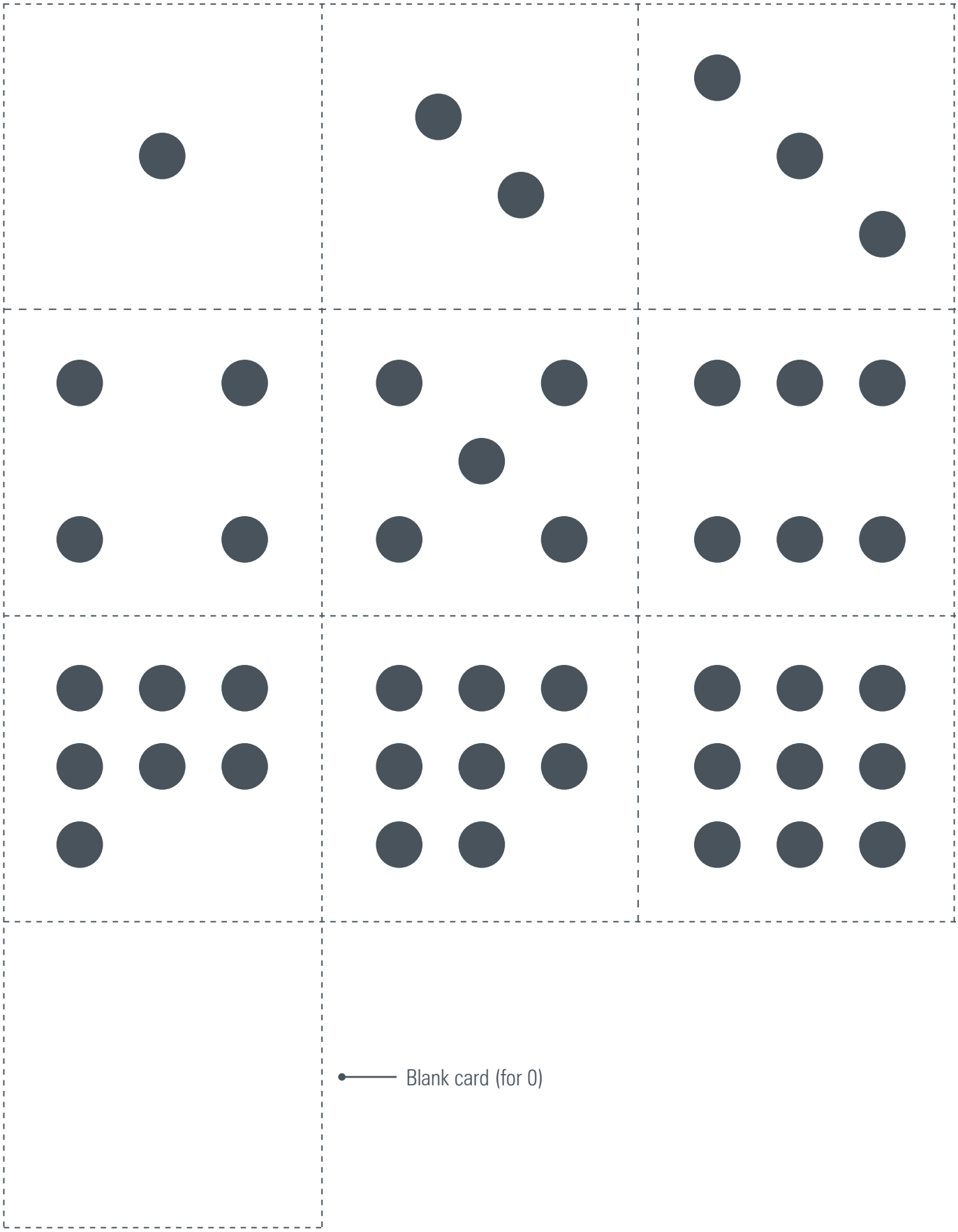
Sheet 2 of 3



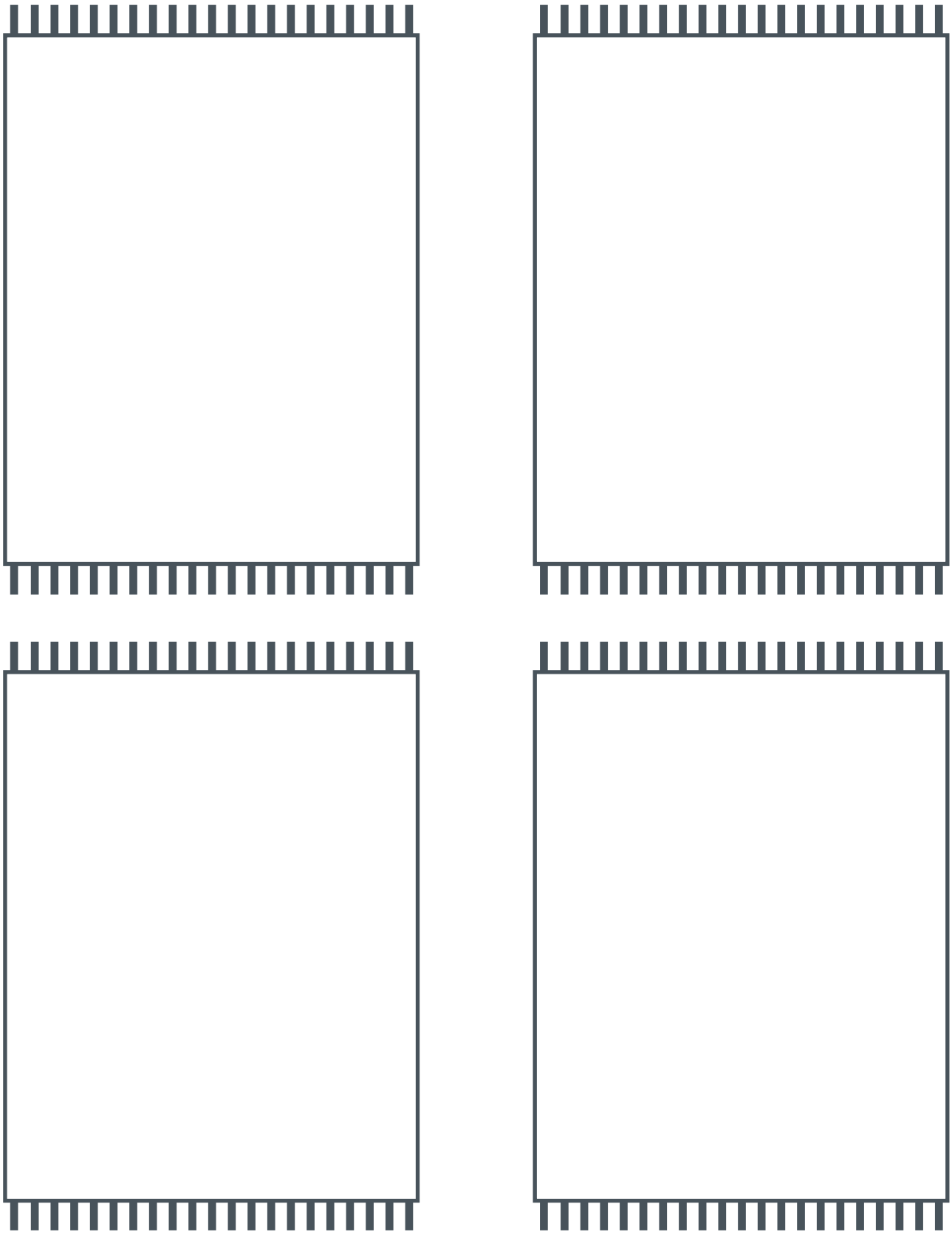
Number Cards 0-15

Sheet 3 of 3

Dot Cards

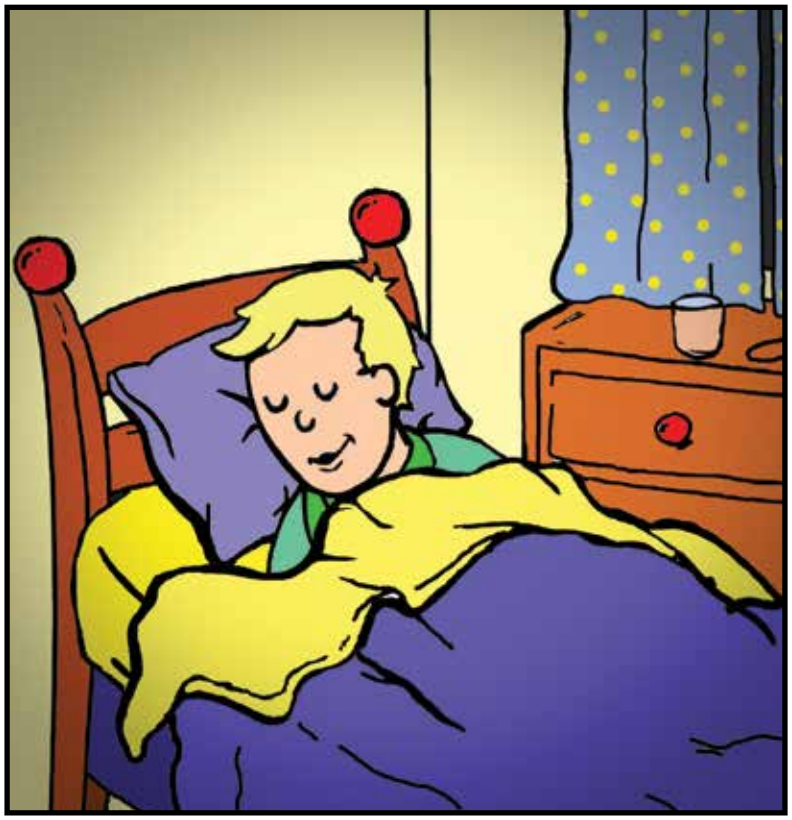


Bear Mats

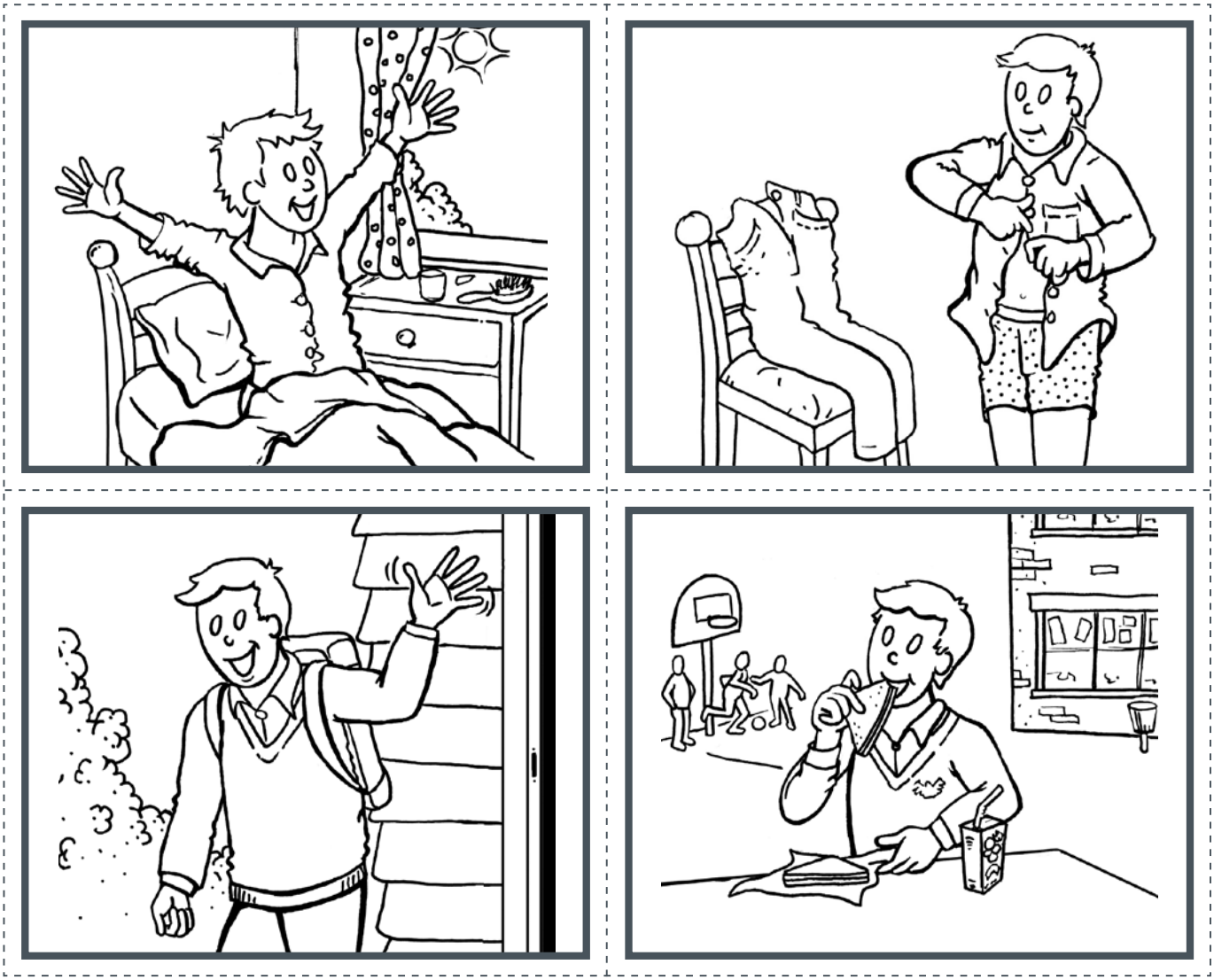


Day and night

Sleeping/playing



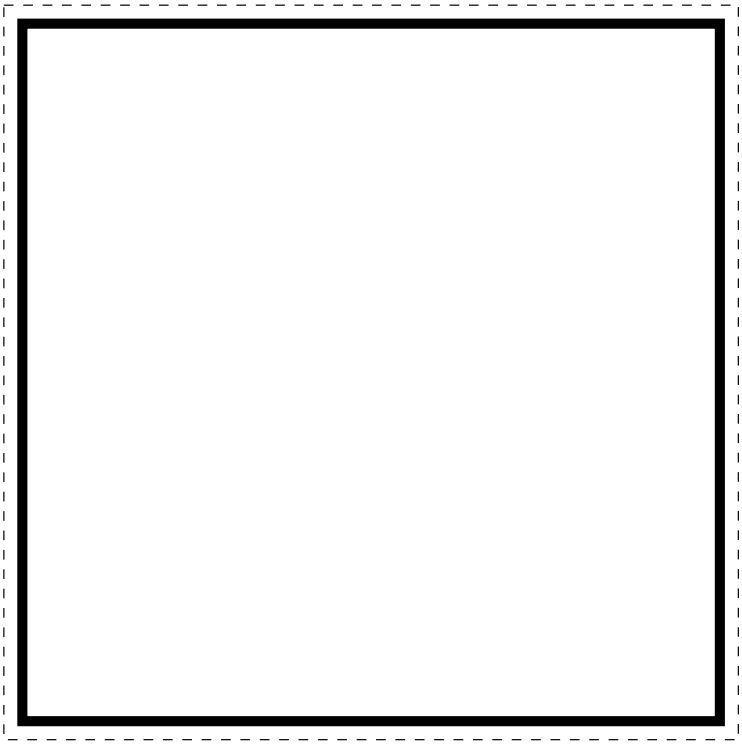
Sequence

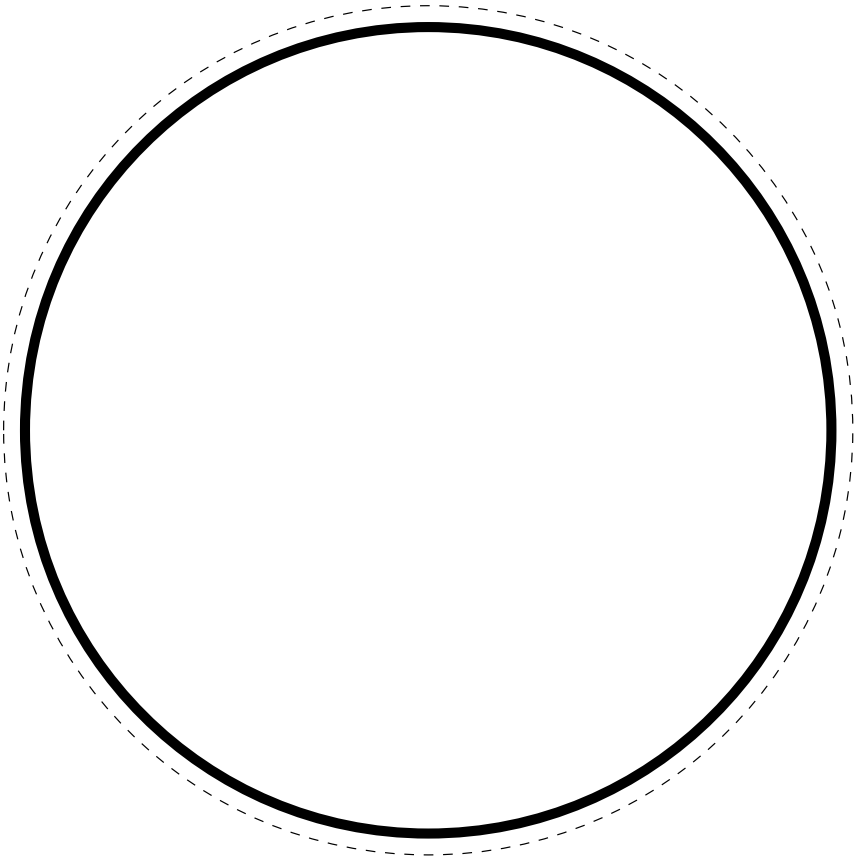


Length

Shape Cards

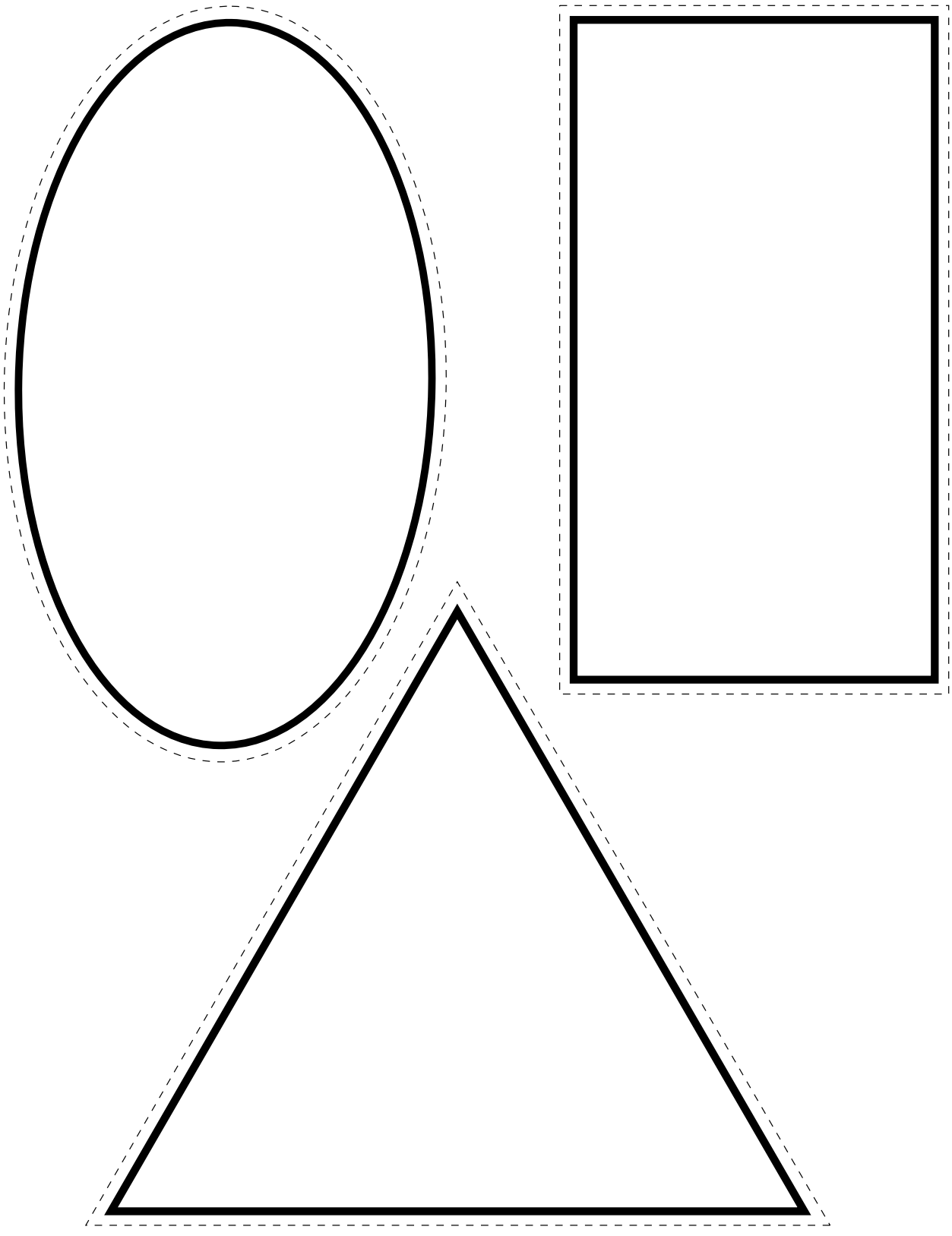
Sheet 1 of 2





Shape Cards

Sheet 2 of 2



Recognising Shapes in a Picture