Context Assessment – The Toy Shop

Within each assessment, the activities can be tailored depending on the concepts you want to assess. The outcomes have been grouped into related concepts and you can choose the appropriate outcome based on the previous experiences of the children. The groups are listed below for each activity but are listed in full in each activity focus.

ACTIVITY 1 – COUNTING TOYS

Early number
Place value
Comparing, ordering and rounding number
Early addition and subtraction
Learning number bonds
Early multiplication and division
Learning table facts

ACTIVITY 2 – SORTING AND GROUPING TOYS

Early number
Comparing, ordering and rounding number
Sorting information
Understanding money
Measure – length
Measure – weight

ACTIVITY 3 – TOY SURVEY

Early number
Comparing, ordering and rounding number
Gathering information
Displaying information

ACTIVITY 4 – TOY PRICES

Place value
Comparing, ordering and rounding number
Learning number bonds
Addition and subtraction mental and written calculations
Learning table facts
Multiplication and division mental calculations
Understanding money
Money calculations
Sorting information

ACTIVITY 5 – SETTING UP A TOY SHOP

Addition and subtraction mental and written calculations
Multiplication and division mental calculations
Understanding fractions
Displaying information
Understanding money
Money calculations

ACTIVITY 6 – SHOP ROLE PLAY

Learning number bonds
Addition and subtraction mental and written calculations
Learning table facts
Multiplication and division mental calculations
Understanding fractions
Measure – length
Measure – weight
Measure – capacity and volume
Measure – area
Position and movement
Angles
Understanding money
Money calculations

ACTIVITY 7 – TOY SHOP STOCK TAKE

Early number
Comparing, ordering and rounding number
Early addition and subtraction
Learning number bonds
Addition and subtraction mental and written calculations
Early multiplication and division
Learning table facts
Multiplication and division mental calculations
Displaying information
Money calculations

POSSIBLE LINKS ACROSS THE CURRICULUM

- **Expressive arts** – acting out the toy shop at night, music and sounds toys make
- **Health and wellbeing** – explore active toys, e.g. Frisbees, hula hoops, footballs
- **Languages** – present information, persuasive language in advertisements, functional text
- **Sciences** – look at forces, e.g. pushing and pulling or energy sources
- **Social studies** – investigate toys from the past by making timelines, museum displays, changing costs, etc.; look at toys from around the world
- **Technologies** – compare online games and electronic toys with each other and with toys from the past; explore how websites of online toy shops are structured

The Toy Shop

Setting the context
Ask the children to talk about their favourite toy to a talking partner. Explain that they are going to imagine setting up their own toy shop which will sell all sorts of different, exciting toys. Discuss the different places they have seen or been to where they can buy toys, such as shops just for toys, aisles in supermarkets, websites, catalogues.

ACTIVITY 1 – COUNTING TOYS

Set up a range of toys on the floor or in a role play area and ask number questions about them based on the outcomes you want to assess. Use questions such as those set out below and observe the children's skills and confidence in working them out. If appropriate, you may want them to record these at the same time using paper or whiteboards. Encourage them to make up their own questions for you and each other as part of this play activity.

Outcome groups	Assessment focus	Observation prompts
Early number NP1.1, NP1.2, NP1.3 **Place value** NP1.4a-c, NP1.5, NP1.6a, b **Comparing, ordering and rounding number** NP1.7a-c, NP1.8a, b, NP1.9a,b	**Focus A – Number skills** Focus on counting on and back. *How many cars are there? What is the total number of teddies?* Focus on grouping by place value. *I have 10 teddies and five more – how many is that? Make groups of 10 cars – how many are left over?* Focus on comparing amounts. *Are there more dolls than teddies? Do we have more than five of any of the toys?*	• Do they move the objects as they work it out or do it mentally? • Do they want the support of number lines, 100 squares or any other equipment? • If you ask them, can they record what they have done in an appropriate way using the correct symbols?
Early addition and subtraction AS1.1, AS1.2, AS1.3 **Learning number bonds** AS1.4a-c, AS1.5, AS1.6	**Focus B – Addition and subtraction** Focus on finding totals. *I have some teddies on the floor and some in the box – how many are there altogether? How many toys do we have if we count the cars and dolls together?* Focus on subtraction. *How many dolls are there? If I bought one, how many would be left? We had five teddies and I sold three, so how many are left?* Focus on addition. *I had three bears and bought two more, so how many do I have now? There are 10 books but I am going to store away five for next week, so how many are left?*	• Do they count on or have recall of number bonds? • Can they cross ten or hundred boundaries confidently? • Do they count or move items as they work this out? • Can they give related addition and subtraction facts?
Early multiplication and division MD1.1, MD1.2, MD1.3 **Learning table facts** MD1.4, MD1.5a-c, MD1.6, MD1.7a-c, MD1.8	**Focus C – Multiplication and division** Focus on making totals from groups. *We want to sell cars in packs of three. Let's make five packs – how many is this altogether? Construction bricks are sold in groups of 10. I had five packs, so how many bricks is that altogether?* Focus on division by sharing (i.e. sharing items one at a time between a known number). *This tub of construction bricks has to be shared between three customers – how many bricks do they get each? We are going to share the bears into three different windows, so how many will be in each window? I want to share 14 toys between four children, so how many will they get each? How many are left over?* Focus on division by grouping (i.e. finding how many smaller groups of a known size can be made). *I have 13 bears and we are going to sell them in pairs. How many pairs can I make? We have to sort the toys so there are five on each shelf – how many shelves can we fill? Sort the cars into piles of five – how many piles can we make and how many are left over?*	• Do they count up in steps or have recall of their table facts without building them up? • Can they relate this to multiplication and division by rewording, e.g. this is the same as 3×5? • How do they deal with remainders? • Can they give related multiplication and division facts?