

Mathematics Foundation

Chapter 5 — Space: shapes, and where things are

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Aboriginal and Torres Strait Islander content has been excluded as accuracy cannot be guaranteed, and it is better to be respectful than cover the entire curriculum inaccurately.

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Sorting, naming and creating familiar shapes; finding shapes in the objects around us

This is read with the teacher. The teacher reads all the words. We look, we say, and we play with the things on the table. You do not need to read.

VC2MFSP01 — sort, name and create familiar shapes; recognise and describe familiar shapes within objects in the environment, giving reasons.

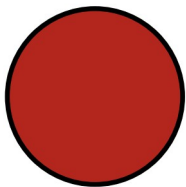
Teacher note. (adult-facing) This section delivers VC2MFSP01 in full at Foundation. Shapes here are two-dimensional — the four of elaboration E04: circles, squares, triangles, rectangles. Real objects appear only as places to find shapes (E04); classifying the objects themselves is Level 1 (VC2M1SP01) and is not here. Keep the “(close to)” honesty of E04 in your language: the door is close to a rectangle, not a perfect rectangle. The CD’s “giving reasons” (achievement standard: “give their reasoning”) is scored — every sort and make ends with the child saying how and why; Q13 is the observed reasoning prompt feeding Checkpoint 5 (TOC §7; CP5 also draws on 5B).

VC2MFSP01.E05 is not taught: Aboriginal and Torres Strait Islander content is excluded per house content policy Rule 1; the CD is fully delivered via E01–E04 (named, not silent). E01–E05 remain the MCQ/coverage join keys (D13). The cracker and sandwich panels in the objects figure are for oral use only (“close to a square / a triangle”). Materials: 8 shape cards per pair (two colours, two sizes, as in the sorting figure), paper, safety scissors, coins and cards to trace around, a bag, floor space for shape people.

Teaching sequence (teacher script). 1. Meet the shapes: show the four cards, say each name, the child says it too; count the sides — “The circle has no sides. It goes around and around.” 2. Sort: by colour, then by shape, then by size; each time, “How did you sort them? How do you know?” 3. Make: trace around a coin (circle), trace around a card (square, rectangle), cut paper shapes, make a shape picture — “Why did you choose each shape?” 4. Find: show the bicycle, the toy car, the kitchen things — “Can you see shapes in them? These parts are close to circles.” 5. Shape people: hold hands in a big circle; try a triangle (3 people) and a square (4 people).

Theory

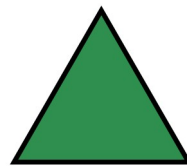
Shapes are all around us



circle



square



triangle



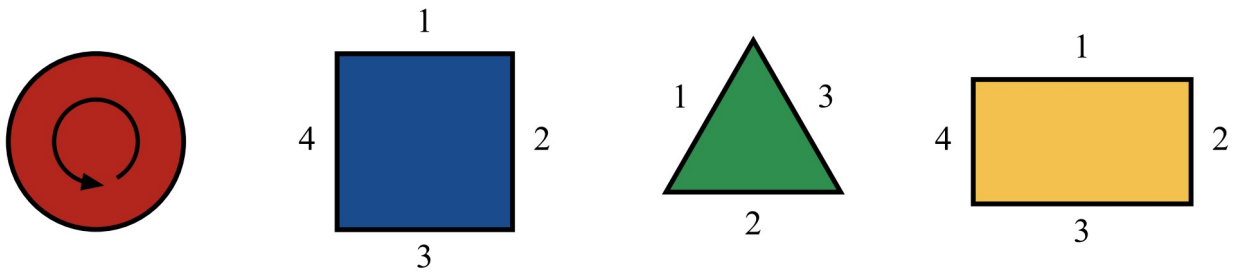
rectangle

Four shapes, named: circle, square, triangle, rectangle

These shapes are a circle, a square, a triangle and a rectangle. We say the names.

What are the shapes like?

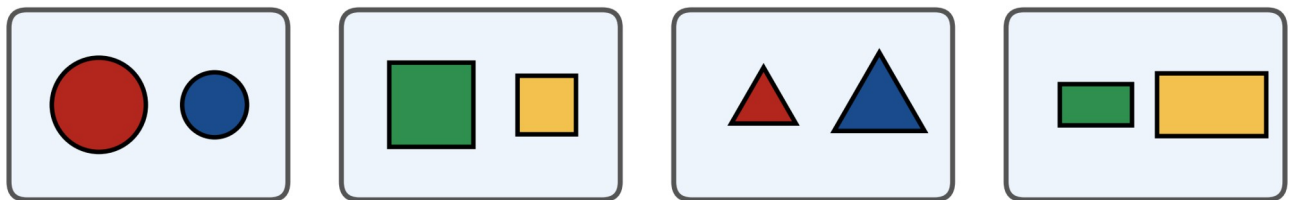
- A **circle** has no sides. It goes around and around.
- A **triangle** has 3 sides.
- A **square** has 4 sides. The sides are all the same.
- A **rectangle** has 4 sides. 2 sides are long. 2 sides are not long.



The four shapes with their sides counted: the triangle has 3 sides, the square has 4 sides, the rectangle has 4 sides and the circle has no sides

We can sort shapes

We can put shapes in groups. We can sort by colour. We can sort by size. We can sort by shape. We say how we sorted, and why.



The eight shape cards in four groups: two circles, two squares, two triangles and two rectangles

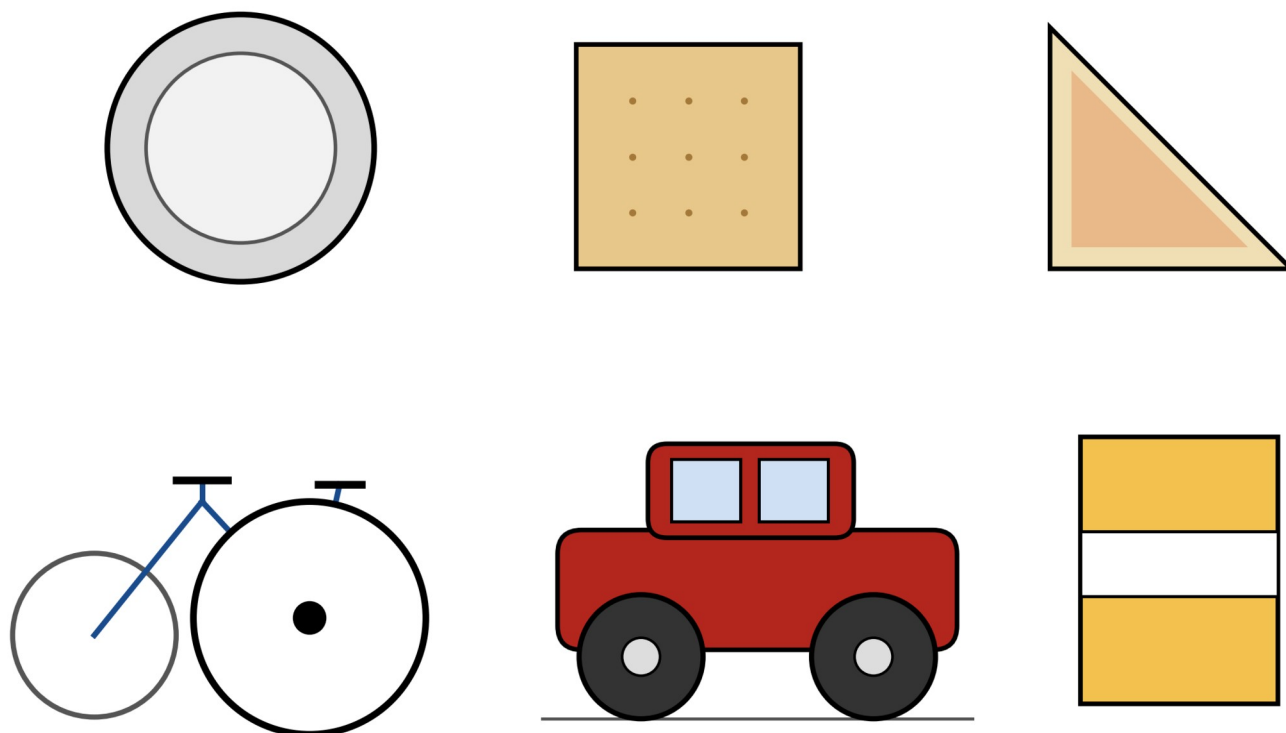
We can make shapes

We can draw around a coin. We get a circle. We can draw around a card. We get a square. We can cut paper into shapes. We can make a picture with shapes. We say why we chose each shape.



A circle traced around a coin, and a square traced around a square card

Shapes in the things around us

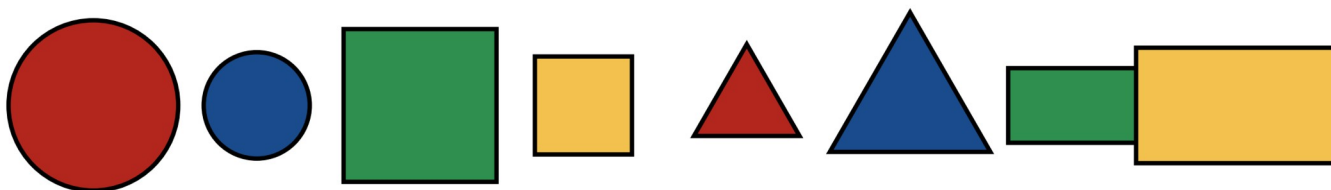


A bicycle, a toy car, a kitchen box, a tin and two other things; each has parts close to a familiar shape

The bicycle has parts that are close to circles. The toy car has parts that are close to circles, and parts that are close to rectangles. The kitchen box has a part that is close to a rectangle. The top of the tin is close to a circle. The things are close to the shapes. They are not the same as our shape cards.

Worked examples

Worked example 1 — Sort the shape cards, and say how.



Eight shape cards of different shapes, colour and size

We have 8 cards. We sort them by shape.

Working

Comment

Circles: the red card and the blue card.

2 cards, they are circles.

Squares: the green card and the yellow card.

2 cards, they are squares.

Triangles: the red card and the blue card.

2 cards, they are triangles.

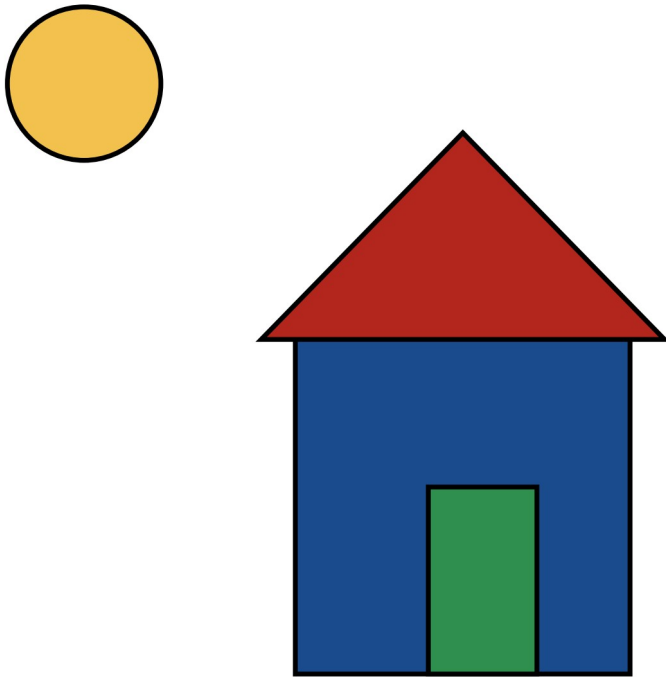
Rectangles: the green card and the yellow card.

2 cards, they are rectangles.

$\therefore$ 4 groups of 2. We sorted by shape. We know because all the cards in a group are the same shape.

We can sort the same cards by colour: red, blue, green, yellow — 4 groups of 2. We can sort by size: the big cards are one group, the small cards are one group — 2 groups of 4. We say how we sorted, and why.

Worked example 2 — Make a shape picture, and say why.



A picture of a house and sun made from four shapes

Working

Comment

A square for the house.

The house has 4 sides, all the same, like a square.

A triangle at the top.

The top has 3 sides, like a triangle.

A rectangle at the bottom, for the door.

The door has 4 sides, 2 long and 2 not long, like a rectangle.

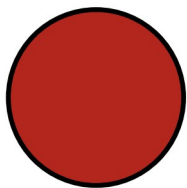
A circle up high, for the sun.

The sun is like a circle.

∴ We made a picture with 4 shapes. We chose each shape because it is like the part in the picture.

Practice questions

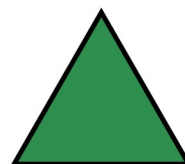
Q1. Look at the 4 shapes. Say the name of each shape.



circle



square



triangle

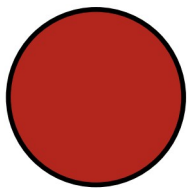


rectangle

Four shapes, named: circle, square, triangle, rectangle

Q2. Sort the 8 cards by colour. Say: “I sorted by ____.”

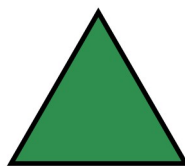
Q3. Count the sides. **a** A triangle has ____ sides. **b** A square has ____ sides. **c** A rectangle has ____ sides. **d** A circle has ____ sides.



circle



square



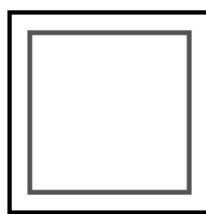
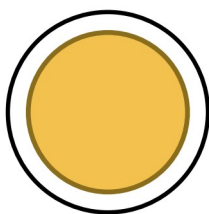
triangle



rectangle

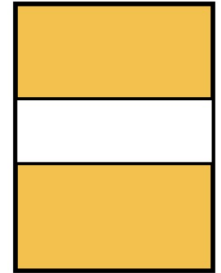
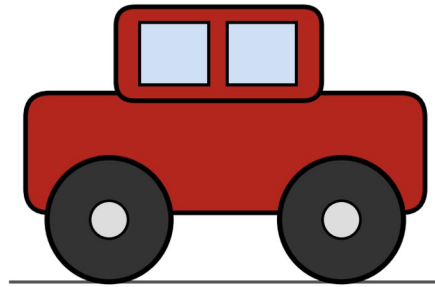
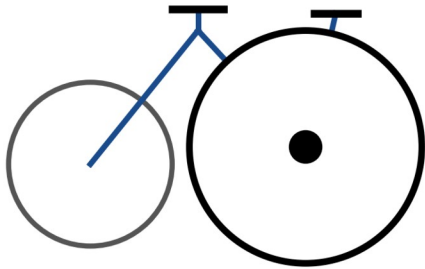
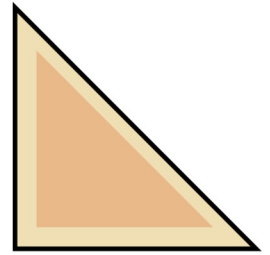
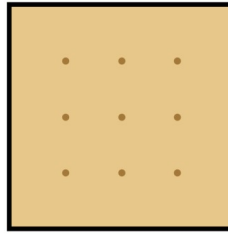
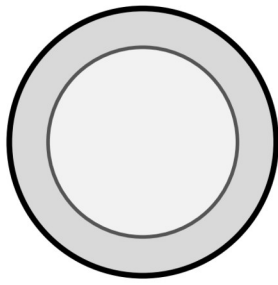
Four shapes, named: circle, square, triangle, rectangle

Q4. Draw around a coin. What shape do you get? Draw around a square card. What shape do you get?



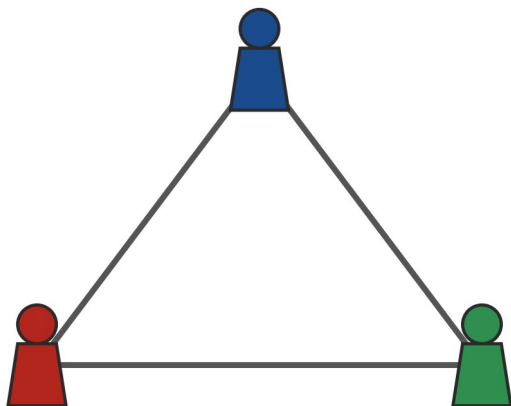
A circle traced around a coin, and a square traced around a square card

Q5. Look at the bicycle in the picture of the things. Can you see 2 parts that are close to circles? Show them.



A bicycle, a toy car, a kitchen box, a tin and two other things; each has parts close to a familiar shape

Q6. Make a triangle with your friends. How many people do you need?



Three people holding hands to make a triangle

Q7. Look at the toy car in the picture of the things. What shapes can you see in it? Say where.

Q8. Look at the kitchen box and the tin. What shape is the side of the box close to? What shape is the top of the tin close to?

Q9. Sort the 8 cards your way. Say how you sorted, and why.

Q10. Make a picture with shapes. Draw the shapes or cut them from paper. Say why you chose each shape.

Q11. What shape am I? **a** I have 3 sides. **b** I have 4 sides, all the same. **c** I have no sides. I go around and around.

Q12. Find 3 things in the room that have shapes in them. Say the thing, the shape, and why you say so.

Q13. *Teacher: lay the 8 cards on the table; no help. Record the child's words. "Sort the cards your way." "How did you sort them? Why do they go in these groups? How do you know?"*

Answers

Q1. Circle, square, triangle, rectangle. **Q2.** Red: the red circle, the red triangle. Blue: the blue circle, the blue triangle. Green: the green square, the green rectangle. Yellow: the yellow square, the yellow rectangle. “I sorted by colour.” **Q3.** a 3 b 4 c 4 d 0 (a circle has no sides) **Q4.** A circle. A square. **Q5.** The bicycle goes around on 2 parts that are close to circles. **Q6.** 3 people. **Q7.** Circles, rectangles and squares. **Q8.** The side of the box is close to a rectangle. The top of the tin is close to a circle. **Q9.** Answers will be different. Say how you sorted: by shape, by colour, or by size. **Q10.** Answers will be different. Say why you chose each shape. **Q11.** a Triangle. b Square. c Circle. **Q12.** Answers will be different. **Q13.** You sort the cards and say why — “They are all red.” / “They all have 3 sides.”

Fully-worked solutions

Q1. We say the names: circle, square, triangle, rectangle.

Q2.

Working	Comment
Red: the red circle and the red triangle.	They are red.
Blue: the blue circle and the blue triangle.	They are blue.
Green: the green square and the green rectangle.	They are green.
Yellow: the yellow square and the yellow rectangle.	They are yellow.

∴ 4 groups of 2. I sorted by colour.

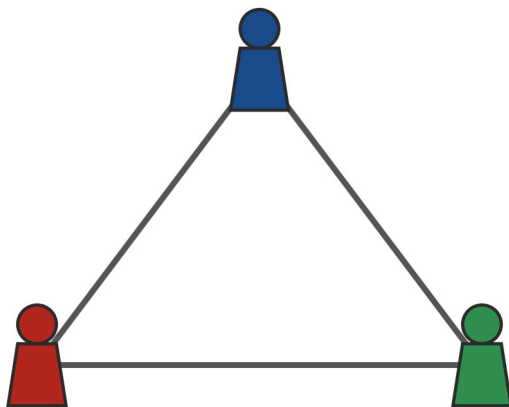
Q3.

Working	Comment
Triangle: 1, 2, 3.	3 sides.
Square: 1, 2, 3, 4.	4 sides, all the same.
Rectangle: 1, 2, 3, 4.	4 sides, 2 long and 2 not long.
Circle: no sides to count.	0 sides.

Q4. A coin is like a circle, so we get a circle. A square card is a square, so we get a square.

Q5. I see 2 parts that are close to circles: the bicycle goes around on them. ∴ circles.

Q6. 3 people hold hands and make a triangle. ∴ We need 3 people.



Three people holding hands to make a triangle

Q7.

Working	Comment
The parts the car goes around on.	Close to circles.
The long part, and the top part.	Close to rectangles.
The two small parts in the top part.	Close to squares.

∴ I can see circles, rectangles and squares in the toy car.

Q8. The side of the box has 4 sides, 2 long and 2 not long, so it is close to a rectangle. The top of the tin goes around and around, so it is close to a circle.

Q9. I put the circles here, the squares here, the triangles here, the rectangles here. I sorted by shape. They go in a group because they are the same shape.

Q10. I made a house. A square for the house, a triangle at the top, a rectangle for the door, a circle for the sun. I chose the circle because the sun is like a circle.

Q11. **a** 3 sides, so a triangle. **b** 4 sides, all the same, so a square. **c** No sides, it goes around and around, so a circle.

Q12. The door is close to a rectangle, because it has 4 sides, 2 long and 2 not long. The book is close to a rectangle. The top of the tin is close to a circle.

Q13. *Teacher record.* The child sorts the cards (by colour, by shape or by size) and says why: “They are all red.” / “They all have 3 sides.” The why is the part we listen for (CP5).

Position and location: where things are in a familiar space

The teacher says all the words. You look, say and play. You do not need to read.

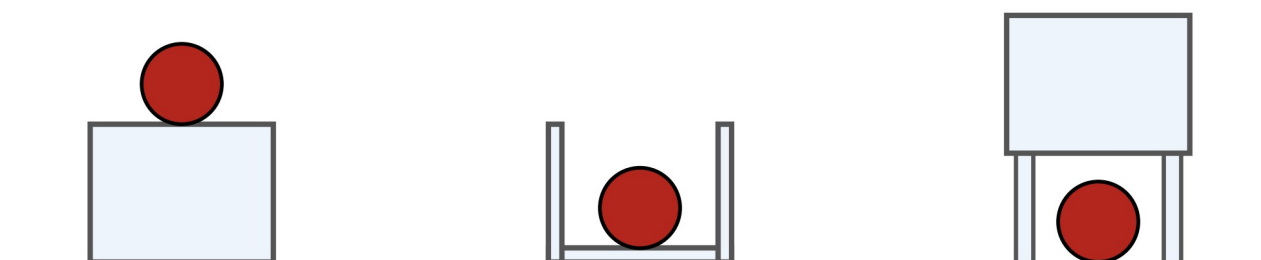
describe the position and location of themselves and objects in relation to other people and objects within a familiar space — VC2MFSP02

Words that say where

All things have a place. Words can say where a thing is.

Get a box and a ball. The teacher does, and you look and say.

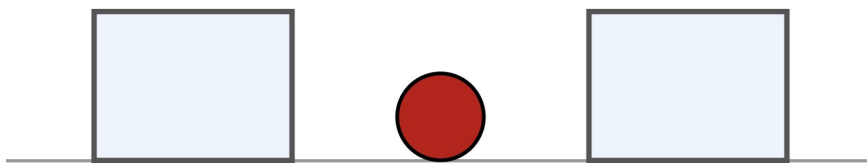
- **in** — The ball is in the box.
- **on top of** — The ball is on top of the box.
- **under** — The ball is under the box. The ball is underneath the box, too. Under and underneath say the same place.
- **behind** — The ball is behind the box.
- **next to** — The ball is next to the box.
- **between** — The ball is between the boxes.
- **near** — The ball is near the box.



Three boxes. The ball is on top of the first box, in the second box and under the third box.



The teddy is behind the first box. The teddy is next to the second box.



The ball is between the two boxes.

The words are for you, too.

Mia sits next to Sam. Mia is behind the box. The teddy is near the door.

Examples

Do this with the teacher. Get a box and a ball. Look and say.

Example 1 — where is the ball?

Do	Say
The teacher puts the ball in the box.	Where is the ball? The ball is in the box.
The teacher puts the ball on top of the box.	Where is the ball now? The ball is on top of the box.
The teacher puts the ball under the box.	Where is the ball now? The ball is under the box.
So — the words say where the ball is.	

Example 2 — where did you hide it?

Get the ball. Mia hides the ball in the room. Sam does not look.

Do	Say
Mia hides the ball behind the bin.	Where did you hide the ball?
The bin is near the door.	I hid it behind the bin. It is near the door.



The ball is behind the bin. The bin is near the door. A bench is over there.

So — Mia says where the ball is. Two words say where: behind the bin, near the door.

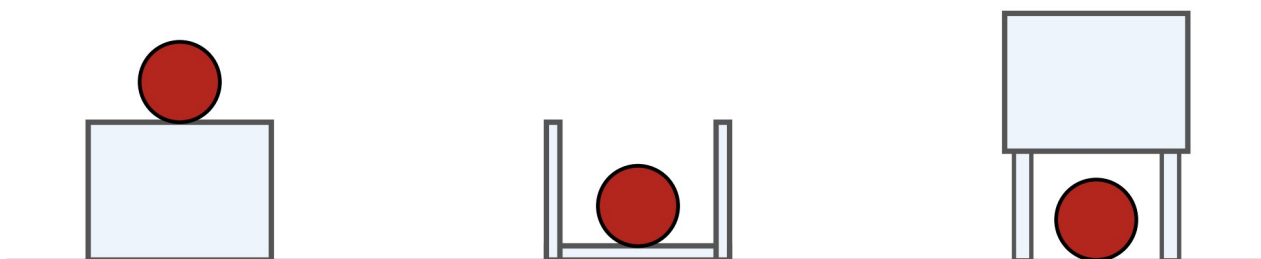
VCAA gives one more game here (VC2MFSP02.E03). It is a game of Aboriginal and Torres Strait Islander Peoples. This book does not put in Aboriginal and Torres Strait Islander things. You can read why at the start of this book.

Now you try

The teacher reads all the words. You say or do the answer. The teacher puts the answer down.

With help

Q1. Say where the ball is.



Three boxes. The ball is on top of the first box, in the second box and under the third box.

- a. The ball is ____ the first box.
- b. The ball is ____ the second box.
- c. The ball is ____ the third box.

Q2. Say where the teddy is.



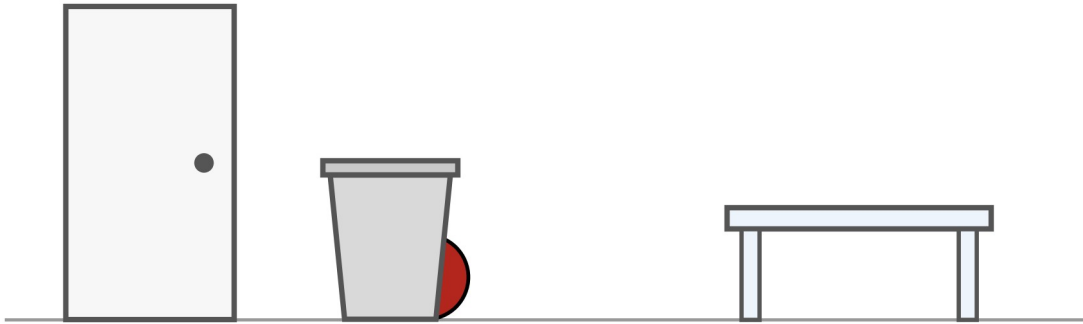
The teddy is behind the first box. The teddy is next to the second box.

- a. The teddy is ____ the first box.
- b. The teddy is ____ the second box.

Q3. Get a ball and a box. Do what the teacher says.

- a. Put the ball in the box.
- b. Put the ball on top of the box.
- c. Put the ball under the box.
- d. Put the ball behind the box.

Q4. Look.



The ball is behind the bin. The bin is near the door. A bench is over there.

The ball is behind the _____. It is near the _____.

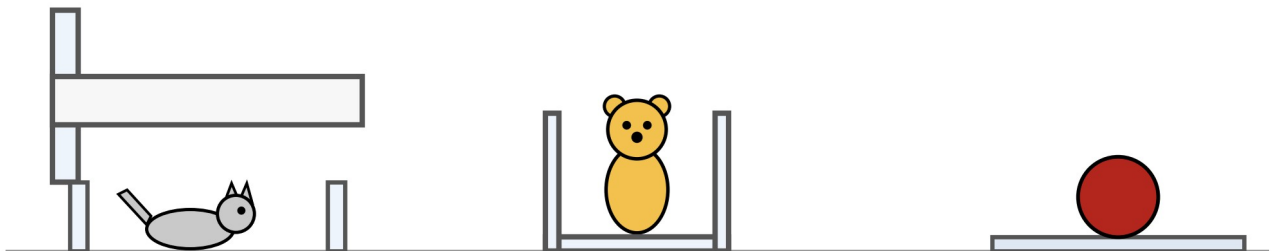
Q5. Look at our room. Where are the scissors? Say: They are in the box on the _____.

Q6. Sit in a new place. Say where you are: I am _____ the _____.

On your own

Q7. Hide a toy in the room. Say where you hid it: I hid the _____ behind the _____. It is near the _____.

Q8. Look. Say where the cat, the teddy and the ball are.



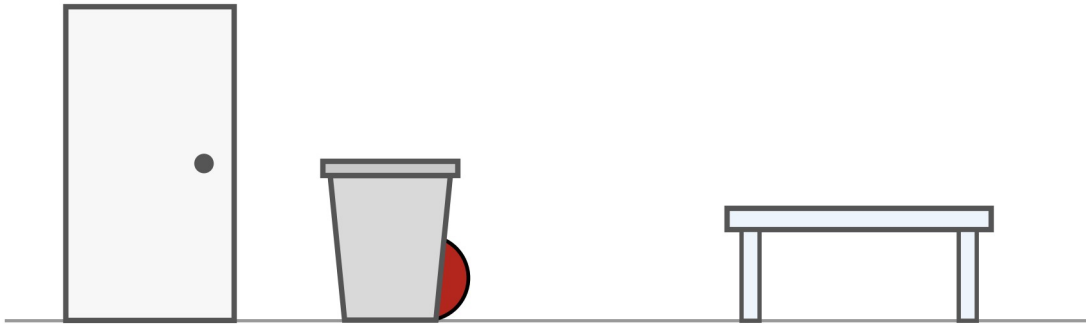
The cat is under the bed. The teddy is in the box. The ball is on top of the mat.

Q9. Move in the room. Stop. Say where you are.

Q10. The teacher says where. Put the toy there. Say where the toy is.

- Put the toy under the table.
- Put the toy between the bag and the cup.
- Put the toy on top of the mat.

Q11. Sam says the ball is behind the bench. Look. Is Sam right? Say where the ball is.



The ball is behind the bin. The bin is near the door. A bench is over there.

Q12. Play with a friend. You move the teddy. Your friend says where it is. Now your friend moves the teddy. You say where it is.

Answers

Q1. a. on top of b. in c. under.

Q2. a. behind b. next to.

Q3. a. in b. on top of c. under d. behind.

Q4. bin; door.

Q5. shelf.

Q6. Your own words.

Q7. Your own words.

Q8. The cat is under the bed. The teddy is in the box. The ball is on top of the mat.

Q9. Your own words.

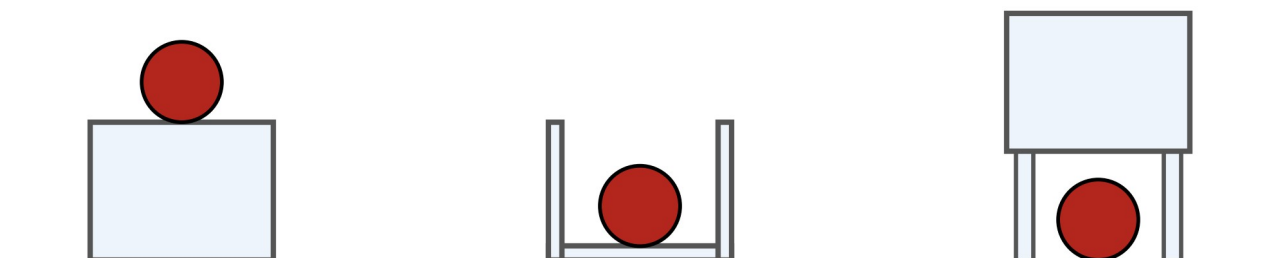
Q10. a. under the table b. between the bag and the cup c. on top of the mat.

Q11. No. The ball is behind the bin. It is near the door.

Q12. Your own words.

See how

Q1.

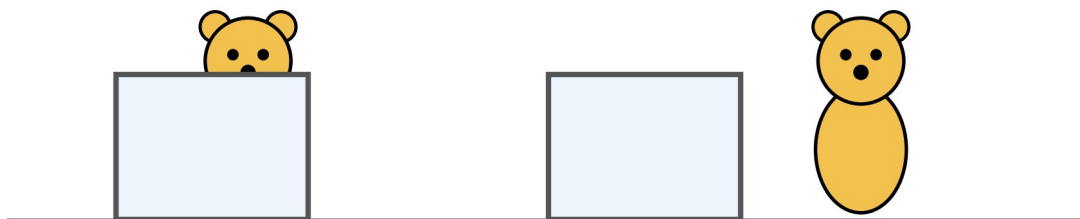


Three boxes. The ball is on top of the first box, in the second box and under the third box.

The ball is on top of the first box. The ball is in the second box. The ball is under the third box.

So — on top of, in, under.

Q2.



The teddy is behind the first box. The teddy is next to the second box.

- a. The teddy is behind the box.
- b. The teddy is next to the box.

Q3. The teacher says where. You put the ball there.

- a. The ball is in the box.
- b. The ball is on top of the box.
- c. The ball is under the box.
- d. The ball is behind the box.

Q4.



The ball is behind the bin. The bin is near the door. A bench is over there.

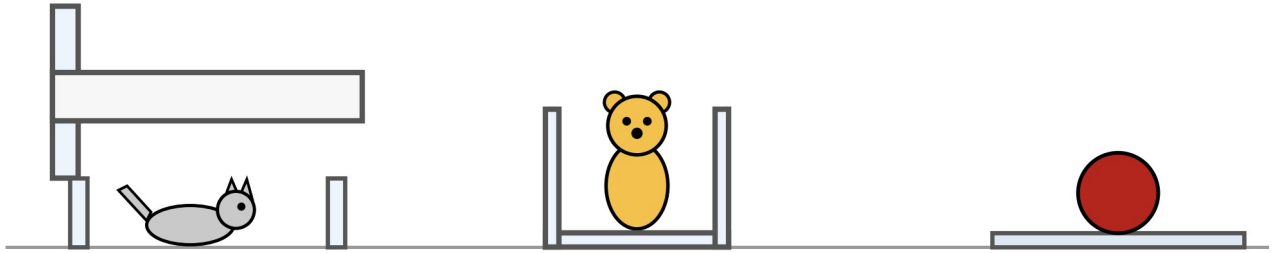
The ball is behind the bin. It is near the door.

Q5. The scissors are in the box on the shelf.

Q6. You say where you are. Good words are: in, on top of, under, behind, next to, between and near.

Q7. You hide the toy. You say where. One way: I hid the teddy behind the door. It is near the mat.

Q8.



The cat is under the bed. The teddy is in the box. The ball is on top of the mat.

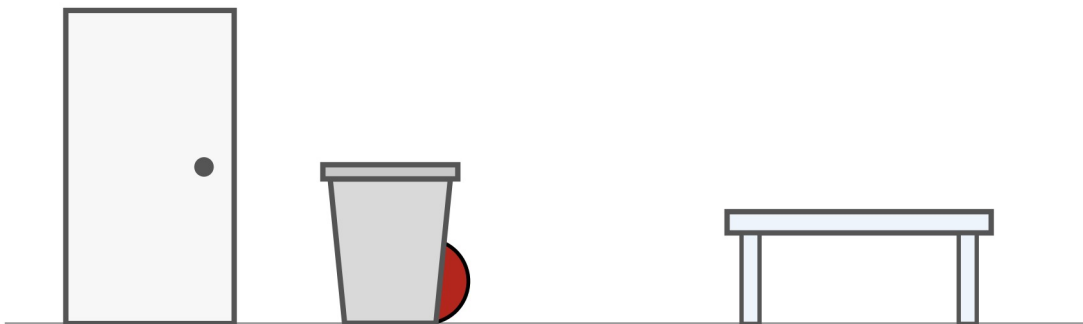
The cat is under the bed. The teddy is in the box. The ball is on top of the mat.

Q9. You move. You say where you are. One way: I am next to the door. I am near the bin.

Q10.

- The toy is under the table.
- The toy is between the bag and the cup.
- The toy is on top of the mat.

Q11.



The ball is behind the bin. The bin is near the door. A bench is over there.

No. The ball is not behind the bench. The ball is behind the bin. It is near the door.

Q12. You move the teddy. Your friend says where it is. One way: The teddy is behind the box. Now your friend moves the teddy. You say where it is. One way: The teddy is on top of the mat.

Checkpoint CP5

Chapter 5 — Space: shapes, and where things are · CP5 · VC2MFSP01 and VC2MFSP02 · 8 marks

The teacher reads all the words. You look, you say, and you do. You do not need to read.

sort, name and create familiar shapes; recognise and describe familiar shapes within objects in the environment, giving reasons — VC2MFSP01

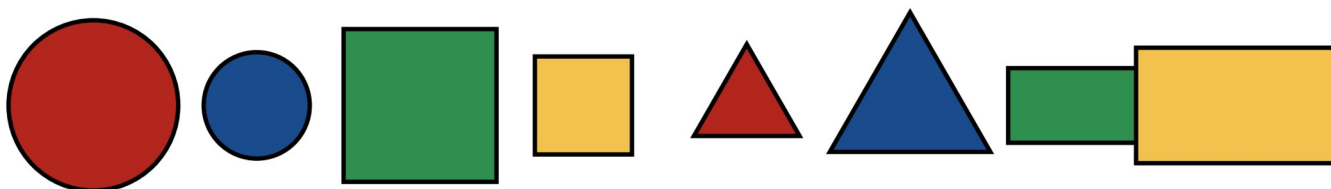
describe the position and location of themselves and objects in relation to other people and objects within a familiar space — VC2MFSP02

Teacher note. (adult-facing) CP5 is an observed checkpoint, not an exam (TOC §7, D10). **Nothing is timed**; the guidance durations below are for a teacher planning the week, not a limit on the child. **No written response is required**: the child says and does, and the teacher writes down the child’s words. **No calculator** and no digital device is used anywhere in this checkpoint. Run it one-to-one or in a small group over a normal week, with the materials on the desk. Each CD is scored separately: Task 1 scores VC2MFSP01 (4 marks) and Task 2 scores VC2MFSP02 (4 marks) — 8 marks in total. The rubric is written in the language of each CD’s achievement-standard extract, quoted verbatim in the Marking guide. Task 1 is the same sort-and-say as 5A Q13, the observed reasoning prompt that feeds this checkpoint; Task 2 draws on 5B. The 96 MCQs keyed to each CD belong to the digital question layer and play no part here (D9). **Safety at point of use**: clear floor space for the moving and hiding in Task 2; children walk, not run, to their new place; keep the coin in view. VC2MFSP01 . E05 and VC2MFSP02 . E03 are not drawn on: Aboriginal and Torres Strait Islander content is excluded per CONTENT_POLICY Rule 1 (front-of-book note); the checkpoint is scored against each CD’s text and achievement-standard extract (D13), and the remaining elaborations fully illustrate both.

Task 1 — Sort, name and make shapes (VC2MFSP01) — 4 marks

Guidance duration: about 5 minutes per child, spread across the week.

Materials on the desk: the 8 shape cards from 5A (2 circles, 2 squares, 2 triangles and 2 rectangles, in 2 colours and 2 sizes), paper, a pencil or crayon, a coin, a square card and a rectangle card to trace around.

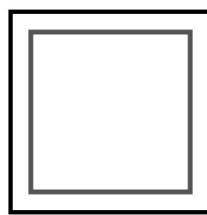
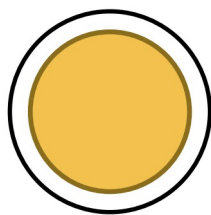


Eight shape cards of different shapes, colour and size

Teacher script. Lay the 8 cards on the table. No help. Write down the child’s words.

1. **Sort.** “Put the cards in groups. Sort them your way.” Watch the child sort. (1 mark)
2. **Reason.** “How did you sort them? Why do they go in these groups? How do you know?” Write down the words. This is the reasoning VC2MFSP01 asks for: “giving reasons”. (1 mark)
3. **Name.** Point to one card of each shape, one at a time. “What is this shape?” — circle, square, triangle, rectangle. (1 mark)
4. **Create.** “Make a shape on the paper. You can draw it, or trace around the coin or a card. Tell me what you made.” (1 mark)

Also accept: naming a shape in a real object — “the top of the tin is close to a circle; the door is close to a rectangle” — as the naming evidence, and as the CD’s “within objects in the environment” part. Keep the “(close to)” honesty of VC2MFSP01 . E04: real things are close to the shape, not the same as the shape card.

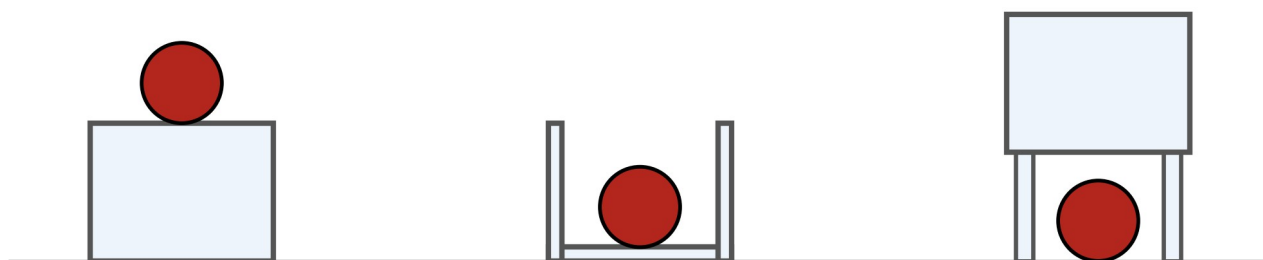


A circle traced around a coin, and a square traced around a square card

Task 2 — Where is it? Where are you? (VC2MFSP02) — 4 marks

Guidance duration: about 5 minutes per child, spread across the week.

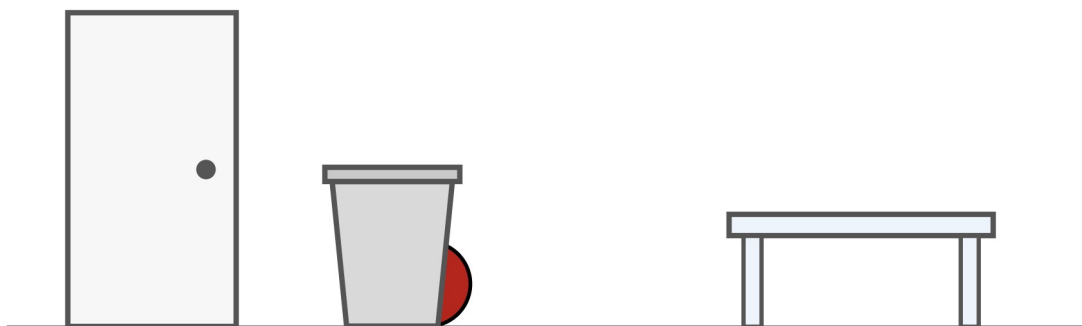
Materials and space: a box, a ball and a teddy or class toy, in the real classroom — with its door, table, mat, bin and shelf.



Three boxes. The ball is on top of the first box, in the second box and under the third box.

Teacher script. Use the real classroom. Write down the child's words.

1. **An object in relation to an object.** Put the ball in the box, then on top of the box, then under the box. Each time: "Where is the ball?" (1 mark)
2. **An object in relation to a person.** Put the teddy next to a child. "Where is the teddy?" — "The teddy is next to Mia." (1 mark)
3. **Self in relation to an object or a person.** "Go and stand in a new place. Where are you now?" — "I am next to the door." (1 mark)
4. **Where you moved it.** "Hide the ball where I cannot see it. Now tell me: where did you hide the ball?" — "I hid it behind the bin. It is near the door." (1 mark)



The ball is behind the bin. The bin is near the door. A bench is over there.

The words to listen for are the 5B words: in, on top of, under, underneath, behind, next to, between and near. The child says; nothing is written by the child. No maps, no grids and no left/right route talk — those are later levels (VC2M1SP02, VC2M2SP02), not here.

Marking guide

This part is for adults. It is not read to the class.

Checkpoint CP5 — total: 8 marks. Task 1 (VC2MFSP01): 4 marks. Task 2 (VC2MFSP02): 4 marks. Whole marks only: each row scores 1 or 0.

The rubric is written in the language of the achievement-standard extracts carried in the authority file (maths_F.json) for each CD, quoted verbatim:

“Students name, create and sort familiar shapes and give their reasoning.” — VC2MFSP01 achievement-standard extract

“They describe the position and the location of themselves and objects in relation to other objects and people within a familiar space.” — VC2MFSP02 achievement-standard extract

Task 1 — VC2MFSP01: sort, name and make shapes (4 marks)

VC2MFSP01 says “giving reasons”, so the reasoning is scored, not just the answer (TOC §7). Row 4 is the reasoning row: it is awarded for the *why* of the sort. A correct sort with no reason scores row 3 only.

Mark	Achievement-standard wording	What to look for	Accept
1	“name” ... “familiar shapes”	Names all 4 shapes when the cards are pointed to	circle, square, triangle, rectangle; naming a shape in a real object (“the top of the tin is close to a circle”) also counts
1	“create” ... “familiar shapes”	Makes one familiar shape by tracing or drawing, and says what it is	a traced coin circle; a drawn triangle; a traced card square or rectangle
1	“sort” ... “familiar shapes”	Puts the 8 cards into groups that follow one rule	by shape (4 groups of 2), by colour or by size
1	“give their reasoning”	Says the rule of the sort — the why	“They are all red.” / “They all have 3 sides.” / “They are the big ones.”

Task 2 — VC2MFSP02: where things are (4 marks)

Mark	Achievement-standard wording	What to look for	Accept
1	“the position and the location of ... objects in relation to other objects”	Says where an object is, in relation to another object	“The ball is in the box.” / “The ball is on top of the box.”
1	“... objects in relation to ... people”	Says where an object is, in relation to a person	“The teddy is next to Mia.” / “The teddy is behind Sam.”
1	“... of themselves ...”	Says where they are, in relation to an object or a person	“I am next to the door.” / “I am near the mat.”
1	“... of themselves and objects ...”, after moving the object	Says where they hid the ball, with 2 position words	“I hid it behind the bin. It is near the door.”

Marking rules.

- Whole marks only; each row scores 1 or 0. Task total 8: 4 for VC2MFSP01 and 4 for VC2MFSP02.

- Award the mark for the child's own words, said or shown. Scribe them as said. A point plus "there, behind that" with a look at the bin counts if the place is clear.
- Keep the "(close to)" honesty: "the door is close to a rectangle" is a correct naming, not a mistake to fix.
- Not scored, because it is not Foundation: classifying three-dimensional objects (Level 1, VC2M1SP01); left/right or route directions (Level 1, VC2M1SP02); maps, grids and coordinates (Level 2, VC2M2SP02).
- Nothing is timed and no written response is required (TOC §7). A child who needs a second try at a row may have one; record the better evidence.

Elaboration traceability (join keys, per D13 — linkage, not a syllabus). Task 1 draws on VC2MFSP01 . E01 (sorting the shape cards and saying how), VC2MFSP01 . E02 (creating shapes by tracing around objects) and VC2MFSP01 . E04 (shapes "(close to)" rectangles, squares, triangles and circles in everyday items). Task 2 draws on VC2MFSP02 . E01 (position of an item in relation to other items) and VC2MFSP02 . E02 (the hiding game: "I hid it behind the garbage bin over there near the bench"). VC2MFSP01 . E03 (shapes made by groups of people) is a 5A classroom activity and is not needed for scoring. VC2MFSP01 . E05 and VC2MFSP02 . E03 are not used: Aboriginal and Torres Strait Islander content is excluded per CONTENT_POLICY Rule 1 and recorded as a §2A exclusion, reported ACCEPTED by the coverage audit — never silently dropped. Coverage of each CD is judged against the CD text and its achievement-standard extract (D13).

Sample record — full marks (8 of 8).

Task 1. The child sorts the cards into 4 groups: circles here, squares here, triangles here, rectangles here. Asked why: "They are the same shape. These all have 3 sides." Names circle, square, triangle and rectangle. Traces around the coin: "I made a circle."

Row	Evidence	Mark
"name"	circle, square, triangle, rectangle	1
"create"	traced a circle around the coin, and said so	1
"sort"	4 shape groups, one rule	1
"give their reasoning"	"They are the same shape. These all have 3 sides."	1

Task 2. "The ball is in the box." "The teddy is next to Mia." Moves to the mat: "I am near the mat." Hides the ball: "I hid it behind the bin. It is near the door."

Row	Evidence	Mark
object in relation to object	"The ball is in the box."	1
object in relation to person	"The teddy is next to Mia."	1
self in relation to object	"I am near the mat."	1
where they moved it, 2 position words	"I hid it behind the bin. It is near the door."	1

Task 1: 4. Task 2: 4. **Total: 8 of 8.**

Sample record — part marks (5 of 8).

Task 1. The child sorts the cards by colour into 4 groups but gives no reason when asked "why?". Names circle, square, triangle and rectangle. Draws a triangle: "This one has 3 sides."

Row	Evidence	Mark
"name"	circle, square, triangle, rectangle	1
"create"	drew a triangle, and said so	1
"sort"	4 colour groups, one rule	1

Row	Evidence	Mark
“give their reasoning”	sort shown, no reason said	0

Task 2. “The ball is under the box.” “Next to Mia.” Moves to the door: “Here.” Hides the ball: “Behind the bin.”

Row	Evidence	Mark
object in relation to object	“The ball is under the box.”	1
object in relation to person	“Next to Mia.”	1
self in relation to object	“Here.” — no position word	0
where they moved it, 2 position words	“Behind the bin.” — 1 position word, not 2	0

Task 1: 3. Task 2: 2. **Total: 5 of 8.** The reasoning row and the second position word are the rows children most often lose; both come back in the end-of-year review.