Mathematics - P Scale

P1(i) - Mathematics

1. The learner will encounter activities and experiences

1.1 I can experience various sounds. [1]

1.2 I can experience light patterns. [3]

1.3 I can experience music. [5]

1.4 I can experience a combination of action with sound. [7]

1.5 I can experience movement. [9]

2. The learner will show simple reflex responses

2.1 I can make a startled response to a sudden noise. [2]

2.2 I can make a startled response to a sudden movement. [4]

2.3 I can make a startled response to a sudden bright light. [6]

2.4 I can be passive or resistant. [8]

P1(ii) - Mathematics

1. The learner will show emerging awareness of activities and experiences

1.1 I can make a brief response to sound. [11]

1.2 I can make a brief response to a picture. [13]

1.3 I can make a brief response to music. [15]

1.4 I can make a brief response to physical sensory source. [17]

1.5 I can make a brief response to light patterns. [18]

1.6 I can make a brief response to a

2. The learner will show intermittent reactions

2.1 I can react to movement. [12]

2.2 I can react to physical contact. [14]

2.3 I can react to a change in temperature. [16]

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moving object. [19]

P2(i) - Mathematics

1. The learner will react to new activities and experiences	2. The learner will begin to show interest in people, events and objects	3. The learner will participate in shared activities
1.1 I can react to unfamiliar sounds. [21]	2.1 I can respond consistently to familiar people. [22]	3.1 I can engage in co-active exploration. [23]
1.2 I can react to unfamiliar images. [24]	2.2 I can respond consistently to familiar events. [25]	
1.3 I can react to a new task. [26]	2.3 I can respond consistently to familiar objects. [27]	
1.4 I can react to a new experience. [28]		

P2(ii) - Mathematics

1. The learner will communicate consistent preferences	2. The learner will communicate affective responses	3. The learner will recognise familiar people, events and objects	4. The learner will perform simple actions	5. The learner will remember learned responses	6. The learner will participate in shared activities
1.1 I can communicate preference for certain images. [30]	2.1 I can respond with volume variation. [31]	3.1 I can recognise familiar people. [32]	4.1 I can attempt to perform a simple action. [33]	5.1 I can remember learned responses over short periods of	6.1 I can co-operate with shared exploration. [35]

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				time. [34]	
1.2 I can communicate preference for certain sounds. [36]	2.2 I can respond to specific stimulation. [37]	3.2 I can recognise familiar events. [38]	4.2 I can use trial and improvement to perform an action. [39]		6.2 I can co-operate with supported participation . [40]
		3.3 I can recognise familiar objects. [41]			

P3(i) - Mathematics

1. The learner will request events or activities	2. The learner will participate in shared activities	3. The learner will sustain concentration	4. The learner will explore materials	5. The learner will perform simple actions	6. The learner will remember learned responses
1.1 I can request for an event or activity. [43]	2.1 I can participate in shared exploration with less support. [44]	3.1 I can sustain concentration for short periods. [45]	4.1 I can explore different materials in increasingly complex ways. [46]	5.1 I can perform simple actions. [47]	6.1 I can remember learned responses over extended periods. [48]
				5.2 I can observe the result of my action. [49]	6.2 I can remember a learned activity. [50]
				5.3 I can demonstrate an awareness of change as a result of my action. [51]	6.3 I can remember the purpose of equipment. [52]

P3(ii) - Mathematics

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1. The learner will initiate interactions and activities	2. The learner will remember learned responses	3. The learner will respond to options and choices	4. The learner will actively explore objects and events	5. The learner will apply potential solutions systematically to problems
1.1 I can greet familiar people. [54]	2.1 I can remember learned responses over increasing periods. [55]	3.1 I can respond to an option or choice. [56]	4.1 I can actively explore objects. [57]	5.1 I can attempt to solve simple problems. [58]
1.2 I can initiate interactions with familiar people. [59]	2.2 I can anticipate familiar events. [60]	3.2 I can demonstrate dissatisfaction. [61]	4.2 I can actively explore events. [62]	
1.3 I can initiate activities with familiar people. [63]		3.3 I can demonstrate satisfaction. [64]	4.3 I can remain interested in an activity for a short period. [65]	
		3.4 I can indicate preference. [66]		

P4 - NUMBER

1. The learner will be aware of number activities and counting

1.1 I can participate in number activities. [68]

1.2 I can work with single objects. [69]

1.3 I can count objects. [70]

1.4 I can follow a simple counting sequence. [71]

1.5 I can assist with a one-to-one matching activity. [72]

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1.6 I can join in the actions to number rhymes. [73]

P4 - SHAPE, SPACE & MEASURES

1. The learner will search for objects that have gone out of sight, hearing or touch

1.1 I can search for hidden objects. [75]

1.2 I know when something has been removed. [78]

2. The learner will match big objects and small objects

2.1 I can match objects by their size. [76]

2.2 I can make a group of large objects. [79]

2.3 I can make a group of small objects. [81]

3. The learner will demonstrate an interest in position and the relationship between objects

3.1 I can use shapes. [77]

3.2 I can use construction materials. [80]

3.3 I can dismantle an object. [82]

3.4 I can demonstrate an interest in position. [83]

3.5 I can demonstrate an interest in the relationship between objects. [84]

P4 - USING AND APPLYING

1. The learner will be aware of cause and effect in familiar mathematical activities

1.1 I can demonstrate awareness of cause and effect in familiar mathematical activities. [86]

1.2 I can repeat an action

2. The learner will be aware of changes in shape, position or quantity

2.1 I can group objects according to shape. [87]

2.2 I can use materials to

3. The learner will anticipate, follow and join in familiar activities when given a contextual clue

3.1 I can anticipate the next action or chorus in a familiar song or rhyme. [88]

3.2 I can relate familiar

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to cause an effect. [89]	create different shapes. [90]	items with other items. [91]
	2.3 I can locate objects and familiar items that have been moved or hidden from view. [92]	3.3 I can recognise simple patterns. [93]
	2.4 I can identify which contains the most. [94]	
	2.5 I can identify which contains the least. [95]	

P5 - NUMBER

1. The learner will participate in familiar number rhymes, stories, songs and games	2. The learner will indicate a knowledge of 1 or 2	3. The learner will show awareness of contrasting quantities
1.1 I can count when playing with numbers in any order. [97]	2.1 I can indicate 1 object. [98]	3.1 I can make a group of 1 item. [99]
1.2 I can participate in simple games. [100]	2.2 I can indicate 2 objects. [101]	3.2 I can make a group of lots of items. [102]
1.3 I can participate in familiar number rhymes. [103]	2.3 I can match single objects. [104]	3.3 I can use the term "one" appropriately. [105]
1.4 I can participate in familiar number stories and songs. [106]	2.4 I can match equal sets of objects. [107]	3.4 I can use the term "lots" appropriately. [108]
		3.5 I can demonstrate awareness of contrasting quantities. [109]

P5 - SHAPE, SPACE & MEASURES

1. The learner	2. The learner	3. The learner	4. The learner

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will search intentionally for objects in their usual place	will find big and small items on request	will compare the overall size of objects	will explore the position of objects
1.1 I can locate personal items when in their usual place. [111]	2.1 I can locate big items on request. [112]	3.1 I can identify the larger shape, where there is a marked difference. [113]	4.1 I can put the equipment away in the correct place. [114]
1.2 I can locate class equipment when in its usual place. [115]	2.2 I can locate small items on request. [116]	3.2 I can identify the smaller shape, where there is a marked difference. [117]	4.2 I can explore the position of objects. [118]
1.3 I can search for specific objects. [119]			

P5 - USING AND APPLYING

1. The learner will recognise similarities	2. The learner will group a small number of objects	3. The learner will solve simple problems practically
1.1 I can collect objects from a given criterion. [121]	2.1 I can make a small set of objects. [122]	3.1 I can select an appropriate container for items of different sizes. [123]
1.2 I can find matching pairs from a collection of pictures. [124]	2.2 I can sort similar objects into small groups. [125]	3.2 I can select an appropriate tool for a task. [126]
1.3 I can match a picture to an object. [127]		3.3 I can indicate a knowledge of relationships between familiar objects. [128]
1.4 I can match colours. [129]		3.4 I can solve simple problems practically. [130]
1.5 I can sort small items from big items. [131]		

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P6 - NUMBER

1. The learner will understand one-to-one correspondence	2. The learner will participate in counting up to 5	3. The learner will count and work reliably to 3	4. The learner will understand the concept 'more'	5. The learner will participate in new number rhymes, songs, stories and games
1.1 I can demonstrate an understanding of one-to-one correspondence. [133]	2.1 I can join in counting to 5. [134]	3.1 I can count reliably to 3. [135]	4.1 I can demonstrate an understanding of the concept "more". [136]	5.1 I can use counting in play. [137]
1.2 I can give an object to a person. [138]	2.2 I can match numerals to 5. [139]	3.2 I can make sets of up to 3 objects. [140]		5.2 I can join in known number rhymes. [141]
1.3 I can match objects. [142]	2.3 I can match objects from a choice of 5. [143]	3.3 I can participate in familiar activities using numbers to 3. [144]		5.3 I can join in new number rhymes. [145]
	2.4 I can participate in counting activities to 5. [146]	3.4 I can select an object from a choice of 3. [147]		

P6 - SHAPE, SPACE & MEASURES

1. The learner will search for objects not found in their	2. The learner will compare objects by size	3. The learner will manipulate three-dimensional	4. The learner will understand words, signs

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usual place		shapes	and symbols that describe positions
1.1 I can search for hidden objects. [149]	2.1 I can order objects by size. [150]	3.1 I have experienced various 3D shapes. [151]	4.1 I can use words that describe position. [152]
1.2 I can search for an item not in its usual place. [153]	2.2 I can compare the size of an object with that of another where the difference is not great. [154]	3.2 I can use 3D shapes in different contexts. [155]	4.2 I can use signs that describe positions. [156]
	2.3 I can order objects according to length. [157]		4.3 I can use symbols that describe positions. [158]

P6 - USING AND APPLYING

1. The learner will sort objects and materials	2. The learner will copy simple patterns and sequences
1.1 I can identify a requested colour. [160]	2.1 I can copy simple patterns. [161]
1.2 I can identify a requested object. [162]	2.2 I can copy simple sequences. [163]
1.3 I can match pairs of objects. [164]	
1.4 I can sort objects by my own criteria. [165]	
1.5 I can sort objects by given criteria. [166]	

P7 - NUMBER

1. The learner will participate in counting to 10	2. The learner will count at least 5 objects	3. The learner will recognise numerals from 1 to 5	4. The learner will understand the concept of	5. The learner will in practical situations, respond ap

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	reliably		less	propriately to 'add 1' to a number of objects
1.1 I can join in counting to 10. [168]	2.1 I can count to 5 independently. [169]	3.1 I can name numerals from 1 to 5. [170]	4.1 I can demonstrate an understanding of "less". [171]	5.1 I can "add 1" in practical situations. [172]
1.2 I can participate in counting rhymes or games to 10. [173]	2.2 I can put out objects to 5. [174]	3.2 I can sequence numerals from 1 to 5. [175]	4.2 I can demonstrate an understanding of "the least". [176]	5.2 I can count how many as a result of adding. [177]
	2.3 I can put the correct number of objects (1-5) into containers marked with the numeral. [178]	3.3 I can match quantities to numerals 1 to 5. [179]		

P7 - SHAPE, SPACE & MEASURES

1. The learner will respond appropriately to forwards and backwards	2. The learner will pick out described shapes from a collection	3. The learner will use familiar words in practical situations when comparing size and quantities
1.1 I can demonstrate an understanding of a forward movement. [181]	2.1 I can pick out a specific shape from a collection. [182]	3.1 I can use correct vocabulary when comparing size. [183]
1.2 I can demonstrate an understanding of a backward movement. [184]	2.2 I can locate a shape from its description. [185]	3.2 I can use correct vocabulary when comparing quantities. [186]
1.3 I can describe the directional movement of an object. [187]	2.3 I can group shapes according to their description. [188]	3.3 I can use appropriate terms in practical situations. [189]
	2.4 I can match geometric shapes with pictures of	

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shape. [190]

P7 - USING AND APPLYING

1. Complete a range of classification activities	2. Identify when an object is different and not belong to a given familiar category	3. Respond appropriately to key vocabulary and questions
1.1 I can match and group objects according to shape [192]	2.1 I can identify the odd one out [193]	3.1 I can respond appropriately to key vocabulary [194]
1.2 I can match and group objects according to colour [195]	2.2 I can identify odd items from sets and remove them into the correct set [196]	3.2 I can respond appropriately to key questions [197]
1.3 I can match and group objects according to size [198]		
1.4 I can match and group objects according to length [199]		
1.5 I can match and group objects according to weight [200]		

P8 - NUMBER

1. The learner will participate in counting to beyond 10	2. The learner will continue to count onwards from a given small	3. The learner will recognise differences in quantity	4. The learner will recognise numerals from 1 to 9	5. The learner will in practical situations 'add 1' and 'take away 1'	6. The learner will use ordinal numbers	7. The learner will estimate a small number (up to 10) and check by cou

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	number					nting
1.1 I can join in counting beyond 10. [202]	2.1 I can continue to count from a given small number. [203]	3.1 I can indicate which contains "more". [204]	4.1 I can match numerals from 1 to 9. [205]	5.1 I can "add 1" and count how many. [206]	6.1 I can use the term "first" appropriately. [207]	7.1 I can estimate the number of objects with some accuracy. [208]
1.2 I can count to 10 consistently. [209]		3.2 I can indicate which contains "fewer". [210]	4.2 I can count out quantities 1 to 9. [211]	5.2 I can "take away 1" and count how many. [212]	6.2 I can use the term "last" appropriately. [213]	7.2 I can check my estimates by counting. [214]
		3.3 I can indicate which is "smaller". [215]	4.3 I can put the correct number of objects (1-9) into containers marked with the numeral. [216]	5.3 I can find "1 less". [217]	6.3 I can use the term "second" appropriately. [218]	
		3.4 I can indicate which is "larger". [219]		5.4 I can find "1 more". [220]	6.4 I can use the term "third" appropriately. [221]	
		3.5 I can arrange groups of objects from smallest to largest. [222]				

P8 - SHAPE, SPACE & MEASURES

1. The learner will compare	2. The learner will show	3. The learner will respond to	4. The learner will describe

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objects directly, focusing on one dimension	awareness of time	mathematical vocabulary	shapes in simple models, pictures and patterns
1.1 I can compare objects or items using their lengths. [224]	2.1 I can name the days of the week. [225]	3.1 I can locate objects based on different attributes. [226]	4.1 I can name various shapes. [227]
1.2 I can compare objects or items using their widths. [228]	2.2 I can correctly sequence the days of the week. [229]	3.2 I can locate an object with 2 given attributes. [230]	4.2 I can describe simple shapes. [231]
1.3 I can compare objects or items using their heights. [232]	2.3 I can order events in my day on a daily timetable. [233]	3.3 I can sort 3D objects according to shape. [234]	4.3 I can use shapes to create a picture or pattern. [235]
	2.4 I know what time specific events occur during the day. [236]		4.4 I can identify shapes. [237]

P8 - USING AND APPLYING

1. The learner will use simple repeating patterns and sequences	2. The learner will use developing mathematical understanding of counting up to 10	3. The learner will make simple estimates
1.1 I can copy simple patterns and sequences. [239]	2.1 I can use ordinal words to describe positions and turns. [240]	3.1 I can guess up to 3 objects without counting. [241]
1.2 I can identify the next shape from a choice. [242]	2.2 I can use tokens or marks to tally events or scoring in a game. [243]	3.2 I can make simple estimates. [244]
1.3 I can describe simple repeating patterns. [245]	2.3 I can play counting games using different equipment. [246]	3.3 I can count the objects to see if I am correct. [247]
	2.4 I can complete a 10 piece puzzle. [248]	
	2.5 I can solve simple	

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mathematical problems.
[249]

Links to PScale Units

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Religious education [263]	Modern foreign language [264]		

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Links
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[27] https://theingots.org/community/psl2imax#2.3
[28] https://theingots.org/community/psl2imax#1.4

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[29] https://theingots.org/community/psl2imai
[30] https://theingots.org/community/psl2iimax#1.1
[31] https://theingots.org/community/psl2iimax#2.1
[32] https://theingots.org/community/psl2iimax#3.1
[33] https://theingots.org/community/psl2iimax#4.1
[34] https://theingots.org/community/psl2iimax#5.1
[35] https://theingots.org/community/psl2iimax#6.1
[36] https://theingots.org/community/psl2iimax#1.2
[37] https://theingots.org/community/psl2iimax#2.2
[38] https://theingots.org/community/psl2iimax#3.2
[39] https://theingots.org/community/psl2iimax#4.2
[40] https://theingots.org/community/psl2iimax#6.2
[41] https://theingots.org/community/psl2iimax#3.3
[42] https://theingots.org/community/psl2iimai
[43] https://theingots.org/community/psl3imax#1.1
[44] https://theingots.org/community/psl3imax#2.1
[45] https://theingots.org/community/psl3imax#3.1
[46] https://theingots.org/community/psl3imax#4.1
[47] https://theingots.org/community/psl3imax#5.1
[48] https://theingots.org/community/psl3imax#6.1
[49] https://theingots.org/community/psl3imax#5.2
[50] https://theingots.org/community/psl3imax#6.2
[51] https://theingots.org/community/psl3imax#5.3
[52] https://theingots.org/community/psl3imax#6.3
[53] https://theingots.org/community/psl3imai
[54] https://theingots.org/community/psl3iimax#1.1
[55] https://theingots.org/community/psl3iimax#2.1
[56] https://theingots.org/community/psl3iimax#3.1
[57] https://theingots.org/community/psl3iimax#4.1
[58] https://theingots.org/community/psl3iimax#5.1
[59] https://theingots.org/community/psl3iimax#1.2
[60] https://theingots.org/community/psl3iimax#2.2
[61] https://theingots.org/community/psl3iimax#3.2
[62] https://theingots.org/community/psl3iimax#4.2
[63] https://theingots.org/community/psl3iimax#1.3
[64] https://theingots.org/community/psl3iimax#3.3
[65] https://theingots.org/community/psl3iimax#4.3
[66] https://theingots.org/community/psl3iimax#3.4
[67] https://theingots.org/community/psl3iimai
[68] https://theingots.org/community/psl4manx#1.1
[69] https://theingots.org/community/psl4manx#1.2
[70] https://theingots.org/community/psl4manx#1.3
[71] https://theingots.org/community/psl4manx#1.4
[72] https://theingots.org/community/psl4manx#1.5
[73] https://theingots.org/community/psl4manx#1.6
[74] https://theingots.org/community/psl4mani
[75] https://theingots.org/community/psl4masx#1.1
[76] https://theingots.org/community/psl4masx#2.1
[77] https://theingots.org/community/psl4masx#3.1
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[80] https://theingots.org/community/psl4masx#3.2
[81] https://theingots.org/community/psl4masx#2.3
[82] https://theingots.org/community/psl4masx#3.3
[83] https://theingots.org/community/psl4masx#3.4
[84] https://theingots.org/community/psl4masx#3.5
[85] https://theingots.org/community/psl4masi
[86] https://theingots.org/community/psl4maux#1.1
[87] https://theingots.org/community/psl4maux#2.1

(function(i,s,o,g,r,a,m){i['GoogleAnalyticsObject']=r;i[r]=i[r]||function(){ (i[r].q=i[r].q||[]).push(arguments)},i[r].l=1*new Date();a=s.createElement(o), m=s.getElementsByTagName(o)[0];a.async=1;a.src=g;m.parentNode.insertBefore(a,m) })(window,document,'script','//www.google-analytics.com/analytics.js','ga'); ga('create', 'UA-46896377-2', 'auto'); ga('send', 'pageview');

[88] https://theingots.org/community/psl4maux#3.1
[89] https://theingots.org/community/psl4maux#1.2
[90] https://theingots.org/community/psl4maux#2.2
[91] https://theingots.org/community/psl4maux#3.2
[92] https://theingots.org/community/psl4maux#2.3
[93] https://theingots.org/community/psl4maux#3.3
[94] https://theingots.org/community/psl4maux#2.4
[95] https://theingots.org/community/psl4maux#2.5
[96] https://theingots.org/community/psl4maui
[97] https://theingots.org/community/psl5manx#1.1
[98] https://theingots.org/community/psl5manx#2.1
[99] https://theingots.org/community/psl5manx#3.1
[100] https://theingots.org/community/psl5manx#1.2
[101] https://theingots.org/community/psl5manx#2.2
[102] https://theingots.org/community/psl5manx#3.2
[103] https://theingots.org/community/psl5manx#1.3
[104] https://theingots.org/community/psl5manx#2.3
[105] https://theingots.org/community/psl5manx#3.3
[106] https://theingots.org/community/psl5manx#1.4
[107] https://theingots.org/community/psl5manx#2.4
[108] https://theingots.org/community/psl5manx#3.4
[109] https://theingots.org/community/psl5manx#3.5
[110] https://theingots.org/community/psl5mani
[111] https://theingots.org/community/psl5masx#1.1
[112] https://theingots.org/community/psl5masx#2.1
[113] https://theingots.org/community/psl5masx#3.1
[114] https://theingots.org/community/psl5masx#4.1
[115] https://theingots.org/community/psl5masx#1.2
[116] https://theingots.org/community/psl5masx#2.2
[117] https://theingots.org/community/psl5masx#3.2
[118] https://theingots.org/community/psl5masx#4.2
[119] https://theingots.org/community/psl5masx#1.3
[120] https://theingots.org/community/psl5masi
[121] https://theingots.org/community/psl5maux#1.1
[122] https://theingots.org/community/psl5maux#2.1
[123] https://theingots.org/community/psl5maux#3.1
[124] https://theingots.org/community/psl5maux#1.2
[125] https://theingots.org/community/psl5maux#2.2
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[127] https://theingots.org/community/psl5maux#1.3
[128] https://theingots.org/community/psl5maux#3.3
[129] https://theingots.org/community/psl5maux#1.4
[130] https://theingots.org/community/psl5maux#3.4
[131] https://theingots.org/community/psl5maux#1.5
[132] https://theingots.org/community/psl5maui
[133] https://theingots.org/community/psl6manx#1.1
[134] https://theingots.org/community/psl6manx#2.1
[135] https://theingots.org/community/psl6manx#3.1
[136] https://theingots.org/community/psl6manx#4.1
[137] https://theingots.org/community/psl6manx#5.1
[138] https://theingots.org/community/psl6manx#1.2
[139] https://theingots.org/community/psl6manx#2.2
[140] https://theingots.org/community/psl6manx#3.2
[141] https://theingots.org/community/psl6manx#5.2
[142] https://theingots.org/community/psl6manx#1.3
[143] https://theingots.org/community/psl6manx#2.3
[144] https://theingots.org/community/psl6manx#3.3
[145] https://theingots.org/community/psl6manx#5.3
[146] https://theingots.org/community/psl6manx#2.4

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[147] https://theingots.org/community/psl6manx#3.4
[148] https://theingots.org/community/psl6mani
[149] https://theingots.org/community/psl6masx#1.1
[150] https://theingots.org/community/psl6masx#2.1
[151] https://theingots.org/community/psl6masx#3.1
[152] https://theingots.org/community/psl6masx#4.1
[153] https://theingots.org/community/psl6masx#1.2
[154] https://theingots.org/community/psl6masx#2.2
[155] https://theingots.org/community/psl6masx#3.2
[156] https://theingots.org/community/psl6masx#4.2
[157] https://theingots.org/community/psl6masx#2.3
[158] https://theingots.org/community/psl6masx#4.3
[159] https://theingots.org/community/psl6masi
[160] https://theingots.org/community/psl6maux#1.1
[161] https://theingots.org/community/psl6maux#2.1
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[163] https://theingots.org/community/psl6maux#2.2
[164] https://theingots.org/community/psl6maux#1.3
[165] https://theingots.org/community/psl6maux#1.4
[166] https://theingots.org/community/psl6maux#1.5
[167] https://theingots.org/community/psl6maui
[168] https://theingots.org/community/psl7manx#1.1
[169] https://theingots.org/community/psl7manx#2.1
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[171] https://theingots.org/community/psl7manx#4.1
[172] https://theingots.org/community/psl7manx#5.1
[173] https://theingots.org/community/psl7manx#1.2
[174] https://theingots.org/community/psl7manx#2.2
[175] https://theingots.org/community/psl7manx#3.2
[176] https://theingots.org/community/psl7manx#4.2
[177] https://theingots.org/community/psl7manx#5.2
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[179] https://theingots.org/community/psl7manx#3.3
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[182] https://theingots.org/community/psl7masx#2.1
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[190] https://theingots.org/community/psl7masx#2.4
[191] https://theingots.org/community/psl7masi
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[201] https://theingots.org/community/psl7maui
[202] https://theingots.org/community/psl8manx#1.1
[203] https://theingots.org/community/psl8manx#2.1
[204] https://theingots.org/community/psl8manx#3.1
[205] https://theingots.org/community/psl8manx#4.1

(function(i,s,o,g,r,a,m){i['GoogleAnalyticsObject']=r;i[r]=i[r]||function(){ (i[r].q=i[r].q||[]).push(arguments)},i[r].l=1*new Date();a=s.createElement(o), m=s.getElementsByTagName(o)[0];a.async=1;a.src=g;m.parentNode.insertBefore(a,m) })(window,document,'script','//www.google-analytics.com/analytics.js','ga'); ga('create', 'UA-46896377-2', 'auto'); ga('send', 'pageview');

[206] https://theingots.org/community/psl8manx#5.1
[207] https://theingots.org/community/psl8manx#6.1
[208] https://theingots.org/community/psl8manx#7.1
[209] https://theingots.org/community/psl8manx#1.2
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[263] https://theingots.org/community/psre
[264] https://theingots.org/community/psml

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