

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]

[moving object.](#) [19]

P2(i) - Mathematics

1. The learner will react to new activities and experiences

[1.1 I can react to unfamiliar sounds.](#) [21]

[1.2 I can react to unfamiliar images.](#) [24]

[1.3 I can react to a new task.](#) [26]

[1.4 I can react to a new experience.](#) [28]

2. The learner will begin to show interest in people, events and objects

[2.1 I can respond consistently to familiar people.](#) [22]

[2.2 I can respond consistently to familiar events.](#) [25]

[2.3 I can respond consistently to familiar objects.](#) [27]

3. The learner will participate in shared activities

[3.1 I can engage in co-active exploration.](#) [23]

P2(ii) - Mathematics

1. The learner will communicate consistent preferences

[1.1 I can communicate preference for certain images.](#) [30]

2. The learner will communicate affective responses

[2.1 I can respond with volume variation.](#) [31]

3. The learner will recognise familiar people, events and objects

[3.1 I can recognise familiar people.](#) [32]

4. The learner will perform simple actions

[4.1 I can attempt to perform a simple action.](#) [33]

5. The learner will remember learned responses

[5.1 I can remember learned responses over short periods of](#)

6. The learner will participate in shared activities

[6.1 I can co-operate with shared exploration.](#) [35]

[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

[1.1 I can request for an event or activity.](#) [43]

2. The learner will participate in shared activities

[2.1 I can participate in shared exploration with less support.](#) [44]

3. The learner will sustain concentration

[3.1 I can sustain concentration for short periods.](#) [45]

4. The learner will explore materials

[4.1 I can explore different materials in increasingly complex ways.](#) [46]

5. The learner will perform simple actions

[5.1 I can perform simple actions.](#) [47]

[5.2 I can observe the result of my action.](#) [49]

[5.3 I can demonstrate an awareness of change as a result of my action.](#) [51]

6. The learner will remember learned responses

[6.1 I can remember learned responses over extended periods.](#) [48]

[6.2 I can remember a learned activity.](#) [50]

[6.3 I can remember the purpose of equipment.](#) [52]

P3(ii) - Mathematics

1. The learner will initiate interactions and activities

[1.1 I can greet familiar people.](#) [54]

[1.2 I can initiate interactions with familiar people.](#) [59]

[1.3 I can initiate activities with familiar people.](#) [63]

2. The learner will remember learned responses

[2.1 I can remember learned responses over increasing periods.](#) [55]

[2.2 I can anticipate familiar events.](#) [60]

3. The learner will respond to options and choices

[3.1 I can respond to an option or choice.](#) [56]

[3.2 I can demonstrate dissatisfaction.](#) [61]

[3.3 I can demonstrate satisfaction.](#) [64]

[3.4 I can indicate preference.](#) [66]

4. The learner will actively explore objects and events

[4.1 I can actively explore objects.](#) [57]

[4.2 I can actively explore events.](#) [62]

[4.3 I can remain interested in an activity for a short period.](#) [65]

5. The learner will apply potential solutions systematically to problems

[5.1 I can attempt to solve simple problems.](#) [58]

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]

[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](#)

[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

[1.1 I can count when playing with numbers in any order.](#) [97]

[1.2 I can participate in simple games.](#) [100]

[1.3 I can participate in familiar number rhymes.](#) [103]

[1.4 I can participate in familiar number stories and songs.](#) [106]

2. The learner will indicate a knowledge of 1 or 2

[2.1 I can indicate 1 object.](#) [98]

[2.2 I can indicate 2 objects.](#) [101]

[2.3 I can match single objects.](#) [104]

[2.4 I can match equal sets of objects.](#) [107]

3. The learner will show awareness of contrasting quantities

[3.1 I can make a group of 1 item.](#) [99]

[3.2 I can make a group of lots of items.](#) [102]

[3.3 I can use the term "one" appropriately.](#) [105]

[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

will search intentionally for objects in their usual place

[1.1 I can locate personal items when in their usual place.](#) [111]

[1.2 I can locate class equipment when in its usual place.](#) [115]

[1.3 I can search for specific objects.](#) [119]

will find big and small items on request

[2.1 I can locate big items on request.](#) [112]

[2.2 I can locate small items on request.](#) [116]

will compare the overall size of objects

[3.1 I can identify the larger shape, where there is a marked difference.](#) [113]

[3.2 I can identify the smaller shape, where there is a marked difference.](#) [117]

will explore the position of objects

[4.1 I can put the equipment away in the correct place.](#) [114]

[4.2 I can explore the position of objects.](#) [118]

P5 - USING AND APPLYING

1. The learner will recognise similarities

[1.1 I can collect objects from a given criterion.](#) [121]

[1.2 I can find matching pairs from a collection of pictures.](#) [124]

[1.3 I can match a picture to an object.](#) [127]

[1.4 I can match colours.](#) [129]

[1.5 I can sort small items from big items.](#) [131]

2. The learner will group a small number of objects

[2.1 I can make a small set of objects.](#) [122]

[2.2 I can sort similar objects into small groups.](#) [125]

3. The learner will solve simple problems practically

[3.1 I can select an appropriate container for items of different sizes.](#) [123]

[3.2 I can select an appropriate tool for a task.](#) [126]

[3.3 I can indicate a knowledge of relationships between familiar objects.](#) [128]

[3.4 I can solve simple problems practically.](#) [130]

P6 - NUMBER

1. The learner will understand one-to-one correspondence

[1.1 I can demonstrate an understanding of one-to-one correspondence. \[133\]](#)

[1.2 I can give an object to a person. \[138\]](#)

[1.3 I can match objects. \[142\]](#)

2. The learner will participate in counting up to 5

[2.1 I can join in counting to 5. \[134\]](#)

[2.2 I can match numerals to 5. \[139\]](#)

[2.3 I can match objects from a choice of 5. \[143\]](#)

[2.4 I can participate in counting activities to 5. \[146\]](#)

3. The learner will count and work reliably to 3

[3.1 I can count reliably to 3. \[135\]](#)

[3.2 I can make sets of up to 3 objects. \[140\]](#)

[3.3 I can participate in familiar activities using numbers to 3. \[144\]](#)

[3.4 I can select an object from a choice of 3. \[147\]](#)

4. The learner will understand the concept 'more'

[4.1 I can demonstrate an understanding of the concept "more". \[136\]](#)

5. The learner will participate in new number rhymes, songs, stories and games

[5.1 I can use counting in play. \[137\]](#)

[5.2 I can join in known number rhymes. \[141\]](#)

[5.3 I can join in new number rhymes. \[145\]](#)

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

usual place

[1.1 I can search for hidden objects.](#)

[149]

[1.2 I can search for an item not in its usual place.](#)

[153]

shapes

[2.1 I can order objects by size.](#)

[150]

[2.2 I can compare the size of an object with that of another where the difference is not great.](#)

[154]

[2.3 I can order objects according to length.](#)

[157]

shapes

[3.1 I have experienced various 3D shapes.](#)

[151]

[3.2 I can use 3D shapes in different contexts.](#)

[155]

and symbols that describe positions

[4.1 I can use words that describe position.](#)

[152]

[4.2 I can use signs that describe positions.](#)

[156]

[4.3 I can use symbols that describe positions.](#)

[158]

P6 - USING AND APPLYING

1. The learner will sort objects and materials

[1.1 I can identify a requested colour.](#)

[160]

[1.2 I can identify a requested object.](#)

[162]

[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]

2. The learner will copy simple patterns and sequences

[2.1 I can copy simple patterns.](#)

[161]

[2.2 I can copy simple sequences.](#)

[163]

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

reliably		less		appropriately 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	

[shape.](#) [190]

P7 - USING AND APPLYING

1. Complete a range of classification activities

[1.1 I can match and group objects according to shape](#) [192]

[1.2 I can match and group objects according to colour](#) [195]

[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]

2. Identify when an object is different and not belong to a given familiar category

[2.1 I can identify the odd one out](#) [193]

[2.2 I can identify odd items from sets and remove them into the correct set](#) [196]

3. Respond appropriately to key vocabulary and questions

[3.1 I can respond appropriately to key vocabulary](#) [194]

[3.2 I can respond appropriately to key questions](#) [197]

P8 - NUMBER

1. The learner will participate in counting to beyond 10

2. The learner will continue to count onward from a given small

3. The learner will recognise differences in quantities

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 counting

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

objects directly, focusing on one dimension

[1.1 I can compare objects or items using their lengths.](#) [224]

[1.2 I can compare objects or items using their widths.](#) [228]

[1.3 I can compare objects or items using their heights.](#) [232]

awareness of time

[2.1 I can name the days of the week.](#) [225]

[2.2 I can correctly sequence the days of the week.](#) [229]

[2.3 I can order events in my day on a daily timetable.](#) [233]

[2.4 I know what time specific events occur during the day.](#) [236]

mathematical vocabulary

[3.1 I can locate objects based on different attributes.](#) [226]

[3.2 I can locate an object with 2 given attributes.](#) [230]

[3.3 I can sort 3D objects according to shape.](#) [234]

shapes in simple models, pictures and patterns

[4.1 I can name various shapes.](#) [227]

[4.2 I can describe simple shapes.](#) [231]

[4.3 I can use shapes to create a picture or pattern.](#) [235]

[4.4 I can identify shapes.](#) [237]

P8 - USING AND APPLYING

1. The learner will use simple repeating patterns and sequences

[1.1 I can copy simple patterns and sequences.](#) [239]

[1.2 I can identify the next shape from a choice.](#) [242]

[1.3 I can describe simple repeating patterns.](#) [245]

2. The learner will use developing mathematical understanding of counting up to 10

[2.1 I can use ordinal words to describe positions and turns.](#) [240]

[2.2 I can use tokens or marks to tally events or scoring in a game.](#) [243]

[2.3 I can play counting games using different equipment.](#) [246]

[2.4 I can complete a 10 piece puzzle.](#) [248]

[2.5 I can solve simple](#)

3. The learner will make simple estimates

[3.1 I can guess up to 3 objects without counting.](#) [241]

[3.2 I can make simple estimates.](#) [244]

[3.3 I can count the objects to see if I am correct.](#) [247]

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