## 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

## 2. The learner will show intermittent reactions

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

## 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]

## 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 coactive exploration. [23]
1.4 I can react to a new experience. [28]

## P2(ii) - Mathematics

| 1. The learner will com municate consiste nt prefer ences | 2. The learner will com municate affective response s | 3. The learner will recognis e familiar people, events and objects | 4. The learner will perform simple actions | 5. The learner will reme mber learned r esponses | 6. The learner will parti cipate in shared activities |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 1.1 I can communicat e preference for certain images. [30] | 2.11 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 | 6.11 can co-operate with shared exploration. [35] |


| 1.2 I can <br> communicat | 2.2 I can <br> respond to |
| :--- | :--- |
| e preference | specific |
| for certain | stimulation. |
| sounds. [36] | [37] |

> | $\begin{array}{l}3.2 \text { I can } \\ \text { recognise }\end{array}$ | $\begin{array}{c}4.2 \mathrm{I} \mathrm{can} \\ \text { use trial and }\end{array}$ |
| :--- | :--- |
| >  familiar | improvemen |
| events. [38] | $\begin{array}{l}\text { t to perform } \\ \text { an action. }\end{array}$ |
|  |  | [39]

### 3.3 I can

recognise
familiar
objects. [41]

## P3(i) - Mathematics

| 1. The | 2. The |
| :--- | :--- |
| learner | learner |
| will | will parti |
| request | cipate in |
| events or | shared |
| activities | activities |


| 1.1 I can | 2.1 I can | 3.1 I can | 4.11 can |
| :---: | :---: | :---: | :---: |
| request for | participate | sustain conc | explore |
| an event or | in shared | entration for | different |
| activity. [43] | exploration | short | materials in |
|  | with less | periods. | increasingly |
|  | support. | [45] | complex |
|  | [44] |  | ways. [46] |


| 5. The | 6. The |
| :--- | :--- |
| learner | learner |
| will | will reme |
| perform | mber |
| simple | learned $\mathbf{r}$ |
| actions | esponses |


| 5.1 I can | 6.1 I can |
| :---: | :---: |
| perform | remember |
| simple | learned |
| actions. [47] | responses |
|  | over |
|  | extended |
|  | periods. |
|  | [48] |


|  5.2 I can <br> observe the  | remember a <br> remember |
| :--- | :--- |
| result of my | learned <br> action. [49] |
| activity. [50] |  |


| 5.3 I can <br> demonstrat <br> d an | 6.3 I can <br> remember |
| :--- | :--- |
| e the purpose |  |

## P3(ii) - Mathematics

| 1. The | 2. The |
| :--- | :--- |
| learner will | learner will <br> initiate |
| remember <br> interaction <br> s and | learned <br> responses |
| activities |  |

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 s ystematical ly to problems
5.11 can attempt to solve simple problems. [58]
4.11 can actively explore objects. [57]
1.21 can
initiate interactions with familiar people. [59]

### 1.31 can

initiate
activities with familiar people. [63] familiar people. [54]
4.21 can actively explore events. [62]

| 3.3 I can <br> demonstrate | 4.3 I can <br> remain |
| :--- | :--- |
| satisfaction. | interested in an |
| [64] | activity for a |
|  | short period. |
|  | [65] |

3.41 can indicate preference. [66]
2.11 can
2.21 can anticipate familiar events.
[60]
$\quad 3.21$ can

| demonstrate |
| :--- |
| dissatisfaction. |

$[61]$

| 3.1 I can <br> respond to an <br> option or <br> choice. [56] |
| :--- | increasing periods. [55] tisfaction. [61]

## 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]2. The learner will be aware of changes in shape, position or quantity
2.1 I can group objects according to shape. [87]

## 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]

### 1.2 I can repeat an action

2.2 I can use materials to

### 3.2 I can relate familiar

to cause an effect. [89] create different shapes. [90]
2.3 I can locate objects and familiar items that have been moved or hidden from view. [92]
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]
2.21 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]

## 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]

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

## 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]

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

## P6 - NUMBER

1. The
learner will
understand
one-to-one
correspond
ence
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
5.1 I can use
counting in
play. [137]
5.2 I can join
in known
number
rhymes. [141]
5.31 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

$\begin{array}{ll}\text { 3. The learner } & \begin{array}{l}\text { 4. The learner } \\ \text { will }\end{array} \\ \begin{array}{ll}\text { will } \\ \text { manipulate thr } \\ \text { ee-dimensional } & \text { understand } \\ \text { words, signs }\end{array}\end{array}$

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

## reliably

1.1 I can join in counting to 10. [168]
1.21 can participate in counting rhymes or games to 10 . [173]
2.11 can count to 5 independently. [169]
2.2 I can put out objects to 5. [174]
3.1 I can name numerals from 1 to 5 . [170]
3.21 can sequence numerals from 1 to 5. [175]

## less

4.1 I can demonstrate an understanding of "less". [171]
4.21 can demonstrate an understanding of "the least". [176]
propriately to 'add 1' to a number of objects
5.11 can "add 1" in practical situations. [172]
5.21 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

1.1 I can demonstrate an understanding of a forward movement. [181]
1.2 I can demonstrate an understanding of a backward movement. [184]
1.3 I can describe the directional movement of an object. [187]

## 2. The learner will pick out described shapes from a collection

2.1 I can pick out a specific shape from a collection. [182]
2.2 I can locate a shape from its description. [185]
$\underline{2.3 \text { I can group shapes }}$
according to their
description. [188]

## 3. The learner will use familiar words in practical situations when comparing size and quantities

3.1 I can use correct vocabulary when comparing size. [183]
3.2 I can use correct vocabulary when comparing quantities. [186]
3.3 I can use appropriate terms in practical situations. [189]
2.4 I can match geometric shapes with pictures of

## 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 | 2. The | 3. The | 4. The | 5. The | 6. The | 7. The |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| learner | learner | learner | learner | learner | learner | learner |
| will par | will con | will rec | will rec | will in | will use | will est |
| ticipate | tinue | ognise | ognise | practic | ordinal | imate a |
| in coun | to | differe | numera | al situa | number | small |
| ting to | count | nces in | Is from | tions | s | number |
| beyond | onward | quantit | 1 to 9 | 'add 1' |  | (up to |
| 10 | s from | $y$ |  | and | 10) and |  |
|  | a given |  |  | 'take | check |  |
|  | small |  |  | away 1' | by cou |  |

## nting

| 1.1 I can | 2.11 can | 3.1 I can | 4.1 I can | 5.1 I can | 6.1 I can | 7.1 I can |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| join in | continue | indicate | match | "add 1" | use the | estimate |
| counting | to count | which | numerals | and count | term | the |
| beyond | from a | contains | from 1 to | how | "first" app | number of |
| 10. [202] | given | "more". | 9. [205] | many. | ropriately. | objects |
|  | small | [204] |  | [206] | [207] | with some |
|  | $\frac{\text { number. }}{[203]}$ |  |  |  |  | $\begin{aligned} & \text { accuracy. } \\ & {[208]} \end{aligned}$ |

1.21 can count to 10 consist ently.
[209]

| 3.2 I can <br> indicate | 4.2 I can <br> count out |
| :--- | :--- |
| which | quantities |
| contains 1 to 9. |  |
| "fewer". | $[211]$ |
| [210] |  |


| 5.2 I can | $\begin{array}{c}6.2 \text { I can } \\ \text { "take }\end{array}$ |
| :--- | :--- |
| use the |  |$]$

7.21 can check my estimates by
counting.
estimate
the
number of
$\begin{aligned} & \text { objects } \\ & \text { with some } \\ & \text { accuracy. }\end{aligned}$
信 [208] [214]

| 3.31 can | 4.31 can | 5.31 can | 6.31 can |
| :---: | :---: | :---: | :---: |
| indicate | put the | find "1 | use the |
| which is | correct | less". | term |
| "smaller". | number of | [217] | "second" |
| [215] | objects |  | appropriat |
|  | (1-9) into |  | ely. [218] |
|  | containers |  |  |
|  | marked |  |  |
|  | with the |  |  |
|  | numeral. |  |  |
|  | [216] |  |  |
| 3.4 I can |  | 5.4 I can | 6.41 can |
| indicate |  | find "1 | use the |
| which is |  | more". | term |
| "larger". |  | [220] | "third" ap |
| [219] |  |  | propriatel |
|  |  |  | y. [221] |

3.5 I can
arrange groups of objects
from
smallest to largest. [222]
5.4 I can
3.4
more". [220]
term
"third" ap y. [221]

## P8-SHAPE, SPACE \& MEASURES

## 1. The learner <br> 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

shapes in simple models, pictures and patterns
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]

> 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]

## 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]

### 2.5 I can solve simple

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[75] https://theingots.org/community/ps14masx\#1.1
[76] https://theingots.org/community/ps14masx\#2.1
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[84] https://theingots.org/community/psl4masx\#3.5
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[87] https://theingots.org/community/ps14maux\#2.1

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