
Mathematics - Shape, space and measures, P Scale

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.](#) [1]

[1.2 I know when something has been removed.](#) [4]

2. The learner will match big objects and small objects

[2.1 I can match objects by their size.](#) [2]

[2.2 I can make a group of large objects.](#) [5]

[2.3 I can make a group of small objects.](#) [7]

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

[3.1 I can use shapes.](#) [3]

[3.2 I can use construction materials.](#) [6]

[3.3 I can dismantle an object.](#) [8]

[3.4 I can demonstrate an interest in position.](#) [9]

[3.5 I can demonstrate an interest in the relationship between objects.](#) [10]

P4 Pupils search for objects that have gone out of sight, hearing or touch, demonstrating the beginning of object permanence, for example, searching for an object or sound when it is removed. Pupils match big objects and small objects, for example, finding a big football to place in a net with other big footballs, matching a small model car with a similar sized model car. They demonstrate interest in position and the relationship between objects, for example, stacking or joining objects or using construction materials.

P5 - SHAPE, SPACE & MEASURES

1. The learner will search intentionally for objects in their usual place

[1.1 I can locate personal items](#)

2. The learner will find big and small items on request

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

3. The learner will compare the overall size of objects

[3.1 I can identify the larger shape.](#)

4. The learner will explore the position of objects

[4.1 I can put the equipment away in](#)

[when in their usual place.](#) [12]

[13]

[where there is a marked difference.](#) [14]

[the correct place.](#) [15]

[1.2 I can locate class equipment when in its usual place.](#) [16]

[2.2 I can locate small items on request.](#) [17]

[3.2 I can identify the smaller shape where there is a marked difference.](#) [18]

[4.2 I can explore the position of objects.](#) [19]

[1.3 I can search for specific objects.](#) [20]

P5 Pupils search intentionally for objects in their usual place, for example, going to the mathematics shelf for the box of shapes. They find big and small objects on request, for example, from a choice of two objects, identifying the 'big' and 'small'. They compare the overall size of one object with that of another where there is a marked difference, for example, they indicate which of two shoes is the bigger, compare objects - big boxes and small boxes. They explore the position of objects, for example, placing objects in and out of containers, placing objects inside and outside a hoop, fitting as many objects as possible into a box.

P6 - SHAPE, SPACE & MEASURES

1. The learner will search for objects not found in their usual place

2. The learner will compare objects by size

3. The learner will manipulate three-dimensional shapes

4. The learner will understand words, signs and symbols that describe positions

[1.1 I can search for hidden objects.](#) [22]

[2.1 I can order objects by size.](#) [23]

[3.1 I have experienced various 3D shapes.](#) [24]

[4.1 I can use words that describe position.](#) [25]

[1.2 I can search for an item not in its usual place.](#) [26]

[2.2 I can compare the size of an object with that of another where the difference is not great.](#) [27]

[3.2 I can use 3D shapes in different contexts.](#) [28]

[4.2 I can use signs that describe positions.](#) [29]

[2.3 I can order objects according to length.](#) [30]

[4.3 I can use symbols that describe positions.](#) [31]

P6 Pupils search for objects not found in their usual place demonstrating their understanding of object permanence, for example, looking for cups when they are not in their usual cupboard. They compare the overall size of one object with that of another where the difference is not great, for example, identifying the bigger of two Russian dolls or nesting cubes. They manipulate three-

dimensional shapes, for example, putting shapes into a shape sorter, using 3D objects to build and manipulate in role-play, rolling a tube in a race with a partner. They show understanding of words, signs and symbols that describe positions, for example, responding to a request to put an object in, on, under or inside another object.

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.](#) [33]

[1.2 I can demonstrate an understanding of a backward movement.](#) [36]

[1.3 I can describe the directional movement of an object.](#) [39]

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

[2.1 I can pick out a specific shape from a collection.](#) [34]

[2.2 I can locate a shape from its description.](#) [37]

[2.3 I can group shapes according to their description.](#) [40]

[2.4 I can match geometric shapes with pictures of shape.](#) [42]

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.](#) [35]

[3.2 I can use correct vocabulary when comparing quantities.](#) [38]

[3.3 I can use appropriate terms in practical situations.](#) [41]

P7 Pupils respond to 'forwards' and 'backwards', for example, moving forwards and backwards on request, recognising when a vehicle is moving forwards or backwards, moving a counter forwards or backwards on a board game. They pick out described shapes from a collection, for example, picking out all the round shapes in the classroom, finding shapes with straight edges, fitting shapes into matching holes. They use familiar words in practical situations when they compare sizes and quantities, for example, using the words 'heavy' and 'light', 'more' and 'less', 'enough' or 'not enough' to compare objects or quantities.

P8 - SHAPE, SPACE & MEASURES

1. The learner will compare objects directly, focusing on one dimension

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

2. The learner will show awareness of time

[2.1 I can name the days of the week.](#) [45]

3. The learner will respond to mathematical vocabulary

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

4. The learner will describe shapes in simple models, pictures and patterns

[4.1 I can name various shapes.](#) [47]

[44]

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

[48]

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

[52]

[46]

[2.2 I can correctly sequence the days of the week.](#) [49]

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

[53]

[2.4 I know what time specific events occur during the day.](#) [56]

[3.2 I can locate an object with 2 given attributes.](#) [50]

[3.3 I can sort 3D objects according to shape.](#) [54]

[4.2 I can describe simple shapes.](#) [51]

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

[55]

[4.4 I can identify shapes.](#) [57]

P8 Pupils compare objects directly, focusing on one dimension such as length or height where the difference is marked and can indicate 'the long one' or 'the tall one', for example, comparing two plants, placed side by side and indicating the tall one or comparing two zips and indicating the long one. They show awareness of time, through some familiarity with names of the days of the week and significant times in their day, such as meal times, bed times, for example, ordering events in their day on a visual daily timetable, understanding and using names of days of the week, 'no school on Saturday or Sunday, swimming on Wednesday'. They respond to mathematical vocabulary such as 'straight', 'circle', 'larger' to describe the shape and size of solids and flat shapes, for example, when shopping, pupils find boxes with straight edges to pack into the carrier bag; identify the larger circle when stacking two cans. They describe shapes in simple models, pictures and patterns, for example, stamping shapes in sand and describing them, using a set of flat shapes to make pictures or patterns, naming some of the shapes used, identifying specific shapes from pictures, simple models or patterns.

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