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. [1]
   1.2 I can repeat an action to cause an effect. [4]

2. The learner will be aware of changes in shape, position or quantity
   2.1 I can group objects according to shape. [2]
   2.2 I can use materials to create different shapes. [5]
   2.3 I can locate objects and familiar items that have been moved or hidden from view. [7]
   2.4 I can identify which contains the most. [9]
   2.5 I can identify which contains the least. [10]

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. [3]
   3.2 I can relate familiar items with other items. [6]
   3.3 I can recognise simple patterns. [8]

P4 Pupils are aware of cause and effects in familiar mathematical activities, for example, knowing that in a role-play shop a coin can be exchanged for an item; hitting a mathematical shape on a concept keyboard to make it appear on the screen. Pupils show awareness of changes in shape, position or quantity, for example, grouping objects that have similar key features such as shape; creating very simple sequences of light or sound using switched equipment; recalling an object which has been placed out of sight. They anticipate, follow and join in familiar activities when given a contextual clue, for example, anticipating the next chorus or action in songs and rhymes; matching cakes to plates.

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. [12]  
1.2 I can find matching pairs from a collection of pictures. [15]  
1.3 I can match a picture to an object. [18]  
1.4 I can match colours. [20]  
1.5 I can sort small items from big items. [22]  
2.1 I can make a small set of objects. [13]  
2.2 I can sort similar objects into small groups. [16]  
2.3 I can indicate a knowledge of relationships between familiar objects. [19]  
2.4 I can solve simple problems practically. [21]  
3.1 I can select an appropriate container for items of different sizes. [14]  
3.2 I can select an appropriate tool for a task. [17]  
3.3 I can indicate a knowledge of relationships between familiar objects. [19]  
3.4 I can solve simple problems practically. [21]  

P5 Pupils sort or match objects or pictures by recognising similarities, for example, matching shoes or socks by placing next to one placed by an adult; find matching pairs from a collection of pictures; collecting objects given one criterion, e.g. blue or big. They make sets that have the same small number of objects in each, for example, distributing sweets into containers so that there are one or two in each. They solve simple problems practically, for example, selecting appropriate containers for items of different sizes; checking there is a knife for every fork.

P6 - USING AND APPLYING

1. The learner will sort objects and materials  
   1.1 I can identify a requested colour. [24]  
   1.2 I can identify a requested object. [26]  
   1.3 I can match pairs of objects. [28]  
   1.4 I can sort objects by my own criteria. [29]  
   1.5 I can sort objects by given criteria. [30]  
   2. The learner will copy simple patterns and sequences  
   2.1 I can copy simple patterns. [25]  
   2.2 I can copy simple sequences. [27]  

P6 Pupils sort objects and materials according to a given criteria, for example, sorting footballs into a net and table tennis balls into a box. They copy simple patterns or sequences, for example, copying a drumbeat; copying a simple pattern of repeated movements; copying a pattern of large and small cups.

P7 - USING AND APPLYING
P7 Pupils complete a range of classification activities using a given criterion, for example, sorting a pile of coins by size, colour or shape; sorting all the blue Wellington boots; sorting all the size 6 shoes. They identify when an object is different and does not belong to a given familiar category, for example, removing odd items from sets; collecting items into sorting boxes or drawers. They respond appropriately to key vocabulary and questions, for example, ‘How many?’

### P8 - USING AND APPLYING

<table>
<thead>
<tr>
<th>P8 - USING AND APPLYING</th>
<th>1. The learner will use simple repeating patterns and sequences</th>
<th>2. The learner will use developing mathematical understanding of counting up to 10</th>
<th>3. The learner will make simple estimates</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>1.1 I can copy simple patterns and sequences. [42]</td>
<td>2.1 I can use ordinal words to describe positions and turns. [43]</td>
<td>3.1 I can guess up to 3 objects without counting. [44]</td>
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<td></td>
<td>1.2 I can identify the next shape from a choice. [45]</td>
<td>2.2 I can use tokens or marks to tally events or scoring in a game. [46]</td>
<td>3.2 I can make simple estimates. [47]</td>
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<tr>
<td></td>
<td>1.3 I can describe simple</td>
<td>2.3 I can play counting</td>
<td>3.3 I can count the objects</td>
</tr>
</tbody>
</table>
repeating patterns, [48] games using different equipment, [49] to see if I am correct, [50]

2.4 I can complete a 10 piece puzzle. [51]

2.5 I can solve simple mathematical problems. [52]

P8 Pupils talk about, recognise and copy simple repeating patterns and sequences, for example, recognising and describing simple repeating patterns on textiles or necklaces from different cultures; recognising and describing a pattern of socks on a line; joining in a pattern of hand claps; talking about and copying patterns such as beats in familiar music; shapes made by hand and feet in damp sand; sponge prints. Pupils use their developing mathematical understanding of counting up to ten to solve simple problems encountered in play, games or other work, for example, using tokens or marks to tally events or scoring in games; counting in the school environment; using ordinal words to describe positions and turns. Pupils make simple estimates, for example, estimating the number of cubes that will fit into a box or the number of strides across a room.

Links to PScale Units

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Source URL: https://theingots.org/community/psmau

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