

MATHS – USING & APPLYING

P1(i)

Fully prompted touches objects

Fully prompted touches a range of textures

Experiences movement up and down

Experiences movement right and left

Experiences movement forward and backwards

Opportunity to observe multiples—ie more than 1 person, brick, spoon

Assisted to take part in number rhymes

With assistance does some actions to number rhymes

Opportunity to hear number s and counting

Experiences hand tapped to counting

Fully prompted touches objects as they are counted

Hears language related to number

P1(ii)

Aware of food textures

May respond to noise from others

Responds when they knock something which makes a noise

Sometimes responds to light patterns

With assistance touches a range of shapes

With assistance touches edges

With assistance touches flat surface

With assistance touches corners

With assistance experiences a range of textures

With assistance is exposed to thing larger and small than self

Holds objects for a few seconds

Releases objects involuntarily

Observes multiple objects—ie more than 1 person, brick, spoon

Opportunity to observe a range of objects all the same colour

With assistance participates in number rhymes

Shows an interest in hand tapped numbers

Show some surprise at the sudden presence of an object

Show some surprise at the absence of an object

P2(i)
Reach and attempt to grasp object
Holds given object purposely
Holds objects for a minute
Looks at object in hand
Looks at objects
Takes given object
Handles everyday objects
Handles geometric objects
Moves objects through horizontal plane
Moves objects through vertical plane
Moves objects in circular movements
Handles multiples of same object ie more than 1 person, brick, spoon
Briefly watches bright object 15 -25 cm from face
Follows object held 10 -15 cm from face through 1/4 circle round midline
Follows object past midline held within 15 -25 cm from face
Follows object vertically when 15-25 cm from face
Follows object past midline
Raises object to look at it
Follows light patterns
Aware that an object still exists when out of sight
Watches human activity with interest
Watches animals with interest
Watches moving objects with interest
Recognises familiar routines
Responds if routine is changed

P2(ii)
Points to objects
Reaches for object
Reaches for objects offered
Reaches for preferred object from a selection of 2
Leads with one hand when reaching for objects
Manipulates large objects in hands
Manipulates object in hands
Turns object in hands
Holds object in each hand
Drops object deliberately
Passes object from one hand to another
Shakes and squeezes object placed in hand making sounds unintentionally
Immediately squeezes or shakes object they recognise as making a noise
Deliberately shakes or squeezes object to make sound
Imitates pushing a wheeled object
Roll a ball in imitation
With assistance takes object out of container
With assistance places object in container
With assistance puts similar objects together
With assistance put objects of the same colour together
Follows object through all planes
Area of focal interest 3 to 4 metres
Looks for object that has been moved from line of vision
Looks for object out of sight
Recognises familiar people as they approach
Watches an object as it falls
Turns head to follow light pattern
Shows an awareness of texture

Plays simple games

P3(i)

Selects and shakes objects deliberately to make noise ie rattle
Drops object to reach for another
Puts an object down
Shakes bangs and squeeze an object placed in hand to make sounds.
Throws objects haphazardly
Throws objects to gain attention
Throw object to repeat an effect
Watches object as it is thrown or falls
Uses index finger to point to object
Pokes small objects with index finger
Takes object out of container in imitation
Puts object in container in imitation
Observes an object being put into a container and then remove it
Bangs two objects together
Rubs surface with hand
Rubs a surface with an object
Rubs two objects together
Area of focal interest 10 metres
Repeats an action that has had an effect
Remembers simple learned responses over a period of 24 hrs
Observes the effect of their action on an object
Show an awareness of the purpose of an object
Requests interactive activities
Recognises familiar places
Recognises familiar sounds
Attempts to do action rhymes
Seeks assistance to do action rhymes

P3(ii)

Attempts to put object in specific place
Seeks assistance to put object in specific place
Places object in a specific place
Places objects into container on command
Checks that placed object is where they put it
Empties a container
Looks in container to make sure it is empty
Asks to repeat activity
Begins to place objects in groups
Matches objects
Helps stack objects
Helps fill objects
Pours sand / water out of a container
Begins to lines up objects
Makes choices from range of 2
Remembers simple learned responses over a period of time.
Shows anticipation in line with event(time).
Shows anticipation in line with event (action)
Shows anticipation when given specific equipment
Calls attention to self through actions
Is aware of the purpose of familiar objects
Uses material appropriately
Explores new objects with interest
Anticipates result of action ie knocking down tower
Finds objects hidden under a container
Takes part in action rhymes.
Shows an awareness of events related to time of day

P4

Bangs two objects together
Hits tin with spoon to make a noise
Pulls wheeled toy when moving
Hits object to make it work
Repeats action for effect ie hitting the surface of the water
Rolls a ball
Builds with bricks
Knocks down bricks
Anticipates the effect of knocking down bricks
Draws with a pencil
Uses a paint brush on paper
Asks to watch TV programme / look at TV
Watches as adult operate object
Anticipates the effect when adult operates object
Indicates they want an object activated
Presses switch to activate object
Expects liquid in a cup
Looks in cup when finished a drink
Aware when cup is empty
Looks for spoon / fork when given a meal
Aware when plate is empty
Brings 2 shoes when asked to bring their shoes
Uses object appropriately-ie hair brush
Strokes a furry toy / coat
Uses sand, play dough or pliable material
With help makes shape with pliable material
Changes shape made with pliable material
Responds to change in shape
Identifies own belongings
Relates familiar objects-ie gloves for hands / shoes for feet

P5

Responds to find one the same
Show me another

Finds another object the same colour
Finds an object with a specific characteristic-colour, has wheels
With assistance matches pairs of objects
With assistance matches picture to object
With assistance match picture to picture
Matches colours
Sorts 2 colours
Sorts 3 colours ie red, yellow, green bricks
Separates bricks from cars
Sorts small balls from big balls
Selects an appropriate tool for task-spoon to eat with
Indicates relationships of familiar objects-knife and fork
Copies a simple pattern-ie cup, brick, cup etc
Helps put objects away
Recognises a familiar object regardless of colour . ie pencil, cup
Make groups of 2
Make groups of 3
Gives 2 things to each person in the group
Sequences socks before shoes
Attempts to -
- use a spoon to stir liquid
- build a tower with bricks
- put pieces in inset tray
- take a car along a track
- make a bike move
- hit a ball with a bat
Explores an object to find its properties / uses

Expects certain toys to make a noise ie tamber

P6

Brings 2 related objects when asked ie Knife and fork

Matches 3 objects

Copies simple line pattern of 6 bricks using 2 colours

Copies simple drawn pattern underneath ie |--|--|--
|

Copies simple clapping pattern

Copies simple drum pattern

Explores the use of objects in water play

Explores the use of building bricks

Explores materials and equipment for their properties:

- tears
- stretches
- crumples
- bangs
- squashes
- twists
- smells
- tastes

Matches pairs of objects

Matches picture to object

Match picture to picture

Sorts objects with a high degree of success:

- Sort cutlery
- Sort PE equipment
- Sort 3 objects by size
- Sorts by use ie edible / non edible
- Sort by given criteria
- Sort by own criteria

Looks for objects

Puts objects in lines

Puts objects in a bag to carry them

Puts rings on peg

Puts pegs in peg board

Finds all the circles in a tray of shapes

Find the odd one out from 3 objects

Gives colour requested from 5

Puts objects in a container when asked

Look for appropriate objects in a draw

Push and pull draw / door appropriately

Finds pencil when asked to draw

Looks at TV when it is time to watch a programme

Matches picture of simple abstract shapes

P7

Sorts objects into 2 groups ie copper / silver coins.
squares / circles

Matches objects according to shape disregarding
size. ie pens

Copies simple pattern using familiar objects

Copies simple linear pegboard pattern of 5 pegs

Copies simple line pattern

Continues simple line pattern

Discusses patterns

Copies clapping pattern

Uses a range of construction material

Sorts everyday objects appropriately:

- cutlery in correct place

- paint brushes and glue sticks

- stacks mugs etc

- equipment in correct place

- books on shelf

Puts 5 rings on peg in order of size

Does 6 piece puzzle

Turns objects to align them

Groups farm animals

Finds the odd one out in a group of objects

Pours water into containers

Watches water go through a sieve

Discusses water play

Uses tool to pick up sand

Discusses sand play

Rolls play dough into different shapes

Pulls and presses dough

Uses tools to make marks in dough

Discusses play dough

Ceases task by completion

Names colours inconsistently

Find common attributes ie both balls bounce

Find differences ie one ball is red and one is blue

Find all the shapes like this ie all circles regardless
of size

P8

Continue 2 step sequence ie IOIOIO

Continue 3 step sequence pattern without repeat ie
I-OI-OI-O

Continue 3 step sequence with repeat ie OO-OO-
OO-

Identifies next shape from a choice of 3

Uses a computer sequencing program

Describe repeating patterns

Copy pattern made with 2D shapes

Take turns playing adult led game

With adult help take turns on the computer

Understands the idea of a lot

Understands the idea of not many

Identifies the largest object of 5

Identifies the smallest object of 5

Matches associated objects ie bird / nest
stamp/envelope

Names objects as same or different

Identifies a similarity

Uses picture dominoes

Uses dominoes with number of objects

Uses dominoes with coloured dots

Play game using colour dice

Play game using shape dice

Play games using dice with numbers

Play games using dice with spots

Guesses there are 3 bricks on the table without
counting

Recognises there are fewer than 5 objects

Estimate how many bricks in a container

Estimate how many class mates had breakfast

Names colours consistently

Completes 10 piece puzzle

Rotates puzzle shapes to fit into place

Moves cars along roadway

Use interlocking cogs

Threads round lacing kit

Threads beads to given pattern

Find the picture that is different

Moves self though a simple maze

Move through simple maze on computer

Recognise objects that have a similar purpose ie to
drink from - cup, glass, mug

NC1

Language

Numbers are part of everyday language

Begins to use comparative language

Asks questions related to shape

Asks questions related to numbers

Uses mathematical vocabulary in role play

Activities involving coins

Joins in action number rhymes

Joins in number rhymes

Uses positional vocabulary when discussing activity

Uses comparative terms when discussing an activity

Uses ordinal numbers in a range of activities ie first / last page

Talks about shapes

Talks about containers

Uses language associated with addition and subtraction ie more, less

Problem Solving

Identifies what they need to do

Decides on what is required

Finds appropriate materials to assist them to find the answer

Finds different ways of tackling a task

Communicating

Uses the appropriate language

Uses drawings to represent information

Uses symbols to represent information

Reasoning

Explains what they are doing

Talks about what they have discovered

Recognises simple patterns in the environment

NC2

Language

Uses language related to numbers

Uses language related to addition process

Uses language related to subtraction process

Uses comparative language

Describes 3D shapes by their properties

Describes 2D shapes by their properties

Describes the position of objects

Describes the geometric detail in a picture

Uses simple descriptive language related to size

Describes their own movements and directions

Use appropriate terms related to time

Problem Solving

Considers a variety of approaches

Identifies the processes required

Demonstrates an ability to organise their work

Checks their work

Finds ways of overcoming difficulties

Uses the appropriate equipment for measurement

Communicating

Uses the appropriate symbols to represent their calculations

Uses appropriate written form to represent their work

Explains what they have written

Explains the processes they have used

Reasoning

Presents their results in a clear manner

Understands a general statement

Investigates specific cases

Explains why they carried out specific processes

Makes predictions about patterns