

# Oakdale Mathematics scheme of work P4-P8

| P4 - Number  |  |  |
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| Pupils show an awareness of number activities and counting, for example, copying some actions during number rhymes, songs and number games, following a sequence of pictures or numbers as indicated by a known person during number rhymes and songs. |  |  |
| Learning Outcomes  | Suggested Activities   | Assessment   |
| <p>To show an awareness of number activities.</p> <p>To show an awareness of counting.</p> <p>To follow sequences of pictures or numbers.</p>  | <p>Number rhymes, songs and games (pupils participating with occasional prompts)</p> <p>Practical counting activities</p> <p>Rote count along to a drum beat – ask child to do one beat for each number, encourage them to coordinate their drum beat with adults count</p> <p>Take part in activities that are concerned with adding to or taking away from a group of objects</p> <p>Anticipates an event/ action when taking part in a familiar number activity</p> <p>Gain experiences of numerals in classroom and other activities, e.g. by putting marks or symbols alongside pictures when undertaking mathematical activities</p> <p>Show an interest in counting</p> <p>Respond to the words 'more' and 'gone'</p> <p>Practice moving different parts of the body along with a count, e.g. stamping feet, nodding head, patting tummy, etc. Encourage the children to match their stamps, nods and taps to the count</p> | <p><b>PIVAT Performance indicators</b></p> <ol style="list-style-type: none"> <li>1. Pupil can participate in rhymes at an appropriate point, with occasional prompts, e.g. by pressing a single switch, by indicating with finger pointing or eye pointing to the next in a sequence.</li> <li>2. Pupil can begin to anticipate the ending or key elements of rhymes, songs and number games.</li> <li>3. Pupil follows a sequence as indicated by an adult, e.g. the sequence of the rhythm of counting as in a rhyme, or a sequence of pictures used to show a simple rhyme, 5 frogs as they jump off the log.</li> <li>4. Pupil can use a finger to indicate 'one'.</li> <li>5. Pupil can during rhymes, songs and number games indicate through sign, speech or gesture the next action following a prompt, <i>e.g. when singing 5 green bottles the child can indicate the next bottle to be removed.</i></li> </ol> |

# Oakdale Mathematics scheme of work P4-P8

| P5 - Number   |  |  |
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| <p><b>P5 Pupils respond to and join in with familiar number rhymes, stories, songs and games</b>, for example, using a series of actions during the singing of a familiar song; joining in by saying, signing or indicating at least one of the numbers in a familiar number rhyme. <b>Pupils can indicate one or two</b>, for example, by using eye pointing, blinks, gestures or any other means to indicate one or two, as required. <b>They demonstrate that they are aware of contrasting quantities</b>, for example, one and lots by making groups of one or lots of food items on plates.</p> |  |  |
| Learning Outcomes   | Suggested Activities   | Assessment   |
| <p>To show some understanding of the sequence of numbers.</p> <p>To be able to indicate one (or two)</p> <p>To show awareness of contrasting quantities</p>   | <p>Familiar number rhymes, stories, songs and games (pupil joining in by saying, signing or indicating at least one of the numbers)</p> <p>Practical counting activities</p> <p>Grouping objects – one of vs lots of, label groups ‘one’ or ‘lots’</p> <p>Demonstrate an awareness of contrasting quantities by making groups of objects with help.</p> <p>Realise numerals represent quantities</p> <p>Use ‘concrete’ resources (e.g. tokens) to record and remember quantities or make pictorial representations showing quantities of groups</p> <p>Indicate 1 or 2</p> <p>Touch each number on the number track as it is counted</p> | <p><b>PIVAT Performance indicators</b></p> <ol style="list-style-type: none"> <li>1. Pupil demonstrates awareness of contrasting quantities where there is a marked difference, <i>e.g. one cake and lots of cakes on plates</i></li> <li>2. Pupil can join in by saying, signing or indicating at least one of the numbers in familiar rhymes, stories, games and practical activities.</li> <li>3. Pupil can indicate one or two by copying an adult, <i>e.g. puts up just one or both hands.</i></li> <li>4. Pupil can demonstrate some understanding of the sequence of numbers by joining in with the counting in familiar rhymes, songs, stories and practical activities.</li> <li>5. Pupil can show and name one finger then show another and name the quantity as two.</li> </ol> |

# Oakdale Mathematics scheme of work P4-P8

| <b>P6 Number</b><br><b>P6 Pupils demonstrate an understanding of one-to-one correspondence in a range of contexts</b> , for example, matching objects such as cups to saucers, straws to drink cartons. <b>Pupils join in rote counting up to five</b> , for example, saying or signing number names to 5 in counting activities. <b>They count reliably to three, make sets of up to three objects and use numbers to three in familiar activities and games</b> , for example, touching one, two, three items as an adult counts, counting toys or pictures, counting out sets of three, e.g. knife, fork and spoon. <b>They demonstrate an understanding of the concept of more</b> , for example, they indicate that more cups, counters, food items are required. <b>They join in with new number rhymes, songs, stories and games.</b> |   |  |
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| Learning Outcomes  | Suggested Activities  | Assessment   |
| <p>To be able to rote count to five</p> <p>To recognise the numerals 1, 2 and 3</p> <p>To demonstrate an understanding of one-to-one correspondence.</p> <p>To count reliably to three</p> <p>To demonstrate an understanding of the concept of more</p>   | <p>New counting songs, stories and games</p> <p>Use the understanding of 'more'</p> <p>Use practical methods to associate names and symbols with numbers</p> <p>Encounter and explore numerals 0-9 and beyond 10</p> <p>Use practical methods to associate names and symbols with numbers</p> <p>Have some recognition of numerals up to 5</p> <p>Demonstrate an understanding of 1:1 correspondence in a range of contexts</p> <p>Count reliably to 3 and make sets of up to 3 objects</p> <p>Daily experiences in one-to-one correspondence by giving out snacks, put straws in drinks, etc</p> | <p><b>PIVAT Performance indicators</b></p> <ol style="list-style-type: none"> <li>Pupil can recognise the numerals 1 and 2 during a range of activities.</li> <li>Pupil can rote count to 5.<br/><br/>Pupil can join in with counting in new songs, stories and games which contain a repetitive counting element.</li> <li>Pupil can recognise the numerals 1, 2 and 3 during a range of activities.</li> <li>Pupil can use numbers to 5 in familiar activities and games.<br/><br/>Pupil can use 'one to one' correspondence when pairing objects, <i>e.g. put a straw in each carton of milk, put a spoon in each cup.</i><br/><br/>Pupil can demonstrate an understanding of the concept of more, <i>e.g. a child giving out cups has not got one for each child and indicates they need 'more'.</i></li> <li>Pupil can count 3 objects reliably when presented in a line. Pupil can make sets of up to 3 objects, <i>e.g. count 3 pencils, count 3 pens etc.</i><br/><br/>Pupil can relate numerals 1, 2 and 3 to the number of objects.<br/><br/>Pupil understands that the last number in a count represents the number of objects in a set.</li> </ol> |

# Oakdale Mathematics scheme of work P4-P8

| <b>P7 Number</b><br><b>P7 Pupils join in rote counting to 10</b> , for example, saying or signing number names to 10 in counting activities. <b>They can count at least 5 objects reliably</b> , for example, candles on a cake, bricks in a tower. <b>They recognise numerals from one to five and understand that each represents a constant number or amount</b> , for example, putting correct number of objects (1-5) into containers marked with the numeral; collecting the correct number of items up to five. <b>Pupils demonstrate an understanding of less</b> , for example, indicating which bottle has less water in it. <b>In practical situations they respond to add one to a number of objects</b> , for example, responding to requests such as add one pencil to the pencils in the pot, add one sweet to the dish. |   |  |
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| Learning Outcomes   | Suggested Activities  | Assessment   |
| To be able to rote count to 10<br>To be able to count at least 5 objects reliably<br>To recognise the numerals to 5.<br>To understand that the numeral always represents the quantity.<br>To show an understanding of the concept of 'less'.<br>To be able to 'add one' in practical situations.  | Begin to use developing mathematical understanding and counting to solve simple problems that they may encounter in play, games or other work.<br>Join in rote counting to 10, possibly in context of a rhyme<br>Begin to understand that a number represents a constant number or amount<br>Recognise 0-5 and to understand that each represents a constant number or amount<br>Use tallies or other marks to represent (record and remember) quantities<br>Copy numerals to 5<br>Begin to experience numerals to 20<br>Count reliably at least 5 objects<br>Begin to recognise difference in quantities | <p style="text-align: center;"><b>PIVAT Performance indicators</b></p> <ol style="list-style-type: none"> <li>Pupil can count at least 5 objects reliably when presented in a line. Make sets of up to 5 using objects, <i>e.g. count 5 cups, count 5 straws, etc.</i><br/>             Pupil can relate numerals 1-5 to the number of objects.</li> <li>Pupil can join in with rote counting to 10.</li> <li>Pupil can count reliably at least 5 objects when randomly placed on the table, <i>e.g. pupil orders objects to count.</i><br/>             Pupil can respond appropriately to the question 'How many?' when working with numbers up to 5.</li> <li>Pupil can recognise numerals from 1-5.<br/>             Pupil demonstrates an understanding of less, <i>e.g. indicating which plate has less biscuits on it.</i><br/>             Pupil can, in practical situations, respond appropriately to 'add one', <i>e.g. add one more sweet to the dish.</i></li> <li>Pupil can recognise numerals 1 to 5 and relate each numeral to the correct quantity, understanding that numeral always represents that quantity.<br/>             Pupil can match the pattern on a dice to the numeral.</li> </ol> |

# Oakdale Mathematics scheme of work P4-P8



| <p><b>P8 Number</b><br/> <b>P8 Pupils join in with rote counting to beyond 10</b>, for example, they say or sign number names in counting activities. <b>They continue to rote count onwards from a given small number</b>, for example, continue the rote count onwards in a game using dice and moving counters up to 10; continue to say, sign or indicate the count aloud when adult begins counting the first two numbers. <b>Pupils recognise differences in quantity</b>, for example, in comparing given sets of objects and saying which has more or less, which is the bigger group or smaller group. <b>They recognise numerals from one to nine and relate them to sets of objects</b>, for example, labelling sets of objects with correct numerals. <b>In practical situations they respond to add one to or take one away from a number of objects</b>, for example, they add one more to three objects in a box and say, sign or indicate how many are now on the box; at a cake sale say, sign or indicate how many cakes are left when one is sold. <b>They use ordinal numbers (first, second, third) when describing the position of objects, people or events</b>, for example, indicate who is first in a queue or line; who is first, second and third in a race or competition. <b>Pupils estimate a small number (up to 10) and check by counting</b>, for example, suggesting numbers that can be checked by counting, guessing then counting the number of: Pupils in a group; adults in the room; cups needed at break time.</p> |  |  |
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| Learning Outcomes  | Suggested Activities   | Assessment   |
| <p>To be able to rote count beyond ten.</p> <p>To be able to count on from any given small number.</p> <p>To recognise difference in quantity (more/less)</p> <p>To recognise numerals to 9; recognising the numeral represents the quantity.</p> <p>To be able to add/ take away one in practical situations.</p> <p>To be able to ordinal numbers (1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>) to describe position of objects, people or events.</p> <p>To be able to estimate a small number (to 10) and check by counting.</p>  | <p>Practical counting activities.</p> <p>Games involving counting on.</p> <p>In role-play and practical situations estimate a small number of everyday objects and check by counting</p> <p>Continue the rote count onwards from any given small number.</p> <p>Know the numbers 0-9 relate to different but constant sizes of sets of objects</p> <p>Indicate first and last</p> <p>Start to record numbers of objects</p> <p>Begin to recognise numerals 0-9</p> <p>Begin to relate numerals 0-9 to sets of objects</p> <p>Write the numerals to 5 and copy write them to 10</p> <p>Begin to experience numerals to 50</p> <p>Count reliably to at least 5; begin to count up to 10 objects</p> <p>Compare two given numbers of objects saying which is more and which is less</p> | <p><b>PIVAT Performance indicators</b></p> <ol style="list-style-type: none"> <li>Pupil can rote count to beyond ten, <i>e.g. 11, 12.</i></li> <li>Pupil can use the vocabulary of first, second, third and last when describing the position of people or objects or the order of events.<br/><br/>Pupil can count up to ten objects reliably when randomly placed on the table, <i>e.g. pupil orders objects to count.</i></li> <li>Pupil can recognise numerals 1 to 9 when represented in order and randomly.<br/><br/>Pupil can estimate a small number, <i>e.g. 1, 2 or 3 and check by counting.</i></li> <li>Pupil can continue the rote count onwards from a given small number.<br/><br/>Pupil can use ordinal numbers (1st, 2nd or 3rd) when describing the position of objects, people or events.<br/><br/>Pupil can in practical situations add one to and take one away from a number of objects (up to 10) then say or sign how many there are now.</li> <li>Pupil can recognise numerals 1 to 9 and relate each numeral to the correct quantity, understanding that numeral always represents that quantity.<br/><br/>Pupil can compare two given numbers of objects saying which is more and which is less.</li> </ol> |

# Oakdale Mathematics scheme of work P4-P8

| <b>P4 Shape, Space and Measures</b><br><b>P4 Pupils search for objects that have gone out of sight, hearing or touch, demonstrating the beginning of object permanence</b> , for example, searching for an object or sound when it is removed. <b>Pupils match big objects and small objects</b> , 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. <b>They demonstrate interest in position and the relationship between objects</b> , for example, stacking or joining objects or using construction materials. |   |  |
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| Learning Outcomes   | Suggested Activities  | Assessment   |
| <p>To be able to demonstrate the beginnings of object permanence by searching for objects which have gone out of sight, hearing or touch.</p> <p>To be able to match big and small objects</p> <p>To be able to show an interest in position of objects.</p> <p>To be able to show an interest in relationship between objects.</p>   | <p>Matching two objects , e.g. large/big cup to large/big cup; small/little cup to small/little cup.</p> <p>Begin to search for objects that have gone out of sight hearing or touch, demonstrating the beginning of object permanence.</p> <p>Encounter and notice changes of orientation of themselves.</p> <p>Through exploration, gain awareness of differences in length/ capacity/ mass</p> <p>Through exploration, gain awareness of differences in time</p> | <p><b>PIVAT Performance indicators</b></p> <ol style="list-style-type: none"> <li>1. Pupil pushes obstructions out of the way to obtain object.</li> <li>2. Pupil searches for objects when object or sound is removed.</li> <li>3. Pupil can recognise the difference between the size of two objects by matching, e.g. large/big cup to large/big cup; small/little cup to small/little cup.</li> <li>4. Pupil demonstrates random stacking or joining of objects. Pupil shows interest in the position of objects in relation to others.</li> <li>5. Pupil joins or stacks like objects showing awareness of their relationship to each other.</li> </ol> |

# Oakdale Mathematics scheme of work P4-P8

| P5 Shape, Space and Measures   |  |   |
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| <p><b>P5 Pupils search intentionally for objects in their usual place</b>, for example, going to the mathematics shelf for the box of shapes. <b>They find big and small objects on request</b>, for example, from a choice of two objects, identifying the big and small. <b>They compare the overall size of one object with that of another where there is a marked difference</b>, for example, they indicate which of two shoes is the bigger, and compare objects big boxes and small boxes. <b>They explore the position of objects</b>, for example, placing objects in and out of containers, placing objects inside and outside a hoop, fits as many objects as possible into a box.</p> |  |   |
| Learning Outcomes  | Suggested Activities   | Assessment  |
| <p>To be aware of usual location of familiar objects.</p> <p>To be able to find 'big' or 'small' from choice of two.</p> <p>To be able to compare sizes where there is a marked difference.</p> <p>To be able to explore the position of objects</p>   | <p>Find/ locate familiar items e.g. coat, cup, etc.</p> <p>Use picture/ symbol schedules, 'NOW' – , 'THEN' – boards etc.</p> <p>Opportunities to compare objects , e.g. indicate which of two is the bigger etc.</p> <p>Opportunities to sort objects , e.g. sorting into large/ small etc.</p> <p>Find 'big' and 'small' objects on request.</p> <p>Join in activities involving shapes and be aware of the names that describe them</p> <p>Encounter and explore changes in orientation of themselves and objects</p> <p>Encounter the vocabulary of time through daily discussions of days of week and timetabled events for the day.</p> | <p><b>PIVAT Performance indicators</b></p> <ol style="list-style-type: none"> <li>1. Pupil is aware of usual location of familiar objects, e.g. coat, cup, etc. Pupil begins to use pictorial/symbol timetable for sequencing of activities, e.g. 'NOW' – work, 'THEN' – snack.</li> <li>2. Pupil can compare the overall size of one object with another where there is a marked difference, e.g. they indicate which of two shoes is the bigger.</li> <li>3. Pupil sorts two sets of like objects where there is a marked difference in size, e.g. large spoons and small spoons.</li> <li>4. Pupil places objects in and out of containers/form/inset boards, according to target shape.</li> <li>5. From a choice of two objects pupil can identify the difference between large/big and small/little.</li> </ol> |

# Oakdale Mathematics scheme of work P4-P8

| P6 Shape, Space and Measures  |   |  |
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| <p><b>P6 Pupils search for objects not found in their usual place demonstrating their understanding of object permanence</b>, for example, looking for cups when they are not in their usual cupboard. <b>They compare the overall size of one object with that of another where the difference is not great</b>, for example, identifying the bigger of two Russian Dolls or nesting cubes. <b>They manipulate three-dimensional shapes</b>, for example, putting shapes into a shape sorter, using 3-D objects to build and manipulate in roleplay, rolling a tube in a race with a partner. <b>They show understanding of words signs and symbols that describe positions</b>, for example, responding to a request to put an object in, on, under, inside another object.</p> |   |  |
| Learning Outcomes   | Suggested Activities  | Assessment   |
| <p>To be able to search for objects not found in their usual place.</p> <p>To be able to sort two sets of objects where the difference is not great.</p> <p>To be able to respond on request to place objects, 'in', 'on', 'under' and 'inside' in practical situations.</p> <p>To be able to manipulate three dimensional shapes.</p>  | <p>Matching objects and materials according to a given criteria relating to shape or size.</p> <p>Copy simple patterns or sequences</p> <p>Begin to combine shapes to make models</p> <p>Copy simple models by responding to directions to position pieces.</p> <p>Explore 3D shapes</p> <p>Encounter and initiate changes in orientation of themselves and objects</p> <p>Show awareness of the vocabulary 'more' and 'less' in practical situations.</p> <p>Respond to some words, signs or symbols related to time.</p> <p>Participate in the sequencing of pictures of two daily events</p> | <p><b>PIVAT Performance indicators</b></p> <ol style="list-style-type: none"> <li>1. Pupil searches for objects not found in their usual place. Pupil sequences 2/3 photos/symbols of daily activities.</li> <li>2. Pupil responds on request to place objects, 'in', 'on', 'under' and 'inside' in practical situations, e.g. 'Put the coins in the purse'.</li> <li>3. Pupil can manipulate three dimensional shapes, e.g. putting shapes into a shape sorter, building a model with 3-D shapes.</li> <li>4. Pupil sorts two sets of objects where the difference is not great, e.g. sorts similar but different size 'Compare bears' or 10p and 5p coins.</li> <li>5. From a choice of two objects where the difference is not great, pupil can compare objects to identify which is which, e.g. practically manipulating the objects using nesting cubes.</li> </ol> |

# Oakdale Mathematics scheme of work P4-P8

| P7 Shape, Space and Measures   |   |   |
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| <p><b>P7 Pupils respond to forwards and backwards</b>, for example, moving forwards and backwards on request, recognising when a vehicle is moving forwards and backwards, moving a counter forward or backward on a board game. <b>They pick out described shapes from a collection</b>, for example, picking out all the round shapes in the classroom, finding shapes with straight edges, fitting shapes into matching holes. <b>They use familiar words in practical situations when they compare sizes and quantities</b>, for example, using the words 'heavy' and 'light', 'more' and 'less', 'enough' or 'not enough' to compare objects or quantities.</p>                                       |   |   |
| Learning Outcomes  | Suggested Activities  | Assessment  |
| <p>To be able to actively move forwards and backwards (or to be able to indicate the direction in which he/she is being moved)</p> <p>To be able to pick out shapes with common features from a collection of regular shapes, (e.g. all round shapes, shapes with corners, shapes with flat surfaces in this instance it is not useful to use size as a feature)</p> <p>To be able to indicate 'heavy' and 'light', when comparing two objects where there is a marked difference. (To understand that although an object is smaller it can still be 'heavy').</p> <p>To be able to use the terms 'more', 'less', 'enough', 'not enough' to compare two objects or quantities in practical situations.</p> | <p>Add one or two objects to a pattern begun by an adult.<br/>Copy a model made by an adult</p> <p>Sort objects as instructed, following a model.</p> <p>Identify when an object is different and does not belong to a given category.</p> <p>Pick out named shapes from a collection</p> <p>Experience the notion of turn</p> <p>Use familiar words to compare sizes and quantities</p> <p>Develop awareness of time through discussion about daily and weekly events and when they happen</p> | <p><b>PIVAT Performance indicators</b></p> <ol style="list-style-type: none"> <li>From a collection of regular shapes, pupil can pick out shapes with common features, e.g. all round shapes, shapes with corners, shapes with flat surfaces (in this instance it is not useful to use size as a feature), etc.</li> <li>Pupil actively moves forwards and backwards or can indicate the direction in which he/she is being moved.</li> <li>Pupil can indicate 'heavy' and 'light', when comparing two objects where there is a marked difference, e.g. they understand that although an object is smaller it can be 'heavy'.</li> <li>In practical situations pupil is able to use the terms 'more', 'less', 'enough', 'not enough' to compare two objects or quantities, e.g. when pouring drinks and comparing to their friends, have they got 'enough' or 'not enough'.</li> <li>Pupil sequences 3/4 pictures/symbols of daily activities.</li> </ol> |

# Oakdale Mathematics scheme of work P4-P8



| P8 Shape, Space and Measures   |  |  |
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| <p><b>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</b>, for example, comparing two plants, placed side by side and indicate the tall one or comparing two zips and indicating the long one. <b>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</b>, 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. <b>They respond to mathematical vocabulary such as 'straight', 'circle', 'larger' to describe the shape and size of solids and flat shapes</b>, for example, when shopping. <b>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</b>, 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.</p> |  |  |
| Learning Outcomes  | Suggested Activities   | Assessment   |
| <p>To be able to compare two objects directly side by side and indicate which is 'longer' or 'taller'.</p> <p>To be able to recognise the structure of their day through ordering significant events</p> <p>To begin to understand and use the names of the days of the week in practical contexts</p> <p>To be able to respond to mathematical vocabulary, such as 'straight', 'circle', 'larger', to describe the shape and size of shapes.</p> <p>To be able to identify specific shapes from pictures, simple models or patterns.</p>  | <p>Describe the relationships of objects in simple models, pictures and patterns.</p> <p>Sort items into suggested categories (without a model)</p> <p>Re-sort a sorted collection of objects by new criteria (suggested to them)</p> <p>Collect and label groups of similar items.</p> <p>Begin to use mathematical language such as circle or bigger to describe the shape and size of solids and flat shapes (when modelled by an adult)</p> <p>Name a few 2D and 3D shapes</p> <p>Notice similarities and differences between shapes</p> <p>Have experience of making and seeing symmetrical patterns</p> <p>Gain experience of instructions involving the idea of turn</p> <p>Begin to use in practical contexts some vocabulary related to measures</p> <p>Order 2 items by their length/ capacity/ mass</p> | <p><b>PIVAT Performance indicators</b></p> <ol style="list-style-type: none"> <li>1. Pupil compares two objects directly side by side using a common baseline and indicates which is 'longer' or 'taller'.</li> <li>2. Pupil responds to mathematical vocabulary, such as 'straight', 'circle', 'larger', to describe the shape and size of shapes, e.g. identifies the circles or triangles from a collection of mixed shapes. Identifies larger circle from a choice of two circles.</li> <li>3. Pupil identifies specific shapes from pictures, simple models or patterns and can identify some of the shapes used within the whole, e.g. circles.</li> <li>4. Pupil recognises structure in their day through ordering significant events, e.g. First: dinnertime; then: play-time or leisure; next: swimming; finish: home-time. Pupil begins to use 'o'clock'.</li> <li>5. Pupil begins to understand and use in practical contexts names of days of the week, e.g. 'today', swimming on Tuesday; lie-in on Sunday; football on Saturday.</li> </ol> |

# Oakdale Mathematics scheme of work P4-P8

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|  | <p>Compare directly 2 objects</p> <p>Begin to be aware of and repeat the language of time.<br/>Recognise order in the day through ordering of significant events</p> <p>Link significant personal events to the passing of time</p> <p>Associate familiar activities and experiences to seasonal changes</p> |  |
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