

Oakdale Mathematics scheme of work P1-P8

P1 (i) Pupils encounter activities and experiences. They may be passive or resistant. They may show simple reflex responses, for example, startling at sudden noises or movements. Any participation is fully prompted.		
Learning Outcomes	Suggested Activities	Assessment
<p>To encounter activities and experiences.</p> <p>To show simple reflex responses.</p> <p>To accept adult physical prompting during an activity.</p>	<p style="text-align: center;">Using and Applying</p> <ul style="list-style-type: none"> • Display favourite things to encourage engagement. <p style="text-align: center;">Number</p> <ul style="list-style-type: none"> • Sing number rhymes • Move pupils to the rhythm patterns in familiar songs and rhymes. • Provide small groups of the same objects in treasure baskets. • Create a mobile, occasionally changing the number of items you hang on it. • Use song and rhymes during personal routines. <p style="text-align: center;">Shape, Space and Measure</p> <ul style="list-style-type: none"> • Provide stimulating resources which are accessible and open-ended so they can be used, moved and combined in a variety of ways. • Encourage pupils to explore the space near them by putting interesting things beside them, such as crinkly paper, or light, soft material. • Provide resources that move or make a noise when touched. 	<p style="text-align: center;">PIVAT Performance indicators</p> <ol style="list-style-type: none"> 1. Pupil shows a reflex response to sensory stimuli. 2. Pupil remains passive or shows no observable response. 3. Pupil shows resistance or negative response to sensory stimuli, e.g. withdraws hand or grimaces to show displeasure. 4. Pupil changes facial expression or body position in response to tactile or visual stimuli during a mathematical activity. (N, U&A) Pupil stills in response to tactile shape or weighted object. (SSM) 5. Pupil accepts adult physical prompting during an activity.

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<p>P1 (ii) Pupils show emerging awareness of activities and experiences. They may have periods when they appear alert and ready to focus their attention on certain people, events, objects or parts of objects, for example, grasping objects briefly when they are placed in their hand. They may give intermittent reactions, for example, sometimes showing surprise at the sudden presence or absence of an event or object.</p>		
Learning Outcomes	Suggested Activities	Assessment
<p>To show emerging awareness of activities and experiences.</p> <p>To begin to attend to people, events or objects.</p> <p>To begin to respond to people , events or objects.</p>	<p style="text-align: center;">Using and Applying</p> <ul style="list-style-type: none"> • Cover/reveal familiar people to encourage engagement. <p style="text-align: center;">Number</p> <ul style="list-style-type: none"> • Sing number rhymes • Move pupils to the rhythm patterns in familiar songs and rhymes. • Provide small groups of the same objects in treasure baskets. • Provide groups of different objects in feeling bags and boxes. • Create a mobile, occasionally changing the number of items you hang on it. • Use song and rhymes during personal routines. <p style="text-align: center;">Shape, Space and Measure</p> <ul style="list-style-type: none"> • Provide stimulating resources which are accessible and open-ended so they can be used, moved and combined in a variety of ways. • Encourage pupils to track auditory and visual stimuli. • Provide resources that move or make a noise when touched. 	<p style="text-align: center;">PIVAT Performance indicators</p> <ol style="list-style-type: none"> 1. Pupil demonstrates awareness by any observable response, e.g. facial expression or body movement. 2. Pupil may briefly turn head or smile at a familiar sound or situation. 3. Pupil will maintain contact with a mathematical resource for a short period of time. 4. Pupil can locate an object presented in different positions, visual or auditory. 5. Pupil responds to a familiar activity by an occasional response, e.g. vocalisation.

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Learning Outcomes	Suggested Activities	Assessment
<p>P2 (i) Pupils begin to respond consistently to familiar people, events and objects. They react to new activities and experiences, for example, becoming excited or alarmed when a routine is broken. They begin to show interest in people, events and objects, for example, tracking objects briefly across their field of awareness. They accept and engage in coactive exploration, for example, lifting objects briefly towards the face in shared investigations.</p> <p>To react to new activities and experiences.</p> <p>To show interest in people, events or objects.</p> <p>To begin to respond consistently to people, events or objects.</p> <p>To accept and engage in coactive exploration.</p>	<p style="text-align: center;">Using and Applying</p> <ul style="list-style-type: none"> • Provide a range of new sensory objects and activities. • Cover/reveal activities with favourite items. • Encourage pupils to track auditory and visual stimuli. <p style="text-align: center;">Number</p> <ul style="list-style-type: none"> • Encourage pupils to track visual or auditory props during songs/rhymes • Encourage pupils to respond to familiar songs, rhymes and activities. • Provide small groups of the same objects, as well as single items, in treasure baskets. • Provide groups of different objects in feeling bags and boxes. • Use song and rhymes during personal routines. <p style="text-align: center;">Shape, Space and Measure</p> <ul style="list-style-type: none"> • Provide stimulating resources which are accessible and open-ended so they can be used, moved and combined in a variety of ways. • Encourage pupils to track auditory and visual stimuli. • Provide sensory resources/ activities which provide sensory feedback to encourage pupils to repeat actions/ movements. 	<p style="text-align: center;">PIVAT Performance indicators</p> <ol style="list-style-type: none"> 1. Pupil begins to respond consistently to an event or activity(U&A) Pupil begins to respond consistently when well-known actions or activities are repeated. (N) Pupil can maintain hold of an object and lets go unintentionally. Pupil can grasps using a palmer grip. (SSM) 2. Pupil can locate an object presented in different positions. (U&A, N) Pupil can reach out to explore an object using random movements. (SSM) 3. Pupil begins to interact consistently to familiar people, activities and resources. 4. Pupil accepts partial prompting to engage in exploring new objects and activities, e.g. lifting them towards the face. (U&A, N) When accidentally interacting with an object the pupil will repeat the action to gain the effect. (SSM) 5. Pupil can track an object horizontally when held at eye level or pupil shows a distinct recognition of a sound-making object and tracks its sound from side to side.(U&A, S,S M) Pupil can track objects as they are being counted e.g. visual or auditory tracking. (N)

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P2 (ii) Pupils begin to be proactive in their interactions. They communicate consistent preferences and affective responses, for example, showing a desire to hold a favourite object. They recognise familiar people, events and objects. They perform actions, often by trial and improvement, and they remember learned responses over short periods of time. They cooperate with shared exploration and supported participation.		
Learning Outcomes	Suggested Activities	Assessment
<p>To begin to be proactive in their interactions, showing a consistent, intentional response.</p> <p>To begin to remember learned responses over short periods of time.</p> <p>To communicate consistent preferences.</p> <p>To recognise familiar people, events and objects.</p> <p>To perform actions, by trial and improvement.</p> <p>To cooperate with shared exploration and supported participation.</p>	<p>Using and Applying</p> <ul style="list-style-type: none"> • Provide a range of new sensory objects and activities. • Provide a range of preferred items for individuals. • Encourage pupils to track auditory and visual stimuli. • Provide simple cause and effect/switch operated toys and equipment. <p>Number</p> <ul style="list-style-type: none"> • Encourage pupils to track and/or reach towards visual or auditory props during songs/rhymes • Provide items that can be stacked and joined. • Provide groups of different and similar objects in feeling bags and boxes. • Provide early cause and effect activities. <p>Shape, Space and Measure</p> <ul style="list-style-type: none"> • Provide a range of sensory resources which can be grasped, moved and manipulated in a variety of ways. • Encourage pupils to track auditory and visual stimuli. • Provide a range of preferred items for individuals. • Provide simple cause and effect/switch operated toys and equipment 	<p>PIVAT Performance indicators</p> <ol style="list-style-type: none"> 1. Pupil can touch and grasp objects in order to explore/manipulate them through banging, throwing, dropping, moving etc (U&A, N, SSM). 2. Pupil can reach for or look at objects when placed within their visual field (U&A) or when they are counted (N). Pupil begins to use intentional movements to reach out to objects (SSM). 3. Pupil can show consistent preference for favoured Items (U&A, SSM). Pupil will show interest during a block building activity (N). 4. Pupil can, using trial and error, operate a simple switch activated toy, with intention, over short periods of time (U&A, N, SSM). 5. Pupil will continue an action or interaction with an adult by repeating actions or vocalisations (U&A, N). Pupil can track a person/sound as they/it is moved around the immediate environment (SSM).

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Learning Outcomes	Suggested Activities	Assessment
<p>P3 (i) Pupils begin to communicate intentionally. They seek attention through eye contact, gesture or action. They request events or activities, for example, pushing an item of equipment towards a member of staff. They participate in shared activities with less support. They sustain concentration for short periods. They explore materials in increasingly complex ways, for example, bending or rubbing objects together. They observe the results of their own actions with interest. They remember learned responses over more extended periods.</p> <p>To begin to communicate intentionally.</p> <p>To explore objects and items in more complex ways.</p> <p>To remember learned responses over more extended periods.</p> <p>To observe the results of their own actions with interest.</p> <p>To begin to develop 1:1 correspondence skills.</p> <p>To begin to develop an awareness of object permanence.</p>	<p style="text-align: center;">Using and Applying</p> <ul style="list-style-type: none"> • Provide a range of sensory objects and activities. • Provide a range of preferred items for individuals. • Provide simple cause and effect/switch operated toys and equipment. • Provide a range of different sized boxes, containers and 'posting' items. <p style="text-align: center;">Number</p> <ul style="list-style-type: none"> • Provide a range of sensory objects and activities. • Provide items that can be stacked and joined. • Cover/post/reveal activities • Provide early cause and effect activities. • Provide sensory resources/ activities which provide sensory feedback to encourage pupils to repeat actions/ movements. <p style="text-align: center;">Shape, Space and Measure</p> <ul style="list-style-type: none"> • Provide a range of sensory and different shaped resources which can be grasped, moved, explored and manipulated in a variety of ways. • Provide stacking and connecting blocks/shapes. • Provide cars, trains etc. that can be rolled and visually tracked, as well as cover/reveal activities. • Different sized boxes, containers and 'posting' items. 	<p style="text-align: center;">PIVAT Performance indicators</p> <ol style="list-style-type: none"> 1. Pupil will explore objects in increasingly complex ways, using more than one action (eg. tapping, turning, shaking etc) (U&A, N). Pupil manipulates objects to explore their properties (eg. turns a cube over in their hands) (SSM). Pupil will transfer objects from one hand to another (N). 2. Pupil pushes items towards adult or pulls adult's hand towards them, as a means of requesting more of a specific activity (U&A, N). 3. Pupil can remember a learned response from day to day (as opposed to remembering daily routines) (U&A, N). 4. Pupil will observe the result of their own actions with interest (U&A, N). Pupil attends to objects as they drop or throw them (SSM). 5. Pupil can retrieve an object which has been seen or heard and then placed in an open container (U&A, SSM) Pupil can remove a cloth to find a hidden object or look towards the floor for an object which has been dropped (N). Pupil can put an object into a container (SSM). Pupil can visually/aurally track slow moving objects (SSM).

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P3 (ii) Pupils use emerging conventional communication. They greet known people and may initiate interactions and activities, for example, dropping objects to prompt interventions from adults. They can remember learned responses over increasing periods of time and may anticipate known events. They may respond to options and choices with actions or gestures. They actively explore objects and events for more extended periods. They apply potential solutions systematically to problems.		
Learning Outcomes	Suggested Activities	Assessment
<p>To begin to respond to options and choices.</p> <p>To gain an adult’s attention through intentional actions or activities.</p> <p>To engage with items for extended periods of time.</p> <p>To begin to develop early problem solving skills.</p> <p>To continue to develop an awareness of object permanence.</p> <p>To remember learned responses and may anticipate known events.</p>	<p style="text-align: center;">Using and Applying</p> <ul style="list-style-type: none"> • Provide a range of different shaped objects. • Provide a range of preferred items for individuals, including some being placed out of reach. • Provide simple interlocking and connecting items. • Provide cars, trains etc. that can be rolled and visually tracked, as well as cover/reveal activities. <p style="text-align: center;">Number</p> <ul style="list-style-type: none"> • Provide a range of preferred items for individuals, including some being placed out of reach. • Doll play resources – spoon, hairbrush etc. • Cover/post/reveal activities • Provide a range of sensory items which can be stacked, manipulated into piles and groups etc. <p style="text-align: center;">Shape, Space and Measure</p> <ul style="list-style-type: none"> • Provide new sensory and different shaped resources which can be grasped, moved, explored and manipulated in a variety of ways. • Provide stacking and connecting blocks/shapes. • Provide cars, trains etc. that can be rolled and visually tracked, as well as cover/reveal activities. • Different sized boxes, containers and ‘posting’ items. • Preferred items for individuals, some of which to be placed out of reach. 	<p style="text-align: center;">PIVAT Performance indicators</p> <ol style="list-style-type: none"> 1. Pupil independently explores shapes, feeling the edges, corners or curves for extended periods of time (U&A, SSM). Pupil can participate in accumulated games by manipulating objects into piles, groups or stacking them (N). 2. Pupil can track quickly moving objects, and can track a ball as they roll this out of their visual field (U&A, SSM). 3. Pupil can grasp two shapes at once and explore whether or not they fit together (U&A, SSM). Pupil recognises some items and shows their use (eg. puts a spoon into their mouth) (N). 4. Pupil will respond to options and choices by accepting and rejecting (U&A, N). Pupil shows preference by choosing one item from a choice of two (N). 5. Pupil can intentionally attract the attention of an adult to assist them in retrieving an object that has been placed just out of their reach (U&A, SSM) or as a means of initiating an activity (N). Pupil can use problem solving skills to retrieve an object (SSM).

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P4 (U&A) 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. **They 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 mathematical activities when given a contextual cue**, for example, anticipating the next chorus or action in songs and rhymes; matching cakes to plates.

Learning Outcomes	Suggested Activities	Assessment
<p>To demonstrate an awareness of cause and effect.</p> <p>To consistently demonstrate an awareness of object permanence.</p> <p>To follow simple sequences in different situations.</p> <p>To begin to create their own simple sequences through preferred method (sound, light, symbols, action).</p> <p>To develop an awareness of how similar objects can fit together/connect.</p> <p>To develop an awareness of difference and change.</p>	<ul style="list-style-type: none"> • Simple switch-activated ICT programmes. • PECS exchange activities with highly motivating items. • ‘Buying’ items at snack times – exchanging a coin to receive snack item. • Role play shops etc. where coins can be exchanged in order to ‘buy’ items. • Use of shopping lists in role play areas • Use of ‘1st...2nd...3rd’ schedule of activities during continuous provision. • Opportunities for ‘posting’ items during play activities – train through a tunnel, balls down a tube, children down a slide etc. • Playdough, sensory and cookery experiences to ‘change’ appearance of media through practical activities. • Provide a range of similar and different stacking and connecting items (bricks, blocks, stacking cups etc.) to experience similarities and differences between these and how these may connect with one another. 	<p style="text-align: center;">PIVAT Performance indicators</p> <ol style="list-style-type: none"> 1. Pupil follows simple sequences in a range of settings, and can create very simple sequences of their own, <i>e.g. using light and/or sounds.</i> 2. Pupil demonstrates an awareness of cause and effect and begins to apply this in a range of activities, <i>e.g. switch activated equipment – bubble tube, toys, fan, hair dryer, vibrating cushion, etc.</i> In role play, pupil can exchange a coin for a chosen item at the tuck shop. 3. Pupil can post objects down a tube and look for the object to re-appear at the opposite end. Pupil repeats the same activity using different objects, <i>e.g. car, ball, etc.</i> 4. During practical activities, pupil demonstrates an awareness of changes, <i>e.g. in shape, changing shapes in dough; in position, changes in direction.</i> 5. Pupil joins or stacks similar objects, <i>e.g. 4 or more bricks, nesting beakers, cereal boxes, etc.</i>

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P5 (U&A) 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; collating 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.

Learning Outcomes	Suggested Activities	Assessment
<p>To locate resources for preferred/ familiar activities from a familiar place.</p> <p>To develop visual discrimination and visual awareness skills.</p> <p>To develop early matching and sorting skills.</p> <p>To continue to develop early problem solving skills.</p>	<ul style="list-style-type: none"> • Frequent opportunities offered to collect own coat and lunch bag from peg, returning register to the office, transitioning to sensory room/hydro etc. • Tidy Up times – labelled boxes with photos of toys/key items. • Matching and sorting activities – using items with a single criterion (eg. Colour, shape etc). • ICT programmes and activities. • Practical opportunities – before playing outside or following PE/swimming – find hat, glove, boot, shoe etc. 	<p style="text-align: center;">PIVAT Performance indicators</p> <ol style="list-style-type: none"> 1. Pupil can find familiar objects which are kept in familiar places, <i>e.g. crayons in the box, coat on the peg, bag in the locker, etc.</i> 2. Pupil is able to solve simple problems by matching objects to pictures, <i>e.g. put the tambourine on the music trolley in the tray with the picture of the tambourine.</i> 3. With occasional prompts, pupil can match/sort objects for one criteria, <i>e.g. blue and yellow; circles and squares.</i> 4. With occasional prompts, pupil finds a similar object requested by another person, <i>e.g. from a collection of pupils' shoes, ask the child to find one to match the one held by the adult.</i> 5. Pupil will, with occasional prompts, solve simple problems, <i>e.g. find a matching glove for their other hand.</i>

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P6 (U&A) 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.

Learning Outcomes	Suggested Activities	Assessment
<p>To consistently demonstrate an awareness of object permanence in a range of situations and settings.</p> <p>To copy a 2 step alternating pattern.</p> <p>To develop a solid understanding in number wholeness up to and including, 3.</p> <p>To reliably count out up to (and including) 3 items from an open count.</p> <p>To assign one number name to one item (1:1 correspondence) during counting activities.</p> <p>To begin to develop an understanding of the terms 'more' and 'less' in practical situations.</p> <p>To independently sort items according to a single, given criterion (colour or shape).</p>	<ul style="list-style-type: none"> • Sabotage of familiar experiences – eg. Hiding coat away from coat peg, hiding of PE kit, hiding of favoured snack items away from the snack trolley etc. • Threading, musical instruments, paint printing activities using 2 items to create an alternating visual/auditory pattern. • Role play shop – count out up to 3 pennies in order to buy an item at the value of '3p'. Teddy Bears' picnic – count out 3 bears, 3 chairs, 3 plates, 3 spoons etc. Give one item to each bear to share equally. • Preparing the snack table – count each of the children present, then proceed to count out the corresponding number of plates etc. in order for each child to have '1'. Hand these out one at a time. • Snack times – question which plate has more/less biscuits, which cup has more/less juice. • Simple colour/shape/item sorting activities using sorting items (eg. transport, animals, fruits.) Place all the green frogs in the green bag etc, when there is a mixture of different coloured frogs. 	<p style="text-align: center;">PIVAT Performance indicators</p> <ol style="list-style-type: none"> 1. Pupil searches for objects not found in usual places. Pupil can copy a simple pattern using objects or sounds when provided with a model, <i>e.g. apple, banana, apple, banana.</i> 2. Pupil will count reliably to 3 when playing a simple game, <i>e.g. roll the dice to collect 1p coins to the value of 3p.</i> 3. Pupil begins to demonstrate an understanding of more and less in practical situations, <i>e.g. when preparing drinks he/she recognises which cups contain more or less than each other.</i> 4. Pupil uses one-to-one correspondence in practical activities, <i>e.g. when preparing snacks for their class group they provide a cup for each pupil.</i> 5. Pupil sorts objects according to a given criteria, <i>e.g. pupil sorts a number of colours and a range of shapes.</i>

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P7 (U&A) 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?’		
Learning Outcomes	Suggested Activities	Assessment
<p>To respond to mathematically based vocabulary and questions.</p> <p>To independently complete a sorting activity – sorting at least 3 items.</p> <p>To identify the ‘different’ item from a selection of similar items (eg. Recognise 1 blue shoe in a collection where all the others are black).</p> <p>To communicate why this is different through their preferred method of communication.</p> <p>To record a count by using simple marks.</p> <p>To reliably count out up to (and including) 3 items from an open count.</p>	<ul style="list-style-type: none"> • During practical, everyday sessions (eg. snack), ask familiar questions such as ‘how many?’ when counting out the number of children present and the number of plates/cups needed. Continue to reinforce vocabulary such as ‘more’, ‘too many’, ‘enough’ when questioning about quantities. • Use of coins – sort a ‘muddled’ set of 20p, 2p and £1 coins into three distinct groups. This can be repeated with sorting animals (pigs, sheep, cows) and fruit items (strawberries, oranges and lemons). • Offer practical opportunities/treasure baskets to explore shoes, socks, gloves, bags etc. where only one within the group is a different colour/size/shape etc. Ensure that switches, symbols etc. are provided in order for children to communicate their understanding of the difference. • Use of numicon shapes to record the count – eg. selecting of the number 5 shape in order to record 5 children present in class. During number rhymes, when recording how many items are presented, use of tokens, bottle tops etc. adding and taking these away as the songs dictate. 	<p>PIVAT Performance indicators</p> <ol style="list-style-type: none"> 1. Pupil can respond appropriately to key vocabulary and questions, <i>e.g. ‘How many?’</i> 2. Pupil can complete a sorting activity, <i>e.g sort 2p, 10p and 20p coins; 50p, £1 and £2 coins.</i> 3. Pupil can describe why an object is different using words, symbols or gestures. 4. Pupil can use tallying to record values to 5. Pupil can collect tokens to record values to 5. 5. Pupil can identify the odd one out from a selection of similar objects, where only one is different.

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P8 (U&A) 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.

Learning Outcomes	Suggested Activities	Assessment
<p>To continue an alternating (2 step) pattern. To describe this through pupils' preferred method of communication.</p> <p>To assign one number name to one item (1:1 correspondence), up to and beyond 10, during counting activities.</p> <p>To begin to use the ordinal language of 'first' and 'last'.</p> <p>To reliably count out up to (and including) 9 items from an open count.</p>	<ul style="list-style-type: none"> • Printing, threading, music opportunities to create patterns. As adult initiates this, encourage the children to identify pattern and continue this – what comes next? Ensure switches, symbols, photos, objects of ref. are available in order for the children to communicate their recognition of the sequence. • Counting songs, rhymes and activities – counting of related props – assigning a number name to each of these as these are displayed. During practical activities, encourage the children to count their friends and peers, the number of bricks stacked etc. • Through daily activities such as lining up for dinner, saying 'hello' in circle times, encourage the children to use ordinal numbers/names when describing the position/sequence of things. • Create games with dice where children must count out the requested number of items from a larger group. Role play – 'buying' items from a shop by exchanging the corresponding number of pennies (up to and including 9). During role play activities, introduce children 	<p>PIVAT Performance indicators</p> <ol style="list-style-type: none"> 1. Pupil can continue a repeating pattern and describe the pattern using words, symbols or gestures. Pupil can, with help, rote count familiar objects or people up to 10 and beyond, <i>e.g. counting how many children are in their class.</i> 2. Pupil can describe the positions of first and last, <i>e.g. when queuing for dinner.</i> Pupil can identify an increasing range of objects by features and size, <i>e.g. identifies dogs within a collection of animals and then recognises large dogs and small dogs.</i> 3. Pupil can collect a small number of items (up to 9) upon request. Pupil estimates the number of objects requested for a particular activity. 4. Pupil can recognise 1p and 2p coins. Pupil can understand the use of varied means of recording in games, <i>e.g. the use of tallying, of token collecting and numerical scoring for values to 10.</i> 5. Pupil can say who has more or less when comparing two different amounts and check their answers by counting, <i>e.g. who has the most sweets?</i> Pupil can begin to estimate larger quantities and then check their answers by counting, <i>e.g. how many cubes will fit in a box? (up to 9).</i>

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	<p>to 1p and 2p coins, encouraging them to associate corresponding coin with related price label.</p> <ul style="list-style-type: none">• During practical activities (such as snack), encourage children to count the number of peers/friends and then use this knowledge to 'estimate' how many plates, cups etc. will be needed.• During practical activities such as traffic surveys, snack/tuck shop orders, offer the children opportunities to record the number of items/preferences in different ways – eg. sticking bottle tops, dabbing with dabber pens to create a simple tally chart. During cookery activities, use of a simple recipe and pens to 'tick off' each of the individual ingredients as these are added.• During snack times, ask who has more/less biscuits/cakes etc. Encourage the children to check their guesses by counting out the items.	
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