

<b>Indicators of mathematical abilities at levels leading towards Level One of the National Curriculum</b>				
<b>Level</b>	<b>Early Development</b>			
<b>P1(i)</b>	encounter activities and experiences; may be passive or resistant; may show simple reflex responses,			
<b>P1(ii)</b>	show emerging awareness of activities and experiences; may have periods when they appear alert and ready to focus their attention on certain people, events, objects or parts of objects; may give intermittent reactions			
<b>P2(i)</b>	begin to respond consistently to familiar people, events and objects; react to new activities and experiences; begin to show interest in people, events and objects; accept and engage in coactive exploration			
<b>P2(ii)</b>	begin to be proactive in their interactions; communicate consistent preferences and affective responses; recognise familiar people, events and objects; perform actions, often by trial and improvement, and remember learned responses over short periods of time; cooperate with shared exploration and supported participation			
<b>P3(i)</b>	begin to communicate intentionally; seek attention through eye contact, gesture or action; request events or activities; participate in shared activities with less support; sustain concentration for short periods; explore materials in increasingly complex ways; observe the results of their own actions with interest; remember learned responses over more extended periods			
<b>P3(ii)</b>	use emerging conventional communication; greet known people and may initiate interactions and activities; can remember learned responses over increasing periods of time and may anticipate known events; may respond to options and choices with actions or gestures; actively explore objects and events for more extended periods; apply potential solutions systematically to problems			
<b>Level</b>	<b>Using and Applying</b>	<b>Numbers &amp; number system</b>	<b>Calculation</b>	<b>Shape, space and measures</b>
<b>P4</b>	<ul style="list-style-type: none"> <li>- aware of cause and effect in familiar mathematical activities</li> <li>- show awareness of changes in shape, position or quantity</li> <li>- anticipate, follow and join in familiar mathematical activities when given a contextual cue</li> </ul>	<ul style="list-style-type: none"> <li>- show an interest in number activities and counting.</li> </ul>		<ul style="list-style-type: none"> <li>- begin to search for objects that have gone out of sight, hearing or touch, demonstrating the beginning of object permanence</li> <li>- demonstrate interest in position and the relationship between objects,</li> </ul>
<b>P5</b>	<ul style="list-style-type: none"> <li>- with support, match objects or pictures</li> <li>- begin to sort sets of objects, according to a single attribute</li> <li>- make sets that have the same small number of objects in each</li> <li>- solve simple problems practically.</li> </ul>	<ul style="list-style-type: none"> <li>- respond to and join in with familiar number rhymes, stories, songs and games.</li> <li>- indicate one or two,</li> </ul>	<ul style="list-style-type: none"> <li>- aware of contrasting quantities</li> </ul>	<ul style="list-style-type: none"> <li>- search intentionally for objects in their usual place</li> <li>- compare the overall size of one object with that of another where there is a marked difference</li> <li>- find big and small objects on request</li> <li>- explore the position of objects</li> </ul>
<b>P6</b>	<ul style="list-style-type: none"> <li>- use 1p coins for items up to 5p</li> <li>- sort objects and materials according to given criteria</li> <li>- begin to identify when an object is different and does not belong to given categories</li> <li>- copy simple patterns or sequences</li> </ul>	<ul style="list-style-type: none"> <li>- demonstrate understanding of one-to-one correspondence in a range of contexts.</li> <li>- join in rote counting up to five and use numbers to five in familiar activities and games.</li> <li>- count reliably to three and make sets of up to three objects.</li> <li>- join in with new number rhymes, songs, stories and games with some assistance or encouragement</li> </ul>	<ul style="list-style-type: none"> <li>-demonstrate understanding of the concept of more/fewer</li> </ul>	<ul style="list-style-type: none"> <li>- search for objects not found in their usual place demonstrating their understanding of object permanence</li> <li>- compare the overall size of one object with that of another where the difference is not great</li> <li>- manipulate three-dimensional shapes show understanding of words, signs and symbols that describe positions</li> <li>- use vocabulary such as 'more' and 'less' in practical situations</li> </ul>

<b>P7</b>	<ul style="list-style-type: none"> <li>- complete a range of classification activities using given criteria</li> <li>- identify when an object is different and does not belong to a given familiar category.</li> </ul>	<ul style="list-style-type: none"> <li>- join in rote counting to ten can count at least five objects reliably</li> <li>- begin to recognise numerals from 1 to 5 and to understand that each represents a constant number or amount</li> <li>- respond appropriately to key vocabulary and questions</li> </ul>	<ul style="list-style-type: none"> <li>- begin to recognise differences in quantity</li> <li>- in practical situations, respond to 'add one' and 'take one'</li> </ul>	<ul style="list-style-type: none"> <li>- begin to respond to forwards and backwards</li> <li>- start to pick out named shapes from a collection</li> <li>- use familiar words when they compare sizes and quantities and describe position.</li> </ul>
<b>P8</b>	<ul style="list-style-type: none"> <li>- recognise, describe and recreate simple repeating patterns and sequences</li> <li>- begin to use their developing mathematical understanding of counting to solve simple problems they may encounter in play, games or other work</li> <li>- begin to make simple estimates</li> </ul>	<ul style="list-style-type: none"> <li>- join in with rote counting to beyond ten</li> <li>- continue the rote count onwards from a given small number</li> <li>- begin to count up to ten objects</li> <li>- begin to recognise numerals from 1 to 9 and relate them to sets of objects</li> <li>- begin to use ordinal numbers (first, second or third) when describing the position of objects, people or events.</li> </ul>	<ul style="list-style-type: none"> <li>- compare two given numbers of objects saying which is more and - which is less.</li> <li>- in practical situations, add one to or take one away from a number of objects</li> <li>- estimate a small number and check by counting</li> </ul>	<ul style="list-style-type: none"> <li>- compare, directly, two lengths or heights where the difference is marked and can indicate 'the long one' or 'the tall one'</li> <li>- show awareness of time, through some familiarity with names of the days of the week and significant times in their day</li> <li>- begin to use mathematical vocabulary to describe the shape and size of solids and flat shapes</li> <li>- describe shapes in simple models, pictures and patterns</li> </ul>