

NAME : _____

MATHS		P8
NUMBER		
Counting	Calculations	
<ul style="list-style-type: none">Join in rote counting to 12Join in rote counting to 20Continue in rote counting from a given small numberBegin to count objects to 10Estimate a small numberCheck by counting a small numberRecognise a small number of objects up to 3 without counting.....Begin to use ordinal numbers (first, second or third) when describing the position of objects people or events <i>e.g. indicate who is first in a queue or line and who is last (using a group of more than six) indicate which lesson is first on the day and which is last.</i>Follow instructions in order, <i>e.g. first, 'put your hand up' second, 'touch your ear', third, 'touch your nose'</i>Match numbers 1-10Find numbers on a number line up to 5Overwrite numbers to 5Join dots using numbers to 5Relate numbers to number of objects counted to 5Attempt to record numbers to represent objects to 5Begin to order numbers 1 - 5Begin to recognise numerals from 1 to 9 and relate them to sets of objects, <i>e.g. pick out numerals on a telephone keypad, calculator, and clock. Count objects in a counting box and find the appropriate numeral. Say which numeral on a number line is hidden when an "alien" is sitting on it</i>Count up to 10 sounds, <i>e.g. claps</i>	<ul style="list-style-type: none">Add 1 more for numbers of objects 1-5Take one away from numbers of objects 1-5Can add/take away 1 from a number of objectsRecord data using pictures, <i>e.g. sun/rain</i>Compare 2 given numbers 1-5 saying which is more and which is lessFrom a given number to 5 Find the number before and the number after i.e. one more one lessCompare two given numbers of objects saying which is more and which is less, <i>e.g. given one stick of two cubes and another stick of eight cubes indicate which stick has less (fewer)</i>.....Given three items or counters in one hand six counters in the other hand, indicate which hand holds more countersCompare 2 objects and say which is bigger/smaller.....Compare 2 sets of objects and say which set is bigger/smaller	
<p>Performance Description - P8 Pupils join in with rote counting to beyond 10, <i>e.g. they say or sign number names in counting activities. They continue to rote count onwards from a given small number, e.g. continuing the rote count onwards in a game using dice & moving counters up to 10 continuing to say, sign or indicate the count aloud when adult begins counting the first two numbers. Pupils recognise differences in quantity, e.g. in comparing given sets of objects and saying which has more or less, which is the bigger group or smaller group. They recognise numerals from one to nine and relate them to sets of objects, e.g. labelling sets of objects with correct numerals. In practical situations they respond to 'add one' to or 'take one away' from a number of objects, e.g. adding one more to three objects in a box & say sign or indicate how many are now in the box at a cake sale saying, signing or indicating how many cakes are left when one is sold. They use ordinal numbers (first, second, third) when describing the position of objects, people or events, e.g. indicating who is first in a queue or line, who is first, second and third in a race or competition. Pupils estimate a small number (up to 10) and check by counting, e.g. 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</i></p>		

	Date		Date		Date		Date		Date
20% achieved		40% Achieved		60% Achieved		80% Achieved		Level Achieved	