

NAME _____

| MATHS | |
|---|---|
| NUMBER | P3(i) |
| Counting | Calculations |
| <ul style="list-style-type: none">• Begin to show anticipation within familiar number rhymes, songs, stories & finger games• Begin to explore & manipulate objects representing numbers, <i>e.g. one apple, two bananas, etc.</i>• Begin to show interest when pointing to something being counted• Concentrates for short periods of time during activities involving counting• Gives a consistent response to a repeated counting activity | <ul style="list-style-type: none">• Drops objects to initiate interactions, <i>e.g. pushes bricks off the tray/table</i>• Indicates request for an activity to be repeated, <i>e.g. building & knocking over bricks</i>• Remembers learned responses over time, <i>e.g. how to knock down a tower of bricks</i>• As part of a shared activity will add 1 more object into a container• As part of a shared activity will take 1 object out of a container |
| <p>Performance Description – P3(i) Pupils begin to communicate intentionally. They seek attention through eye contact, gesture or action. They request events or activities, <i>e.g. pushing an item of equipment towards a member of staff</i>. They participate in shared activities with less support. They sustain concentration for short periods. They explore materials in increasingly complex ways, <i>e.g. banging or rubbing objects together</i>. They observe the results of their own actions with interest, <i>e.g. as they throw or drop objects on to different surfaces</i>. They remember learned responses over more extended periods, <i>e.g. remembering how to activate a pop-up object from a previous lesson</i>.</p> | |

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