

NAME: \_\_\_\_\_

MATHS	
SHAPE, SPACE & MEASURE	P8
Shape & Space	Measure
<ul style="list-style-type: none"> <li>Selects objects given 2 attributes <i>e.g. red squares, big circles</i> .....</li> <li>Sorts 3D shapes, <i>e.g. all the cubes</i> .....</li> <li>Puts shapes into outlines to make pictures .....</li> <li>Can reproduce from memory a sequence of 4 pictures or objects .....</li> <li>Continues sequences on a peg board using 3 colours .....</li> <li>Copies and threads a pattern of different beads; shape and colour..... size and shape..... size and colour .....</li> <li>Continues a colour sequence pattern on paper using 3 colours .....</li> <li>Begin to describe by gesture the shape and size of; solids ..... flat shapes .....</li> <li>Begin to describe by gesture shapes in simple Models/pictures .....</li> <li>Copy circle, triangle and rectangle .....</li> <li>Begin to use mathematical vocabulary such as 'straight'. 'circle', 'larger', to describe the shape and size of solids and flat shapes, <i>e.g. pick out all the triangles from a set of 2-D shapes or cubes from a set of 3-D shapes. Find the lids which are circles/not circles. Say, sign or indicate which of two squares, or which of two circles, is larger</i>.....</li> </ul>	<ul style="list-style-type: none"> <li>Compare directly 2 lengths where their difference is very great .....</li> <li>Compare directly 2 heights where their difference is very great .....</li> <li>Can indicate which is the large one .....</li> <li>Can indicate which is the tall one .....</li> <li>Shows an awareness that each day has a different name.....</li> <li>Recognises and identifies significant times of the day, <i>e.g. lunch time, home time, bed time</i> .....</li> <li>Pours water to the top line of a measuring beaker/mug and stops .....</li> </ul>

**Performance Description - 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", *e.g. comparing two plants, placed side by side and indicate the tall one or comparing two zips and indicating the long one.* They show awareness of time, through some familiarity with names of the days of the week and significant times in their day, such as meals time, bed times, *e.g. 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.* They respond to mathematical vocabulary such as 'straight'. 'circle'. 'larger', .to describe the shape and size of solids and flat shapes, *e.g. when shopping 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, *e.g. 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.*

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