

| PIVATS PERFORMANCE INDICATORS: | | | | | PIVATS MILESTONE P6 AND P7: | | | | |
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| Pupil can recognise the numerals 1 and 2 during a range of activities. | Pupil can rote count to 5. Pupil can join in with counting in new songs, stories and games which contain a repetitive counting element. | Pupil can recognise the numerals 1, 2 and 3 during a range of activities. | Pupil can use numbers to 5 in familiar activities and games. Pupil can use 'one to one' correspondence when pairing objects, e.g. <i>put a straw in each carton of milk, put a spoon in each cup.</i> Pupil can demonstrate an understanding of the concept of more, e.g. <i>a child giving out cups has not got one for each child and indicates they need 'more'.</i> | Pupil can count 3 objects reliably when presented in a line. Pupil can make sets of up to 3 objects, e.g. <i>count 3 pencils, count 3 pens etc.</i> Pupil can relate numerals 1, 2 and 3 to the number of objects. Pupil understands that the last number in a count represents the number of objects in a set. | P6 Pupils demonstrate an understanding of one-to-one correspondence in a range of contexts, for example, matching objects such as cups to saucers, straws to drink cartons. Pupils join in rote counting up to five, for example, saying or signing number names to 5 in counting activities. They count reliably to three, make sets of up to three objects and use numbers to three in familiar activities and games, for example, touching one, two, three items as an adult counts, counting toys or pictures, counting out sets of three, e.g. knife, fork and spoon. They demonstrate an understanding of the concept of more, for example, they indicate that more cups, counters, food items are required. They join in with new number rhymes, songs, stories and games. | | | | |
| Pupil can count at least 5 objects reliably when presented in a line. Make sets of up to 5 using objects, e.g. <i>count 5 cups, count 5 straws, etc.</i> Pupil can relate numerals 1-5 to the number of objects. | Pupil can join in with rote counting to 10. | Pupil can count reliably at least 5 objects when randomly placed on the table, e.g. <i>pupil orders objects to count.</i> Pupil can respond appropriately to the question 'How many?' when working with numbers up to 5. | Pupil can recognise numerals from 1-5. Pupil demonstrates an understanding of less, e.g. <i>indicating which plate has less biscuits on it.</i> Pupil can, in practical situations, respond appropriately to 'add one', e.g. <i>add one more sweet to the dish.</i> | Pupil can recognise numerals 1 to 5 and relate each numeral to the correct quantity, understanding that numeral always represents that quantity. Pupil can match the pattern on a dice to the numeral. | P7 Pupils join in rote counting to 10, for example, saying or signing number names to 10 in counting activities. They can count at least 5 objects reliably, for example, candles on a cake, bricks in a tower. They recognise numerals from one to five and understand that each represents a constant number or amount, for example, putting correct number of objects (1-5) into containers marked with the numeral; collecting the correct number of items up to five. Pupils demonstrate an understanding of less, for example, indicating which bottle has less water in it. In practical situations they respond to add one to a number of objects, for example, responding to requests such as add one pencil to the pencils in the pot, add one sweet to the dish. | | | | |

| Number of PIVATS steps achieved: | PIVATS milestone equivalent: | PIVATS score | Number of PIVATS steps achieved: | PIVATS milestone equivalent: | PIVATS score | Number of PIVATS steps achieved: | PIVATS milestone equivalent: | PIVATS score | Number of PIVATS steps achieved: | PIVATS milestone equivalent: | PIVATS score | Number of PIVATS steps achieved: | PIVATS milestone equivalent: | PIVATS score |
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| ✓ | P6e | 8.4 | ✓✓ | P6d | 8.8 | ✓✓✓ | P6c | 9.2 | ✓✓✓✓ | P6b | 9.6 | ✓✓✓✓✓ | P6a | 10 |
| ✓ | P7e | 11 | ✓✓ | P7d | 12 | ✓✓✓ | P7c | 13 | ✓✓✓✓ | P7b | 14 | ✓✓✓✓✓ | P7a | 15 |