

Annotation sheets – blanks
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Annotation for P levels 1 to 3

Context

Evidence

Performance criteria

P1(i) Pupils encounter activities and experiences. They may be passive or resistant. They may show simple reflex responses, *for example, starting at sudden noises or movements*. Any participation is fully prompted.

P1(ii) Pupils show emerging awareness of activities and experiences. They may have periods when they appear alert and ready to focus their attention on certain people, events, objects or parts of objects, *for example, starting at sudden noises or movements*. They may give intermittent reactions, *for example, sometimes becoming excited in the midst of social activity*.

P2(i) Pupils begin to respond consistently to familiar people, events and objects. They react to new activities and experiences, *for example, withholding their attention*. They begin to show interest in people, events and objects, *for example, smiling at familiar people*. They accept and engage in coactive exploration, *for example, focusing their attention on sensory aspects of stories or rhymes when prompted*.

Key elements

Next steps

Annotation for P levels 1 to 3

Context

Evidence

Performance criteria

P1(ii) Pupils show emerging awareness of activities and experiences. They may have periods when they appear alert and ready to focus their attention on certain people, events, objects or parts of objects, *for example, grasping objects briefly when they are placed in their hand*. They may give intermittent reactions, *for example, sometimes showing surprise at the sudden presence or absence of an event or object*.

P2(i) Pupils begin to respond consistently to familiar people, events and objects. They react to new activities and experiences, *for example, becoming excited or alarmed when a routine is broken*. They begin to show interest in people, events and objects, *for example, tracking objects briefly across their field of awareness*. They accept and engage in coactive exploration, *for example, lifting objects briefly towards the face in shared investigations*.

P2(ii) Pupils begin to be proactive in their interactions. They communicate consistent preferences and affective responses, *for example, showing a desire to hold a favourite object*. They recognise familiar people, events and objects, *for example, looking towards their own lunch box when offered a selection*. They perform actions, often by trial and improvement, and they remember learned responses over short periods of time, *for example, repeating an action with a familiar item of equipment*. They cooperate with shared exploration and support participation, *for example, handling and feeling the texture of objects passed to them*.

Key elements

Next steps

Annotation for P levels 1 to 3

Context

Evidence

Performance criteria

P2(i) Pupils begin to respond consistently to familiar people, events and objects. They react to new activities and experiences, *for example, withholding their attention*. They begin to show interest in people, events and objects, *for example, smiling at familiar people*. They accept and engage in coactive exploration, *for example, focusing their attention on sensory aspects of stories or rhymes when prompted*.

P2(ii) Pupils begin to be proactive in their interactions. They communicate consistent preferences and affective responses, *for example, reaching out to a favourite person*. They recognise familiar people, events and objects, *for example, vocalising or gesturing in a particular way in response to a favourite visitor*. They perform actions, often by trial and improvement, and they remember learned responses over short periods of time, *for example, showing pleasure each time a particular puppet character appears in a poem dramatised with sensory cues*. They cooperate with shared exploration and support participation, *for example, taking turns in interactions with a familiar person, imitating actions and facial expressions*.

P3(i) Pupils begin to communicate intentionally. They seek attention through eye contact, gesture or action. They request events or activities, *for example, pointing to key objects or people*. They participate in shared activities with less support. They sustain concentration for periods. They explore materials in increasingly complex ways, *for example, reaching out and feeling for objects as tactile cues to events*. They observe the results of their own actions with interest, *for example, listening to their own vocalisations*. They remember learned responses over more extended periods, *for example, following the sequence of a familiar daily routine and responding appropriately*.

Key elements

Next steps

Annotation for P levels 1 to 3

Context

Evidence

Performance criteria

P2(ii) Pupils begin to be proactive in their interactions. They communicate consistent preferences and affective responses, *for example, reaching out to a favourite person*. They recognise familiar people, events and objects, *for example, vocalising or gesturing in a particular way in response to a favourite visitor*. They perform actions, often by trial and improvement, and they remember learned responses over short periods of time, *for example, showing pleasure each time a particular puppet character appears in a poem dramatised with sensory cues*. They cooperate with shared exploration and support participation, *for example, taking turns in interactions with a familiar person, imitating actions and facial expressions*.

P3(i) Pupils begin to communicate intentionally. They seek attention through eye contact, gesture or action. They request events or activities, *for example, pointing to key objects or people*. They participate in shared activities with less support. They sustain concentration for periods. They explore materials in increasingly complex ways, *for example, reaching out and feeling for objects as tactile cues to events*. They observe the results of their own actions with interest, *for example, listening to their own vocalisations*. They remember learned responses over more extended periods, *for example, following the sequence of a familiar daily routine and responding appropriately*.

P3(ii) Pupils use emerging conventional communication. They greet known people and may initiate interactions and activities, *for example, prompting another person to join in with an interactive sequence*. They can remember learned responses over increasing periods of time and may anticipate known events, *for example, pre-empting sounds or actions in familiar poems*. They may respond to options and choices with actions or gestures, *for example, by nodding or shaking their heads*. They actively explore objects and events for more extended periods, *for example, turning the pages in a book shared with another person*. They apply potential solutions systematically to problems, *for example, bringing an object to an adult in order to request a new activity*.

Key elements

Next steps

Language and Literacy: Reading

Annotation for P levels 3, 4 and 5

Context

Evidence

Performance criteria – Reading

P3(ii) Pupils use emerging conventional communication. They greet known people and may initiate interactions and activities, *for example, prompting another person to join in with an interactive sequence*. They can remember learned responses over increasing periods of time and may anticipate known events, *for example, pre-empting sounds or actions in familiar poems*. They may respond to options and choices with actions or gestures, *for example, by nodding or shaking their heads*. They actively explore objects and events for more extended periods, *for example, turning the pages in a book shared with another person*. They apply potential solutions to problems, *for example, bringing an object to an adult in order to request a new activity*.

P4 Pupils listen and respond to familiar rhymes and stories. They show some understanding of how books work, *for example, turning pages and holding the book the right way up*.

P5 Pupils select a few words, signs or symbols with which they are particularly familiar and derive some meaning from text, symbols or signs presented in a way familiar to them. They show curiosity about content at a simple level, *for example, they may answer basic two-word questions about the story*. They match objects to pictures and symbols.

Key elements

Next steps

Language and Literacy: Reading

Annotation for P levels 4, 5 and 6

Context

Evidence

Performance criteria – Reading

P4 Pupils listen and respond to familiar rhymes and stories. They show some understanding of how books work, *for example, turning pages and holding the book the right way up.*

P5 Pupils select a few words, signs or symbols with which they are particularly familiar and derive some meaning from text, symbols or signs presented in a way familiar to them. They show curiosity about content at a simple level, *for example, they may answer basic two-word questions about the story.* They match objects to pictures and symbols.

P6 Pupils select and recognise or read a small number of words or symbols linked to a familiar vocabulary, *for example, name, people, objects or actions.* They match letters and short words.

Key elements

Next steps

Language and Literacy: Reading

Annotation for P levels 6, 7 and 8

Context

Evidence

Performance criteria – Reading

P6 Pupils select and recognise or read a small number of words or symbols linked to a familiar vocabulary, for example, name, people, objects or actions. They match letters and short words.

P7 Pupils show an interest in the activity of reading. They predict words, signs or symbols in narrative, for example when the adult stops reading, pupils fill in the missing word. They distinguish between print and pictures in texts. They understand the conventions of presentation in their preferred mode of communication, for example, left to right orientation, top to bottom, page following page. They can recognise some letters of the alphabet.

P8 Pupils understand that words, signs, symbols and pictures convey meaning. They read or recognise a growing repertoire of familiar words or symbols, including their own names. They recognise letters of the alphabet by shape, name and sound. They begin to associate sounds with patterns in rhymes, with syllables, and with words, signs, symbols and letters.

Key elements

Next steps

Language and Literacy: Reading

Annotation for P level 8 and National Curriculum levels 1C and 1B

Context

Evidence

Performance criteria – Reading

P8 Pupils understand that words, signs, symbols and pictures convey meaning. They read or recognise a growing repertoire of familiar words or symbols, including their own names. They recognise letters of the alphabet by shape, name and sound. They begin to associate sounds with patterns in rhymes, with syllables, and with words, signs, symbols and letters.

1C Pupils can recognise familiar words, signs, or symbols in simple texts. They identify initial sounds in unfamiliar words. They can establish meaning when reading aloud simple sentences, sometimes with prompting. They express their response to familiar texts by identifying aspects which they like and dislike.

1B Pupils can read a range of familiar words, signs or symbols and identify initial and final sounds in unfamiliar words. With support they use their knowledge of letters, sounds and words to establish meaning when reading aloud. They respond to events and ideas in poems, stories and non-fiction.

Next steps

Language and Literacy: Writing

Annotation for P levels 3, 4 and 5

Context

Evidence

Performance criteria – Writing

P3(ii) Pupils use emerging conventional communication. They greet known people and may initiate interactions and activities, *for example, prompting another person to join in with an interactive sequence*. They can remember learned responses over increasing periods of time and may anticipate known events, *for example, pre-empting sounds or actions in familiar poems*. They may respond to options and choices with actions or gestures, *for example, by nodding or shaking their heads*. They actively explore objects and events for more extended periods, *for example, turning the pages in a book shared with another person*. They apply potential solutions systematically to problems, *for example, bringing an object to an adult in order to request a new activity*.

P4 Pupils begin to understand that marks and symbols convey meaning, *for example, scribbling alongside a picture or placing photographs or symbols on a personal timetable*. They make marks or symbols in their preferred mode of communication, *for example, using writing implements with a pincer grip, generating a symbol from a selection on a computer*.

P5 Pupils produce some meaningful print, signs or symbols associated with their own name or familiar spoken words, actions, images or events, *for example, contributing to records of their own achievements or to books about themselves, their families and interests*. They trace, overwrite and copy under or over a model, making horizontal, vertical and circular lines. With support, they make and complete patterns.

Key elements

Next steps

Language and Literacy: Writing

Annotation for P levels 4, 5 and 6

Context

Evidence

Performance criteria – Writing

P4 Pupils begin to understand that marks and symbols convey meaning, *for example, scribbling alongside a picture or placing photographs or symbols on a personal timetable*. They make marks or symbols in their preferred mode of communication, *for example, using writing implements with a pincer grip, generating a symbol from a selection on a computer*.

P5 Pupils produce some meaningful print, signs or symbols associated with their own name or familiar spoken words, actions, images or events, *for example, contributing to records of their own achievements or to books about themselves, their families and interests*. They trace, overwrite and copy under or over a model, making horizontal, vertical and circular lines. With support, they make and complete patterns.

P6 Pupils differentiate between letters and symbols, *for example, producing a drawing to accompany writing*. They copy writing with support, *for example, labels and/or captions for pictures or for displays*.

They produce or write recognisable letters or symbols related to their names.

Key elements

Next steps

Language and Literacy: Writing

Annotation for P levels 5, 6 and 7

Context

Evidence

Performance criteria – Writing

P5 Pupils produce some meaningful print, signs or symbols associated with their own name or familiar spoken words, actions, images or events, *for example, contributing to records of their own achievements or to books about themselves, their families and interests*. They trace, overwrite and copy under or over a model, making horizontal, vertical and circular lines. With support, they make and complete patterns.

P6 Pupils differentiate between letters and symbols, *for example, producing a drawing to accompany writing*. They copy writing with support, *for example, labels and/or captions for pictures or for displays*.

They produce or write recognisable letters or symbols related to their names.

P7 Pupils group letters and leave spaces between them as though they are writing separate words. Some letters are correctly formed. They are aware of the sequence of letters, symbols and words, *for example, selecting and linking symbols together, writing their own names and one or two other simple words from memory*.

Key elements

Next steps

Language and Literacy: Writing

Annotation for P levels 7 and 8 and National Curriculum level 1C

Context

Evidence

Performance criteria – Writing

P7 Pupils group letters and leave spaces between them as though they are writing separate words. Some letters are correctly formed. They are aware of the sequence of letters, symbols and words, *for example, selecting and linking symbols together, writing their own names and one or two other simple words from memory.*

P8 In their writing and recording pupils use pictures, symbols and familiar words and letters to communicate meaning, showing awareness of the different purposes, *for example, letters, lists, stories or instructions of writing.* They write their names with appropriate use of upper and lower case letters or appropriate symbols.

1C Pupils produce recognisable letters and symbols to convey meaning. Some commonly used letters are correctly shaped but may still be inconsistent in size and orientation. Some of their writing may still need to be mediated to be understood.

Key elements

Next steps

Language and Literacy: Writing

Annotation for P level 8 and National Curriculum levels 1C and 1B

Context

Evidence

Performance criteria – Writing

P8 In their writing and recording pupils use pictures, symbols and familiar words and letters to communicate meaning, showing awareness of the different purposes, *for example, letters, lists, stories or instructions of writing*. They write their names with appropriate use of upper and lower case letters or appropriate symbols.

1C Pupils produce recognisable letters and symbols to convey meaning.
Some commonly used letters are correctly shaped but may still be inconsistent in size and orientation.
Some of their writing may still need to be mediated to be understood.

1B Pupils structure some phrases and simple statements using recognisable words to communicate ideas.
Their writing can generally be understood without mediation.
They begin to show an understanding of how full stops are used. Most letters are clearly shaped and correctly orientated.

Key elements

Next steps

Language and Literacy: Writing

Annotation for National Curriculum levels 1C, 1B and 1A

Context

Evidence

Performance criteria – Writing

1C Pupils produce recognisable letters and symbols to convey meaning. Some commonly used letters are correctly shaped but may still be inconsistent in size and orientation.

Some of their writing may still need to be mediated to be understood.

1B Pupils structure some phrases and simple statements using recognisable words to communicate ideas.

Their writing can generally be understood without mediation.

They begin to show an understanding of how full stops are used. Most letters are clearly shaped and correctly orientated.

1A Pupils use phrases and simple statements to convey ideas, making some choices of appropriate vocabulary and some words are spelt conventionally.

Letters are clearly shaped and correctly orientated. Pupils make some use of full stops and capital letters.

Key elements

Next steps

Maths: Using and Applying

Annotation for P levels 3, 4 and 5

Context

Evidence

Performance criteria – Using and Applying

P3(ii) Pupils use emerging conventional communication. They greet known people and may initiate interactions and activities, *for example, dropping objects to prompt interventions from adults*. They can remember learned responses over increasing periods of time and may anticipate known events, *for example, collecting coats and bags at the end of the school day*. They may respond to options and choices with actions or gestures, *for example, pointing to or giving one object rather than another*. They actively explore objects and events for more extended periods, *for example, manipulating objects in piles, groups or stacks*. They apply potential solutions to problems, *for example, using items of equipment purposefully and appropriately*.

P4 Pupils are aware of cause and effect in familiar mathematical activities, *for example, hitting a mathematical shape on the concept keyboard to make it appear on the screen*. Pupils show awareness of changes in shape, position or quantity. They anticipate, follow and join in familiar mathematical activities when given a contextual cue.

P5 With support pupils match objects or pictures. They begin to sort sets of objects according to a single attribute. They make sets that have the same number of objects in each. They solve simple problems practically.

Next steps

Maths: Using and Applying

Annotation for P levels 4, 5 and 6

Context

Evidence

Performance criteria – Using and Applying

P4 Pupils are aware of cause and effect in familiar mathematical activities, *for example, hitting a mathematical shape on the concept keyboard to make it appear on the screen*. Pupils show awareness of changes in shape, position or quantity. They anticipate, follow and join in familiar mathematical activities when given a contextual cue.

P5 With support pupils match objects or pictures. They begin to sort sets of objects according to a single attribute. They make sets that have the same number of objects in each. They solve simple problems practically.

P6 Pupils sort objects and materials according to given criteria. They begin to identify when an object is different and does not belong to given categories. They copy simple patterns or sequences, *for example, a pattern of large and small cups or a drumbeat*.

Next steps

Maths: Using and Applying

Annotation for P levels 5, 6 and 7

Context

Evidence

Performance criteria – Using and Applying

P5 With support pupils match objects or pictures. They begin to sort sets of objects according to a single attribute. They make sets that have the same number of objects in each. They solve simple problems practically.

P6 Pupils sort objects and materials according to given criteria. They begin to identify when an object is different and does not belong to given categories. They copy simple patterns or sequences, *for example, a pattern of large and small cups or a drumbeat.*

P7 Pupils complete a range of classification activities using given criteria. They identify when an object is different and does not belong to a given familiar category.

Next steps

Maths: Using and Applying

Annotation for P levels 6, 7 and 8

Context

Evidence

Performance criteria – Using and Applying

P6 Pupils sort objects and materials according to given criteria. They begin to identify when an object is different and does not belong to given categories. They copy simple patterns or sequences, *for example, a pattern of large and small cups or a drumbeat.*

P7 Pupils complete a range of classification activities using given criteria. They identify when an object is different and does not belong to a given familiar category.

P8 Pupils recognise, describe and recreate simple repeating patterns and sequences. They begin to use their mathematical understanding of counting to solve simple problems they may encounter in play, games or other work. They begin to make simple estimates, *such as how many cubes will fit in a box.*

Next steps

Maths: Using and Applying

Annotation for P levels 7 and 8 and National Curriculum level 1

Context

Evidence

Performance criteria – Using and Applying

P7 Pupils complete a range of classification activities using given criteria. They identify when an object is different and does not belong to a given familiar category.

P8 Pupils recognise, describe and recreate simple repeating patterns and sequences. They begin to use their mathematical understanding of counting to solve simple problems they may encounter in play, games or other work. They begin to make simple estimates, *such as how many cubes will fit in a box.*

1 Pupils use mathematics as an integral part of classroom activities. They represent their work with objects and pictures and discuss it. They recognise and use a simple pattern or relationship.

Next steps

Maths: Number

Annotation for P levels 3, 4 and 5

Context

Evidence

Performance criteria – Number (including Handling Data)

P3(ii) Pupils use emerging conventional communication. They greet known people and may initiate interactions and activities. They can remember learned responses over increasing periods of time and may anticipate known events. They may respond to options and choices with actions or gestures. They actively explore objects and events for more extended periods. They apply potential solutions to problems.

P4 Pupils show an interest in number activities and counting.

P5 Pupils respond to and join in with familiar number rhymes, songs, stories and games. They can indicate one or two, for example, using their fingers or sounds. They demonstrate that they are aware of contrasting quantities, for example, 'one' and 'lots', by making groups of objects with help.

Next steps

Maths: Number

Annotation for P levels 4, 5 and 6

Context

Evidence

Performance criteria – Number (including Handling Data)

P4 Pupils show an interest in number activities and counting.

P5 Pupils respond to and join in with familiar number rhymes, songs, stories and games. They can indicate one or two, for example, using their fingers or sounds. They demonstrate that they are aware of contrasting quantities, *for example, 'one' and 'lots', by making groups of objects with help.*

P6 Pupils demonstrate their understanding of 1:1 correspondence in a range of contexts. They join in rote counting up to 5 and use numbers to 5 in familiar activities and games. They count reliably up to 3 objects and make sets of up to 3 objects. They demonstrate an understanding of the concept of more/fewer. They use 1p coins in shopping for items up to 5p, *for example, in shopping games.* They join in with new number rhymes, songs, stories and games with some assistance or encouragement.

Next steps

Maths: Number

Annotation for P levels 5, 6 and 7

Context

Evidence

Performance criteria – Number (including Handling Data)

P5 Pupils respond to and join in with familiar number rhymes, songs, stories and games. They can indicate one or two, for example, using their fingers or sounds. They demonstrate that they are aware of contrasting quantities, *for example, 'one' and 'lots', by making groups of objects with help.*

P6 Pupils demonstrate their understanding of 1:1 correspondence in a range of contexts. They join in rote counting up to 5 and use numbers to 5 in familiar activities and games. They count reliably up to 3 objects and make sets of up to 3 objects. They demonstrate an understanding of the concept of more/fewer. They use 1p coins in shopping for items up to 5p, *for example, in shopping games.* They join in with new number rhymes, songs, stories and games with some assistance or encouragement.

P7 Pupils join in rote counting to 10. They count reliably at least 5 objects. They begin to recognise numerals from 1 to 5 and to understand that each represents a constant number or amount. They respond appropriately to key vocabulary and questions, for example, '*How many?*' Pupils begin to recognise differences in quantity, *for example, in comparing given sets of objects and saying which has more or less, the bigger group or smaller group.* In practical situations they respond to 'add one' and 'take one'.

Next steps

Maths: Number

Annotation for P levels 6, 7 and 8

Context

Evidence

Performance criteria – Number (including Handling Data)

P6 Pupils demonstrate their understanding of 1:1 correspondence in a range of contexts. They join in rote counting up to 5 and use numbers to 5 in familiar activities and games. They count reliably up to 3 objects and make sets of up to 3 objects. They demonstrate an understanding of the concept of more/fewer. They use 1p coins in shopping for items up to 5p, *for example, in shopping games*. They join in with new number rhymes, songs, stories and games with some assistance or encouragement.

P7 Pupils join in rote counting to 10. They count reliably at least 5 objects. They begin to recognise numerals from 1 to 5 and to understand that each represents a constant number or amount. They respond appropriately to key vocabulary and questions, for example 'How many?' Pupils begin to recognise differences in quantity, *for example, in comparing given sets of objects and saying which has more or less, the bigger group or smaller group*. In practical situations they respond to 'add one' and 'take one'.

P8 Pupils join in with rote counting to beyond 10. They continue the rote count onwards from a small given number. They begin to count up to 10 objects. They compare two given numbers of objects saying which is more and which is less. They begin to recognise numerals from 1 to 9 and relate them to sets of objects. In practical situations they add one to or take one away from a number of objects. They begin to use ordinal numbers (first, second, third) when describing positions of objects, people or events. Pupils estimate a small number and check by counting.

Next steps

Maths: Number

Annotation for P levels 7 and 8 and National Curriculum level 1C

Context

Evidence

Performance criteria – Number (including Handling Data)

P7 Pupils join in rote counting to 10. They count reliably at least 5 objects. They begin to recognise numerals from 1 to 5 and to understand that each represents a constant number or amount. They respond appropriately to key vocabulary and questions, for example, '*How many?*' Pupils begin to recognise differences in quantity, *for example, in comparing given sets of objects and saying which has more or less, the bigger group or smaller group.* In practical situations they respond to 'add one' and 'take one'.

P8 Pupils join in with rote counting to beyond 10. They continue the rote count onwards from a small given number. They begin to count up to 10 objects. They compare two given numbers of objects saying which is more and which is less. They begin to recognise numerals from 1 to 9 and relate them to sets of objects. In practical situations they add one to or take one away from a number of objects. They begin to use ordinal numbers (first, second, third) when describing positions of objects, people or events. Pupils estimate a small number and check by counting.

1C Pupils read most numerals up to 10 in familiar contexts.
They make attempts to record numbers up to 10.

In practical situations they begin to use vocabulary involved in adding and subtracting and demonstrate an understanding of addition as the combining of two or more groups of objects and subtraction as the taking away of objects from a group.

Next steps

Maths: Number

Annotation for P level 8 and National Curriculum levels 1C and 1B

Context

Evidence

Performance criteria – Number (including Handling Data)

P8 Pupils join in with rote counting to beyond 10. They continue the rote count onwards from a small given number. They begin to count up to 10 objects. They compare two given numbers of objects saying which is more and which is less. They begin to recognise numerals from 1 to 9 and relate them to sets of objects. In practical situations they add one to or take one away from a number of objects. They begin to use ordinal numbers (first, second, third) when describing positions of objects, people or events. Pupils estimate a small number and check by counting.

1C Pupils read most numerals up to 10 in familiar contexts.

They make attempts to record numbers up to 10.

In practical situations they begin to use vocabulary involved in adding and subtracting and demonstrate an understanding of addition as the combining of two or more groups of objects and subtraction as the taking away of objects from a group.

1B pupils count, read and order numbers up to 10 in a range of settings.

They write numerals up to 10 with increasing accuracy.

Using numbers up to 10, they solve problems involving addition or subtraction, including comparing two sets to find a numerical difference.

Next steps

Maths: Number

Annotation for National Curriculum levels 1C, 1B and 1A

Context

Evidence

Performance criteria – Number (including Handling Data)

1C Pupils read most numerals up to 10 in familiar contexts.

They make attempts to record numbers up to 10.

In practical situations they begin to use vocabulary involved in adding and subtracting and demonstrate an understanding of addition as the combining of two or more groups of objects and subtraction as the taking away of objects from a group.

1B Pupils count, read and order numbers up to 10 in a range of settings.

They write numerals up to 10 with increasing accuracy.

Using numbers up to 10, they solve problems involving addition or subtraction, including comparing two sets to find a numerical difference.

1A Pupils count, read and order numbers from 0 to 20. They write numerals up to 10 and associate these with the number of objects they have counted.

Pupils recognise 0 as 'none' and 'zero' in stories and rhymes and when counting and ordering. They understand operations of addition and subtraction and use related vocabulary. They add and subtract numbers when solving problems involving up to 10 objects in a range of contexts.

Next steps

Maths: Shape, Space and Measure

Annotation for P levels 3, 4 and 5

Context

Evidence

Performance criteria – Shape, Space and Measure

P3(ii) Pupils use emerging conventional communication. They greet known people and may initiate interactions and activities. They can remember learned responses over increasing periods of time and may anticipate known events. They may respond to options and choices with actions or gestures. They actively explore objects and events for more extended periods. They apply potential solutions to problems.

P4 Pupils begin to search for objects that have gone out of sight, hearing or touch, demonstrating the beginning of object permanence. They demonstrate interest in position and the relationship between objects, for example, joining in with stacking cups or building towers.

P5 Pupils search intentionally for objects that are in their usual place, for example, going to the mathematics shelf for the box of shapes. They compare the overall size of one object with that of another where there is a marked difference, for example, compare the cup from the doll's house with a breakfast cup and find which is bigger. They find big and small objects on request. They explore the position of objects, for example, putting objects in and out of containers or lining them up.

Next steps

Maths: Shape, Space and Measure

Annotation for P levels 4, 5 and 6

Context

Evidence

Performance criteria – Shape, Space and Measure

P4 Pupils begin to search for objects that have gone out of sight, hearing or touch, demonstrating the beginning of object permanence.

They demonstrate interest in position and the relationship between objects, for example, joining in with stacking cups or building towers.

P5 Pupils search intentionally for objects that are in their usual place, for example, going to the mathematics shelf for the box of shapes. They compare the overall size of one object with that of another where there is a marked difference, for example, compare the cup from the doll's house with a breakfast cup and find which is bigger. They find big and small objects on request. They explore the position of objects, for example, putting objects in and out of containers or lining them up.

P6 Pupils search for objects not found in their usual location, demonstrating their understanding of object permanence. They compare the overall size of one object with that of another where the difference is not great, *for example, they find the bigger of two Russian dolls*. They manipulate three-dimensional shapes. They show understanding of words, signs or symbols that describe positions. They use vocabulary such as 'more' or 'less', in practical situations, *for example, they indicate the jug with more juice in it*.

Next steps

Maths: Shape, Space and Measure

Annotation for P levels 5, 6 and 7

Context

Evidence

Performance criteria – Shape, Space and Measure

P5 Pupils search intentionally for objects that are in their usual place, for example, going to the mathematics shelf for the box of shapes. They compare the overall size of one object with that of another where there is a marked difference, for example, compare the cup from the doll's house with a breakfast cup and find which is bigger. They find big and small objects on request. They explore the position of objects, for example, putting objects in and out of containers or lining them up.

P6 Pupils search for objects not found in their usual location, demonstrating their understanding of object permanence. They compare the overall size of one object with that of another where the difference is not great, *for example, they find the bigger of two Russian dolls*. They manipulate three-dimensional shapes. They show understanding of words, signs or symbols that describe positions. They use vocabulary such as 'more' or 'less', in practical situations, *for example, they indicate the jug with more juice in it*.

P7 Pupils begin to respond to forwards and backwards. They start to pick out familiar shapes from a named collection. They use familiar words when they compare sizes and quantities and describe position.

Next steps

Maths: Shape, Space and Measure

Annotation for P levels 6, 7 and 8

Context

Evidence

Performance criteria – Shape, Space and Measure

P6 Pupils search for objects not found in their usual location, demonstrating their understanding of object permanence. They compare the overall size of one object with that of another where the difference is not great, *for example, they find the bigger of two Russian dolls*. They manipulate three-dimensional shapes. They show understanding of words, signs or symbols that describe positions. They use vocabulary such as ‘more’ or ‘less’, in practical situations, *for example, they indicate the jug with more juice in it*.

P7 Pupils begin to respond to forwards and backwards. They start to pick out familiar shapes from a named collection. They use familiar words when they compare sizes and quantities and describe position.

P8 Pupils compare directly two lengths or heights where the difference is marked and can indicate ‘the long one’ or ‘the tall one’. They show awareness of time, through familiarity with names of days of week, significant times in their day, *for example, meal times, bed time*. They begin to use mathematical vocabulary such as straight, circle, larger to describe shape and size of solids and flat shapes. They describe shapes in simple models, pictures and patterns.

Next steps

Maths: Shape, Space and Measure

Annotation for P levels 7 and 8 and National Curriculum level 1C

Context

Evidence

Performance criteria – Shape, Space and Measure

P7 Pupils begin to respond to forwards and backwards. They start to pick out familiar shapes from a named collection. They use familiar words when they compare sizes and quantities and describe position.

P8 Pupils compare directly two lengths or heights where the difference is marked and can indicate ‘the long one’ or ‘the tall one’. They show awareness of time, through familiarity with names of days of week, significant times in their day, *for example, meal times, bed time.*

They begin to use mathematical vocabulary such as straight, circle, larger to describe shape and size of solids and flat shapes. They describe shapes in simple models, pictures and patterns.

They use mathematical vocabulary such as *straight, circle, larger* to describe shape and size of solids and flat shapes and use variety of shapes to make and describe simple models, pictures and patterns.

1C Pupils construct with three-dimensional shapes and make patterns and pictures with two-dimensional shapes. They recognise and name some familiar two-dimensional shapes such as circle, triangle, square. They match and sort these shapes in activities.

Beginning to use knowledge of shape to describe properties of everyday objects (e.g. numbers of corners and sides) and to compare them by size.

They use everyday language to describe position, e.g. between, in front of, in the middle, and to compare two quantities, e.g. shorter, heavier.

Next steps

Maths: Shape, Space and Measure

Annotation for P level 8 and National Curriculum levels 1C and 1B

Context

Evidence

Performance criteria – Shape, Space and Measure

P8 Pupils compare directly two lengths or heights where the difference is marked and can indicate ‘the long one’ or ‘the tall one’. They show awareness of time, through familiarity with names of days of week, significant times in their day, *for example, meal times, bed time*.

They begin to use mathematical vocabulary *such as straight, circle, larger* to describe shape and size of solids and flat shapes. They describe shapes in simple models, pictures and patterns.

1C Pupils construct with three-dimensional shapes and make patterns and pictures with two-dimensional shapes. They recognise and name some familiar two-dimensional shapes such as circle, triangle, square. They match and sort these shapes in activities.

Beginning to use knowledge of shape to describe properties of everyday objects (e.g. numbers of corners and sides) and to compare them by size.

They use everyday language to describe position, e.g. between, in front of, in the middle, and to compare two quantities, e.g. shorter, heavier.

1B Pupils work with recognise and name common three-dimensional shapes, e.g. cube, cuboid, sphere, cylinder, and two-dimensional shapes, e.g. circle, triangle, rectangle, square.

They describe basic properties of these shapes and make simple comparisons between them, e.g. larger, smaller, curved, straight. Recognise terms describing position, e.g. behind, in front of, on top. They measure and order more than two objects (by length, mass, capacity) using direct comparison.

They order logically everyday events and begin to use the vocabulary of time.

Next steps

Maths: Shape, Space and Measure

Annotation for National Curriculum levels 1C, 1B and 1A

Context

Evidence

Performance criteria – Shape, Space and Measure

1C Pupils construct with three-dimensional shapes and make patterns and pictures with two-dimensional shapes. They recognise and name some familiar two-dimensional shapes such as circle, triangle, square. They match and sort these shapes in activities.

Beginning to use knowledge of shape to describe properties of everyday objects (e.g. numbers of corners and sides) and to compare them by size.

They use everyday language to describe position, e.g. between, in front of, in the middle, and to compare two quantities, e.g. shorter, heavier.

1B Pupils work with, recognise and name common three-dimensional shapes, e.g. cube, cuboid, sphere, cylinder, and two-dimensional shapes, e.g. circle, triangle, rectangle, square.

They describe basic properties of these shapes and make simple comparisons between them, e.g. larger, smaller, curved, straight. Recognise terms describing position, e.g. behind, in front of, on top. They measure and order more than two objects (by length, mass, capacity) using direct comparison.

They order logically everyday events and begin to use the vocabulary of time.

1A Pupils sort and describe three-dimensional and two-dimensional shapes in terms of their properties and positions. They compare two lengths, masses or capacities by direct comparison.

They continue and create simple spatial patterns, e.g. red cylinder, blue cube, red cylinder. . . .

They recognise simple directional symbols such as arrows.

Next steps