PIVATS PERFORMANCE INDICATORS:					PIVATS MILESTONE P1:
Pupil shows a reflex response to sensory stimuli.	Pupil remains passive or shows no observable response.	Pupil shows resistance or negative response to sensory stimuli, *e.g. withdraws hand or grimaces to show displeasure.*	Pupil stills in response to tactile shape or weighted object.	Pupil accepts adult physical prompting during an activity.	**P1 (i) Pupils encounter activities and experiences. They may be passive or resistant. They may show simple reflex responses, for example, startling at sudden noises or movements. Any participation is fully prompted.**
Pupil demonstrates awareness by any observable response, *e.g. facial expression or body movement.*	Pupil may briefly turn head or smile at a familiar sound or situation.	Pupil will maintain contact with a mathematical resource for a short period of time.	Pupil can locate an object presented in different positions, visual or auditory.	Pupil responds to a familiar activity by an occasional response, *e.g. vocalisation.*	**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.**

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✓	P1(i) e	0.15	✓✓	P1(i) d	0.30	✓✓✓	P1(i) c	0.45	✓✓✓✓	P1(i) b	0.60	✓✓✓✓✓	P1(i) a	0.75
✓	P1(ii) e	0.90	✓✓	P1(ii) d	1.05	✓✓✓	P1(ii) c	1.20	✓✓✓✓	P1(ii) b	1.35	✓✓✓✓✓	P1(ii) a	1.50

PIVATS PERFORMANCE INDICATORS:					PIVATS MILESTONE P2:
Pupil can maintain hold of an object, and lets go unintentionally. Pupil can grasp using a palmer grip.	Pupil can reach out to explore an object using random movements.	Pupil begins to interact consistently to familiar resources, *e.g. wiggly giggly ball, groan tube, etc.*	When accidentally interacting with an object, the pupil will repeat the action to gain the effect, *e.g. when moving hands in a space blanket the pupil gains a reward, he /she then repeats the movement to reproduce the effect.*	Pupil can track an object horizontally when it is held at eye level or pupil shows distinct recognition of a sound-making object and tracks its sound from side to side.	**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 co-active exploration, for example, lifting objects briefly towards the face in shared investigations.**
Pupil can grasp and manipulate objects to explore them, *e.g. banging them, moving them, dropping them, etc.*	Pupil begins to use intentional movements to reach out to objects.	Pupil can show consistent preference for favourite items.	Pupil can, using trial and error, operate a simple switch activated toy, *e.g. pop-up toy or "Jack-in-a-box".*	Pupil can track a person/sound as they/it is moved around the immediate environment.	**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 supported participation, for example, handling and feeling the texture of objects passed to them.**

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✓	P2(i) e	1.65	✓✓	P2(i) d	1.8	✓✓✓	P2(i) c	1.95	✓✓✓✓	P2(i) b	2.1	✓✓✓✓✓	P2(i) a	2.25
✓	P2(ii) e	2.4	✓✓	P2(ii) d	2.55	✓✓✓	P2(ii) c	2.7	✓✓✓✓	P2(ii) b	2.85	✓✓✓✓✓	P2(ii) a	3

PIVATS PERFORMANCE INDICATORS:					PIVATS MILESTONE P3:
Pupil manipulates objects to explore their properties, *e.g. turns a cube over in their hands, feels the texture.*	Pupil can put an object into a container. Pupil can retrieve an object which has been seen or heard to be placed in an open container, *e.g. when a ball is placed in a container large enough for the child to reach into*.	Pupil can track slowly moving objects visually and/or aurally, *e.g. a ball rolled slowly in front of them by an adult.*	Pupil attends to objects as they drop or throw them.	Pupil can, using trial and error, with a selection of different sized balls find those which will fit into a beaker or other similar sized container.	**P3 (i) Pupils begin to communicate intentionally. They seek attention through eye contact, gesture or action. They request events or activities, for example, pushing an item of equipment towards a member of staff. They participate in shared activities with less support. They sustain concentration for short periods. They explore materials in increasingly complex ways, for example, banging or rubbing objects together. They observe the results of their own actions with interest, for example, as they throw or drop objects on to different surfaces. They remember learned responses over more extended periods, for example, remembering how to activate a pop-up object from a previous lesson.**
Pupil independently explores shapes, feeling the edges, corners or curves for extended periods of time.	Pupil can grasp two shapes at once and explore whether or not they fit together, *e.g. interlocking objects.*	Pupil can track quickly moving objects, *e.g. pendulum.* Pupil can track a ball as he/she rolls it away from themselves out of their immediate field of vision, *e.g. rolls a ball off the table and watches it trace a path along the floor.*	Pupil can use problem solving skills to retrieve an object, *e.g. a sweet in a beaker into which their hand will not fit.* *The child tips beaker to get the sweet out.*	Pupil can intentionally attract the attention of an adult to assist them in retrieving an object that has been placed just out of their reach.	**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 systematically to problems, for example, using items of equipment purposefully and appropriately.**

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✓	P3(i) e	3.2	✓✓	P3(i) d	3.4	✓✓✓	P3(i) c	3.6	✓✓✓✓	P3(i) b	3.8	✓✓✓✓✓	P3(i) a	4
✓	P3(ii) e	4.2	✓✓	P3(ii) d	4.4	✓✓✓	P3(ii) c	4.6	✓✓✓✓	P3(ii) b	4.8	✓✓✓✓✓	P3(ii) a	5

PIVATS PERFORMANCE INDICATORS:					PIVATS MILESTONE P4 AND P5:
Pupil pushes obstructions out of the way to obtain object.	Pupil searches for objects when object or sound is removed.	Pupil can recognise the difference between the size of two objects by matching, *e.g. large/big cup to large/big cup; small/little cup to small/little cup.*	Pupil demonstrates random stacking or joining of objects. Pupil shows interest in the position of objects in relation to others.	Pupil joins or stacks like objects showing awareness of their relationship to each other.	**P4 Pupils search for objects that have gone out of sight, hearing or touch, demonstrating the beginning of object permanence, for example, searching for an object or sound when it is removed. Pupils match big objects and small objects, for example, finding a big football to place in a net with other big footballs, matching a small model car with a similar sized model car. They demonstrate interest in position and the relationship between objects, for example, stacking or joining objects or using construction materials.**
Pupil is aware of usual location of familiar objects, *e.g. coat, cup, etc.* Pupil begins to use pictoral/symbol timetable for sequencing of activities, *e.g. 'NOW' – work, 'THEN' – snack.*	Pupil can compare the overall size of one object with another where there is a marked difference, *e.g. they indicate which of two shoes is the bigger.*	Pupil sorts two sets of like objects where there is a marked difference in size, *e.g. large spoons and small spoons.*	Pupil places objects in and out of containers/form/inset boards, according to target shape.	From a choice of two objects pupil can identify the difference between large/big and small/little.	**P5 Pupils search intentionally for objects in their usual place, for example, going to the mathematics shelf for the box of shapes. They find big and small objects on request, for example, from a choice of two objects, identifying the big and small. They compare the overall size of one object with that of another where there is a marked difference, for example, they indicate which of two shoes is the bigger, and compare objects big boxes and small boxes. They explore the position of objects, for example, placing objects in and out of containers, placing objects inside and outside a hoop, fits as many objects as possible into a box.**

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✓	P4e	5.2	✓✓	P4d	5.4	✓✓✓	P4c	5.6	✓✓✓✓	P4b	5.8	✓✓✓✓✓	P4a	6
✓	P5e	6.4	✓✓	P5d	6.8	✓✓✓	P5c	7.2	✓✓✓✓	P5b	7.6	✓✓✓✓✓	P5a	8

PIVATS PERFORMANCE INDICATORS:					PIVATS MILESTONE P6 AND P7:
Pupil searches for objects not found in their usual place. Pupil sequences 2/3 photos/symbols of daily activities.	Pupil responds on request to place objects, 'in', 'on', 'under' and 'inside' in practical situations, *e.g. 'Put the coins in the purse'.*	Pupil can manipulate three dimensional shapes, *e.g. putting shapes into a shape sorter, building a model with 3-D shapes.*	Pupil sorts two sets of objects where the difference is not great, *e.g. sorts similar but different size 'Compare bears' or 10p and 5p coins.*	From a choice of two objects where the difference is not great, pupil can compare objects to identify which is which, *e.g. practically manipulating the objects using nesting cubes.*	**P6 Pupils search for objects not found in their usual place demonstrating their understanding of object permanence, for example, looking for cups when they are not in their usual cupboard. They compare the overall size of one object with that of another where the difference is not great, for example, identifying the bigger of two Russian Dolls or nesting cubes. They manipulate three-dimensional shapes, for example, putting shapes into a shape sorter, using 3-D objects to build and manipulate in roleplay, rolling a tube in a race with a partner. They show understanding of words signs and symbols that describe positions, for example, responding to a request to put an object in, on, under, inside another object.**
From a collection of regular shapes, pupil can pick out shapes with common features, *e.g. all round shapes, shapes with corners, shapes with flat surfaces (in this instance it is not useful to use size as a feature), etc.*	Pupil actively moves forwards and backwards or can indicate the direction in which he/she is being moved.	Pupil can indicate 'heavy' and 'light', when comparing two objects where there is a marked difference, *e.g. they understand that although an object is smaller it can be 'heavy'.*	In practical situations pupil is able to use the terms 'more', 'less', 'enough', 'not enough' to compare two objects or quantities, *e.g. when pouring drinks and comparing to their friends, have they got 'enough' or 'not enough'.*	Pupil sequences ¾ pictures/symbols of daily activities.	**P7 Pupils respond to forwards and backwards, for example, moving forwards and backwards on request, recognising when a vehicle is moving forwards and backwards, moving a counter forward or backward on a board game. They pick out described shapes from a collection, for example, picking out all the round shapes in the classroom, finding shapes with straight edges, fitting shapes into matching holes. They use familiar words in practical situations when they compare sizes and quantities, for example, using the words 'heavy' and 'light', 'more' and 'less', 'enough' or 'not enough' to compare objects or quantities.**

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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

PIVATS PERFORMANCE INDICATORS:					PIVATS MILESTONE P8:
Pupil compares two objects directly side by side using a common baseline and indicates which is 'longer' or 'taller'.	Pupil responds to mathematical vocabulary, such as 'straight', 'circle', 'larger', to describe the shape and size of shapes, *e.g. identifies the circles or triangles from a collection of mixed shapes. Identifies larger circle from a choice of two circles.*	Pupil identifies specific shapes from pictures, simple models or patterns and can identify some of the shapes used within the whole, *e.g. circles.*	Pupil recognises structure in their day through ordering significant events, *e.g. First: dinnertime; then: play-time or leisure; next: swimming; finish: home-time.* Pupil begins to use 'o'clock'.	Pupil begins to understand and use in practical contexts names of days of the week, *e.g. 'today', swimming on Tuesday; lie-in on Sunday; football on Saturday.*	**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, for example, 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 meal times, bed times, for example, 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, for example, 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, for example, 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.**

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✓	P8e	16	✓✓	P8d	17	✓✓✓	P8c	18	✓✓✓✓	P8b	19	✓✓✓✓✓	P8a	20

PIVATS PERFORMANCE INDICATORS:					PIVATS MILESTONE BRIDGE:
Pupil can use the language of direct comparison. *e.g. respond to and use the language of comparison; longer/ longest, shorter/ shortest, more/less, heavier/lighter.*	Pupil uses everyday language to describe properties of 2-D shapes. *e.g. uses properties such as large, side, small, straight, curved when talking about objects and shapes.*	Pupil uses everyday language to describe properties of 3-D shapes. *e.g. uses properties such as roll, stack, corner, edge, face, solid, hollow when talking about objects and shapes.* Pupil constructs and describes models with 3-D shapes, varying in shape, size and texture. *e.g. make a robot from junk modelling materials and describe the shapes used.*	Pupil uses everyday language to describe position and objects and can follow directional language when given instructions. *e.g. follows instructions containing the words behind, under, on top of, next to, in between, over, under, before, opposite, top, bottom, side.* *Follows instructions containing the words forwards, backwards, turn.*	Pupil tells the time to the hour and can correctly order events. *e.g. reads the classroom clock at key 'o'clock' times during the day.* *Order pictures from a simple story.* *Order pictures of the life cycle of the butterfly.*	**PIVATS MILESTONE BRIDGE** **Pupils use the language of direct comparison when comparing lengths/heights, mass/weight, and capacity/volume, where the difference is marked, and can begin to indicate the longest/tallest, heaviest/lightest, most full/least full. They show an increasing awareness of time, by showing an increased vocabulary of the language of time and being able to tell the time to the hour. They show an increased familiarity with the days of the week and significant events in their day. They use everyday language to describe properties of 2-D and 3-D shapes, for example identifying straight and curved sides or edges and corners. They use everyday language to describe position and can follow directional language.**

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✓	BRIDGEe	20.16	✓✓	BRIDGEd	20.33	✓✓✓	BRIDGEc	20.5	✓✓✓✓	BRIDGEb	20.65	✓✓✓✓✓	BRIDGEa	20.8

PIVATS PERFORMANCE INDICATORS:					PIVATS MILESTONE ONE:
2-D Shape	3-D shape	Sorting shapes	Repeated pattern	Movement	
Pupil recognises and names common 2-D shapes, including rectangles (including squares), circles and triangles. *e.g. pupil can recognise and name common 2-D shapes when shown a variety of shapes in a range of sizes and in different orientations. This needs to be related to everyday objects as well as mathematical 2-D shapes.*	Pupil recognises and names common 3-D shapes, including cuboids (including cubes), pyramids and spheres. *e.g. pupil can recognise and name common 3-D shapes when shown a variety of shapes in a range of sizes and in different orientations. This needs to be related to everyday objects as well as mathematical 3-D shapes.*	Pupil can sort shapes to a given criterion and their own. *e.g. find a shape with corners/no corners, straight edges/no straight edges.*	Pupil recognises and creates repeating patterns with objects and shapes. *e.g. red square, yellow triangle, red square, yellow triangle.* *Square, circle, triangle... where all the shapes are the same colour.*	Pupil describes movement, including whole, half, quarter and three-quarter turns. *e.g. ask pupil to turn through different amounts of turn.* *Identify a picture that has been rotated through a quarter, half or three-quarters of a turn.*	**PIVATS MILESTONE ONE STAGE 1, MILESTONE ONE STAGE 2 AND MILESTONE ONE STAGE 3** **Pupils recognise and name common 2-D and 3-D shapes and can sort these to a given criterion for example corners/no corners, straight edges/no straight edges. They can recognise and create repeating patterns with objects and shapes. They can describe position and direction and distinguish between straight and turning movements including whole, half, quarter and three-quarter turns. They begin to use everyday non-standard and standard units to measure length/height, mass/weight and capacity/volume. They recognise and use language relating to dates and can tell the time to the hour and half past the hour.**

Please turn the page to view the rest of the indicators a child needs to complete to achieve Milestone 1 for this PIVATS aspect (15 in total). Any 5 indicators can combine to form a Stage ONE-1, any 10 indicators can combine to form a Stage ONE-2, all 15 indicators combine to form a Stage ONE-3.

PIVATS PERFORMANCE INDICATORS:					PIVATS MILESTONE ONE CONTINUED:
Position and direction	Position, direction and movement	Direct comparison	Length and height	Mass/weight	
Pupil describes position and direction. *e.g. uses the language of position and direction, including: left and right, top, middle and bottom, on top of, in front of, above, between, around, near, close and far, up and down, forwards and backwards, inside and outside.*	Pupil can recognise and follow directions of movement. *e.g. given pictorial instructions or arrows on a card can follow these instructions to find an end point or object.* *Uses the arrows on the keypad to direct a simple programmable toy.*	Pupil can order three or more objects using direct comparison where there is a significant difference. *e.g. the length of a pencil, a table and the room.* *The mass of a raisin, an exercise book and a bag of sugar.* *The capacity of objects such as an egg-cup, a jug and a bucket.*	Pupil can measure and begin to record lengths and heights, using non-standard and then manageable standard units (m and cm) within children's range of counting competence. Pupil can compare, describe and solve practical problems for: Lengths and heights (for example, long/short, longer/shorter, tall/short, double/half). *e.g. use non- standard measures, such as paper clips and then manageable standard units (m and cm) to measure the length of a variety of objects around the classroom. Answer questions such as 'Which is the shortest? Which is the longest?'* *Find an object that is longer /shorter than a metre, compare the height of two children standing back to back.*	Pupil can measure and begin to record mass/weight, using non-standard and then standard units (kg and g) within children's range of counting competence. Pupil can compare, describe and solve practical problems for: Mass/weight (for example, heavy/light, heavier than/lighter than). *e.g. use a pan balance and non-standard units such as cubes and then standard units (kg and g) to measure the mass of a variety of objects.* *Answer questions such as 'Which is the heaviest? Which is the lightest?'* *Find an object that is heavier /lighter than a kilogram, use a balance to compare two weights.*	**PIVATS MILESTONE ONE STAGE 1, MILESTONE ONE STAGE 2 AND MILESTONE ONE STAGE 3** **Pupils recognise and name common 2-D and 3-D shapes and can sort these to a given criterion for example corners/no corners, straight edges/no straight edges. They can recognise and create repeating patterns with objects and shapes. They can describe position and direction and distinguish between straight and turning movements including whole, half, quarter and three-quarter turns. They begin to use everyday non-standard and standard units to measure length/height, mass/weight and capacity/volume. They recognise and use language relating to dates and can tell the time to the hour and half past the hour.**

Please turn the page to view the rest of the indicators a child needs to complete to achieve Milestone 1 for this PIVATS aspect (15 in total). Any 5 indicators can combine to form a Stage ONE-1, any 10 indicators can combine to form a Stage ONE-2, all 15 indicators combine to form a Stage ONE-3.

PIVATS PERFORMANCE INDICATORS:					PIVATS MILESTONE ONE CONTINUED:
Capacity and volume	Time - language	Time - comparison	Time - measure	Time – read and write	
Pupil can measure and begin to record capacity and volume using non-standard and then standard units (litres and ml) within children's range of counting competence. Pupil can compare, describe and solve practical problems for: Capacity and volume (for example, full/empty, more than, less than, half, half full, quarter) *e.g. use a non- standard measure such as a cup and dry sand and then standard units (litres and ml) to measure the capacity of a variety of objects. Answer questions such as 'Which holds the most? Which holds the least?' Find an object that holds more/less than 1 litre, compare the capacity of two containers by pouring the contents of one into the other.*	Pupil recognises and uses language relating to dates, including days of the week, weeks, months and years. *e.g. uses the vocabulary of time; days of the week, day, night, hour, o'clock, half-past, yesterday, tomorrow, months.*	Pupil can compare, describe and solve practical problems for: Time (for example, quicker, slower, earlier, later). Pupil can sequence events in chronological order using language (for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening. *e.g. use a time line to order daily events and discuss using correct vocabulary such as 'before, after, later, morning, afternoon, evening, today, yesterday, tomorrow'. Using a timeline with o'clock times, can the pupil correctly place events from the day and discuss the positions chosen, 'We finish school at 3.30pm so I have put that halfway between 3 o'clock and 4 o'clock.'*	Pupil can measure and begin to record time (hours, minutes, seconds). *e.g. pupil considers how long certain activities take to complete. For example, lunchtime takes one hour; playtime takes a quarter of an hour; standing up only takes a few seconds; tidying up takes a few minutes.*	Pupil can tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. *e.g. read the classroom clock at key points during the day. Match cards with analogue and written times for o'clock and half past the hour.*	**PIVATS MILESTONE ONE STAGE 1, MILESTONE ONE STAGE 2 AND MILESTONE ONE STAGE 3** **Pupils recognise and name common 2-D and 3-D shapes and can sort these to a given criterion for example corners/no corners, straight edges/no straight edges. They can recognise and create repeating patterns with objects and shapes. They can describe position and direction and distinguish between straight and turning movements including whole, half, quarter and three-quarter turns. They begin to use everyday non-standard and standard units to measure length/height, mass/weight and capacity/volume. They recognise and use language relating to dates and can tell the time to the hour and half past the hour.**

Please turn the page to view the rest of the indicators a child needs to complete to achieve Milestone 1 for this PIVATS aspect (15 in total). Any 5 indicators can combine to form a Stage ONE-1, any 10 indicators can combine to form a Stage ONE-2, all 15 indicators combine to form a Stage ONE-3.

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✓	ONE-1e	21	✓✓	ONE-1d	22	✓✓✓	ONE-1c	23	✓✓✓✓	ONE-1b	24	✓✓✓✓✓	ONE-1a	25
✓✓✓✓✓ ✓	ONE-2e	26	✓✓✓✓✓ ✓✓	ONE-2d	27	✓✓✓✓✓ ✓✓✓	ONE-2c	28	✓✓✓✓✓ ✓✓✓✓	ONE-2b	29	✓✓✓✓✓ ✓✓✓✓✓	ONE-2a	30
✓✓✓✓✓ ✓✓✓✓✓ ✓	ONE-3e	31	✓✓✓✓✓ ✓✓✓✓✓ ✓✓	ONE-3d	32	✓✓✓✓✓ ✓✓✓✓✓ ✓✓✓	ONE-3c	33	✓✓✓✓✓ ✓✓✓✓✓ ✓✓✓✓	ONE-3b	34	✓✓✓✓✓ ✓✓✓✓✓ ✓✓✓✓✓	ONE-3a	35

PIVATS PERFORMANCE INDICATORS:					PIVATS MILESTONE TWO:
2-D Shape	3-D Shape	2-D and 3-D shape	Sorting shapes	Repeated pattern	
Pupil can identify and describe the properties of 2-D shapes, including the number of sides and line of symmetry in a vertical line. *e.g. using the geoboard how can you change a square to make it into a pentagon? What is the same and different about the two shapes? Create a regular hexagon and an irregular hexagon. Which is which? How do you know? Find and name a shape with four straight sides and four corners? Can you find any more shapes with these properties? What is the same/different about the shapes that you have chosen?*  *Does this shape have a line of symmetry? Can you fold the shape to identify it?*	Pupil can identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces. *e.g. how many faces does this shape have? How do you know? How many faces can you not see?*  *What shape is this?*  *How do you know?*	Pupil can identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid]. *e.g. find a solid shape that has three rectangular faces and two triangular faces. Can you name the shape?*	Pupil can compare and sort common 2-D and 3-D shapes and everyday objects. *e.g complete the table:* |	Number of faces	Number of edges
---	---	---
Cylinder		
Sphere		
Pyramid		| *e.g. complete the table using given shapes.* |	Right angle	Not right angle
---	---	---
Square		
Not square				Pupil can order/arrange combinations of mathematical objects in patterns/sequences. *e.g. pupil identifies and creates sequences and patterns using mathematical objects. They show their skills in reasoning and communicating by describing how they know what will come next.*	**PIVATS MILESTONE TWO STAGE 1, MILESTONE TWO STAGE 2 AND MILESTONE TWO STAGE 3** **Pupils identify and describe the properties of 2-D and 3-D shapes and can compare and sort common shapes. They can identify 2-D shapes on the surface of 3-D shapes. They can order/arrange combinations of mathematical objects in patterns/sequences. They can use mathematical vocabulary to describe position, direction and movement and distinguish between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise). They choose and use appropriate standard units to estimate and measure length/height (m/cm), mass/weight (kg/g), temperature (°C) and capacity/volume (litres/ml). They compare and sequence intervals of time and tell and write the time to five minutes, including quarter past/to the hour.**

Please turn the page to view the rest of the indicators a child needs to complete to achieve a Milestone 2 for this PIVATS aspect (15 in total). Any 5 indicators can combine to form a Stage TWO-1, any 10 indicators can combine to form a Stage TWO-2, all 15 indicators combine to form a TWO-3.

PIVATS PERFORMANCE INDICATORS:					PIVATS MILESTONE TWO CONTINUED:
Position, direction and movement	Position, direction and movement	Temperature	Length and height	Mass	
Pupil can use mathematical vocabulary to describe position, direction and movement. Pupil can distinguish between straight and turning movements including left and right, clockwise and anti-clockwise and use these to give directions. *e.g. during a P.E. lesson, follow instructions for moving around the playground where the terms clockwise, anti-clockwise, left and right are used.* *Work with a partner and give and receive directions for following a route chalked onto the playground.* *Give instructions to direct a simple programmable toy including forward, backward, left, right and turning movements in right angles including clockwise and anti-clockwise.*	Pupil can use mathematical vocabulary to describe position, direction and movement. Pupil can understand the link between rotation and turns in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise). *e.g. ask the pupil to turn through different amounts of turn, for example turn half a turn clockwise, how many right angles have you turned?* *If the toy is facing the front wall of the classroom which way will it turn to face the wall with the windows? Through how many right angles have you turned the toy and in what direction? Is there another way that it could turn?*	Pupil can choose and use appropriate standard units to estimate and measure temperature (°C) to the nearest appropriate unit using thermometers (within children's place value competence). *e.g. what instrument and unit of measure should we use to measure the temperature of the classroom; the playground; inside the fridge.*	Pupil can choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm) to the nearest appropriate unit, using rulers (within children's place value competence). *e.g. what instrument and unit of measure should we use to measure the length of the classroom; your exercise book; your height; your pencil; your table.*	Pupil can choose and use appropriate standard units to estimate and measure mass (kg/g) to the nearest appropriate unit, using scales (within children's place value competence). *e.g. what instrument and unit of measure should we use to measure the mass of a bag of grapes; an apple; a pet; ingredients for a recipe.*	**PIVATS MILESTONE TWO STAGE 1, MILESTONE TWO STAGE 2 AND MILESTONE TWO STAGE 3** **Pupils identify and describe the properties of 2-D and 3-D shapes and can compare and sort common shapes. They can identify 2-D shapes on the surface of 3-D shapes. They can order/arrange combinations of mathematical objects in patterns/sequences. They can use mathematical vocabulary to describe position, direction and movement and distinguish between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise). They choose and use appropriate standard units to estimate and measure length/height (m/cm), mass/weight (kg/g), temperature (°C) and capacity/volume (litres/ml). They compare and sequence intervals of time and tell and write the time to five minutes, including quarter past/to the hour.**

Please turn the page to view the rest of the indicators a child needs to complete to achieve a Milestone 2 for this PIVATS aspect (15 in total). Any 5 indicators can combine to form a Stage TWO-1, any 10 indicators can combine to form a Stage TWO-2, all 15 indicators combine to form a TWO-3.

PIVATS PERFORMANCE INDICATORS:					PIVATS MILESTONE TWO CONTINUED:
Capacity and volume	Measures comparison	Time - comparison	Time - measure	Time – read and write	
Pupil can choose and use appropriate standard units to estimate and measure capacity and volume (litres/ml) to the nearest appropriate unit using measuring vessels (within children's place value competence). *e.g. what instrument and unit of measure should we use to measure the capacity of a milk bottle; a juice carton; how much water to dilute the cordial; ingredients for a recipe.*	Pupil compares and orders lengths, mass, volume/capacity and records the results using >, < and = . *e.g. in practical situations in the classroom can pupil compare and order different objects and record the results using* >, < and = . *For example, when comparing heights of plants, masses of parcels at the role play post office, capacity of measuring equipment when making a recipe.*	Pupil can compare and sequence intervals of time. *e.g. Andrea has been reading for 25 minutes whereas Nicola has been reading for half an hour. Who has been reading for the shortest time? How do you know?* *Kevin is going on holiday in 9 days whereas Judith goes in a week. Who has the longest time to wait?*	Pupil knows the number of minutes in an hour and the number of hours in a day. *e.g. The time now is 2 o'clock . How many minutes is it before it is 3 o'clock?* *I have just come home from school and tomorrow at this time will be my birthday party. How many hours do I have to wait?*	Pupil can tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times. *e.g. read the classroom clock to five minutes at different points during the day.* *Match cards with analogue and written times to five minutes including quarter past/to the hour.*	**PIVATS MILESTONE TWO STAGE 1, MILESTONE TWO STAGE 2 AND MILESTONE TWO STAGE 3** **Pupils identify and describe the properties of 2-D and 3-D shapes and can compare and sort common shapes. They can identify 2-D shapes on the surface of 3-D shapes. They can order/arrange combinations of mathematical objects in patterns/sequences. They can use mathematical vocabulary to describe position, direction and movement and distinguish between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise). They choose and use appropriate standard units to estimate and measure length/height (m/cm), mass/weight (kg/g), temperature (°C) and capacity/volume (litres/ml). They compare and sequence intervals of time and tell and write the time to five minutes, including quarter past/to the hour.**

Please turn the page to view the rest of the indicators a child needs to complete to achieve a Milestone 2 for this PIVATS aspect (15 in total). Any 5 indicators can combine to form a Stage TWO-1, any 10 indicators can combine to form a Stage TWO-2, all 15 indicators combine to form a TWO-3.

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
✓	TWO-1e	36.5	✓✓	TWO-1d	38	✓✓✓	TWO-1c	39.5	✓✓✓✓	TWO-1b	41	✓✓✓✓✓	TWO-1a	42.5
✓✓✓✓✓ ✓	TWO-2e	44	✓✓✓✓✓ ✓✓	TWO-2d	45.5	✓✓✓✓✓ ✓✓✓	TWO-2c	47	✓✓✓✓✓ ✓✓✓✓	TWO-2b	48.5	✓✓✓✓✓ ✓✓✓✓✓	TWO-2a	50
✓✓✓✓✓ ✓✓✓✓✓ ✓	TWO-3e	52	✓✓✓✓✓ ✓✓✓✓✓ ✓✓	TWO-3d	54	✓✓✓✓✓ ✓✓✓✓✓ ✓✓✓	TWO-3c	56	✓✓✓✓✓ ✓✓✓✓✓ ✓✓✓✓	TWO-3b	58	✓✓✓✓✓ ✓✓✓✓✓ ✓✓✓✓✓	TWO-3a	60

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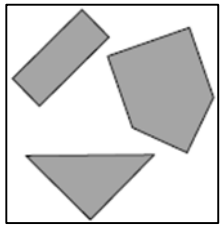
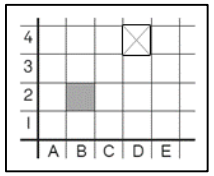
PIVATS PERFORMANCE INDICATORS:					PIVATS MILESTONE THREE:
2-D Shape	3-D Shape	Sorting shapes	Angles	Angles	
Pupil can draw 2-D shapes and extend their use of the properties of shapes using accurate language. *e.g. pupil to draw different 2-D shapes given different properties. For example, if the pupil is given a shape name and a given property can they draw the shape. If not, are they able to give an explanation of why this is not possible; a rectangle with one side 4 cm; a triangle with one right angle; a triangle with two right angles.*	Pupil can make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them. *e.g. can you make a cube, cuboid, triangular prism and square-based pyramid? What is the same/different about the shapes?* *Make a shape with six faces. What is it called? Are all the faces the same?*	Pupil can use sorting diagrams to compare and sort common 2-D and 3-D shapes and everyday objects. *e.g. given a group of shapes, identify properties that are the same for all of them, e.g. they all have two lines of symmetry, they all have more than one right angle.* *Place shapes in a Carroll diagram with one in an incorrect position. Ask pupil to identify it and give reasons for their choice.* *Ask children to identify an unseen shape by asking questions about its properties.*	Pupil recognises angles as a property of shape or a description of a turn. *e.g. show me any angles in these shapes or around the classroom. What do you understand by the term angle?*	Pupil identifies right angles, recognises that two right angles make a half-turn, three make three quarters of a turn and four a complete turn. *e.g. show me three objects that have a right angle. Tell me how you know. Use a right angle checker to support with identification.* *If you make a half-turn how many right angles is this? Demonstrate or draw something to explain how you know. What about a three quarter turn and a whole turn?*	**PIVATS MILESTONE THREE STAGE 1, MILESTONE THREE STAGE 2 AND MILESTONE THREE STAGE 3** **Pupils can draw 2-D shapes and make 3-D shapes and recognise 3-D shapes in different orientations and describe them. They use sorting diagrams to compare and sort common 2-D and 3-D shapes. They identify right angles and whether angles are greater than or less than a right angle. They identify horizontal and vertical lines and pairs of perpendicular and parallel lines. They describe positions on a grid labelled with letters and numbers. They measure, compare, add and subtract lengths (m/cm/mm), mass (kg/g) and volume/capacity (l/ml). They understand perimeter as a measure of distance around the boundary of a shape and measure the perimeter of simple 2-D shapes. Pupils compare durations of events and tell and write the time from an analogue clock and 12-hour and 24-hour clocks, estimating and reading time with increasing accuracy to the nearest minute.**

Please turn the page to view the rest of the indicators a child needs to complete to achieve Milestone 3 for this PIVATS aspect (15 in total). Any 5 indicators can combine to form a Stage THREE-1, any 10 indicators can combine to form a Stage THREE-2, all 15 indicators combine to form a Stage THREE-3.

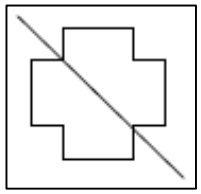
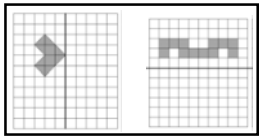
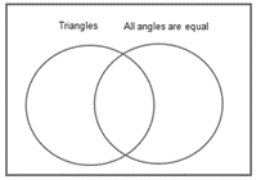
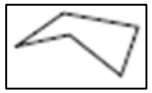
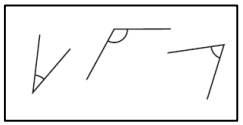
PIVATS PERFORMANCE INDICATORS:					PIVATS MILESTONE THREE CONTINUED:
Angles	Properties of lines	Co-ordinates	Measures –comparison and calculation	Temperature	
Pupil identifies whether angles are greater than or less than a right angle. e.g. identify the right angles in the following shapes. Are there any angles that are greater than or less than a right angle? 	Pupil identifies horizontal and vertical lines and pairs of perpendicular and parallel lines. *e.g. show a photograph and ask pupil to identify lines that are horizontal or vertical. Also identify pairs of perpendicular and parallel lines. What does the pupil understand by these terms?*	Pupil describes positions on a square grid labelled with letters and numbers. *e.g. what are the positions of the shaded in square and the cross on this grid?*  *Can you put a circle in position E1? Can you colour A4 red?*	Pupil measures, compares, adds and subtracts: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml). *e.g. measure this line using millimetres (to within 2mm):* *Add another 275ml of liquid to the container that already holds 420ml. How much does it now hold?*	Pupil continues to estimate and measure temperature to the nearest degree (°C) using thermometers. *e.g. what temperature do you think the classroom; the playground; inside the fridge; inside the freezer is? Use a thermometer to check your estimates.*	**PIVATS MILESTONE THREE STAGE 1, MILESTONE THREE STAGE 2 AND MILESTONE THREE STAGE 3** **Pupils can draw 2-D shapes and make 3-D shapes and recognise 3-D shapes in different orientations and describe them. They use sorting diagrams to compare and sort common 2-D and 3-D shapes. They identify right angles and whether angles are greater than or less than a right angle. They identify horizontal and vertical lines and pairs of perpendicular and parallel lines. They describe positions on a grid labelled with letters and numbers. They measure, compare, add and subtract lengths (m/cm/mm), mass (kg/g) and volume/capacity (l/ml). They understand perimeter as a measure of distance around the boundary of a shape and measure the perimeter of simple 2-D shapes. Pupils compare durations of events and tell and write the time from an analogue clock and 12-hour and 24-hour clocks, estimating and reading time with increasing accuracy to the nearest minute.**

Please turn the page to view the rest of the indicators a child needs to complete to achieve Milestone 3 for this PIVATS aspect (15 in total). Any 5 indicators can combine to form a Stage THREE-1, any 10 indicators can combine to form a Stage THREE-2, all 15 indicators combine to form a Stage THREE-3.

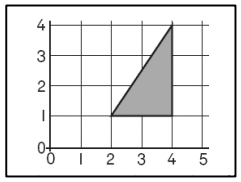
PIVATS PERFORMANCE INDICATORS:					PIVATS MILESTONE THREE CONTINUED:
Perimeter	Perimeter	Time - comparison	Time - measure	Time – read and write	**PIVATS MILESTONE THREE STAGE 1, MILESTONE THREE STAGE 2 AND MILESTONE THREE STAGE 3**
Pupil understands perimeter is a measure of distance around the boundary of a shape. *e.g. how would you find the perimeter of the school field; your desk, this shape?*	Pupil measures the perimeter of simple 2-D shapes. *e.g. what is the perimeter of your exercise book; this shape?*	Pupil knows the number of seconds in a minute and the number of days in each month, year and leap year. Pupil compares durations of events [for example to calculate the time taken by particular events or tasks]. *e.g. playtime is in two and a half minutes. How many seconds is that? This month and the following month both have 31 days. What could the present month be? Explain your answer.* *Lunch takes 45 minutes, it starts at 1 o'clock, at what time does it end?* *Two boys play a game of football. They play for 50 minutes. If they finished their game at 3:30 p.m., at what time did they start?*	Pupil can record/compare time in terms of seconds, minutes, hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon, midnight. *e.g. if the time is 7 a.m., what time will it be in six hours? Write your answer using a.m. or p.m.* *It is 4.30 in the morning, what will the time be in 10 hours? Write your answer using a.m./p.m. How long is it now until midnight?*	Pupil tells and writes the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks. Pupil can estimate/read time with increasing accuracy to the nearest minute. *e.g. read the classroom clock to the nearest minute at different points during the day.* *Match cards with analogue and digital times to the nearest minute.* *Know that 5:32, or 32 minutes past 5 or 28 minutes to 6 are all equivalent.*	**Pupils can draw 2-D shapes and make 3-D shapes and recognise 3-D shapes in different orientations and describe them. They use sorting diagrams to compare and sort common 2-D and 3-D shapes. They identify right angles and whether angles are greater than or less than a right angle. They identify horizontal and vertical lines and pairs of perpendicular and parallel lines. They describe positions on a grid labelled with letters and numbers. They measure, compare, add and subtract lengths (m/cm/mm), mass (kg/g) and volume/capacity (l/ml). They understand perimeter as a measure of distance around the boundary of a shape and measure the perimeter of simple 2-D shapes. Pupils compare durations of events and tell and write the time from an analogue clock and 12-hour and 24-hour clocks, estimating and reading time with increasing accuracy to the nearest minute.**

Please turn the page to view the rest of the indicators a child needs to complete to achieve Milestone 3 for this PIVATS aspect (15 in total). Any 5 indicators can combine to form a Stage THREE-1, any 10 indicators can combine to form a Stage THREE-2, all 15 indicators combine to form a Stage THREE-3.

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
✓	THREE-1e	60.7	✓✓	THREE-1d	61.3	✓✓✓	THREE-1c	62	✓✓✓✓	THREE-1b	62.7	✓✓✓✓✓	THREE-1a	63.3
✓✓✓✓✓ ✓	THREE-2e	64	✓✓✓✓✓ ✓✓	THREE-2d	64.15	✓✓✓✓✓ ✓✓✓	THREE-2c	64.3	✓✓✓✓✓ ✓✓✓✓	THREE-2b	64.45	✓✓✓✓✓ ✓✓✓✓✓	THREE-2a	64.6
✓✓✓✓✓ ✓✓✓✓✓ ✓	THREE-3e	64.75	✓✓✓✓✓ ✓✓✓✓✓ ✓✓	THREE-3d	64.9	✓✓✓✓✓ ✓✓✓✓✓ ✓✓✓	THREE-3c	65.05	✓✓✓✓✓ ✓✓✓✓✓ ✓✓✓✓	THREE-3b	65.2	✓✓✓✓✓ ✓✓✓✓✓ ✓✓✓✓✓	THREE-3a	65.35

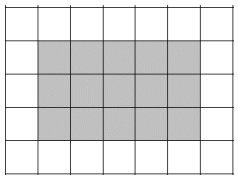
PIVATS PERFORMANCE INDICATORS:					PIVATS MILESTONE FOUR:
Classify shapes	Symmetry	Symmetry	Sorting shapes	Angles	
Pupil can compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes. *e.g. convince me that a triangle is isosceles, equilateral, right-angled, scalene. How do you know?* *Say what is similar and different about a variety of given quadrilaterals. How do you know that this quadrilateral is a parallelogram, rhombus or trapezium? Could a quadrilateral be both a parallelogram and a rhombus? Why?*	Pupil can identify lines of symmetry in 2-D shapes presented in different orientations. *e.g. identify all the lines of symmetry in this shape.* 	Pupil can complete a simple symmetric figure with respect to a specific line of symmetry. *e.g. draw the reflection of these shapes in the mirror lines.* 	Pupil can use a variety of sorting diagrams to compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes. e.g identify a 2-D shape that would belong in each section of the Venn diagram.  Pupil can continue to identify horizontal and vertical lines and pairs of perpendicular and parallel lines. *e.g. show me different horizontal and vertical lines and pairs of perpendicular and parallel lines in this selection of 2-D and 3-D shapes.*	Pupil can identify acute and obtuse angles and compare and order angles up to two right angles by size. *e.g. find a shape with an obtuse angle. How do you know it is obtuse? How many acute angles are there in this shape? Where are they?*  *Can you name the following angles and put them in order of size from smallest to largest?* 	**PIVATS MILESTONE FOUR STAGE 1, MILESTONE FOUR STAGE 2 AND MILESTONE FOUR STAGE 3** **Pupils compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes and use a variety of sorting diagrams to compare and classify shapes. They identify lines of symmetry in 2-D shapes presented in different orientations and can complete a simple symmetric figure with respect to a specific line of symmetry. They identify acute and obtuse angles and compare and order angles up to two right angles by size. They describe positions on a 2-D grid as coordinates in the first quadrant. They plot specific points and draw sides to complete a given polygon and describe movements between positions as translations of a given unit to the left/right and up/down. Pupils estimate, compare and calculate different measures and can convert between different units of measure. They measure and calculate the perimeter of a rectilinear figure in centimetres and metres. They know area is a measure of surface within a boundary and find area of rectilinear shapes by counting squares. Pupils can read, write and convert time between analogue and digital 12-hour and 24-hour clocks.**

Please turn the page to view the rest of the indicators a child needs to complete to achieve Milestone 4 for this PIVATS aspect (15 in total). Any 5 indicators can combine to form a Stage FOUR-1, any 10 indicators can combine to form a Stage FOUR-2, all 15 indicators combine to form a Stage FOUR-3.

PIVATS PERFORMANCE INDICATORS:					PIVATS MILESTONE FOUR CONTINUED:
Properties of lines	Co-ordinates	Co-ordinates	Translation	Measures comparison	
Pupil can continue to identify horizontal and vertical lines and pairs of perpendicular and parallel lines. *e.g. show me different horizontal and vertical lines and pairs of perpendicular and parallel lines in this selection of 2-D and 3-D shapes..*	Pupil can describe positions on a 2-D grid as co-ordinates in the first quadrant. *e.g. give the co-ordinates of the vertices of the triangle.*  *Plot (2,3), (5,2) and (0,2) on the grid*	Pupil can plot specified points and draw sides to complete a given polygon. *e.g. plot the following points on a grid (2,2), (4,2), (2,5) and (4,5) and draw sides to complete a rectangle. Keeping two of the co-ordinates the same how could you change the shape to a square? What would the new co-ordinates be? Is there another way?*	Pupil can describe movements between positions as translations of a given unit to the left/right and up/down. *e.g. translate this shape 3 squares to the right and 2 squares down. Draw the new shape.*	Pupil can estimate, compare and calculate different measures, including money in pounds and pence. *e.g. given three containers, put them in order from the one that holds the most to the one that holds the least. Measure the capacity using a measuring cylinder.* *How much material do we need to cover the table?* *How many jugs of orange juice will we need for everyone in the class to have a cup of orange?* *Freddie has a bag of money containing three pound coins, one 50p coin, four 20p coins seven10p coins and two 5p coins. Billy has a £5 note. Who has the most money? Explain how you know.*	**PIVATS MILESTONE FOUR STAGE 1, MILESTONE FOUR STAGE 2 AND MILESTONE FOUR STAGE 3** **Pupils compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes and use a variety of sorting diagrams to compare and classify shapes. They identify lines of symmetry in 2-D shapes presented in different orientations and can complete a simple symmetric figure with respect to a specific line of symmetry. They identify acute and obtuse angles and compare and order angles up to two right angles by size. They describe positions on a 2-D grid as co-ordinates in the first quadrant. They plot specific points and draw sides to complete a given polygon and describe movements between positions as translations of a given unit to the left/right and up/down. Pupils estimate, compare and calculate different measures and can convert between different units of measure. They measure and calculate the perimeter of a rectilinear figure in centimetres and metres. They know area is a measure of surface within a boundary and find area of rectilinear shapes by counting squares. Pupils can read, write and convert time between analogue and digital 12-hour and 24-hour clocks.**

Please turn the page to view the rest of the indicators a child needs to complete to achieve Milestone 4 for this PIVATS aspect (15 in total). Any 5 indicators can combine to form a Stage FOUR-1, any 10 indicators can combine to form a Stage FOUR-2, all 15 indicators combine to form a Stage FOUR-3.

PIVATS PERFORMANCE INDICATORS:

Temperature	Perimeter	Area	Convert units of measure	Time
Pupil can order temperatures including those below 0°C. *e.g. order these temperatures from coldest to hottest:* *15°C, 1°C, - 4°C, - 7°C, 6°C*	Pupil can measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres. *e.g. draw two rectangles with the same perimeter.* *Draw several shapes that have a perimeter of 32cm. How many can you make?*	Pupil knows area is a measure of surface within a given boundary. Pupil finds the area of rectilinear shapes by counting squares. *e.g. what is the area of this coloured shape?*  *Create a shape with an area of 16 squares.* *Produce another shape with the same area. How many different shapes can you make with the same area?*	Pupil can convert between different units of measure [e.g. kilometre to metre; hour to minute]. *e.g. how many centimetres are there in half a metre?* *How many grams equals one kilogram?* *How many millimetres are there in one centimetre?* *How many minutes are there in 2 $\frac{1}{2}$ hours?*	Pupil can read, write and convert time between analogue and digital 12- and 24-hour clocks. *e.g. using the classroom clock, tell times to the nearest minute at various points throughout the day. If using an analogue clock then give the equivalent digital time and vice versa using both 12- and 24-hour clocks.*

PIVATS MILESTONE FOUR CONTINUED:

PIVATS MILESTONE FOUR STAGE 1, MILESTONE FOUR STAGE 2 AND MILESTONE FOUR STAGE 3

Pupils compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes and use a variety of sorting diagrams to compare and classify shapes. They identify lines of symmetry in 2-D shapes presented in different orientations and can complete a simple symmetric figure with respect to a specific line of symmetry. They identify acute and obtuse angles and compare and order angles up to two right angles by size. They describe positions on a 2-D grid as co-ordinates in the first quadrant. They plot specific points and draw sides to complete a given polygon and describe movements between positions as translations of a given unit to the left/right and up/down. Pupils estimate, compare and calculate different measures and can convert between different units of measure. They measure and calculate the perimeter of a rectilinear figure in centimetres and metres. They know area is a measure of surface within a boundary and find area of rectilinear shapes by counting squares. Pupils can read, write and convert time between analogue and digital 12-hour and 24-hour clocks.

Please turn the page to view the rest of the indicators a child needs to complete to achieve Milestone 4 for this PIVATS aspect (15 in total). Any 5 indicators can combine to form a Stage FOUR-1, any 10 indicators can combine to form a Stage FOUR-2, all 15 indicators combine to form a Stage FOUR-3.

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
✓	FOUR-1e	65.5	✓✓	FOUR-1d	65.65	✓✓✓	FOUR-1c	65.8	✓✓✓✓	FOUR-1b	65.95	✓✓✓✓✓	FOUR-1a	66.1
✓✓✓✓✓ ✓	FOUR-2e	66.25	✓✓✓✓✓ ✓✓	FOUR-2d	66.4	✓✓✓✓✓ ✓✓✓	FOUR-2c	66.55	✓✓✓✓✓ ✓✓✓✓	FOUR-2b	66.7	✓✓✓✓✓ ✓✓✓✓✓	FOUR-2a	67.2
✓✓✓✓✓ ✓✓✓✓✓ ✓	FOUR-3e	67.7	✓✓✓✓✓ ✓✓✓✓✓ ✓✓	FOUR-3d	68.2	✓✓✓✓✓ ✓✓✓✓✓ ✓✓✓	FOUR-3c	68.7	✓✓✓✓✓ ✓✓✓✓✓ ✓✓✓✓	FOUR-3b	69.3	✓✓✓✓✓ ✓✓✓✓✓ ✓✓✓✓✓	FOUR-3a	70