PIVATS 5th edition

Sample Pages

Lancashire County Council

PIVATS PERFORMANCE INDICATORS:					PIVATS MILESTONE THREE:
VOCABULARY AND LANGUAGE	ENGAGEMENT, LITERAL UNDERSTANDING AND RETRIEVAL	INFERENTIAL UNDERSTANDING	DISCUSSION AND RESPONSE	FEATURES, STRUCTURE AND ORGANISATION	
Pupil uses morphology to work out the meaning of unfamiliar words, e.g. happy, happier. Pupil sometimes identifies where language is used to create an effect, e.g. which words make it seem spooky? Pupil identifies, discusses and collects favourite words and phrases.	Pupil identifies the key points in and increasing range of fiction and non-fiction texts. Pupil orally summarises the main points from a simple passage or text. Pupil demonstrates understanding of texts by asking and answering questions related to who, what, where, when, why, how.	Pupil makes predictions using evidence from the text or text type. Pupil makes increasingly confident inferences about characters thoughts, feelings and reasons for action using evidence from the text or personal experience.	Pupil sometimes makes simple connections between texts, *e.g. similarities in plot, theme, topic.* Pupil identifies the main purpose of the text, *e.g. to persuade, inform, entertain.* Pupil makes, and responds to, contributions on a 1-1 basis or in pairs.	Pupil recognises some different forms of poetry, *e.g. shape poems and calligrams*. Pupil prepares texts, *e.g. poems/playscripts, to read aloud showing understanding through use of expression and action.* Pupil can analyse texts looking at language, structure and presentation.	**PIVATS MILESTONE THREE STAGE 1** **Pupils demonstrate understanding of texts by asking and answering questions relating to who, what, where, when, why and how. They can summarise the main points from simple texts. Pupils can identify where language is used to create effect and can make simple connections between texts.**

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

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PIVATS PERFORMANCE INDICATORS:					PIVATS MILESTONE ONE:
PHONICS AND SPELLING	GRAMMAR AND PUNCTUATION	USE OF VOCABULARY	COMPOSITION	HANDWRITING	
Pupil applies simple spelling rules and guidelines, *e.g. use of prefixes and suffixes – using 'un' to change kind to unkind.* Pupil uses their growing phonic knowledge to spell unfamiliar words including making phonically plausible attempts at more complex words. Pupil correctly spells common exception words (see appendix).	Pupil orally rehearses and then writes in simple sentences. Pupil reads own writing to peers, teacher or other adult. Pupil punctuates most simple sentences with capital letters and full stops. Pupil uses capital letter for the personal pronoun 'I'. Pupil uses capital letters for names of people, places and days of the week. Pupil can identify, and is beginning to experiment with, question marks and exclamation marks.	Pupil uses formulaic phrases to open and close texts. Pupil is beginning to use language appropriate to text type, *e.g. In instructions and recounts uses first, next, after that.*	Pupil orally plans and rehearses ideas. Pupil can use familiar plots for structuring the opening, middle and end of stories. Pupil can write in different forms with simple text type features, *e.g. instructions, recounts, poems, information texts.* Pupil re-reads every sentence to check it makes sense.	Pupil can hold a pencil with an effective grip. Pupil forms lower-case and capital letters correctly, including clear ascenders and descenders. Pupil can form digits 0-9 correctly.	**PIVATS MILESTONE ONE STAGE 3** **Pupils' writing communicates meaning through simple sentences most of which are correctly punctuated with capital letters and full stops. Pupils automatically use oral rehearsal prior to writing. Spelling is phonetically plausible and most Y1 common exception words and spelt correctly. Letter formation is clear and mainly correct.**

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✓	ONE-3e	31	✓✓	ONE-3d	32	✓✓✓	ONE-3c	33	✓✓✓✓	ONE-3b	34	✓✓✓✓✓	ONE-3a	35

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PIVATS PERFORMANCE INDICATORS:				
Multiplication and division	Doubling and halving	Money	Handling data	Handling data
Pupil can solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher. *e.g. Use a selection of resources to support pupils in answering questions such as:* *Four hands, how many fingers?* *Five 10p coins, how much money?* *Twelve shoes, how many pairs of shoes?* *Count in 5's to 20. How many 5's have you counted?* *Three rows of two eggs. How many eggs? Can you show this as an array?*	Pupil can recall and use doubles of all numbers to 10 and corresponding halves. *e.g. Ask doubling and halving questions* *Double 8, 6, 3, 9…* *Halve 20, 14, 10, 4...* *I have seven pairs of shoes. How many individual shoes will I have?* *I have twelve grapes and I want to share them equally with my friend. How many will we have each?* *The domino is a double six. How many spots does it have?*	Pupil can recognise and know the value of different denominations of coins and notes. *e.g. Show different coins and notes for pupils to recognise and explain their value.* *Give a selection of coins for pupils to sort and to explain why they have sorted them in a certain way e.g. all the copper, silver and gold coins; coins less than 10p, more than 10p.*	Pupil can sort objects, numbers and shapes to a given criterion and their own. *e.g. Sort familiar objects, numbers and shapes in a variety of simple ways, e.g. lists, tables, hoops, sorting trays.*	Pupil can present and interpret data in block diagrams using practical equipment and ask and answer questions about the data. *e.g. Pupils collect information and organise it into simple block graphs e.g. to identify the most common eye colour, pupils line up in rows or make cube towers of the same colour (4 brown, 3 green, 7 blue). Answer questions such as 'How many children have brown eyes?', 'How many more children have blue eyes than green eyes.'*

PIVATS MILESTONE ONE CONTINUED:

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

Pupils can count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. They count in multiples of twos, fives and tens. They can read and write numbers to 100 in numerals and identify and represent numbers using objects and pictorial representations including the number line. They can use number and place value language and can identify one more and one less.

Pupils can read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. They represent and use number bonds and related subtraction facts within 20. They solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher. Pupils can understand that fractions can describe part of a whole and that a unit fraction represents one equal part of a whole. They recognise, find and name a half as one of two equal parts and a quarter as one of four equal parts of an object, shape or quantity *(including measure).* Pupils can sort objects and numbers to a given criterion and their own. They can present and interpret data in block diagrams using practical equipment. They can ask and answer simple questions by counting the number of objects in each category and by comparing categorical data.

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.

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
✓	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 ONE:
Counting	Reading and writing numbers	Representing numbers/place value	Mathematical language	Fractions	
Pupil can count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. They can count in multiples of twos, fives and tens. *e.g. Recite a sequence of number names in the right order forwards and backwards between any two pairs of numbers 28 and 41, 74 and 58, 93 and 104.* *Can the child say what comes next when the following numbers are recited:* *8, 9, 10 ……* *26, 25, 24…..* *87, 88, 89….* *103, 102, 101…* *0, 2, 4, 6….* *0, 5, 10, 15…* *100, 90, 80….*	Pupil can read and write numbers to 100 in numerals. *e.g. Put a selection of number carpet tiles/cards 0 -100 randomly on the floor.* *Which tile has the number 37 on it? 51? 99?* *Recognise and say numbers in the environment.* *Say the numbers 0-100 in a random order. Write the number spoken in numerals.*	Pupil can identify and represent numbers using objects and pictorial representations including the number line *(numbers to at least 30).* *e.g. Put a selection of number carpet tiles/cards 0 -30 randomly on the floor. Pick a card and get the pupil to represent from a selection of resources to show tens and ones (base 10 equipment, straws- bundles of ten and ones, place value cards).* *Can they show the position of the number on a 1-30 number line?*	Pupil can use the language of: equal to, more than, less than (fewer), most, least. Given a number, pupil can identify one more and one less. *e.g. Using different representations of numbers (counters, objects, straws – bundles of tens and ones, base 10 apparatus, place value cards) pick two different numbers between 0 and 30 and compare two numbers and representations using the language of: equal to, more than, less than (fewer), most and least.* *What number is one more than 7, 15, 24?* *What number is one less than 6, 17 and 29?*	Pupil understands that a fraction can describe a part of a whole. *e.g. Show different images of fractions and get the pupil to talk about what is the same and what is different about the images.* *Show a range of shapes. Can the child distinguish which shapes have been folded into equal parts.*	**PIVATS MILESTONE ONE STAGE 1, MILESTONE ONE STAGE 2 AND MILESTONE ONE STAGE 3** **Pupils can count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. They count in multiples of twos, fives and tens. They can read and write numbers to 100 in numerals and identify and represent numbers using objects and pictorial representations including the number line. They can use number and place value language and can identify one more and one less.** **Pupils can read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. They represent and use number bonds and related subtraction facts within 20. They solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher. Pupils can understand that fractions can describe part of a whole and that a unit fraction represents one equal part of a whole. They recognise, find and name a half as one of two equal parts and a quarter as one of four equal parts of an object, shape or quantity *(including measure).* Pupils can sort objects and numbers to a given criterion and their own. They can present and interpret data in block diagrams using practical equipment. They can ask and answer simple questions by counting the number of objects in each category and by comparing categorical data.**

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:
Fractions	Addition and subtraction	Addition and subtraction	Addition and subtraction	Addition and subtraction	
Pupil recognises, finds and names a half as one of two equal parts of an object, shape or quantity *(including measure).* *e.g. Find the glass that is half full. Empty this cup so that there is half left. Give the pupil a square piece of card and ask them to fold in half. Repeat with other shapes. Can you make 2 equal teams from this group of 8 children?*	Pupil can read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. *e.g. Represent addition and subtraction examples using number sentences and vice-versa. I have thirteen apples and give 6 away to my friends. How many apples do I have now? How could you write this as a number sentence?* Pupil understands and uses the vocabulary involved in addition and subtraction. *e.g. Including 'sum', 'add', 'plus', 'total', 'one more', 'two more', 'altogether', 'minus', 'take', 'how many have gone?', 'one less', 'two less', 'leaves', 'how many are left...?'*	Pupil can add and subtract one-digit and two-digit numbers to 20, including zero *(using concrete objects and pictorial representations)* *e.g. Using concrete objects and pictorial representations e.g. counters, cubes, bead strings, ten frames, number lines, pupil works out the following calculations:* *17 – 3 =* *13 + 5 =* *10 + 7 =* *12 – 4 =* *7 + 5 =* *9 + 7 =* *6 + 8 =*	Pupil can solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = ☐ - 9. *e.g. Work out the missing numbers in the following number sentences. Can you 'tell a story' to match the number sentences?* *6 + ☐ = 17* *15 = 20 - ☐* *18 - ☐ = 13* *☐ + △ = 14*	Pupil represents and uses number bonds and related subtraction facts within 20. *e.g. How many different ways can you show the 12 spots on this ladybird?* *I have a 20p coin and buy a pencil for 12p. What change will I get?* *I have 9 stickers and need 15 before I can get a head teacher's award. How many more stickers do I need?*	**PIVATS MILESTONE ONE STAGE 1, MILESTONE ONE STAGE 2 AND MILESTONE ONE STAGE 3** **Pupils can count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. They count in multiples of twos, fives and tens. They can read and write numbers to 100 in numerals and identify and represent numbers using objects and pictorial representations including the number line. They can use number and place value language and can identify one more and one less.** **Pupils can read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. They represent and use number bonds and related subtraction facts within 20. They solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher. Pupils can understand that fractions can describe part of a whole and that a unit fraction represents one equal part of a whole. They recognise, find and name a half as one of two equal parts and a quarter as one of four equal parts of an object, shape or quantity *(including measure).* Pupils can sort objects and numbers to a given criterion and their own. They can present and interpret data in block diagrams using practical equipment. They can ask and answer simple questions by counting the number of objects in each category and by comparing categorical data.**

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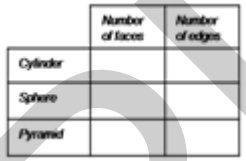
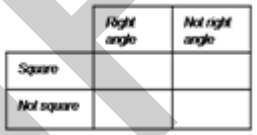
PIVATS PERFORMANCE INDICATORS:					PIVATS MILESTONE TWO:
2-D Shape	3-D Shape	2-D and 3-D shape	Sorting shapes	Repeated pattern	
Pupil can identify and describe the properties of 2-D shapes, including the number of sides and line of symmetry in a vertical line. *e.g. using the geoboard how can you change 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:*  *e.g. complete the table using given shapes.*  	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.**

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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.**

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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.**

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✓	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

PIVATS PERFORMANCE INDICATORS:					PIVATS MILESTONE TWO:
Problem solving	Representing	Communicating	Reasoning	Enquiry	
Pupil selects the mathematics they use in some classroom activities and can solve problems involving addition, subtraction, multiplication and division in the context of numbers, measures or money. *e.g. There are 10 apples and 5 children. If the apples are shared out equally between the children how many apples would they each have?* *Sarah had 21 hairclips and Miriam had 13 hairclips. How many more hairclips did Sarah have?* *Pencils cost 10p each. Mobin has 43p. How many pencils can he buy and how much money will he have left?* *There are 14 days until the school holiday. A week has 7 days. How many weeks are there until the holidays?*	Pupil begins to represent their work using symbols and simple diagrams and can identify and record the information or calculation needed to solve a puzzle or problem, *e.g. Tom works out the answer to this: 75 – 43 = 32. How did Tom work it out?* *It costs adults £5 and children £3 to go swimming. How much would it cost for 3 adults and 2 children? Show how you have worked out your answer.*	Pupil can explain why an answer is correct and present solutions to puzzles and problems in an organised way; explain decisions, methods and results in pictorial, spoken or written form, using mathematical language and number sentences, *e.g. Hannah worked out the correct answer to 30 ÷ 5. Her answer was 6. Show how she could have worked out her answer.* *Emma turns over three digit cards: 4, 7 and 2. She can use them to make the number 47. Write **all** the other two-digit numbers she can make. Explain how you know you have made them all.* *Three children have 17 toys altogether. Each child has an odd number of toys. How many toys could each child have?*	Pupil can describe patterns and relationships involving numbers or shapes; make predictions and test these with examples, *e.g. Here is a sequence: _, 7, 9, 11, 13, _* *If the sequence is continued forwards and backwards, which of these numbers will be in the sequence: 3, 16, 21, 58? Explain how you know.* *Identify the shapes that are pentagons. Explain how you know. Draw two more.* *We have worked out that 12 - 5 = 7 and 22 - 5 = 17. Without calculating, tell me what 32 - 5 will be. What about 62 - 5?* *Can you explain the pattern that you see?*	Pupil can follow a line of enquiry; answer questions by choosing and using suitable equipment and selecting, organising and presenting information in lists, tables and simple diagrams, *e.g. I have 20p in my pocket. Which coins could I have?* *Write numbers from 1 to 30 into a table to show which are multiples of 5. What do you notice?* *Jayne says that there are more children in the class that have school dinners rather than packed lunch. How could we find out if that is true?*	**PIVATS MILESTONE TWO STAGE 1, MILESTONE TWO STAGE 2 AND MILESTONE TWO STAGE 3:** **Pupils select the mathematics they use in some classroom activities. They solve problems with addition and subtraction including with missing numbers by using concrete objects and pictorial representations, including those involving numbers, quantities and measures. They solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change and measures (including time). They solve problems involving multiplication and division (including those with remainders), using materials, arrays, repeated addition, mental methods and multiplication and division facts, including problems in context. They discuss their work using mathematical language and are beginning to represent it using symbols and simple diagrams. They explain why an answer is correct. As well as identifying patterns and relationships they are able to test statements about patterns and relationship.**

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✓	TWO-1e	36.5	✓✓	TWO-1b	41	✓✓✓	TWO-2c	47	✓✓✓✓	TWO-3d	54	✓✓✓✓✓	TWO-3a	60

PIVATS PERFORMANCE INDICATORS:					PIVATS MILESTONE ONE:
Listening to others	Listening to instructions	Listening and attention	Listening to story/text	Listening to questions and discussions	**PIVATS MILESTONE ONE STAGE 1** **Pupils understand and respond appropriately to straightforward comments or instructions directed at them in familiar circumstances.**
Pupil understands straightforward, direct comments in some familiar situations and usually demonstrates this understanding through some appropriate responses. Pupil is beginning to use facial expression/body language to indicate response to the speaker e.g. *nodding of head; smile when pupil does not understand*, he/she is able to indicate this to the speaker.	Pupil understands and responds to the rules and routines of the classroom when talking or answering questions. e.g. *not shouting out on the carpet*	Pupil is able to maintain attention for a short, focused time and listen to the speaker in a small group activity with adult support in a familiar setting.	Pupil demonstrates understanding of a familiar story by ordering at least three pictures depicting a sequence of events.	Pupil can listen to and answer questions asked by familiar people in a one-to one/familiar group situation.	

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✓	ONE-1e	21	✓✓	ONE-1d	22	✓✓✓	ONE-1c	23	✓✓✓✓	ONE-1b	24	✓✓✓✓✓	ONE-1a	25

PIVATS PERFORMANCE INDICATORS:					PIVATS MILESTONE ONE:
Talking to Others	Talking with Others	Structuring Talk	Awareness of the Listener	Adapting Talk	**PIVATS MILESTONE ONE STAGE 1** **Pupil can sustain talk with familiar people and is able to convey meaning including some relevant details. Pupil is developing awareness of the listener and uses an appropriate 'speaking' voice for different situations.**
Pupil begins to show some confidence in talking to familiar people. Pupil is able to retell the main points of a story clearly. Pupil can recite simple rhymes with support.	Pupil conveys simple meaning to familiar people in 1-1/small groups with adult support and includes some relevant details. Pupil looks the listener.	Pupil talks in simple grammatical form about matters of immediate interest to familiar individuals. Pupil is able to use some conjunctions and' joining words' for time, e.g. 'and', 'but', 'so', 'then'.	Pupil can show some awareness of the listener by staying on topic e.g. *not suddenly commenting on somebody's shoes when the conversation is about pets*.	Pupil can adapt volume of talk to the environment but may need regular reminders e.g. *playground voice and classroom voice*. Pupil can mimic characters through improvisation and role play.	

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✓	ONE-1e	21	✓✓	ONE-1d	22	✓✓✓	ONE-1c	23	✓✓✓✓	ONE-1b	24	✓✓✓✓✓	ONE-1a	25

PIVATS PERFORMANCE INDICATORS:					PIVATS MILESTONE P7:
Awareness of self	Awareness of others	Communication	Social conventions/ moral	Safety	P7 Interact Pupil participates more confidently in small groups with less adult support and is beginning to understand relationships and roles. Pupil recognises when they are upsetting others and situations which may include danger.
Pupil is able to imitate the content of a group activity. Pupil understands their role in following familiar routines, e.g. *washing their hands and lining up for dinner.*	Pupil makes purposeful relationships with others in group activities, with minimum support. Pupil shows some consideration of the needs/feelings of other people and other living things, e.g. *offering food to visitor or watering a classroom plant.*	Pupil actively participates in a small group activity with minimum support. Pupil may initiate communication with peers about a topic of interest, e.g. *walking over to peer and telling them about a new toy.*	Pupil takes turns with others in structured activities, with minimum adult support. Pupil begins to show basic understanding of what is right and wrong in familiar situations.	Pupil can recognise when they are upsetting others, *e.g. knows not to take favoured toy away from others.* Pupil recognises that some unfamiliar situations may include danger and accepts assistance, e.g. *crossing the road.*	

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✓	P7e	11	✓✓	P7d	12	✓✓✓	P7c	13	✓✓✓✓	P7b	14	✓✓✓✓✓	P7a	15

PIVATS PERFORMANCE INDICATORS:					PIVATS MILESTONE P4:
Self help Understanding of self needs/Life skills	Independence	Communication	Organisation	Wellbeing	P4 Engage Pupil actively engages in self-help programmes with support and can act on some cues for familiar routines. Pupil can communicate a choice to an adult and has an understanding of yes and no.
Pupil actively engages in own toileting programme. Pupil actively engages in own feeding programme. Pupil actively engages in own dressing programme.	Pupil acts on some cues for familiar routines with support. Pupil takes part in familiar routines with support using visual or auditory cues, e.g. following a peer to line up for dinner. Pupil moves with increasing independence around familiar environments to complete routines, with verbal support, e.g. the classroom.	Pupil shows an understanding of yes/no. Pupil communicates choice to an adult, e.g. refusal, pointing. Pupil consistently expresses basic needs and some wants through gestures/ vocalisations.	Pupil plays with own equipment – focus on own resources/ activities. Pupil follows familiar routines with support, e.g. tidying up after an activity. With prompts, pupil can select appropriate resources for familiar routines from a selection, e.g. selecting the cups at snack time.	Pupil responds to praise/criticism Pupil responds either yes or no to an adult question. e.g 'Do you want a banana?… yes or no.'	
Examples • Takes off hat/gloves • Knows where to get coat • Actively helps to put coat on • Takes off unfastened coat • Attempts to wipe face/hands • Sits at a table at snack time/meals with support • Feeds self with spoon (some spillage) • Drinks through straw • Indicates need for toilet, not always in time					

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✓	P4e	5.2	✓✓	P4d	5.4	✓✓✓	P4c	5.6	✓✓✓✓	P4b	5.8	✓✓✓✓✓	P4a	6

PIVATS PERFORMANCE INDICATORS:					PIVATS MILESTONE TWO:
Attention	Developing independence	Co-operation leading to choices (groups)	Following instructions/ boundaries	Goal setting - AFL	
Pupil can discuss own contribution to activities. Pupil can discuss what they and others did in different activities. Pupil can vary talk to gain and hold the attention of listener. Pupil can listen in larger groups and different situations.	Pupil is able to relay simple message. Pupils will help ask for help for specific concerns. Pupil asks questions for increasingly wider situations, *e.g. how, why for general interest not just specific need.* Pupil begins to show more confidence in talking sometimes to people who are unfamiliar.	Pupil can listen carefully in pairs. Pupil can discuss contribution of others. In a small group, pupil can organise and participate in familiar routines.	Pupil can listen to rules of game and respond appropriately, e.g. *Pupil can play a game independent of adult intervention.* Pupil is able to listen to and relay a simple verbal message.	Pupil independently begins to overcome small barriers to learning, e.g. *questioning 'Shall I……?'* Pupil can consider alternatives before making decision or acting on it. They can accept a goal.	PIVATS MILESTONE TWO Pupil is able to discuss what they and others did and their contribution to activities. They can vary talk and hold the attention of the listener and listens well in larger or more formal situations. They are able to organise and participate in familiar routines more independently and responds to others with increasing appropriateness.
Pupil listens in more formal situations.	Pupil begins to choose how to link their learning, *e.g. through use of mind maps, flow charts.* Pupils begin to check their own work and self- correct linked to criteria set, e.g. *does it have capital letters, full stops etc..*	Pupil can demonstrate understanding by speaking clearly and explaining ideas. Pupil is able to respond to others with increasing appropriateness to what others say.	Pupils can identify resources for unfamiliar tasks. Pupil is able to use a limited number of strategies for different situations.	Pupil can think of many things could do if they set a goal/ have a problem. Pupil can identify main steps in action plan of successful completion of task. Pupil can identify and access unseen resource. Simple evaluation skills but not yet using to inform future. e.g. '*What could you do differently next time?'*	

Please turn the page to view the rest of the indicators a child needs to complete to achieve MILESTONE TWO for this PIVATS aspect (15 in total). Any 3 indicators can combine to form the first step, any 6 indicators can combine to form the second step and so on.

PIVATS PERFORMANCE INDICATORS:					PIVATS MILESTONE TWO CONTINUED:
Attention	Developing independence	Co-operation leading to choices (groups)	Following instructions/ boundaries	Goal setting - AFL	PIVATS MILESTONE TWO
Pupils able to consistently ignore simple inappropriate behaviour, e.g. *tapping pencil on table nearby.*	Pupils remain positive in event of problem or challenge, e.g.*in learning or in relationships with peers.* Pupil consistently demonstrates resilience by standing up for themselves when challenged by peers, e.g. *someone makes fun of their clothes.*	Pupil can adapt ideas when communicating with a group with encouragement of peers or adult. Pupils begin to be aware and talk about the effect of their behaviour on others. *e.g. 'When I went close to their face, they thought I was going to hurt them.'*	Pupil uses class time appropriately to complete tasks. Pupil completes class work, homework in agreed timescales.	Pupils are able to self -correct or problem solve when they realise they are about to make a mistake or as problems occur, e.g. *realised they've left their lunch box on classroom.* Pupil can accept adults' judgement on their rating on how well the pupil did on relation to their target. Pupil continues task even when frustrated more independently, e.g. *a more resilient approach.*	Pupil is able to discuss what they and others did and their contribution to activities. They can vary talk and hold the attention of the listener and listens well in larger or more formal situations. They are able to organise and participate in familiar routines more independently and responds to others with increasing appropriateness.

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✓	ONEa	35	✓✓	ONEa	35	✓✓✓	TWOe	39.5	✓✓✓✓	TWOe	39.5	✓✓✓✓✓	TWOe	39.5
✓ ✓✓✓✓✓	TWOd	44	✓✓ ✓✓✓✓✓	TWOd	44	✓✓✓ ✓✓✓✓✓	TWOd	44	✓✓✓✓ ✓✓✓✓✓	TWOc	48.5	✓✓✓✓✓ ✓✓✓✓✓	TWOc	48.5
✓ ✓✓✓✓✓ ✓✓✓✓✓	TWOc	48.5	✓✓ ✓✓✓✓✓ ✓✓✓✓✓	TWOb	54	✓✓✓ ✓✓✓✓✓ ✓✓✓✓✓	TWOb	54	✓✓✓✓ ✓✓✓✓✓ ✓✓✓✓✓	TWOb	54	✓✓✓✓✓ ✓✓✓✓✓ ✓✓✓✓✓	TWOa	60

PIVATS PERFORMANCE INDICATORS:					PIVATS MILESTONE EARLY STAGE ONE:
Culture	Communication	Self-Awareness	Safety	Choices	PIVATS MILESTONE EARLY STAGE ONE
Pupil reacts to different voices.	Pupil can blink/pupils dilate in response to familiar sound.	Pupil turns head to a touch on cheek.	Pupil can blink/pupils dilate in response to loud sound.	Pupil demonstrates left/right sided movements, e.g. kicks right leg more than left.	
	Pupil stills in response to familiar voice.	Pupil responds to a physical touch.	Pupil startles in response to sudden loud noise.	Pupil coos/gurgles when happy and content.	
	Pupil responds to familiar sound.	Pupil stills to a physical touch.	Pupil cries to express need.	Pupil shows discomfort through discontented sounds.	
	Pupil is comforted by being fed. Cuddled.			Pupil shows feelings and expressions through smiles and frowns.	

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✓✓✓	ES1e	✓✓✓✓ ✓✓	ES1d	✓✓✓✓✓ ✓✓✓✓	ES1c	✓✓✓✓✓ ✓✓✓✓✓ ✓✓	ES1b	✓✓✓✓✓ ✓✓✓✓✓ ✓✓✓✓✓	ES1a

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PIVATS PERFORMANCE INDICATORS:				PIVATS MILESTONE DEVELOPING EMOTION TWO:
Emotion of Self		Emotion of Others	Regulating Emotions	PIVATS MILESTONE DEVELOPING EMOTION TWO
Pupil may be able to recognise why they feel sad.	Pupil understands they have more than 1 emotion in reaction to the same event as long as similar e.g. happy and excited. Pupil expresses a range of emotions.	Pupil cares about what other people feel as long as doesn't impact on their needs.	Pupil can predict some consequences. Pupil begins to be more self confident.	
Pupil has limited vocabulary that helps them reduce use of physical reaction.	Pupil is beginning to assess intensity of feelings.	Pupil can take into account clues from situations to help explain emotions of others e.g. understand child may be sad when their favourite toy is broken.	Pupil is increasingly able to choose appropriate behaviour and responses e.g. asks and waits for assistance with different tasks.	
Pupil can identify what makes them feel cross.	Pupil can tell their friend how they feel.	Pupil can take on (limited) perspective of others.	Pupil can manage anger better and conflicts.	
Pupil can say sorry. Pupil can ask for help.	Pupil more able to communicate needs and feelings e.g. more complex emotions such as shyness, surprise, elation.	Pupil likes to help their friends get on.	Pupil can delay gratification for a short time.	
Pupil more careful not to break rules.	Pupils realise that their feelings can help them decide what to do. E.g conflicting impulses.	Pupil can think about actions that make people happy e.g.	Pupil beginning to control impulses.	
Pupil can cheer up with support or prompts.	Pupil learns about their emotions and feelings and how they react to events e.g. strength and limitations.	Pupil can start to choose a group based on who they get along with.	Pupil can manage somewhat when they don't get their own way.	
			Pupil begins to manage emotions linked to their behaviour.	

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✓✓✓✓✓	DE2e	✓✓✓✓✓ ✓✓✓✓✓	DE2d	✓✓✓✓✓ ✓✓✓✓✓ ✓✓✓✓✓	DE2c	✓✓✓✓✓ ✓✓✓✓✓ ✓✓✓✓✓ ✓✓✓✓✓	DE2b	✓✓✓✓✓ ✓✓✓✓✓ ✓✓✓✓✓ ✓✓✓✓✓ ✓✓✓✓✓	DE2a