

Melting ice adult led activity progression document

| Birth to three- babies, toddlers and young children will be learning to: | 3 and 4-year-olds will be learning to: | Children in reception will be learning to: | Early Learning Goal: |
|---|---|---|---|
| Notice patterns | Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round' | | Mathematics: Shape, space and pattern |
| | Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs', etc | | Mathematics: Shape, space and pattern |
| Notice differences between people. | Show interest in different occupations. | Name and describe people who are familiar to them. | Understanding the World ELG: Past and Present – Talk about the lives of the people around them and their roles in society; |
| Explore and respond to different natural phenomena in their setting and on trips. | Talk about what they see, using a wide vocabulary. | Describe what they see, hear and feel whilst outside. | Understanding the World ELG: People, Culture and Communities – Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; |

The glaciologist

curious observant resilient



| Birth to three- babies, toddlers and young children will be learning to: | 3 and 4-year-olds will be learning to: | Children in reception will be learning to: | Early Learning Goal: |
|---|--|--|---|
| | <p>Talk about what they see, using a wide vocabulary.</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> | <p>Recognise some environments that are different from the one in which they live.</p> | <p>Understanding the World ELG: The Natural World – Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;</p> |
| <p>Repeat actions that have an effect.</p> <p>Explore natural materials, indoors and outside</p> <p>Explore collections of materials with similar and/or different properties.</p> <p>Explore and respond to different natural phenomena in their setting and on trips.</p> | <p>Use all their senses in hands-on exploration of natural materials.</p> <p>Talk about what they see, using a wide vocabulary.</p> <p>Talk about the differences between materials and changes they notice.</p> | <p>Explore the natural world around them.</p> <p>Understand the effect of changing seasons on the natural world around them.</p> | <p>Understanding the World ELG: The Natural World – Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> |

Early Learning Goals taken from: Early Years Foundation Stage Profile 2023 Handbook – Department of Education © Crown copyright 2022

Birth to reception taken from: Taken from: Development Matters Non-statutory curriculum guidance for the early years foundation stage – Department for Education © Crown copyright 2021

<https://www.nationalarchives.gov.uk/doc/open-government-licence/version/3/>

The glaciologist

curious observant resilient

