

Table top bubbles 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:
<p>Compare amounts, saying 'lots', 'more' or 'same'.</p> <p>Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'.</p>	<p>Make comparisons between objects relating to size, length, weight and capacity.</p> <p>Compare quantities using language: 'more than', 'fewer than'.</p>	<p>Understand the 'one more than/one less than' relationship between consecutive numbers.</p> <p>Compare length, weight and capacity.</p>	<p>Mathematics ELG: Numerical Patterns – Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;</p>
<p>Notice patterns.</p>	<p>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'</p> <p>Combine shapes to make new ones – an arch, a bigger triangle, etc.</p> <p>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</p>	<p>Select, rotate and manipulate shapes to develop spatial reasoning skills.</p> <p>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</p>	<p>Mathematics: Shape, space and pattern</p>

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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 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;
Repeat actions that have an effect. Explore collections of materials with similar and/or different properties.	Use all their senses in hands-on exploration of natural materials. Explore and talk about different forces they can feel. Talk about the differences between materials and changes they notice.	Explore the natural world around them.	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.
	Develop their own ideas and then decide which materials to use to express them.	Return to and build on their previous learning, refining ideas and developing their ability to represent them.	Expressive Arts and Design ELG: Creating with Materials – Share their creations, explaining the process they have used;

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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>Explore different materials, using all their senses to investigate them.</p> <p>Manipulate and play with different materials.</p> <p>Use their imagination as they consider what they can do with different materials.</p>	<p>Explore different materials freely, to develop their ideas about how to use them and what to make.</p> <p>Join different materials and explore different textures.</p>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p>	<p>Expressive Arts and Design ELG: Creating with Materials – Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;</p>

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