

The magnet engineer 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 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>Put objects inside others and take them out again.</p> <p>Build with a range of resources.</p> <p>Notice patterns and arrange things in 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>Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc.</p> <p>Combine shapes to make new ones – an arch, a bigger triangle, etc.</p>	<p>Select, rotate and manipulate shapes to develop spatial reasoning skills.</p>	<p>Mathematics: shape, space and pattern</p>

The magnet engineer

curious creative observant



<p>Birth to three- babies, toddlers and young children will be learning to:</p>	<p>3 and 4-year-olds will be learning to:</p>	<p>Children in reception will be learning to:</p>	<p>Early Learning Goal:</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>Mathematics: shape, space and pattern</p>
<p>Notice differences between people.</p>	<p>Show interest in different occupations.</p>	<p>Name and describe people who are familiar to them.</p>	<p>Understanding the World ELG: Past and Present – Talk about the lives of the people around them and their roles in society;</p>
<p>Explore and respond to different natural phenomena in their setting and on trips.</p>	<p>Talk about what they see, using a wide vocabulary.</p>	<p>Describe what they see, hear and feel whilst outside.</p>	<p>Understanding the World ELG: People, Culture and Communities – Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;</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>Use all their senses in hands-on exploration of natural materials.</p> <p>Talk about the differences between materials and changes they notice.</p> <p>Explore and talk about different forces they can feel.</p>	<p>Explore 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>

The magnet engineer

curious creative observant



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>
<p>Make simple models which express their ideas.</p>	<p>Develop their own ideas and then decide which materials to use to express them.</p>	<p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p>	<p>Expressive Arts and Design ELG: Creating with Materials – Share their creations, explaining the process they have used;</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 magnet engineer

curious creative observant

