

### The glaciologist 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>Link the number symbol (numeral) with its cardinal number value</p> <p>Compare length, weight and capacity.</p>	<p><b>Mathematics ELG: Numerical Patterns</b> – 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>Combine objects like stacking blocks and cups.</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>Select, rotate and manipulate shapes to develop spatial reasoning skills.</p>	<p><b>Mathematics: Shape, space and pattern</b></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:
	<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><b>Mathematics: Shape, space and pattern</b></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><b>Understanding the World ELG: Past and Present</b> – 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><b>Understanding the World ELG: People, Culture and Communities</b> – Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;</p>

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	<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><b>Understanding the World ELG: The Natural World</b> – 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><b>Understanding the World ELG: The Natural World</b> – Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>

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<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><b>Expressive Arts and Design ELG: Creating with Materials</b> – 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><b>Expressive Arts and Design ELG: Creating with Materials</b> – Share their creations, explaining the process they have used;</p>

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