

Whittling 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: |
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| <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>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 and arrange things in patterns</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> |

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| <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>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>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> |
| <p>Explore different materials, using all their senses to investigate them.</p> <p>Manipulate and play 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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| <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> |
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