

## Pharmacist 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>Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence</p> | <p>Say one number for each item in order: 1,2,3,4,5</p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle')</p> <p>Show 'finger numbers' up to 5</p> <p>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5</p> <p>Experiment with their own symbols and marks as well as numerals</p> <p>Solve real-world mathematical problems with numbers up to 5</p> | <p>Count objects, actions and sounds</p> <p>Link the number symbol (numeral) with its cardinal number value</p> <p>Understand the 'one more than or one less than' relationship between consecutive numbers</p> <p>Explore the composition of numbers to 10</p> | <p><b>Mathematics: Number ELG -</b><br/>Have a deep understanding of number to 10, including the composition of each number;</p> |

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|---|---|---|---|
| React to changes of the amount in a group of up to 3 items  | Develop fast recognition of up to 3 objects, without having to count them individually ('subitising') | Subitise  | <b>Mathematics: Number ELG –</b> Subitise (recognise quantities without counting) up to 5;  |
|   |   | Automatically recall number bonds for numbers 0 to 5 and some to 10 | <b>Mathematics: Number ELG –</b> Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. |
| <p>Take part in finger rhymes with numbers</p> <p>Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence</p> <p>Count in everyday contexts, sometimes skipping numbers – '1-2-3-5'</p> | Recite numbers past 5   | <p>Count objects, actions and sounds</p> <p>Count beyond 10</p>     | <b>Mathematics: Numerical Pattern ELG -</b> Verbally count beyond 20, recognising the pattern of the counting system;   |

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| <p>React to changes of the amount in a group of up to 3 items</p> <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><b>Mathematics: Numerical Pattern</b><br/><b>ELG</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>Solve real-world mathematical problems with numbers up to 5</p>  | <p>Explore the composition of numbers to 10</p>   | <p><b>Mathematics: Numerical Pattern</b><br/><b>ELG</b> - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>  |
| <p>Notice patterns and arrange things in patterns</p>  | <p>Talk about and identify the patterns around them, for example, stripes on clothes or designs on rugs and wallpaper</p> <p>Extend and create ABAB patterns – stick, leaf, stick, leaf</p> <p>Notice and correct an error in a repeating pattern</p> | <p>Continue, copy and create repeating patterns.</p>  | <p><b>Mathematics: shape, space and pattern</b></p>  |

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| Build with a range of resources   | 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'<br><br>Use informal language like 'pointy', 'spotty' or 'blobs' | Select, rotate and manipulate shapes to develop spatial reasoning skills. | <b>Mathematics: shape, space and pattern</b>  |
| Notice differences between people.  | Show interest in different occupations.   | Name and describe people who are familiar to them.                        | <b>Understanding the World ELG: Past and Present</b> – 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.                     | <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; |

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| <p>Repeat actions that have an effect.</p> <p>Explore collections of materials with similar and/or different properties.</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><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>       |
| <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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