

Counting pills provocation 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>Mathematics: Number ELG - Have a deep understanding of number to 10, including the composition of each number;</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:
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	Mathematics: Number ELG – Subitise (recognise quantities without counting) up to 5;
<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>	Mathematics: Numerical Pattern ELG - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;
Notice patterns and arrange things in patterns	<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>	Continue, copy and create repeating patterns.	Mathematics: shape, space and pattern

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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;

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

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