

## Making medicine water play 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><b>Mathematics: Number ELG -</b> 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	<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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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>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 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 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 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>

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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:
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;
Repeat actions that have an effect.  Explore collections of materials with similar and/or different properties.	Talk about the differences between materials and changes they notice.  Explore and talk about different forces they can feel.	Explore the natural world around them.	<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.
Explore different materials, using all their senses to investigate them.  Manipulate and play with different materials.  Use their imagination as they consider what they can do with different materials.	Explore different materials freely, to develop their ideas about how to use them and what to make.  Join different materials and explore different textures.	Explore, use and refine a variety of artistic effects to express their ideas and feelings.	<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;

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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><b>Expressive Arts and Design ELG: Creating with Materials</b> – 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

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