

## The lighting technician 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:                                                        |
|------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|
| Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence. | Recite numbers past 5.                                                                                                                                                                                                                                                                                                                                                                                                                                             | Count beyond ten.                                                                                                     | <b>Mathematics ELG: Number</b> – have a deep understanding of numbers to 10 |
| Notice patterns and arrange things in patterns                                                       | <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>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>Combine shapes to make new ones – an arch, a bigger triangle, etc.</p> | Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. | <b>Mathematics: Shape, space and pattern</b>                                |

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|-------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 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;                                    |
|                                                                                           | Talk about what they see, using a wide vocabulary.                                                                           | Recognise some environments that are different from the one in which they live.                                           | <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; |
| Repeat actions that have an effect.<br><br>Explore natural materials, indoors and outside | Use all their senses in hands-on exploration of natural materials.<br><br>Talk about what they see, using a wide vocabulary. | Explore the natural world around them.<br><br>Understand the effect of changing seasons on 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.                                   |

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|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <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>Talk about the differences between materials and changes they notice.</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>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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|--------------------------------------------------------------------------|----------------------------------------------------------------------------|--------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|
| Start to develop pretend play.                                           | Take part in simple pretend play.<br><br>Begin to develop complex stories. | Develop storylines in their pretend play.  | <b>Expressive Arts and Design ELG: Creating with Materials</b> – Make use of props and materials when role playing characters in narratives and stories. |

Early Learning Goals taken from: Early Years Foundation Stage Profile 2023 Handbook – Department of Education © Crown copyright 2022

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 observant  creative  collaborative