

## Making circuits 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>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 length, weight and capacity.</p> | <p><b>Mathematics ELG: Numerical Patterns</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>Notice patterns.</p>                                                                                                                                                        | <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>Combine shapes to make new ones – an arch, a bigger triangle, etc.</p> | <p>Select, rotate and manipulate shapes to develop spatial reasoning skills.</p>                                                          | <p><b>Mathematics: Shape, space and pattern</b></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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|-----------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 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.<br><br>Explore collections of materials with similar and/or different properties. | Use all their senses in hands-on exploration of natural materials.<br><br>Explore and talk about different forces they can feel.<br><br>Talk about the differences between materials and changes they notice. | 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. |
|                                                                                                                       | Develop their own ideas and then decide which materials to use to express them.                                                                                                                               | Return to and build on their previous learning, refining ideas and developing their ability to represent them. | <b>Expressive Arts and Design ELG: Creating with Materials</b> – Share their creations, explaining the process they have used;                                                                 |

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|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <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> |
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