

## Observing clouds adult led activity 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>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. Use informal language like 'pointy', 'spotty', 'blobs', etc</p> |                                                       | <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; |

## The meteorologist

 curious
  observant
  collaborative

| 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.                                                                                                                                      | Explore and talk about different forces they can feel.                                                                                                             | Understand the effect of changing seasons on the natural world around them.<br>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.<br><br>Manipulate and play with different materials.<br><br>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.<br><br>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; |
| Make simple models which express their ideas.                                                                                                                                                                          | 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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