Elm Tree Early Maths Progression Document

At Elm Tree we have high expectations of all our children and strive for all of our children to be accessing formal Maths teaching following the Maths Overview and the Calculation Policy. For some of our younger cohorts at Elm Tree their developmental and cognitive delay poses challenges in their ability to access and engage with formal Maths lessons. In light of this, it is crucial for us to support the individual needs of every child and provide appropriate and tailored mathematical learning opportunities.

A diagram of a child's development

Description automatically generatedChildren working below Range 5 will be taught Maths through continuous provision and pre-formal learning strategies. This approach allows for a more hands-on, experiential, and concrete learning experience, which can better align with their current developmental abilities. During continuous provision, these children are provided with a range of carefully planned and structured activities that encourage the acquisition of mathematical skills and concepts. These activities are embedded within their daily routines and learning experiences and take into account their unique learning styles and needs building a strong foundation for future formal learning.

Whilst these children are not currently engaging in formal Maths lessons, it is essential to note that they are still progressing and deepening their mathematical understanding through accessing continuous provision and pre-formal learning approaches. We are documenting their progress and regularly assessing their development so that we have a comprehensive overview of their learning journey. When children reach Range 5 they will be introduced to short teacher inputs and they will start a transition into formal Maths lessons at which point the Maths Overview and Calculation Policy should be followed.

A screenshot of a computer screen

Description automatically generatedA chart of a child's age

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*NB- Anything in italics is a statement direct from the Birth to 5 document*

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| **Range 1- Number**  **Teaching through pre-formal approaches** | | |
| A unique child- What a child might be doing | | |
| Tier 1 | Tier 2 | Tier 3 |
| There are a range of amounts within the child’s environment | There are a range of amounts within the child’s environment and the child may engage with the objects when encouraged or prompted to. | *The child reacts to changes of amount when those amounts are significant (more than double)* |
| Positive Relationships- What an adult may do | | |
| Tier 1 | Tier 2 | Tier 3 |
| The adult will point to different objects in the child’s environment naming them or moving to try to encourage the child to focus on the same thing. | Comment on the amounts of objects children engage with e.g if a child reaches for more they will say more. | *Notice and mirror children’s reactions to changes in amount.*  *Add to objects & draw attention to the change in amount, using words like more* |
| Enabling Environments - What adults might provide | | |
| * Provide small groups of the same objects in treasure baskets, as well as single items. * Provide small groups of items in sand or water tray * Different containers that can hold different amounts of objects | | |

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| **Range 2- Number**  **Teaching through pre-formal approaches** | | |
| A unique child- What a child might be doing | | |
| Tier 1 | Tier 2 | Tier 3 |
| Number names are used in the child’s environment but the child does not respond to these or express interest  Adults encourage the child to notice when things have moved out of sight e.g “all gone” | Number names are used in the child’s environment the child may respond or attempt to utter the number name  Adults encourage the child to notice when things have moved out of site and the child will sometimes respond to this e.g “all gone” | *May be aware of number names through their enjoyment of action rhymes and songs that relate to numbers*  *Children look for things which have moved out of sight* |
| Positive Relationships- What an adult may do | | |
| Tier 1 | Tier 2 | Tier 3 |
| Adults will sing or play number rhymes for children even if there is no response from the child.  During personal care routines make a point of using numbers to 2 E.g 1 and 2 (when putting a jumper on)  Adults will play peek-a-boo hiding games with toys and people even if the child doesn’t react. | Take opportunities during play to sing number rhymes and will try to engage children with these songs.  During personal care routines make a point of using numbers to 2 with a word E.g 1 arm, 2 arms, 1 leg, 2 legs.  Adults will play peek-a-boo hiding games with toys and people the other adults may encourage the children to react. | *Take opportunities during play to sing number rhymes extending the numbers e.g starting at 3, then moving to 5, moving to 10.*  *During personal care routines make a point of consistently using numbers up to 2 and beyond 2.*  *Adults will play peek-a-boo hiding games with toys and people which may engage interest from the child.* |
| Enabling Environments - What adults might provide | | |
| * Plan to sing number rhymes with actions * Involve families in sharing number rhymes at home * Read basic number rhyme books | | |

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| **Range 3- Number**  **Teaching through pre-formal approaches** | | |
| A unique child- What a child might be doing | | |
| Tier 1 | Tier 2 | Tier 3 |
| Comparison  Is exposed to words like “lots” or “more”  Counting  Is exposed to counting words  Cardinality  Is exposed to cardinality with number | Comparison  Begins to respond to words like “lots” or “more”  Counting  Begins to make noises for counting words  Cardinality  Anticipates that an adult will continue to count when pulling from a group of items. | *Comparison*  *Responds to words like “lots” or “more”*  *Counting*  *Says some counting words*  *May engage in counting-like behaviour, making sounds and pointing or saying some numbers in sequence*  *Cardinality*  *Uses number words, like one or two and sometimes responds accurately when asked to give one or two things* |
| Positive Relationships- What an adult may do | | |
| Tier 1 | Tier 2 | Tier 3 |
| Adults will join a child in provision and enable opportunities to use mathematical language e.g bring more cars and say “more”  Adults will set up areas of provision so that there are very clear contrasting differences in amounts for children to explore  Adults will meaningfully use the number name 1 and narrate the child’s environment consistently. E.g 1 scoop, 1 cup, 1 sock | Adults will comment on the environment using vocabulary like “more” and “lots”  When a child is exploring an area of provision an adult will swap with a child significantly contrasting amount e.g swap a tower of 2 bricks for a tower of 10 bricks.  Adults will meaningfully use the number name 1-2 and narrate the child’s environment consistently. E.g 1 scoop 2 scoops, 1 cup, 2 cups. | *Talk with young children about lots, more and not many and not enough as they play*  *Draw attention to contrasting differences and changes in amounts e.g. adding more bricks to a tower or eating things up*  *Model counting things in everyday situations and routines*  *Take opportunities to say number words in order with children as they play, e.g. 1,2,3 go!*  *Use number words in meaningful contexts, e.g. Here is your other mitten. Now we have two.* |
| Enabling Environments - What adults might provide | | |
| * Play hiding games so children notice that something has gone * Provide varied sets of objects for playful opportunities for children to independently explore lots, more, not many and not enough * Count while engaging in everyday tasks and while moving around * Sing songs with counting strings. | | |

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| **Range 4 - Number**  **Teaching through pre-formal approaches but introducing very short formal approaches** | | |
| A unique child- What a child might be doing | | |
| Tier 1 | Tier 2 | Tier 3 |
| Comparison  Children will be exposed to different quantities and adults will compare these using words like more, lots or ‘same’  Counting  Begins to say numbers  Cardinality (How many?)  In everyday situations, takes or gives and amount of objects from a group  Numbers will be in continuous provision  Children move their hands and fingers. | Comparison  Children will respond to clear and noticeable and adults will use words like more, lots or ‘same’ or children may attempt to say.  Counting  Begins to say 2 numbers in order, some of which are in the right order (ordinality)  Cardinality (How many?)  In everyday situations, takes or gives two objects from a group  Children will play with numerals in their environment (they may not recognise that they are numbers)  Children move their hands and fingers developing the dexterity to move different fingers at different times. | *Comparison*  *Children are beginning to compare and recognise changes in numbers of things, using words like more, lots or ‘same’*  *Counting*  *Begins to say numbers in order, some of which are in the right order (ordinality)*  *Cardinality (How many?)*  *In everyday situations, takes or gives two or three objects from a group*  *Children begin to notice numerals (number symbols)*  *Children begin to count on their fingers.* |
| Positive Relationships- What an adult may do | | |
| Tier 1 | Tier 2 | Tier 3 |
| Include the number sequences in everyday contexts and songs so children experience the order of the numbers (ordinality- 0-3)  As a child plays within provision children are encouraged to explore the collections they make. Adults will count the number of items emphasising the last number, e.g. 1,2,3.  Use opportunities to model and encourage counting on fingers.  When singing will introduce number rhymes with props that have different numbers.  Will count items in the children’s environments  Will ensure there are numbers visible within role play.  Will count how many of something a child picks up e.g. during snack time 1, 2, 3 | Include the number sequences in everyday contexts and songs so children experience the order of the numbers (ordinality- 0-5)  As a child plays within provision children are encouraged to explore the collections they make. Adults will lead comparing amounts and counting some of the items, emphasising the last number, e.g. 1,2,3. There are 3 leaves.  Use opportunities to model and encourage counting on fingers.  When singing number rhymes with props, draw attention to contrasting differences and changes in numbers.  Will count items in the children’s environments  Will introduce numbers through representations when playing alongside children in role play.  Will count how many of something a child picks up e.g. during snack time say 1 piece of apple, 2 pieces of apple. | *Include the number sequence in everyday contexts and songs so children experience the order of the numbers (ordinality)*  *Encourage children to explore the collections they make, comparing amounts and counting some of the items, emphasising the last number, e.g. 1,2,3. There are 3 leaves.*  *Use opportunities to model and encourage counting on fingers.*  *When singing number rhymes with props, draw attention to contrasting differences and changes in numbers, checking together How many now?*  *Point out the number of things whenever possible, e.g. rather than just chairs, say four chairs.*  *Encourage children to use marks to represent their mathematical ideas in role play.*  *Help children to give or get two or three items, e.g. during snack time help children to take two pieces of fruit.* |
| Enabling Environments - What adults might provide | | |
| * Provide buckets and bags for children to create collections of objects which they can count. * Provide mark-making materials indoors and outdoors for children to represent their own ideas in play. * Provide opportunities for children to explore cardinality in the environment using self correcting resources, e.g. jigsaw with two ducks and the number two, or displays showing the numeral and the number of items. * Sing counting songs and rhymes which help to develop children’s understanding of number. * Say the counting sequence going to higher numbers, in a variety of contexts, indoors and out, and sometimes counting backwards. | | |

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| **Range 5 – Number**  **Transition stage from pre-formal approaches into more formal approaches delivering the elements of WRM Scheme alongside** | | |
| A unique child- What a child might be doing | | |
| Tier 1 | Tier 2 | Tier 3 |
| Comparison  Children will naturally reach for the bigger group of something they like or enjoy.  Counting  May enjoy counting using noises that aren’t number names.  Points or touches (tags) each item separately  Uses sounds that could be perceived to represent number names within play  Begin to recognise numerals 0 to 3.  Cardinality  Exposed to subitising by an adult naming one, two and three objects within play (without counting)  Counts up to 3 items may not use the correct numbers but will make 3 sounds or 3 attempts of number names.  Links numerals with amounts up to 3 although may not be accurate in doing so.  Explores using a range of their own marks  Composition  Through play and exploration, attempts to combine quantities e.g may move cubes towards each other or bang objects together.  Is exposed to the use of number with practical problems in play and meaningful activities  Will intermittently listen to an adults when they are counting.  Without awareness may group objects in different ways e.g breaking a tower into 2. | Comparison  With support compares two small groups of up to five objects, saying when there are the same number of objects in each group, e.g. You’ve got two, I’ve got two. Same!  Counting  May enjoy counting using a mixture of noises and number names  Points or touches (tags) each item separately and will wait for an adult to say the number.  Uses sounds that are similar to number names within play  Begin to recognise numerals 0 to 5.  Cardinality  Attempts to subitise one, two and three objects although may not be accurate (without counting)  Counts up to 3 items, recognising that the last number said represents the total counted so far (cardinal principle)  Links numerals with amounts up to 3 and maybe beyond  Explores using a range of their own marks and signs an adult may encourage them to ascribe mathematical meanings  Composition  Through play and exploration, begins to combine quantities e.g connects cubes together  With support begins to use an understanding of number engage with practical problems in play and meaningful activities  When an adult is counting they begin to demonstrate an expectation that another number will follow.  Separates a group of objects in different ways e.g breaking cubes or towers into different groups | *Comparison*  *Compares two small groups of up to five objects, saying when there are the same number of objects in each group, e.g. You’ve got two, I’ve got two. Same!*  *Counting*  *May enjoy counting verbally as far as they can go*  *Points or touches (tags) each item, saying one number for each item, using the stable order of 1,2,3,4,5.*  *Uses some number names and number language within play, and may show fascination with large numbers*  *Begin to recognise numerals 0 to 10*  *Cardinality*  *Subitises one, two and three objects (without counting)*  *Counts up to five items, recognising that the last number said represents the total counted so far (cardinal principle)*  *Links numerals with amounts up to 5 and maybe beyond*  *Explores using a range of their own marks and signs to which they ascribe mathematical meanings*  *Composition*  *Through play and exploration, beginning to learn that numbers are made up (composed) of smaller numbers*  *Beginning to use understanding of number to solve practical problems in play and meaningful activities*  *Beginning to recognise that each counting number is one more than the one before*  *Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same* |
| Positive Relationships- What an adult may do | | |
| Tier 1 | Tier 2 | *Tier 3* |
| Explicitly helps children to share items between two people  Meaningfully counts as a child plays a game.  With support and encouragement will children repeat counting forwards or backwards with noises or some number names.  *Use opportunities within daily routines to support children’s developing sense of number.*  Models counting and representing numbers within role play, e.g. making a telephone call using a list of numbers irrespective of whether the child listens or responds  *Value children’s own mathematical representations within their pretend play.*  When counting with children adults will playfully make deliberate mistakes for fun, and another adult will model correcting this.  *Model writing numerals, e.g. on badges, birthday cards and banners.*  *When counting objects with children emphasise the cardinal principle: 1, 2, 3, there are three cups.*  Will explicitly model to a child counting out a number of things from a larger group.  Will explicitly show children and an amount on their own fingers e.g. when asking another child to share resources, to show on their fingers how many they need.  Expose children to engage with rhymes and traditional tales, modelling to the children predicting the next number.  *Model wondering and talking about how you might solve a number problem.*  *Value and support children to use their own graphics when problem solving* | Supports children to share items between two people or toys by counting as a child moves objects  Encourage children to count when playing games.  With support will encourage children attempt to count forwards and backwards.  *Use opportunities within daily routines to support children’s developing sense of number.*  Models counting and representing numbers within role play, e.g. making a telephone call using a list of numbers will encourage the child to listen as this happens.  *Value children’s own mathematical representations within their pretend play.*  When counting with children adults will playfully make deliberate mistakes for fun, and another adult will model correcting this but whilst prompting a child first if they notice any mistakes.  *Model writing numerals, e.g. on badges, birthday cards and banners.*  *When counting objects with children emphasise the cardinal principle: 1, 2, 3, there are three cups.*  Encourage and support a child to count out a number of things from a larger group, e.g. Can you get five crackers?  Support children to use their fingers to show an amount e.g. when asking another child to share resources, to show on their fingers how many they need.  Encourage children to engage with rhymes and traditional tales, asking children to predict the next number.  *Model wondering and talking about how you might solve a number problem.*  *Value and support children to use their own graphics when problem solving* | *Encourage children to share items between two people or toys.*  *Capitalise on children’s fascination with counting by joining in when they count in games.*  *Enjoy counting forwards and back (sometimes to much higher numbers). Use different voices, e.g. high or growly.*  *Use opportunities within daily routines to support children’s developing sense of number.*  *Model and encourage counting and representing numbers within role play, e.g. making a telephone call using a list of numbers.*  *Value children’s own mathematical representations within their pretend play.*  *When counting with children, playfully make deliberate mistakes for fun, expecting children to correct them.*  *Model writing numerals, e.g. on badges, birthday cards and banners.*  *When counting objects with children emphasise the cardinal principle: 1, 2, 3, there are three cups.*  *Invite children to count out a number of things from a larger group, e.g. Can you get five crackers?*  *Encourage children to use their fingers to show an amount e.g. when asking another child to share resources, to show on their fingers how many they need.*  *Emphasise the one more, one less pattern in rhymes and traditional tales, asking children to predict the next number.*  *Model wondering and talking about how you might solve a number problem.*  *Value and support children to use their own graphics when problem solving* |
| Enabling Environments - What adults might provide | | |
| * Provide a numeral rich environment, e.g. in roleplay areas, mud-kitchen recipes, numbers on trikes and toilet doors. * Provide numerals that children can pick up and use within all aspects of their play. * Provide resources indoors and outside for children to explore and talk about higher numbers. * Model using objects to illustrate counting songs, rhymes and number stories, sometimes using pictures and numerals, to enable children to use those resources independently. * Play with either dot or numeral dice. Discuss that six on the dice is worth more than four. * Provide a variety of mathematical picture books and share them as part of “warm and cuddly” maths times. * Explore different arrangements of the same number, e.g. partitioning five in different ways; hiding one group and “guessing” the hidden number. * Model counting items rhythmically, including objects into a container, claps or drumbeats. * Support children to choose how to arrange collections of two, three and four objects in different ways. * Provide spaces to display children’s ongoing mathematical thinking, e.g. their own ways of representing their thinking, and scribing children’s words. | | |

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| **Range 6 - Number**  **Teaching through pre-formal approaches and delivering the elements of WRM Scheme** | | |
| A unique child- What a child might be doing | | |
| Tier 1 | Tier 2 | Tier 3 |
| Comparison  Is exposed to number names and symbols when comparing numbers, may show a brief interest in large numbers  Adults model estimating numbers of things, showing understanding of relative size  Counting  Attempts to recite numbers from 0 to 5.  Attempts to place numerals in order 0 to 5 (ordinality)  Cardinality  Is exposed to subitising numbers to four and maybe five  Is supported to count out up to 10 objects from a larger group  Is supported to match the numeral with a group of items to show how many there are (up to 10)  Composition  Is explicitly shown that numbers are made up (composed) of smaller numbers and is supported to partition in different ways with a wide range of objects  Is supported in practical activities to add one and subtract one with numbers to 10  Is supported to explore and work out mathematical problems, using signs and strategies of their own choice, including (when appropriate) standard numerals, tallies and “+” or “-“ | Comparison  Is encouraged to engage with number names and symbols when comparing numbers, may show a brief interest in large numbers  Is encouraged to estimate numbers of things. May not show an understanding of relative size  *Counting*  *Enjoys reciting numbers from 0 to 10 (and beyond) and back from 10 to 0 (May not be accurate)*  *Increasingly confident at putting numerals in order 0 to 10 (ordinality) (May not be accurate)*  Cardinality  Is encouraged to subitise numbers to four and maybe five (may not be accurate)  Is encouraged to count out up to 10 objects from a larger group (may not be accurate)  Is encouraged to match the numeral with a group of items to show how many there are (up to 10) (may not be accurate)  Composition  Begins to show some understanding that numbers are made up (composed) of smaller numbers and is supported to partition in different ways with a wide range of objects  In practical activities attempts to add one and subtract one with numbers to 10  Attempts to explore and work out mathematical problems, using signs and strategies of their own choice, including (when appropriate) standard numerals, tallies and “+” or “-“ | *Comparison*  *Uses number names and symbols when comparing numbers, showing interest in large numbers*  *Estimates of numbers of things, showing understanding of relative size*  *Counting*  *Enjoys reciting numbers from 0 to 10 (and beyond) and back from 10 to 0*  *Increasingly confident at putting numerals in order 0 to 10 (ordinality)*  *Cardinality*  *Engages in subitising numbers to four and maybe five*  *Counts out up to 10 objects from a larger group*  *Matches the numeral with a group of items to show how many there are (up to 10)*  *Composition*  *Shows awareness that numbers are made up (composed) of smaller numbers, exploring partitioning in different ways with a wide range of objects*  *In practical activities, adds one and subtracts one with numbers to 10*  *Begins to explore and work out mathematical problems, using signs and strategies of their own choice, including (when appropriate) standard numerals, tallies and “+” or “-“* |
| Positive Relationships- What an adult may do | | |
| Tier 1 | Tier 2 | Tier 3 |
| *Model comparing numbers in problems about fair shares.*  *Support children to play games such as hide and seek that involve counting*  *Model different strategies to solve a problem.*  *Discuss the order of numbers in context, e.g. finding a page number.*  Enjoy subitising games and sustained shared thinking about number, indoors and outdoors up to 3  *Encourage cardinal counting by saying how many there are after counting (…6, 7, 8. There are 8 balls).*  In everyday activities work alomgside a child to count out a number of things from a group (e.g. Could you get seven cups for snacktime?)  Model to children making predictions and visualising the outcome in stories, rhymes and songs if one (or two) is added or taken away.  Encourage children to make marks and signs to represent and communicate their thinking. | *Model comparing numbers in problems about fair shares.*  *Play games such as hide and seek that involve counting forwards*  *Describe to children what they have done to solve a problem.*  *Discuss the order of numbers in context, e.g. finding a page number.*  Enjoy subitising games and sustained shared thinking about number, indoors and outdoors up to 5  *Encourage cardinal counting by saying how many there are after counting (…6, 7, 8. There are 8 balls).*  In everyday activities, encourage children to count out a number of things from a group providing support if needed (e.g. Could you get seven cups for snacktime?)  Support children to make predictions and visualise the outcome in stories, rhymes and songs if one (or two) is added or taken away.  Talk to children about the marks and signs they use to represent and communicate their thinking. | *Model comparing numbers in problems about fair shares.*  *Play games such as hide and seek that involve counting, forwards and backwards*  *Talk with children about the strategies they have used to solve a problem. Spot opportunities to playfully pose composition problems for children to explore.*  *Discuss the order of numbers in context, e.g. finding a page number.*  *Enjoy subitising games and sustained shared thinking about number, indoors and outdoors.*  *Encourage cardinal counting by saying how many there are after counting (…6, 7, 8. There are 8 balls).*  *In everyday activities, ask children to count out a number of things from a group (e.g. Could you get seven cups for snacktime?)*  *Encourage children to make predictions and visualise the outcome in stories, rhymes and songs if one (or two) is added or taken away.*  *Talk to children about the marks and signs they use to represent and communicate their thinking. As appropriate, model and discuss informal and standard ways (e.g. using arrows, plus and minus signs).* |
| Enabling Environments - What adults might provide | | |
| * Involve children in voting, e.g. for books to read at story time, using linking cubes with children’s names on. * Discuss examples and display large numbers including hundreds, thousands and a million. * Jump with children along a number track, counting each jump or counting on. * Sing counting songs and count together forwards and backwards, sometimes starting from different numbers and in different step sizes. Discuss numbers coming before, after and between and stress patterns. * Plan opportunities to order mixed-up numerals. * When counting groups as part of routines, e.g. self-registration with ten-frames, dinner chart etc,. record the final total as a label for children to see. * Subitise with children, talking about how they see numbers of things made up in a variety of arrangements (e.g. recognising odd and even numbers). * Pose everyday estimation problems and establish mental estimation benchmarks, e.g. more or less than 10. * Set up an estimation station where everyone records guesses; later count and order the guesses. * Build counting and ways of representing numbers into everyday routines. * Provide numeral cards for children to order on a washing line. * Play subitising games which involve quickly revealing and hiding numbers of objects, perhaps showing numeral cards and fingers. * Drop marbles into a tin and ask the children to listen (without looking) to count how many there are. * Provide opportunities for children to match a number of objects to the numeral, including zero, and display number lines to 100 at child height. * Provide dice, board and card games, sometimes involving older children, families and members of the local community. * Provide resources to make “staircase” patterns which show that the next counting number includes the previous number plus one. * Display children’s mathematical representations, including explanations of the children’s meaning making. | | |

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| **Range 1- Spatial Awareness**  **Teaching through pre-formal approaches** | | |
| A unique child- What a child might be doing | | |
| Tier 1 | Tier 2 | Tier 3 |
| Children are supported to explore their space through movement.  Children are encouraged to develop an awareness of their own bodies. | Children are free to explore their space through any movements.  Children are encouraged to develop an awareness of their own bodies and that their body has different parts. | *Explores space when they are free to move, roll and stretch*  *Developing an awareness of their own bodies, that their body has different parts and where these are in relation to each other* |
| Positive Relationships- What an adult may do | | |
| Tier 1 | Tier 2 | Tier 3 |
| *Support Children’s developing awareness of their own bodies e.g. through baby massage and singing songs*  Adults will introduce children to floor play with similar objects of objects that they can engage with in similar ways | *Support chidren’s’ developing awareness of their own bodies e.g. through baby massage and singing songs*  Adults will introduce children to floor play with a range of different objects they can engage with in different ways. | *Support children’s’ developing awareness of their own bodies e.g. through baby massage and singing songs*  *During floor play sometimes place objects that are just in or just out of reach, including small objects on cloths that children can pull towards themselves.* |
| Enabling Environments - What adults might provide | | |
| * Provide opportunities for children to move freely on carpets, grass etc. * Observe and sensitively support children’s play and give them long stretches of uninterrupted time to explore. * Provide low mirrors to support children to develop a body awareness. | | |

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| **Range 2- Spatial Awareness**  **Teaching through pre-formal approaches** | | |
| A unique child- What a child might be doing | | |
| Tier 1 | Tier 2 | Tier 3 |
| Supports a child to explore the space around them. | Begins to notice space around them and engages with position and direction, such as pointing to where they would like to go | *Explores space around them and engages with position and direction, such as pointing to where they would like to go* |
| Positive Relationships- What an adult may do | | |
| Tier 1 | Tier 2 | Tier 3 |
| *Use spatial words during everyday play and routines or one-word comments*  *Take opportunities to play hide and reveal games with objects in boxes and under cups.*  Exposes children’s physical experience of positions and direction, e.g. Moving the objects up and down. | *Use spatial words during everyday play and routines or one-word comments*  *Take opportunities to play hide and reveal games with objects in boxes and under cups.*  Engages children’s physical experience of positions and direction, e.g. Moving the objects up and down. | *Use spatial words during everyday play and routines or one-word comments*  *Take opportunities to play hide and reveal games with objects in boxes and under cups.*  *Support children’s physical experience of positions and direction, e.g. describing up and down.* |
| Enabling Environments - What adults might provide | | |
| * Play games that involve curling and stretching, popping up and bobbing down. * Provide boxes, cloths and bags for children to store, hide and transport items. * Provide nested boxes, cups and toys of different sizes that fit inside each other. * Share books that provide opportunities to use spatial language and describe movement | | |

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| **Range 3- Spatial Awareness**  **Teaching through pre-formal approaches** | | |
| A unique child- What a child might be doing | | |
| Tier 1 | Tier 2 | Tier 3 |
| Is supported to fill and empty containers.  Is supported to move through spaces. | Is encouraged to fill and empty containers.  Is encouraged to move through spaces. | *Enjoys filling and emptying containers*  *Investigates fitting themselves inside and moving through spaces* |
| Positive Relationships- What an adult may do | | |
| Tier 1 | Tier 2 | Tier 3 |
| Support children to tidy up.  Comment on the child going inside, under and over different things.  *Look for opportunities to use spatial language during play activities* | Support children to tidy up and explicitly model reasoning about where things fit in or are kept.  Comment on the child going inside, under, over, between and squeezing through different spaces.  *Look for opportunities to use spatial language during play activities* | *Model thinking during tidy up routines to promote logic and reasoning about where things fit in or are kept.*  *Support children’s interest in body-sized spaces and provide commentary on the child going inside, under, over, between and squeezing through.*  *Look for opportunities to use spatial language during play activities* |
| Enabling Environments - What adults might provide | | |
| * Designate specific places or spaces for items to be kept and fitted into for tidying. * Respect children’s urge to explore spaces, to get inside and move between. * Build towers up for the child to knock down. * Provide shape sorters and packaging where children can hide, enclose or post items through holes. | | |
| **Range 4 - Spatial Awareness**  **Teaching through pre-formal approaches but introducing very short formal approaches** | | |
| A unique child- What a child might be doing | | |
| Tier 1 | Tier 2 | Tier 3 |
| With support the child will try to move their body and toys around objects and explores fitting into spaces  Can be supported to remember their way around familiar environments  Is exposed to some spatial and positional language  Is supported to explore how things look from different viewpoints. | Can be encouraged to move their body and toys around objects and explores fitting into spaces  When provided with prompts will remember their way around familiar environments  With visual prompts is responds to some spatial and positional language  Is encouraged to explore how things look from different viewpoints including things that are near or far away | *Moves their bodies and toys around objects and explores fitting into spaces*  *Begins to remember their way around familiar environments*  *Responds to some spatial and positional language*  *Explores how things look from different viewpoints including things that are near or far away* |
| Positive Relationships- What an adult may do | | |
| Tier 1 | Tier 2 | Tier 3 |
| Take on familiar routes and explicitly model predicting what they will see.  *Take everyday opportunities to use words for position and direction accompanied by gesture (e.g. in, on, inside, under, over) using equivalent terms for these in home languages through liaison with families where possible.*  Exposes the child to games involving jumping, running and hiding and make very simple obstacle courses, e.g. going up and down.  *Model your thinking when arranging things, using some position words.*  Gives children roads and rail tracks to explore.  Take children to explore different spaces and comment on what they see. | Encourage children to predict what they will see next on a familiar route (may not be accurate)  *Take everyday opportunities to use words for position and direction accompanied by gesture (e.g. in, on, inside, under, over) using equivalent terms for these in home languages through liaison with families where possible.*  Tries to engage the child in games involving jumping, running and hiding and make very simple obstacle courses, e.g. going up and down.  *Model your thinking when arranging things, using some position words.*  Help children to create simple roads and rail tracks.  Encourage children to explore different spaces and comment on what they see. | *Encourage children to predict what they will see next on a familiar route.*  *Take everyday opportunities to use words for position and direction accompanied by gesture (e.g. in, on, inside, under, over) using equivalent terms for these in home languages through liaison with families where possible.*  *Engages the child in games involving jumping, running and hiding and make very simple obstacle courses, e.g. going up and down.*  *Model your thinking when arranging things, using some position words.*  *Help children to create simple roads and rail tracks and talk about position.*  *Value children’s explorations of spaces and viewpoints and their interest in how things look different.* |
| Enabling Environments - What adults might provide | | |
| * Design outdoor spaces where children can learn through a variety of spatial experiences (going under, over, around, on top, through) and hear spatial language in context. * Encourage children to freely communicate their mathematical thinking through gesture, talk and graphical signs. * Plan stimulating indoor and outdoor spaces where children make choices about where to go and create their own routes. Provide materials to create trails. * Provide resources for transporting. | | |

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| **Range 5 - Spatial Awareness**  **Transition stage from pre-formal approaches into more formal approaches delivering the elements of WRM Scheme alongside** | | |
| A unique child- What a child might be doing | | |
| Tier 1 | Tier 2 | Tier 3 |
| Is exposed to language of position and direction  Attempts to move and rotate objects to fit the space or create the shape they would like | Begins to recognise language of position and direction  Begins to predict, move and rotate objects to fit the space or create the shape they would like | *Responds to and uses language of position and direction*  *Predicts, moves and rotates objects to fit the space or create the shape they would like* |
| Positive Relationships- What an adult may do | | |
| Tier 1 | Tier 2 | Tier 3 |
| When children are exploring, use the language of position and direction in context (in, on)  *On walks, in pictures or while playing, point out how things or people that are far away look smaller.*  Expose children in play which may involve problem solving e.g creating rail tracks and road layouts.  Introduce children to 2 part jigsaws encouraging the children to move pieces of the jigsaw to make them fit. | When children are exploring, use the language of position and direction in context (in, on, inside, under, over)  *On walks, in pictures or while playing, point out how things or people that are far away look smaller.*  Engage children in play which may involve problem solving e.g creating rail tracks and road layouts.  Support children with jigsaws so that they develop an understanding that they need to move pieces of the jigsaw to chick if they will fit. | *When children are exploring, use the language of position and direction in context (in, on, inside, under, over, progressing to between, beside, next to through, along, including relative terms which depend on where you are, e.g. behind, in front of, forwards, backwards) using equivalent terms for these in home languages through liaison with families where possible.*  *On walks, in pictures or while playing, point out how things or people that are far away look smaller.*  *Support children in their problem solving when they are creating rail tracks and road layouts.*  *Encourage children to persevere with jigsaws, perhaps demonstrating “hovering” jigsaw pieces to check if they will fit.* |
| Enabling Environments - What adults might provide | | |
| * Provide spaces to display children’s ongoing mathematical thinking, e.g. their own ways of representing their thinking and scribing children’s words. * Provide opportunities for children to explore position themselves inside, behind, on top and so on. * Provide picture books to stimulate discussion about position and direction. * Create trails and treasure hunts with the children. * Organise the indoor and outdoor environment with outlines for objects or specific places for children to tidy up items by fitting them into the designated space. | | |

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| **Range 6 - Spatial Awareness**  **Teaching through pre-formal approaches and delivering the elements of WRM Scheme** | | |
| A unique child- What a child might be doing | | |
| Tier 1 | Tier 2 | Tier 3 |
| Is encouraged to of spatial language, including following and giving directions, using relative terms and describing what they see from different viewpoints  Is exposed to situations which may encourage investigating turning and flipping objects.  Is exposed to simple maps and will comment on them. | With support tries to use spatial language, including following and giving directions, using relative terms and describing what they see from different viewpoints  With support investigates turning and flipping objects in order to make shapes fit and create models; predicting and visualising how they will look (spatial reasoning)  With support engages in making simple maps of familiar and imaginative environments, with landmarks | *Uses spatial language, including following and giving directions, using relative terms and describing what they see from different viewpoints*  *Investigates turning and flipping objects in order to make shapes fit and create models; predicting and visualising how they will look (spatial reasoning)*  *May enjoy making simple maps of familiar and imaginative environments, with landmarks* |
| Positive Relationships- What an adult may do | | |
| Tier 1 | Tier 2 | Tier 3 |
| Expose children to the language (in front of, behind, before and after, in a line, next to and between).  Support children to access opportunities during which children might be able to explore what can be seen from different viewpoints. (child may not always recognise the different viewpoint)  Consistently model to children describing position and give directions in play and in everyday routines.  Encourage children to engage with models such as in small world play.  Expose children to opportunities which involve fitting shapes e.g a 2 piece jigsaw, 4 piece jigsaw ad so on.  Develop and understanding of familiarity by completing the same walk or way of travelling. | Model using the language ((in front of, behind, before and after, in a line, next to and between).  *Create opportunities during which children might be able to explore what can be seen from different viewpoints.*  Comment on children showing position and directions in play and in everyday routines.  Support children to create scaled-down models such as in small world play.  When children are fitting shapes into an outline or making a model from a 2D picture, help them to select through providing 2 options  *Prompt children by showing maps of routes they have walked or travelled in some way.* | *Encourage the use of relative terms (in front of, behind, before and after, in a line, next to and between).*  *Encourage children to explore what can be seen from different viewpoints.*  *Encourage children to describe position and give directions in play and in everyday routines.*  *Encourage children to create scaled-down models such as in small world play.*  *When children are fitting shapes into an outline or making a model from a 2D picture, help them to select more spatially challenging activities.*  *Encourage children to make maps of routes they have walked or travelled in some way.* |
| Enabling Environments - What adults might provide | | |
| * Play barrier games (where players have an identical set of objects which are hidden from each other; one player makes an arrangement of objects and gives instructions to the other to try to make the same arrangement). * Plan opportunities for children to describe and recall familiar routes. * Engage families in taking photos of familiar things from different viewpoints. | | |

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| **Range 1- Shape**  **Teaching through pre-formal approaches** | | |
| A unique child- What a child might be doing | | |
| Tier 1 | Tier 2 | Tier 3 |
| Within the child’s environment they are exposed to different size and shaped objects  Child is supported to hold different shapes. They may bang the two objects together or twist the object as a way of showing interest. | With encouragement and prompts will look at different size and shaped objects  With encouragement and prompts will try to put shapes inside others and take them out again. | *Explores differently sized and shaped objects*  *Beginning to put objects of similar shapes inside others and take them out again* |
| Positive Relationships- What an adult may do | | |
| Tier 1 | Tier 2 | Tier 3 |
| As a child engages with an object introduce to the child different ways they can move an object e.g with a ball if they are rolling it show them it can bounce.  Withing an environment have stacking cups or stacking toys of different shapes. | Play alongside a child to characteristics of objects, e.g. by rolling a ball or sliding a block.  Demonstrate putting 1 item inside another item of a similar shape | *Encourage children’s explorations of the characteristics of objects, e.g. by rolling a ball or sliding a block.*  *Demonstrate putting items inside others of similar shape* |
| Enabling Environments - What adults might provide | | |
| * Provide interestingly shaped objects to explore. * Make towers for children to knock down using objects that stack. | | |

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| **Range 2- Shape**  **Teaching through pre-formal approaches** | | |
| A unique child- What a child might be doing | | |
| Tier 1 | Tier 2 | Tier 3 |
| May bang to objects together which may result in 2 items being stacked.  Will interact and play with different shapes of objects may have a preference for a certain shape of object based on the ease of gripping the object.  Child is exposed to a 2 piece jigsaw and may engage. | Tries to stack objects (may not recognise that a flat surface is needed)  With prompts may recognise that a shape has changed  Will engage with a jigsaw with support recognises that certain shapes fit in certain places. | *Stacks objects using flat surfaces*  *Responds to changes of shape*  *Attempts, sometimes successfully, to match shapes with spaces on inset puzzles* |
| Positive Relationships- What an adult may do | | |
| Tier 1 | Tier 2 | Tier 3 |
| *Support a child to engage with malleable materials* | *When playing with malleable materials draw attention to shapes as they are created* | *When playing with malleable materials draw attention to shapes as they are created and changed* |
| Enabling Environments - What adults might provide | | |
| * Provide blocks and boxes to stack, build and solve problems with. * Provide a range of inset puzzles and support children as they explore matching shapes with spaces. | | |

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| **Range 3- Shape**  **Teaching through pre-formal approaches** | | |
| A unique child- What a child might be doing | | |
| Tier 1 | Tier 2 | Tier 3 |
| Will try to push objects through different shaped hole (may not be able to recognise that a shape doesn’t fit until trial and error)  The child will explore different shapes.  Will engage in play with blocks. | With encouragement will push objects through different shaped holes, and attempts to fit shapes into spaces on inset boards or puzzles  With support will begin to select a shape for a specific space  With encouragement will use blocks to create a simple structure. | *Pushes objects through different shaped holes, and attempts to fit shapes into spaces on inset boards or puzzles*  *Beginning to select a shape for a specific space*  *Enjoys using blocks to create their own simple structures and arrangements* |
| Positive Relationships- What an adult may do | | |
| Tier 1 | Tier 2 | Tier 3 |
| Allow a child to explore different properties of shapes enable opportunities to fit the shape into a space e.g hand over hand support.  When playing alongside children who are building use shape names. | Support a child to problem solve by presenting with 2 shapes to select from.  When playing alongside children who are building use shape names. | *Model thinking about the properties of shapes when selecting them to fit into spaces, e.g. Oh look, we need a round one.*  *When playing alongside children who are building, provide commentary about the shapes you are using* |
| Enabling Environments - What adults might provide | | |
| * Provide a range of inset board and puzzles with large pieces. * Provide a range of construction materials for independent play. • Organise storage by their shape, with photos or silhouettes to show where things are kept. | | |

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| **Range 4 - Shape**  **Teaching through pre-formal approaches but introducing very short formal approaches** | | |
| A unique child- What a child might be doing | | |
| Tier 1 | Tier 2 | Tier 3 |
| Engages with puzzle pieces, may not recognise that the pieces are in the incorrect order.  May begin to recognise similarities between shapes may group (not accurately)  Engages with construction play | Engages with puzzle pieces may try to force a piece when it doesn’t fit rather than recognising its not the correct piece.  More consistently groups or matches shapes based on characteristics that are similar.  With support makes simple constructions | *Chooses puzzle pieces and tries to fit them in*  *Recognises that two objects have the same shape*  *Makes simple constructions* |
| Positive Relationships- What an adult may do | | |
| Tier 1 | Tier 2 | Tier 3 |
| When a child is playing with shapes comment on the shape names or properties.  Provide opportunities when a shape with specific properties is needed and provide limited options of one with these properties and one completely different to these properties and encourage the child to find the correct shape from the limited options. (may not be accurate with selection and more so trial and error)  Comment on what a structure may look like as a child stacks blocks. | When a child is playing with shapes comment on the shape names or properties and compare these to the gaps on the inset puzzles (what do we need…)  Provide opportunities when a shape with specific properties is needed and provide limited options of one with these properties and one completely different to these properties and encourage the child to find the correct shape from the limited options.    Comment on what a structure may look like as a child stacks blocks and encourage the child to think about the block they use next. | *Chat about the shape of the pieces and the holes when fitting pieces into inset puzzles.*  *Model comparing two objects to see if they have the same shape in purposeful contexts.*  *Suggest choosing a particular shaped item for a purpose.*  *Model your thinking when building.* |
| Enabling Environments - What adults might provide | | |
| * Provide a range of inset and jigsaw puzzles of increasing complexity for children to choose. * Provide a variety of construction materials including some with identical pieces so that children freely explore same and different. | | |

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| **Range 5 – Shape**  **Transition stage from pre-formal approaches into more formal approaches delivering the elements of WRM Scheme alongside** | | |
| A unique child- What a child might be doing | | |
| Tier 1 | Tier 2 | Tier 3 |
| Can be supported to choose items based on their shape which are appropriate for the purpose (although may not be accurate)  Begins to respond to some common shape names. (may not be accurate)  With prompts/support begins to show an awareness of shape similarities and differences between objects  Engages with 2D and 3D shapes.  With support attempts to create arches and enclosures when building. | Begins to independently choose items based on their shape which are appropriate for the purpose (although may not be accurate)  Begins to respond to some common shape names.  Begins to show an awareness of shape similarities and differences between objects (without prompts)  Begins to combine shapes to make new shapes with 2D and 3D shapes  With support attempts to create arches and enclosures when building, using trial and improvement to select blocks | *Chooses items based on their shape which are appropriate for the child’s purpose*  *Responds to both informal language and common shape names*  *Shows awareness of shape similarities and differences between objects*  *Enjoys partitioning and combining shapes to make new shapes with 2D and 3D shapes*  *Attempts to create arches and enclosures when building, using trial and improvement to select blocks* |
| Positive Relationships- What an adult may do | | |
| Tier 1 | Tier 2 | Tier 3 |
| Provide children with shapes for a purpose, e.g. a triangular block for a roof and the wedge-shaped block for a ramp.  Offer an appropriate or inappropriate shape for what you think the child’s purpose and show what their construction looks like with both options for them to choose between.  As children experience shapes, encourage children to use informal language (e.g. slanty, pointy, twisty, wiggly, bumpy), then model using common shape names (e.g. cylinder, cone, circle, square)  Expose children to different shapes partitioned in everyday contexts, e.g. cutting food in different ways.  During construction play talk encourage children to use a range of shapes for different purposes. | Guide children to choose shapes for a purpose, e.g. a triangular block for a roof and the wedge-shaped block for a ramp.  Offer an appropriate or inappropriate shape for what you think the child’s purpose and comment on which one they choose to use.  As children experience shapes, use informal language (e.g. slanty, pointy, twisty, wiggly, bumpy), common shape names (e.g. cylinder, cone, circle, square)  Encourage children to engage with different shapes partitioned in everyday contexts, e.g. cutting food in different ways.  During construction play talk about how the shapes have combined to make new shapes. | *Help children to choose shapes for a purpose, e.g. a triangular block for a roof and the wedge-shaped block for a ramp.*  *Offer an appropriate or inappropriate shape for what you think the child’s purpose might be to investigate their thinking.*  *As children experience shapes, use informal language (e.g. slanty, pointy, twisty, wiggly, bumpy), common shape names (e.g. cylinder, cone, circle, square) and “nearly” shapes (e.g. This is almost a square but it’s got curvy corners). Find out and use equivalent terms for shapes in home languages.*  *Discuss how shapes can be partitioned in everyday contexts, e.g. cutting food in different ways.*  *Value children’s constructions and solutions to problems they have set themselves and talk about how the shapes have combined to make new shapes.* |
| Enabling Environments - What adults might provide | | |
| * Provide differently shaped resources to handle, carry, move and explore. * Provide large and small blocks and boxes for construction both indoors and outdoors. | | |

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| **Range 6 – Shape**  **Teaching through pre-formal approaches and delivering the elements of WRM Scheme** | | |
| A unique child- What a child might be doing | | |
| Tier 1 | Tier 2 | Tier 3 |
| Uses informal language and analogies, (e.g. heart-shaped and hand-shaped leaves) and with prompts begins to use mathematical terms to describe shapes  Is exposed to composing and decomposing shapes, learning which shapes combine to make other shapes  With encouragement may shares an idea to make models of increasing complexity, selecting blocks needed E.g I need one more block. | Uses informal language and analogies, (e.g. heart-shaped and hand-shaped leaves) and with less support begins to use mathematical terms to describe shapes  With support engages in composing and decomposing shapes, learning which shapes combine to make other shapes  With support shares ideas to make models of increasing complexity, selecting blocks needed, solving problems and visualising what they will build | *Uses informal language and analogies, (e.g. heart-shaped and hand-shaped leaves), as well as mathematical terms to describe shapes*  *Enjoys composing and decomposing shapes, learning which shapes combine to make other shapes*  *Uses own ideas to make models of increasing complexity, selecting blocks needed, solving problems and visualising what they will build* |
| Positive Relationships- What an adult may do | | |
| Tier 1 | Tier 2 | Tier 3 |
| Encourage children to use the names of shapes and their properties (e.g. straight, curved, edges).  Expose the child to different examples of the same shape.  Take opportunities to encourage the child to name the shapes that children paint, draw and collage and shapes noticed in their local environment using regular shapes.  When constructing introduce the concept that different shapes make other shapes. (e.g. triangles making rectangles and hexagons with pattern blocks or mosaic tiles).  When constructing demonstrate that a model ca always be improved, built upon and an idea expanded. Contribute ideas of what can be done next. | Encourage children to use the names of shapes and their properties (e.g. straight, curved, edges) and then model stating what a shape reminds them of.  Encourage the child to recognise different examples of the same shape.  Take opportunities to discuss the shapes that children paint, draw and collage and shapes noticed in their local environment using regular shapes.  When constructing, model discussing which shapes make other shapes (e.g. triangles making rectangles and hexagons with pattern blocks or mosaic tiles).  When constructing demonstrate that a model ca always be improved, built upon and an idea expanded. Encourage children to contribute ideas of what can be done next. | *Encourage children to use the names of shapes and their properties (e.g. straight, curved, edges) and prompt them to say what shapes remind them of.*  *Discuss different examples of the same shape (e.g. equilateral and right-angled triangles) in a variety of orientations.*  *Take opportunities to discuss the shapes that children paint, draw and collage and shapes noticed in their local environment using regular shapes and shapes with no name.*  *When constructing, sensitively discuss which shapes make other shapes (e.g. triangles making rectangles and hexagons with pattern blocks or mosaic tiles).*  *Challenge children to make more complex constructions such as towers of arches, a window or a staircase.* |
| Enabling Environments - What adults might provide | | |
| * Provide resources for shape play including unit blocks, pattern blocks, mosaic tiles and jigsaw puzzles with different levels of challenge. * Teach strategies for solving shape and jigsaw puzzles, describing shape properties and modelling the mathematical vocabulary such as straight, corner, edges. * Play games focussing on the properties of shapes, such as hiding and partially revealing a shape, asking children to say what different shapes it could be or not, and why | | |

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| **Range 1- Pattern**  **Teaching through pre-formal approaches** | | |
| A unique child- What a child might be doing | | |
| Tier 1 | Tier 2 | Tier 3 |
| Is exposed to patterned songs and rhymes, perhaps with repeated actions  Is exposed to patterned objects and images  Is exposed to situations with a predictable outcome | May begin to show interest in patterned songs and rhymes, perhaps with repeated actions  Willing to experience patterned objects and images  With support begins to predict what happens next in predictable situations | *Shows interest in patterned songs and rhymes, perhaps with repeated actions*  *Experiences patterned objects and images*  *Begins to predict what happens next in predictable situations* |
| Positive Relationships- What an adult may do | | |
| Tier 1 | Tier 2 | Tier 3 |
| Is exposed to patterned songs and rhymes with predictable movements or actions (including from children’s families).  Is exposed to songs with simple rhythms.  Is exposed to repeated noises, movements and activities.  Is exposed to “to and from” games. | Begins to join in with patterned songs and rhymes with predictable movements or actions (including from children’s families).  Begins to move to familiar songs, encourage older children to join in tapping and clapping along to simple rhythms.  Will begin to use repeated noises, movements and activities.  Begin to join in with “to and from” games, passing and rolling between the adult and child so they begin to predict which comes next. | *Sing patterned songs and rhymes with predictable movements or actions (including from children’s families).*  *Move with children to the rhythm patterns in familiar songs, Encourage older children to join in tapping and clapping along to simple rhythms.*  *Use repeated noises, movements and activities.*  *Play simple “to and from” games, passing and rolling between the adult and child so they begin to predict which comes next.* |
| Enabling Environments - What adults might provide | | |
| * Plan for adults to have time to enjoy repetitive activities with children * Provide resources with high-contrast patterns. | | |

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| **Range 2- Pattern**  **Teaching through pre-formal approaches** | | |
| A unique child- What a child might be doing | | |
| Tier 1 | Tier 2 | Tier 3 |
| Is exposed to repeated actions in songs and stories  Encouraged to complete repeated actions | Is encouraged to complete repeated actions in songs and stories  Continues repeated actions | *Joins in with repeated actions in songs and stories*  *Initiates and continues repeated actions* |
| Positive Relationships- What an adult may do | | |
| Tier 1 | Tier 2 | Tier 3 |
| Expose children to conversations relating to basic patterns in the environment e.g. spots and stripes on clothing or bumps in the pavement.  Create opportunities to play “back and forth” and repetitive “again” games. | Expose children to conversations relating to patterns in the environment e.g. spots and stripes on clothing or bumps in the pavement.  Create opportunities to play “back and forth” and repetitive “again” games. | *Talk about patterns in the environment e.g. spots and stripes on clothing or bumps in the pavement.*  *Spot opportunities to play “back and forth” and repetitive “again” games.* |
| Enabling Environments - What adults might provide | | |
| * Sing familiar songs with repeated actions, jig to and tap out simple beats, encouraging children to join in. * Provide items for children to make repetitive sounds. | | |

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| **Range 3- Pattern**  **Teaching through pre-formal approaches** | | |
| A unique child- What a child might be doing | | |
| Tier 1 | Tier 2 | Tier 3 |
| Is in an environment which has a daily pattern and daily routines.  With encouragement may joins in with a familiar story.  *Beginning to arrange items in their own patterns, e.g. lining up toys* | With prompts is becoming familiar with patterns in daily routines  Joins in with and predicts what comes next in a story or rhyme with support.  *Beginning to arrange items in their own patterns, e.g. lining up toys* | *Becoming familiar with patterns in daily routines*  *Joins in with and predicts what comes next in a story or rhyme*  *Beginning to arrange items in their own patterns, e.g. lining up toys* |
| Positive Relationships- What an adult may do | | |
| Tier 1 | Tier 2 | Tier 3 |
| Highlight different times of the day and what comes next within the pattern of the day. (Now/Next Visual)  Support children to complete the next action or word in familiar songs and stories with repeating elements (either hand over hand support or asking children to repeat the word)  *Comment on what is the same and what is over and over again in patterns found in the environment.* | Highlight different times of the day and what comes next within the pattern of the day. (Now/Next)  Encourage children to complete the next action or word in familiar songs and stories with repeating elements.  *Comment on what is the same and what is over and over again in patterns found in the environment.* | *Highlight different times of the day and talk about what comes next within the pattern of the day.*  *Leave a space for children to do the next action or word in familiar songs and stories with repeating elements.*  *Comment on what is the same and what is over and over again in patterns found in the environment.* |
| Enabling Environments - What adults might provide | | |
| * Plan to share stories and songs that contain repeated elements which help children to anticipate what might come next. | | |

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| **Range 4 – Pattern**  **Teaching through pre-formal approaches but introducing very short formal approaches** | | |
| A unique child- What a child might be doing | | |
| Tier 1 | Tier 2 | Tier 3 |
| Anticipates repeated sound and action patterns  With encouragement shows an interest in what happens next using the pattern of everyday routines | Begins to join in and anticipates repeated sound and action patterns  Begins to shows an interest in what happens next using the pattern of everyday routines | *Joins in and anticipates repeated sound and action patterns*  *Is interested in what happens next using the pattern of everyday routines* |
| Positive Relationships- What an adult may do | | |
| Tier 1 | Tier 2 | Tier 3 |
| Comments on limited and specific patterns you notice around you repeat the same comments throughout the day.  Comment on the patterns in mark making, loose parts and construction.  Draw children’s attention to the patterns in their routines by explicitly stating what comes next | Comments on a range of patterns you notice around you.  Comment on and begin to help children to recognise the patterns in mark making, loose parts and construction.  Draw children’s attention to the patterns in their routines by encouraging them to think what comes next | *Talk with children about the patterns you notice around you.*  *Comment on and help children to recognise the patterns they make in their mark making, loose parts and construction.*  *Draw children’s attention to the patterns in their routines by asking what comes next* |
| Enabling Environments - What adults might provide | | |
| * Provide a range of natural and everyday materials, as well as blocks and shapes, with which to make patterns. * Plan opportunities for children to experience pattern such as percussion, music and action games that involve repeated sounds or actions. | | |

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| **Range 5 – Pattern**  **Transition stage from pre-formal approaches into more formal approaches delivering the elements of WRM Scheme alongside** | | |
| A unique child- What a child might be doing | | |
| Tier 1 | Tier 2 | Tier 3 |
| Is supported to create their patterns showing some organisation or regularity  Is supported to explore and add to simple linear patterns of two repeating items, e.g. stick, leaf (AB).  Is supported to join in with simple patterns in sounds, objects, games and stories dance and movement. | Begins to creates their own patterns showing some organisation or regularity  Begins to explore and add to simple linear patterns of two or three repeating items, e.g. stick, leaf (AB) or stick, leaf, stone (ABC)  Begins to join in with simple patterns in sounds, objects, games and stories dance and movement, predicting what comes next | *Creates their own spatial patterns showing some organisation or regularity*  *Explores and adds to simple linear patterns of two or three repeating items, e.g. stick, leaf (AB) or stick, leaf, stone (ABC)*  *Joins in with simple patterns in sounds, objects, games and stories dance and movement, predicting what comes next* |
| Positive Relationships- What an adult may do | | |
| Tier 1 | Tier 2 | Tier 3 |
| Whilst playing alongside children, model simple repeating patterns of two items and support children to create and continue patterns.  *Demonstrate arranging objects in spatial patterns when building, collaging or playing with loose parts.*  *Draw children’s attention to patterns around them including from a range of cultures.*  When making patterns begin to introduce situations in which a problem may arise e.g not enough of a certain object. Explicitly support the child to solve the problem. | Whilst playing alongside children, model simple repeating patterns of two items and encourage children to create and continue patterns.  *Demonstrate arranging objects in spatial patterns when building, collaging or playing with loose parts.*  *Draw children’s attention to patterns around them including from a range of cultures.*  When making patterns begin to introduce situations in which a problem may arise e.g not enough of a certain object. Offer support if needed to help the child to solve the problem. | *Whilst playing alongside children, model simple repeating patterns of two or three items and encourage children to create and continue patterns.*  *Demonstrate arranging objects in spatial patterns when building, collaging or playing with loose parts.*  *Draw children’s attention to patterns around them including from a range of cultures.*  *When making patterns, help children to solve problems.* |
| Enabling Environments - What adults might provide | | |
| * Provide a range of items for free exploration of patterning indoors and outdoors including natural materials, pattern blocks, loose parts, mats, trays and strips. * Encourage children to join in with body patterns or repeating sections of songs. * Pause to encourage prediction when enjoying stories and rhymes with repeating elements, sometimes using props. * Emphasise the repeating pattern when turn taking. * Provide patterned resources including those representing a range of cultures, such as clothing, fabrics or wrapping paper. | | |

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| **Range 6 – Pattern**  **Teaching through pre-formal approaches and delivering the elements of WRM Scheme** | | |
| A unique child- What a child might be doing | | |
| Tier 1 | Tier 2 | Tier 3 |
| Encourage children to spot basic patterns in the environment and support the child to identify the basic pattern “rule”  With support chooses familiar objects to create and recreate repeating AB patterns and begins to identify the unit of repeat | Encourage children to spot patterns in the environment and support the child to identify the pattern “rule”  With support chooses familiar objects to create and recreate repeating patterns beyond AB patterns and begins to identify the unit of repeat | *Spots patterns in the environment, beginning to identify the pattern “rule”*  *Chooses familiar objects to create and recreate repeating patterns beyond AB patterns and begins to identify the unit of repeat* |
| Positive Relationships- What an adult may do | | |
| Tier 1 | Tier 2 | Tier 3 |
| Support children to notice a range of patterns involving repetition and symmetry in the environment, including traditional patterns from a range of cultures.  Model using symbols to represent a pattern in other ways (e.g. using a spot/cross/dash pattern of symbols and doing a twirl/jump/glide in response).  Make deliberate obvious mistakes when creating patterns alongside children and demonstrate how to fix the problem then ask children to help with this.  Support children to make basic border patterns where the repeating pattern continues around an object or frame. | Encourage children to notice a range of patterns involving repetition and symmetry in the environment, including traditional patterns from a range of cultures.  Model using symbols to represent a pattern in other ways (e.g. using a spot/cross/dash pattern of symbols and doing a twirl/jump/glide in response).  Make deliberate obvious mistakes when creating patterns alongside children and playfully challenge them to fix the problem.  Make basic border patterns where the repeating pattern continues around an object or frame. | *Encourage children to notice and appreciate a range of patterns involving repetition and symmetry in the environment, including traditional patterns from a range of cultures.*  *Model using symbols to represent a pattern in other ways (e.g. using a spot/cross/dash pattern of symbols and doing a twirl/jump/glide in response).*  *Make deliberate mistakes when creating patterns alongside children and playfully challenge them to fix the problem.*  *Make border patterns where the repeating pattern continues around an object or frame.* |
| Enabling Environments - What adults might provide | | |
| * Provide opportunities for printing patterns using a variety of objects. * Using photos, challenge children to copy and continue patterns. * Invite children to create a pattern with the same structure using different objects (e.g. instead of a red/blue/blue pattern, create a sheep/cow/cow pattern). | | |

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| **Range 1 – Measures**  **Teaching through pre-formal approaches** | | |
| A unique child- What a child might be doing | | |
| Tier 1 | Tier 2 | Tier 3 |
| Engages with containers of different sizes within provision. | With encouragement responds to size, reacting to very big or very small items that they see or try to pick up | *Responds to size, reacting to very big or very small items that they see or try to pick up* |
| Positive Relationships- What an adult may do | | |
| Tier 1 | Tier 2 | Tier 3 |
| *Comment on the size and weight of objects when children grasp objects that are big or heavy.*  Support children to engage in water play show filling and emptying containers.  *At the end of mealtimes show and comment on the empty bowl, cup or bottle: All gone!* | *Comment on the size and weight of objects when children grasp objects that are big or heavy.*  *Encourage children to engage with water* play show filling and emptying containers*.*  *At the end of mealtimes show and comment on the empty bowl, cup or bottle: All gone!* | *Comment on the size and weight of objects when children grasp objects that are big or heavy.*  *During water play show filling and emptying containers.*  *At the end of mealtimes show and comment on the empty bowl, cup or bottle: All gone!* |
| Enabling Environments - What adults might provide | | |
| * Provide a range of objects of various lengths and weights in treasure baskets to excite and encourage children’s interests including larger and smaller items. | | |

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| **Range 2 – Measures**  **Teaching through pre-formal approaches** | | |
| A unique child- What a child might be doing | | |
| Tier 1 | Tier 2 | Tier 3 |
| Engages with different containers of different sizes.  Explicitly being taught the daily routine  Explores containers | With encouragement shows an interest in objects of contrasting sizes in meaningful contexts  With prompts knows and enjoys daily routine  With support empties containers | *Shows an interest in objects of contrasting sizes in meaningful contexts*  *Gets to know and enjoys daily routine*  *Shows an interest in emptying containers* |
| Positive Relationships- What an adult may do | | |
| Tier 1 | Tier 2 | Tier 3 |
| During play and everyday contexts, comment on the sizes and weights of objects using limited words appropriate to blank levels.  Talk about what is going to happen and what has happened during the day using first/next. | *During play and everyday contexts, comment on the sizes and weights of objects using a broader range of language such as big, huge, long, tall, heavy.*  Talk about what is going to happen and what has happened during the day using first/next. | *During play and everyday contexts, comment on the sizes and weights of objects using a range of language such as big, huge, enormous, long, tall, heavy.*  *Talk about what is going to happen and what has happened during the day using first, next and then.* |
| Enabling Environments - What adults might provide | | |
| * Provide big and little versions of objects for children to play with and compare. * Share picture books showing objects of contrasting sizes. | | |

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| **Range 3 – Measures**  **Teaching through pre-formal approaches** | | |
| A unique child- What a child might be doing | | |
| Tier 1 | Tier 2 | Tier 3 |
| Is exposed to different objects of different sizes and weights  Is exposed to objects with a ranger of capacities and try to fill and empty containers, e.g. fitting toys in a pram  Begin to understand the routine with a clear now and next prompt. | With encouragement shows an interest in size and weight  With encouragement explores capacity by selecting, filling and emptying containers, e.g. fitting toys in a pram  With encouragement begin to understand that things might happen now or at another time, in routines | *Shows an interest in size and weight*  *Explores capacity by selecting, filling and emptying containers, e.g. fitting toys in a pram*  *Beginning to understand that things might happen now or at another time, in routines* |
| Positive Relationships- What an adult may do | | |
| Tier 1 | Tier 2 | Tier 3 |
| Introduce the language of size and weight as children are involved in everyday play and routines.  Introduce the language of capacity as children explore water or sand to encourage them to think about when something is full, empty or holds more.  Explicitly teach the sequence within familiar activities or routines. | Consistently expose the language of size and weight as children are involved in everyday play and routines.  Consistently expose the language of capacity as children explore water or sand to encourage them to think about when something is full, empty or holds more.  Explicitly emphasise the sequence within familiar activities or routines. | *Use the language of size and weight as children are involved in everyday play and routines.*  *Use the language of capacity as children explore water or sand to encourage them to think about when something is full, empty or holds more.*  *Emphasise the sequence within familiar activities or routines.* |
| Enabling Environments - What adults might provide | | |
| * Provide a range of objects, including big, heavy and awkward ones that can be transported, both indoors and outdoors. * Provide different sizes and shapes of bags, boxes and containers so that children can experiment with filling, experiencing weight and size. * Plan to share images and books which show the order of daily routines. | | |
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| **Range 4 – Measures**  **Teaching through pre-formal approaches but introducing very short formal approaches** | | |
| A unique child- What a child might be doing | | |
| Tier 1 | Tier 2 | Tier 3 |
| Child’s environment enables the child to explore differences in size, length, weight and capacity  Is exposed to statements relating to the past and future.  Is explicitly being taught times of the day such as mealtimes or home time | With encouragement begins to explore differences in size, length, weight and capacity  Will listen to statements relating to the past and future.  With support is beginning to anticipate times of the day such as mealtimes or home time | *Explores differences in size, length, weight and capacity*  *Beginning to understand some talk about immediate past and future*  *Beginning to anticipate times of the day such as mealtimes or home time* |
| Positive Relationships- What an adult may do | | |
| Tier 1 | Tier 2 | Tier 3 |
| Create everyday opportunities to describe everyday items and contexts using informal language of size (giant, teeny, big, little, huge, small), length (long, tall, short), weight (heavy, light) and capacity (full, empty).  Work alongside a child and explicitly encourage children to problem solve when ordering things by size, e.g. stacking cups, sensitively supporting by offering one if they are really struggling.  Create opportunities to explore sizes e.g t purposefully finding out whether a teddy will fit in a bed.  Recount information from home and school explicitly commenting on times (before, later, soon, next, after, morning, afternoon, evening, night-time).  In everyday activities, make a commentary about the basic sequence of events.  Explicitly share stories and books commenting on routines | Create everyday opportunities to describe everyday items and contexts using informal language of size (giant, teeny, big, little, huge, small), length (long, tall, short), weight (heavy, light) and capacity (full, empty).  Support children’s problem-solving when ordering things by size, e.g. stacking cups, sensitively supporting by offering one if they are really struggling.  Create opportunities to compare things purposefully such as finding out whether a teddy will fit in a bed.  Encourage children to talk about their experiences at home and in the setting, use some language of time (before, later, soon, next, after, morning, afternoon, evening, night-time).  In everyday activities, make a commentary about the basic sequence of events.  When sharing stories and books, draw attention to routines | *Use everyday opportunities to describe everyday items and contexts using informal language of size (giant, teeny, big, little, huge, small), length (long, tall, short), weight (heavy, light) and capacity (full, empty).*  *Observe children’s problem-solving when ordering things by size, e.g. stacking cups, sensitively supporting by offering one if they are really struggling.*  *Look out for opportunities to compare things purposefully such as finding out whether a teddy will fit in a bed.*  *When children talk about their experiences at home and in the setting, use some language of time (before, later, soon, next, after, morning, afternoon, evening, night-time).*  *In everyday activities, make a commentary about the sequence of events.*  *When sharing stories and books, draw attention to routines and time sequences within them.* |
| Enabling Environments - What adults might provide | | |
| * Provide similar items of contrasting sizes so that children have many opportunities to encounter the language of size. * Provide resources with clearly different weights to support direct comparison, and something to carry them in. * Provide equipment with varied capacities and shapes in the sand, water, mud kitchen and role play areas. | | |

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| **Range 5 – Measures**  **Transition stage from pre-formal approaches into more formal approaches delivering the elements of WRM Scheme alongside** | | |
| A unique child- What a child might be doing | | |
| Tier 1 | Tier 2 | Tier 3 |
| In meaningful contexts can be supported to find the longer or shorter, heavier or lighter and more/less full of two items  With prompts is able to recall a sequence of events in everyday life and stories | In meaningful contexts can be supported to find the longer or shorter, heavier or lighter and more/less full of two items  With prompts is able to recall a sequence of events in everyday life and stories | *In meaningful contexts, finds the longer or shorter, heavier or lighter and more/less full of two items*  *Recalls a sequence of events in everyday life and stories* |
| Positive Relationships- What an adult may do | | |
| Tier 1 | Tier 2 | Tier 3 |
| During play expose children to opportunities involving comparing lengths and distances.  Create meaningful opportunities for children to compare noticeably different measures by length, weight, capacity and time using comparative language (longer/ shorter, heavier/lighter, holds more/holds less, longer time/shorter time).  Expose children to play involving seesaws and balance scales play.  Rephrase what a child says to introduce words such as before, after, soon or later when talking about routines, recent events and events in a story or rhyme | During play explicitly model comparing lengths and distances.  Create meaningful opportunities for children to compare by length, weight, capacity and time using comparative language (longer/ shorter, heavier/lighter, holds more/holds less, longer time/shorter time).  Support children to participate in seesaw and balance scale play.  Rephrase what a child says to introduce words such as before, after, soon or later when talking about routines, recent events and events in a story or rhyme | *During play, model comparing lengths and distances.*  *Look out for meaningful opportunities for children to compare by length, weight, capacity and time using comparative language (longer/ shorter, heavier/lighter, holds more/holds less, longer time/shorter time).*  *Encourage children to participate in seesaw and balance scale play.*  *Encourage children to respond to and use words such as before, after, soon or later when talking about routines, recent events and events in a story or rhyme.* |
| Enabling Environments - What adults might provide | | |
| * Provide problem-solving opportunities indoors and outdoors for comparing length, weight and capacity, e.g. Which is the best bottle so we’ll have enough drink for everyone at the picnic? * Ask children to predict What happens next? using visual timetables, books and stories. * Provide items that can be ordered by size, such as plates and clothes in role play. | | |

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| **Range 6 – Measures**  **Teaching through pre-formal approaches and delivering the elements of WRM Scheme** | | |
| A unique child- What a child might be doing | | |
| Tier 1 | Tier 2 | Tier 3 |
| With prompts is able to tackle problems involving prediction and discussion of comparisons of length, weight or capacity,  With practice is becoming more familiar with measuring tools in everyday experiences and play (may not always be accurate)  With support is increasingly able to order and sequence events using everyday language related to time (may not always be accurate)  With support is beginning to experience measuring time with timers and calendars | With prompts is able to tackle problems involving prediction and discussion of comparisons of length, weight or capacity, paying attention to fairness and accuracy  With practice is becoming more familiar with measuring tools in everyday experiences and play  With prompts is increasingly able to order and sequence events using everyday language related to time  With support is beginning to experience measuring time with timers and calendars | *Enjoys tackling problems involving prediction and discussion of comparisons of length, weight or capacity, paying attention to fairness and accuracy*  *Becomes familiar with measuring tools in everyday experiences and play*  *Is increasingly able to order and sequence events using everyday language related to time*  *Beginning to experience measuring time with timers and calendars* |
| Positive Relationships- What an adult may do | | |
| Tier 1 | Tier 2 | Tier 3 |
| Support children to compare the length, weight and capacity of things in play and everyday activities and encourage children to predict.  Guide children to consider accuracy, for instance matching ends or starting points, balancing exactly or “fullness”.  *Support timed challenges by timing runs, trails, obstacle courses, etc. and teach children how to use the stopwatch.*  Discuss the order and sequence of events in routines and role play encouraging the use of basic vocabulary relating to time (first, then, after, before, next)  Support children through the day through consistent use of visual timetables. | Support children to compare the length, weight and capacity of things in play and everyday activities and encourage children to predict and give reasons.  Encourage children to consider accuracy, for instance matching ends or starting points, balancing exactly or “fullness”.  *Support timed challenges by timing runs, trails, obstacle courses, etc. and teach children how to use the stopwatch.*  Discuss the order and sequence of events in routines and role play encouraging the use of time (first, then, after, before, next, sooner, later).  Support children through the day through consistent use of visual timetables and clock times, focusing on the hour hand. | *When comparing the length, weight and capacity of things in play and everyday activities, encourage children to predict and give reasons.*  *Discuss accuracy, for instance matching ends or starting points, balancing exactly or “fullness”.*  *Support timed challenges by timing runs, trails, obstacle courses, etc. and teach children how to use the stopwatch.*  *Discuss the order and sequence of events in routines and role play using the language of time (first, then, after, before, next, sooner, later).*  *Draw children’s attention to visual timetables and clock times, focusing on the hour hand.* |
| Enabling Environments - What adults might provide | | |
| * Have areas where children can explore the properties of objects, compare lengths, weigh and measure. * Provide objects in a range of contexts varying in length, capacity or weight, including tall thin, short fat, large light and small heavy things. Provide pictorial sequences for instructions. * Model using measuring tools including height charts, rulers, tape-measures, scales and timers. * Sing songs about the days of the week and months of the year, referring to a calendar. Countdown to events. | | |