

## Learning Trajectory Comparison

| Range | Unique Child:<br>What a child might be doing  | Positive Relationships:<br>what adults might do  | Enabling Environments:<br>what adults might provide   |
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| 1     | Reacts to changes of amount when those amounts are significant (more than double).  | <ul style="list-style-type: none"> <li>- Notice and mirror children's reactions to changes in amount.</li> <li>- Add to objects &amp; draw attention to the change in amount, using words like more.</li> <li>- When feeding babies comment on whether they would like more after being winded, e.g. Oh, you want more.</li> </ul>   | <ul style="list-style-type: none"> <li>- Provide small groups of the same objects in treasure baskets, as well as single items.</li> </ul>  |
| 2     | <p>May be aware of number names through their enjoyment of action rhymes and songs that relate to numbers.</p> <p>Looks for things which have moved out of sight.</p>       | <ul style="list-style-type: none"> <li>- Take opportunities during play to sing number rhymes.</li> <li>- During personal care routines make a point of using numbers.</li> <li>- Play peek-a-boo hiding games with toys and people.</li> </ul>  | <ul style="list-style-type: none"> <li>- Plan to sing number rhymes with actions. Involve families in sharing number rhymes from home cultures.</li> </ul>  |
| 3     | Responds to words like <i>lots</i> or <i>more</i> .   | <ul style="list-style-type: none"> <li>- Talk with young children about lots, more and not many and not enough as they play.</li> <li>- Draw attention to contrasting differences and changes in amounts e.g. adding more bricks to a tower or eating things up.</li> <li>- Take opportunities to say number words in order with children as they play, e.g. 1,2,3 go!</li> </ul>  | <ul style="list-style-type: none"> <li>- Play hiding games so children notice that something has gone.</li> <li>- Provide varied sets of objects for playful opportunities for children to independently explore <i>lots, more, not many</i> and <i>not enough</i>.</li> <li>- Sing songs with counting strings.</li> </ul>   |
| 4     | Beginning to compare and recognise changes in numbers of things, using words like more, lots or 'same'.   | <ul style="list-style-type: none"> <li>- Include the number sequence in everyday contexts and songs so children experience the order of the numbers (ordinarily).</li> <li>- 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.</li> <li>- When singing number rhymes with props, draw attention to contrasting differences and changes in numbers, checking together <i>How many now?</i></li> </ul> | <ul style="list-style-type: none"> <li>- Provide buckets and bags for children to create collections of objects which they can count.</li> <li>- Sing counting songs and rhymes which help to develop children's understanding of number.</li> <li>- Say the counting sequence going to higher numbers, in a variety of contexts, indoors and out, and sometimes counting backwards.</li> </ul>   |
| 5     | Compares two small groups of up to five objects, saying when there are the same number of objects in each group, e.g. <i>You've got two, I've got two. Same!</i>            | <ul style="list-style-type: none"> <li>- Encourage children to share items between two people or toys.</li> <li>- Enjoy counting forwards and back (sometimes to much higher numbers). Use different voices, e.g. high or growly.</li> <li>- Emphasise the one more, one less pattern in rhymes and traditional tales, asking children to predict the next number.</li> </ul>  | <ul style="list-style-type: none"> <li>- Provide resources indoors and outside for children to explore and talk about higher numbers.</li> <li>- Model using objects to illustrate counting songs, rhymes and number stories, sometimes using pictures and numerals, to enable children to use those resources independently.</li> <li>- Play with either dot or numeral dice. Discuss that six on the dice is worth more than four.</li> </ul> |
| 6     | <p>Uses number names and symbols when comparing numbers, showing interest in large numbers.</p> <p>Estimates numbers of things, showing understanding of relative size.</p> | <ul style="list-style-type: none"> <li>- Model comparing numbers in problems about fair shares.</li> <li>- Play games such as hide and seek that involve counting, forwards and backwards.</li> <li>- Discuss the order of numbers in context, e.g. finding a page number.</li> <li>- Encourage children to make predictions and visualise the outcome in stories, rhymes and songs if one (or two) is added or taken away.</li> </ul>   | <ul style="list-style-type: none"> <li>- Involve children in voting, e.g. for books to read at story time, using linking cubes with children's names on.</li> <li>- Discuss examples and display large numbers including hundreds, thousands and a million.</li> <li>- Jump with children along a number track, counting each</li> </ul>  |

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|  |  |  | <p>jump or counting on.</p> <ul style="list-style-type: none"><li>- 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.</li><li>- Plan opportunities to order mixed-up numerals.</li><li>- Pose everyday estimation problems and establish mental estimation benchmarks, e.g. more or less than 10.</li><li>-Set up an estimation station where everyone records guesses; later count and order the guesses.</li><li>- Provide numeral cards for children to order on a washing line.</li><li>- Provide dice, board and card games, sometimes involving older children, families and members of the local community.</li><li>- Provide resources to make “staircase” patterns which show that the next counting number includes the previous number plus one.</li></ul> |
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### A Unique Child

When referring to the guidance for the Areas of Learning and Development, it is important to start with what is observed and understood about the individual child.

A typical progression in development and learning has been grouped into broad ranges in the column for A Unique Child. This is intended to support knowledge of a general pattern of child development.

Practitioners can identify a range that most closely describes the child's development and learning, and then consider the suggestions for adults within that range (or earlier ranges) to plan to support continued progress.

The guidance can also help to identify when children may need additional support, by referring to the key provided here which links the ranges to typical age spans.

In summative assessments, comparing best-fit judgements of ranges with typical age spans can help identify whether children are roughly on track, or are progressing more slowly or quickly. This information can be useful for leaders and managers in planning for the continual improvement of practice and provision in the setting.

### Key to understanding the age ranges:



Reference: Birth to 5 Matters – Non-statutory guidance for the Early Years Foundation Stage

[www.birthto5matters.org.uk](http://www.birthto5matters.org.uk)