

Learning Trajectory Shape

Range	Unique Child: What a child might be doing	Positive Relationships: what adults might do	Enabling Environments: what adults might provide
1	<p>Explores differently sized and shaped objects.</p> <p>Beginning to put objects of similar shapes inside others and take them out again.</p>	<ul style="list-style-type: none"> - Encourage babies' explorations of the characteristics of objects, e.g. by rolling a ball or sliding a block. - Demonstrate putting items inside others of similar shape. 	<ul style="list-style-type: none"> - Provide interestingly shaped objects to explore. - Make towers for children to knock down using objects that stack.
2	<p>Stacks objects using flat surfaces.</p> <p>Responds to changes of shape.</p> <p>Attempts, sometimes successfully, to match shapes with spaces on inset puzzles.</p>	<ul style="list-style-type: none"> - When playing with malleable materials draw attention to shapes as they are created and changed. 	<ul style="list-style-type: none"> - 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.
3	<p>Pushes objects through different shaped holes, and attempts to fit shapes into spaces on inset boards or puzzles.</p> <p>Beginning to select a shape for a specific space.</p> <p>Enjoys using blocks to create their own simple structures and arrangements.</p>	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - 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.
4	<p>Chooses puzzle pieces and tries to fit them in.</p> <p>Recognises that two objects have the same shape.</p> <p>Makes simple constructions,</p>	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - 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.
5	<p>Chooses items based on their shape which are appropriate for the child's purpose.</p> <p>Responds to both informal language and common shape names.</p> <p>Shows awareness of shape similarities and differences between objects.</p> <p>Enjoys partitioning and combining shapes to make new shapes with 2D and 3D shapes.</p>	<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - Provide differently shaped resources to handle, carry, move and explore. - Provide large and small blocks and boxes for construction both indoors and outdoors.

	Attempts to create arches and enclosures when building, using trial and improvement to select blocks.	themselves and talk about how the shapes have combined to make new shapes.	
6	<p>Uses informal language and analogies, (e.g. heart shaped and hand-shaped leaves), as well as mathematical terms to describe shapes.</p> <p>Enjoys composing and decomposing shapes, learning which shapes combine to make other shapes.</p> <p>Uses own ideas to make models of increasing complexity, selecting blocks needed, solving problems and visualising what they will build.</p>	<ul style="list-style-type: none"> - 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 acting out their own stories encourage children to make the shapes involved on their own or with others. - 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. 	<ul style="list-style-type: none"> - 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 modeling 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.

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.

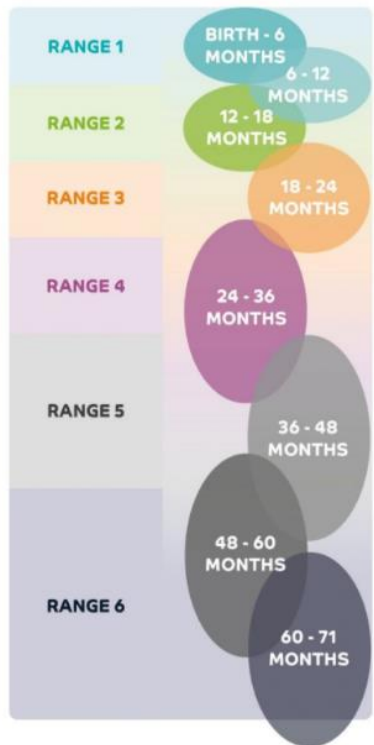
A typical progression in development and learning has been grouped into broad ranges in the column for A Unique Child. This is intended to support knowledge of a general pattern of child development.

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