

Learning Trajectory Measures

Range	Unique Child: What a child might be doing	Positive Relationships: what adults might do	Enabling Environments: what adults might provide
1	Responds to size, reacting to very big or very small items that they see or try to pick up.	<ul style="list-style-type: none"> -Comment on the size and weight of objects when babies grasp objects that are <i>big or heavy</i>. - During water play and bathing routines, show filling and emptying containers. - At the end of mealtimes show and comment on the empty bowl, cup or bottle: <i>All gone!</i> 	<ul style="list-style-type: none"> - Provide a range of objects of various lengths and weights in treasure baskets to excite and encourage babies' interests including larger and smaller items.
2	Shows an interest in objects of contrasting sizes in meaningful contexts. Shows an interest in emptying containers. Gets to know and enjoys daily routine.	<ul style="list-style-type: none"> -During play and everyday contexts, comment on the sizes and weights of objects using a range of language such as <i>big, huge, enormous, long, tall, heavy</i>. - Talk about what is going to happen and what has happened during the day using <i>first, next</i> and <i>then</i>. 	<ul style="list-style-type: none"> - Provide big and little versions of objects for children to play with and compare. - Share picture books showing objects of contrasting sizes.
3	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.	<ul style="list-style-type: none"> -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. 	<ul style="list-style-type: none"> - 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.
4	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.	<ul style="list-style-type: none"> -Use everyday opportunities to describe everyday items and contexts using informal language of size (<i>giant, teeny, big, little, huge, small</i>), length (<i>long, tall, short</i>), weight (<i>heavy, light</i>) and capacity (<i>full, empty</i>). - 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 (<i>before, later, soon, next, after, morning, afternoon, evening, night-time</i>). - 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. 	<ul style="list-style-type: none"> - 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.
5	In meaningful contexts, finds the <i>longer or shorter, heavier or lighter</i> and <i>more/less full</i> of two items.	<ul style="list-style-type: none"> -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 (<i>longer/shorter, heavier/lighter,</i> 	<ul style="list-style-type: none"> - Provide problem-solving opportunities indoors and outdoors for comparing length, weight and capacity, e.g. <i>Which is the best bottle so we'll have enough drink for</i>

	Recalls a sequence of events in everyday life and stories.	<p><i>holds more/holds less, longer time/shorter time</i>).</p> <ul style="list-style-type: none"> - Encourage children to participate in seesaw and balance scale play. - Encourage children to respond to and use words such as <i>before, after, soon or later</i> when talking about routines, recent events and events in a story or rhyme. 	<p><i>everyone at the picnic?</i></p> <ul style="list-style-type: none"> - Provide items that can be ordered by size, such as plates and clothes in role play. - Ask children to predict <i>What happens next?</i> Using visual timetables, books and stories.
6	<p>Enjoys tackling problems involving prediction and discussion of comparisons of length, weight or capacity, paying attention to fairness and accuracy.</p> <p>Becomes familiar with measuring tools in everyday experiences and play.</p> <p>Is increasingly able to order and sequence events using everyday language related to time.</p> <p>Beginning to experience measuring time with timers and calendars.</p>	<ul style="list-style-type: none"> -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". - Discuss the order and sequence of events in routines and role play using the language of time (<i>first, then, after, before, next, sooner, later</i>). - Draw children's attention to visual timetables and clock times, focusing on the hour hand. - Support timed challenges by timing runs, trails, obstacle courses, etc. and teach children how to use the stopwatch. 	<ul style="list-style-type: none"> -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. - Model using measuring tools including height charts, rulers, tape-measures, scales and timers. - Provide pictorial sequences for instructions. - Sing songs about the days of the week and months of the year, referring to a calendar. Countdown to events.

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