



Likely Participation & Development by Age of Child

Little STEAMers classes are designed by a qualified teacher working alongside other early years specialists.

The classes are intentionally open-ended so each one can work for a range of ages (2-5). Learning and development in the early years centres on **child-led exploration** so, where possible, children should be allowed to explore to meet their own interests.

The tables below show your child's likely participation in the classes by age. They should **not** be interpreted as any sort of indicator of your child's ability, but are there to help you as a parent know how much to expect from your child during and after a class. They also set out how each section of the class contributes to your child's development.

Of course every child, every topic and every day is different!

Age 2

	Likely Participation	Development & Progress
Senses & Mystery Bag	<ul style="list-style-type: none"> Will likely participate in this section and begin to point to senses. 	<ul style="list-style-type: none"> Starting to identify by pointing and then naming each of their senses. Developing sensory processing and vocabulary while answering questions about the object in their bag.
Story	<ul style="list-style-type: none"> Sometimes will sit for the story and this will increase with time. 	<ul style="list-style-type: none"> Developing length of concentration and focus.
Warm Up	<ul style="list-style-type: none"> Will likely participate in this section. 	<ul style="list-style-type: none"> Learning new vocabulary. Developing physical coordination skills.
Activities	<ul style="list-style-type: none"> May not always be able to sit and focus on the demonstrations. May take part in only one of the activities with an adult after the class. Exploration after the class may last 5-10 minutes. Focus after the class should be on exploration with children allowed to explore any part of the activity that takes their interest. Some weeks children may do something completely different on the class theme or take an activity in a different direction. 	<ul style="list-style-type: none"> Developing understanding of the world around them. Each week children will be exposed to a new topic to explore. At this age exploration is key to children's learning so even a basic exploration of one of the class activities is important. Understanding of some basic scientific concepts which they can apply in other areas, e.g. floating and sinking. This begins to develop with repeated attendance and repetition between classes.
Song	<ul style="list-style-type: none"> May participate in this section if they enjoy singing and movement. 	<ul style="list-style-type: none"> Understanding concepts from song lyrics: their brains are in their heads, curiosity is wondering why and we should always try when things get tricky. Developing singing and movement skills. Developing memory and recall skills.

Age 3

	Likely Participation	Development & Progress
Senses & Mystery Bag	<ul style="list-style-type: none"> Will likely participate in this section, starting to identify senses. Will be able to answer some questions about the mystery bag item (e.g. colours). 	<ul style="list-style-type: none"> Starting to identify by pointing and then naming each of their senses. Developing sensory processing and vocabulary while answering questions about the object.
Story	<ul style="list-style-type: none"> Will start to sit and listen for the story more regularly. 	<ul style="list-style-type: none"> Developing length of concentration and focus. Developing listening skills.
Warm Up	<ul style="list-style-type: none"> Will likely participate in this section following most or all directions. 	<ul style="list-style-type: none"> Learning new vocabulary. Developing physical coordination skills.
Activities	<ul style="list-style-type: none"> Will start to sit and focus on the demonstrations more often. May take part in one or two of the activities with an adult after the class. Exploration after the class may last 8-15 minutes. Focus after the class should be on exploration with children allowed to explore any part of the activity that takes their interest. Some weeks children may do something completely different on the class theme or take an activity in a different direction. 	<ul style="list-style-type: none"> Developing understanding of the world around them. Each week children will be exposed to a new topic to explore. At this age exploration is key to children's learning so even a basic exploration of one of the class activities is important. Understanding of some basic scientific concepts which they can apply in other areas, e.g. floating and sinking. This begins to develop with repeated attendance and repetition between classes. Applying concepts learnt in class to the world around them, e.g. noticing bridges and ramps.
Song	<ul style="list-style-type: none"> May participate in this section if they enjoy singing and movement. Will start to recall actions and lyrics. 	<ul style="list-style-type: none"> Understanding concepts from song lyrics: their brains are in their heads, curiosity is wondering why and we should always try when things get tricky. Developing singing and movement skills. Developing memory and recall skills.

Age 4-5

	Likely Participation	Development & Progress
Senses & Mystery Bag	<ul style="list-style-type: none"> Will participate in this section, starting to name and identify all of their senses. Will answer questions about the mystery bag item, including colour, shape, texture, smells. 	<ul style="list-style-type: none"> Remembering and naming each of their senses. Developing understanding of vocabulary to describe textures, shapes and smells.
Story	<ul style="list-style-type: none"> Will often listen for the whole story. Will be able to answer questions about the story afterwards if asked. 	<ul style="list-style-type: none"> Developing length of concentration and focus. Developing listening skills. Developing reading comprehension skills.
Warm Up	<ul style="list-style-type: none"> Will be able to follow directions. 	<ul style="list-style-type: none"> Learning new vocabulary. Developing physical coordination skills.
Activities	<ul style="list-style-type: none"> Will often sit and focus on the demonstrations. May take part in two or three of the activities with an adult or supervised by an adult after the class. Exploration after the class may last 15-40 minutes. Focus after the class should be on exploration with children allowed to explore any part of the activity that takes their interest. Working with an adult, children may start to answer and pose scientific questions around predictions and observations (e.g. What's going to happen when...? I think that..."). With an adult, children may start to use tables (as provided in Bonus Content) to record observations. Maths, reading and writing skills may be incorporated into some activities - ideas will be suggested during the class where appropriate. 	<ul style="list-style-type: none"> Developing understanding of the world around them. Each week children will be exposed to a new topic to explore. At this age exploration is key to children's learning so even a basic exploration of one of the class activities is important. Understanding of some basic scientific concepts which they can apply in other areas, e.g. floating and sinking. This begins to develop with repeated attendance and repetition between classes. Applying concepts learnt in class to the world around them, e.g. noticing bridges and ramps. Developing scientific skills like predicting, observing, measuring, recording and explaining. Practicing literacy and maths across other subject areas.

Song	<ul style="list-style-type: none">• May participate in this section if they enjoy singing and movement.• Will start to know actions and lyrics.	<ul style="list-style-type: none">• Understanding concepts from song lyrics: their brains are in their heads, curiosity is wondering why and we should always try when things get tricky.• Developing singing and movement skills.• Developing memory and recall skills.
------	--	---

Links to EYFS & Development Matters

In addition, Little STEAMers links comprehensively to the [Early Years Foundation Stage Framework](#) used by all childcare settings, nurseries and primary schools to monitor and assess development in children aged 2-5 (up to Year 1 in school).

The parts highlighted yellow are covered in Little STEAMers classes and activities regularly. Not all of the areas will be met by 2-3 year olds initially, but they have the chance to develop these skills by their participation.

Prime Areas	
Communication & Language	
Listening and attention	Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.
Understanding	Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.
Speaking	Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.
Physical Development	
Moving and handling	Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.
Health and self-care	Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic

	hygiene and personal needs successfully, including dressing and going to the toilet independently.
Personal, Social and Emotional Development	
Self-Confidence & Self-Awareness	Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.
Managing Feelings & Behaviour	Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.
Making Relationships	Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

Specific Areas

Literacy

Reading	Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.
Writing	Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

Mathematics	
Number	Children count reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.
Shape, Space & Measure*	Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.
Understanding the World	
People & Communities	Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.
The World	Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.
Technology*	Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.
Expressive Arts & Design	
Exploring & Using Media & Materials	Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
Being Imaginative	Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.

**The Shape, Space & Measure and Technology sections will no longer form part of the EYFS Framework from September 2021.*

Little STEAMers also covers important areas of the Characteristics of Effective Learning, part of the [Development Matters](#) non-statutory guidance for implementing the EYFS, also regularly used by childcare, nursery and primary school settings.

- Playing and Exploring: Finding out and exploring / Playing with what they know / Being willing to 'have a go'
- Active learning: Being involved and concentrating / Keeping trying / Enjoying achieving what they set out to do
- Creating and Thinking Critically: Having their own ideas / Making links / Choosing ways to do things