




Long Term Key Learning Opportunities			Key Learning Objectives			
Prime Areas			Specific Areas			
PSED	C&L	Physical	Literacy	Maths	Understanding the World	Expressive Arts
Notice and ask questions about differences (PSED15 B-3Y) Develop their sense of responsibility and membership of a community (PSED2 3-4Y) Build constructive and respectful relationships (PSED14 CIR)  PMW DE LC	Listen to simple stories and understand what is happening, with the help of pictures (C&L27 B-3Y) Enjoy listening to longer stories and can remember much of what happens (C&L1 3-4Y) Retell a story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words/ Engage in non-fiction books (C&L25&29 CIR)  PMW DE OLE	Develop manipulation and control (PD22 B-3Y) Use one handed tools and equipment (PD10 3-4Y) Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor (PD21 CIR)  PMW DE OLE	Have favourite books and seeks them out (L8 B-3Y) Understand the five key concepts about print (L1 3-4Y) Read individual letters by saying sounds for them (L7 CIR)  PMW DE	Count in everyday contexts (M6 B-3Y) Say one number name for each item in order (M3 3-4Y) Link the number symbol with its cardinal number value (M23 CIR)  PMW DE	Notice difference between people (UTW6 B-3Y) Know that there are different countries in the world and talk about the differences they have experienced or seen in photos (UTW13 3-4Y) Compare and contrast characters from stories, including figures from the past (UTW17 CIR)  PMW DE	Anticipate phrases and actions in rhymes and songs (EAD4 B-3Y) Respond to what they have heard, expressing their thoughts and feelings (EADI3 3-4Y) Develop storylines in their pretend play (EAD25 CIR)  PMW DE
Possible Resource Enhancements throughout the year			Permanent Resources		Area and resource organisation	
Themed texts Tents and cosy spaces			Shelving/storage boxes Chairs, cushions, settee Quality range of books: Stories, nursery rhymes, alphabet, poetry, traditional, counting. Non-Fiction books Multi-cultural and diverse books and resources Puppets/Teddies Topic books displayed			
What children's interests are...	Intended experiences (Including PFA outcomes)	The Adult's Role			Language	
Telling their friends stories. Reading to themselves. Looking for/reading books we have read as a class. Choosing books, talking, retelling in their own words, acting out stories, using puppets to tell stories or make-up their own. Making-up stories. Taking books into the home corner. Reading stories to dolls. Using books to find things out.	<ul style="list-style-type: none"><li>Children to be taught how to hold a book and book conventions</li><li>To use books to find information.</li><li>To use books and story props to retell a story</li><li>To become familiar with a story so that they can retell</li><li>To visit and use the school library.</li></ul> <p>PFA 1, 3</p>	<div><div><p><u>The adult as co-creator of learning...</u></p><ul style="list-style-type: none"><li>discusses ideas</li><li>shares thinking</li><li>makes new possibilities evident</li><li>instigates new opportunities for learning</li><li>extends and builds on learning and interests</li><li>supports children in making links in learning</li><li>models new skills and techniques</li></ul></div><div><p><u>The adult as facilitator...</u></p><ul style="list-style-type: none"><li>shares responsibilities with the child</li><li>offers suggestions</li><li>asks open questions</li><li>responds sensitively</li><li>models and imitates</li><li>plays alongside</li></ul></div></div>		<p><b>Vocabulary:</b> Title, author, blurb, front cover, back cover Names and sounds of letters Naming key words Sentences, capital letters, full stops <b>Key Questions:</b> Have you heard this story before? Can you tell me about...? What did you like/not like about it? What do you think will happen next? Who is your favourite character? Can you find information about...?</p>		
		<p><u>The adult as observer...</u></p> <ul style="list-style-type: none"><li>listens attentively</li><li>observes carefully</li><li>records professionally</li><li>interprets skilfully</li></ul>				