



Long Term Key Learning Opportunities			Key Learning Objectives			
Prime Areas			Specific Areas			
PSED	C&L	Physical	Literacy	Maths	Understanding the World	Expressive Arts
<p>Establish their sense of self (PSED2 B-3Y)</p> <p>Develop their sense of responsibility and membership of a community (PSED2 3-4Y)</p> <p>See themselves as a valuable individual (PSED13 CIR)</p> <p>PMW DE LC</p>	<p>Listen to other people's talk with interest (C&L B-3Y)</p> <p>Understand 'why' questions (C&L5 3-4Y)</p> <p>Use talk to explain how things work and why they might happen/Engage in non-fiction books (C&L21&29 CIR)</p> <p>PMW DE OLE</p>	<p>Show an increasing desire to be independent (PD25 B-3Y)</p> <p>Make healthy choices about food, drink, activity and toothbrushing (PD16 3-4Y)</p> <p>Know and talk about the different factors that support their overall health and wellbeing (PD28 CIR)</p> <p>PMW OLE</p>	<p>Enjoys drawing freely/Adds some marks to their drawings (L13&14 B-3Y)</p> <p>Understand the five key concepts about print (L1 3-4Y)</p> <p>Read individual letters by saying sounds for them (L7 CIR)</p> <p>PMW OLE</p>	<p>Notice patterns and arrange things in patterns (M11 B-3Y)</p> <p>Talk about and identifies the patterns around them /Extend and create ABAB patterns (M17&18 3-4Y)</p> <p>Compose and decompose shapes so that children recognise a shape can have other shapes within it/ Continue, copy and create repeating patterns (M30&31 CIR)</p> <p>PMW OLE</p>	<p>Explore natural materials/Make connections between features of their family and other families (UTW3&5 B-3Y)</p> <p>Talk about the differences between materials and the changes they notice/Continue to develop positive attitudes about the differences between people (UTW11&12 3-4Y)</p> <p>Explore the natural world around them/Recognise that people have different beliefs and celebrate special times in different ways (UTW22&20 CIR)</p> <p>PMW DE LC OLE</p>	<p>Explore different materials, using all their senses to explore them (EAD15 B-3Y)</p> <p>Explore different textures/Explore colour and colour mixing (EAD6&11 3-4Y)</p> <p>Return to and build on their previous learning, refining ideas and their ability to represent them (EAD20 CIR)</p> <p>PMW LC OLE</p>
Possible Resource Enhancements throughout the year			Permanent Resources		Area and resource organisation	
<p>Colour paddles</p> <p>Magnets and materials</p> <p>Mirrors</p> <p>Growing things</p> <p>Living things (if possible)</p> <p>Nature viewers</p> <p>Topics – space, mini-beasts, animals, dinosaurs etc.</p> <p>Seasons – Winter, Spring, Summer, Autumn</p> <p>Calendar events – Diwali, Chinese New Year, Easter, Christmas</p>			<p>Natural materials, e.g. stones, shells, cones, wood, etc.</p> <p>Magnifying glasses</p> <p>Books and images</p> <p>Cushions</p> <p>Themed topics</p>			
What children's interests are...	Intended experiences (Including PFA outcomes)	The Adult's Role			Language	
<p>Discussing observations and findings, growing things, watching living things, comparing objects, finding out more, looking for information, asking questions.</p> <p>Hunting for things indoors and outdoors.</p> <p>Watching things change.</p> <p>Comparing objects.</p> <p>Testing things. Making-up stories.</p> <p>Taking books into the home corner.</p> <p>Reading stories to dolls.</p> <p>Using books to find things out.</p>	<ul style="list-style-type: none"> Counting, sorting, matching and dividing Numbers Making marks, patterns and imprints Comparing and ordering as part of play (tidying up) Using the language of shape, size and measure Experiencing the properties of natural and man-made materials Developing understanding of growth Developing understanding of the need to respect and care for the environment Experiencing real life scenarios Recognising similarities and differences Developing fine motor control Using appropriate tools safely <p>PFA 1, 2,3, 4</p>	<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>The adult as co-creator of learning...</p> <ul style="list-style-type: none"> discusses ideas shares thinking makes new possibilities evident instigates new opportunities for learning extends and builds on learning and interests supports children in making links in learning models new skills and techniques </div> <div style="width: 45%;"> <p>The adult as facilitator...</p> <ul style="list-style-type: none"> shares responsibilities with the child offers suggestions asks open questions responds sensitively models and imitates plays alongside </div> </div> <p style="text-align: center;">The adult as observer...</p> <ul style="list-style-type: none"> listens attentively observes carefully records professionally interprets skilfully 			<p>Vocabulary:</p> <p>Predict, question, describe, grow, change, same, different, hard, soft, rough, smooth, natural, living.</p> <p>Naming materials, body parts, natural objects, plants and animals.</p> <p>Key Questions:</p> <p>How did that happen?</p> <p>What would happen if?</p> <p>Where would you find ...?</p> <p>How has it changes?</p> <p>Has it grown?</p>	