





Long Term Key Learning Opportunities			Key Learning Objectives			
Prime Areas			Specific Areas			
PSED	C&L	Physical	Literacy	Maths	Understanding the World	Expressive Arts
Be increasingly able to talk about and manage their emotions (PSED14 B-3Y) Talk with others to solve conflicts (PSED10 3-4Y) Express their feelings and consider the feelings of others (PSED15 CIR) PMW DE	Start to develop conversation (C&L23 B-3Y) Can start a conversation with an adult or a friend and continue it for many turns (C&L12 3-4Y) Articulate their ideas and thoughts in well-formed sentences (C&L18 CIR) PMW	Explore different materials and tools (PD23 B-3Y) Uses one handed tools and equipment/Choose the right resources to carry out their own plan. (PD8&10 3-4Y) Develop their small motor skills so they can use a range of tools competently, safely and confidently (PD20 CIR) PMW OLE	Notice some print (L12 B-3Y) Use some of their print and letter knowledge in their early writing (L4 3-4Y) Read individual letters by saying the sounds for them (L7 CIR) PMW OLE	Compare amounts (M4 B-3Y) Talk about and explore 2D and 3D shapes using informal and mathematical language (M10 3-4Y) Link the number symbol with its cardinal number value (M23 CIR) PMW OLE	Explore materials with different properties/Make connections between features of their family and other families (UTW2&5 B-3Y) Use all their senses in hands on exploration of natural materials/ Talk about the differences between materials and changes they notice (UTW1&11 3-4Y) Talk about members of their immediate family and community (UTW14 CIR) LC OLE DE	Use their imagination as the consider what they can do with different materials (EAD16 B-3Y) Explore different materials freely, in order to develop their ideas about how to use them and what to make (EAD4 3-4Y) Explore, use and refine a variety of artistic effects to express their ideas and feelings (EAD19 CIR) PMW
Possible Resource Enhancements throughout the year			Permanent Resources		Area and resource organisation	
Sticks, shells. Natural materials Cake decorations Potato masher Garlic press Wooden combs Empty packaging Food Spices/herbs Oven tins Cake cases Children’s interest enhancements		Medias Clay Modroc Rolled icing Shaving foam Cornflour Jelly Gloop Cooked pasta Crazy soap	Protective clothing/ aprons Play dough Play dough tools Cutting utensils Rolling Pins Cutters Objects for making imprints/patterns Moulds/ tins Table for work surface		 	
What children’s interests are...	Intended experiences (Including PFA outcomes)	The Adult’s Role			Language	
Squeezing, touching, feeling, smelling, pretending to cook, chopping, cutting, trimming, slicing, sharing out, moulding, mixing, counting, making shapes and pictures and models. Making cakes and sweets. Cooking things. Putting things on plates. Talking about food.	<ul style="list-style-type: none">Counting, sorting, matching and dividingNumbersMaking marks, patterns and imprintsComparing and ordering as part of play (tidying up)Using the language of shape, size and measureExperiencing the properties of natural and man-made materialsCreating imaginative and real life scenariosDeveloping fine motor controlUsing appropriate tools safely PFA 1, 2, 3,4	<div><div>The adult as co-creator of learning...<ul style="list-style-type: none">discusses ideasshares thinkingmakes new possibilities evidentinstigates new opportunities for learningextends and builds on learning and interestssupports children in making links in learningmodels new skills and techniques</div><div>The adult as facilitator...<ul style="list-style-type: none">shares responsibilities with the childoffers suggestionsasks open questionsresponds sensitivelymodels and imitatesplays alongside</div><div>The adult as observer...<ul style="list-style-type: none">listens attentivelyobserves carefullyrecords professionallyinterprets skilfully</div></div>			Vocabulary: Cut, chop, slice, share, trim, mould, twist, squeeze, stretch, smell, touch, feel. Language of shape and size. Naming food. Number names to count. More /less, etc. Key Questions: How can you make ...? Which tools will you need to...? How many ..?	