




Long Term Key Learning Opportunities			Key Learning Objectives			
Prime Areas			Specific Areas			
PSED	C&L	Physical	Literacy	Maths	Understanding the World	Expressive Arts
Thrive as they develop self-assurance (PSED7 B-3Y) Select and uses activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. (PSED1 3-4Y) Show resilience and perseverance in the face of challenge (PSED16 CIR) <b>PMW DE</b>	Develop pretend play (C&L B-3Y) Use talk to organise themselves and their play (C&L13 3-4Y) Articulate their ideas and thoughts in well-formed sentences/Develop social phrases (C&L18&22 CIR) <b>PMW DE LC</b>	Develop manipulation and control (PD22 B-3Y) Use a comfortable grip with good control when holding pens and pencils (PD11 3-4Y) Develop the foundations of a handwriting style which is fast, accurate and efficient (PD27 CIR) <b>PMW OLE</b>	Add some marks to their drawings, which they give meaning to/Make marks on their picture to stand for their name (L15&15 B-3Y) Use some of their print and letter knowledge in their early writing/Write some or all of their name/Write some letters accurately (L4, 5&6 3-4Y) Form lower-case and capital letters correctly/Spell words by identifying the sounds and then writing the sounds with letters (L13&14 CIR) <b>PMW OLE</b>	Count in everyday contexts (M6 B-3Y) Experiment with their own symbols and marks as well as numerals (M7 3-4Y) Link the number symbol (numeral) with its cardinal number value (M23 CIR) <b>PMW OLE</b>	Make connections between the features of their family and other families (UTW5 B-3Y) Show interest in different occupations (UTW5 3-4Y) Talk about members of their immediate family and community/Name and describe people who are familiar to them (UTW14&15 CIR) <b>PMW DE LC OLE</b>	Start to make marks intentionally/Express ideas and feelings through making marks (EAD10&12 B-3Y) Create closed shapes with continuous lines, and begin to use shapes to represent objects/Draw with increasing complexity and detail (EAD7&8 3-4Y) Return to and build on their previous learning, refining ideas and developing their ability to represent them/Develop storylines in their pretend play (EAD20&25 CIR) <b>PMW DE OLE</b>
Possible Resource Enhancements throughout the year			Permanent Resources		Area and resource organisation	
People who Help Us e.g. Police Station, Vets, Doctors Post Office/ Shops Schools Restaurants/Café Chalet			Pens, pencils, rubbers, rulers, felt pens Selection of paper Books Alphabet strips Letter cards Stencils Letter fans Name cards Envelopes, Post-its Tape, glue, scissors			
What children's interests are...	Intended experiences (Including PFA outcomes)	The Adult's Role			Language	
Write, draw, cut, stick, copy, pretend, colour, Stamp, chat, role play, snip, scribble.  Make cards, lists, letters, books, invitations, solve mysteries, pictures, stories, write songs, label things.	<ul style="list-style-type: none"><li>Experiencing the properties of natural and man-made materials</li><li>Creating imaginative and real life scenarios</li><li>Developing fine motor control</li><li>Using appropriate tools safely</li><li>Making marks, patterns and imprints</li><li>Writing for purpose</li><li>Letters</li><li>Numbers</li></ul> <b>PFA 1, 3</b>	<div><div><p><b>The adult as co-constructor of learning...</b></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><b>The adult as facilitator...</b></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> <div><p><b>The adult as observer...</b></p><ul style="list-style-type: none"><li>listens attentively</li><li>observes carefully</li><li>records professionally</li><li>interprets skilfully</li></ul></div>			<p><b>Vocabulary:</b> Capital letters, full stops, finger spaces, sentences, letters, digraphs, tricky words, spelling, marks, shapes, patterns. Write, draw, cut, stick, copy, pretend, colour, Stamp, chat, role play, snip, scribble. <b>Key Questions:</b> Can you write a...? What does it say? What are you...? Can you add any more? Where does it start / end? What /Who is it for?</p>	