




Long Term Key Learning Opportunities			Key Learning Objectives			
Prime Areas			Specific Areas			
PSED	C&L	Physical	Literacy	Maths	Understanding the World	Expressive Arts
<p>Grow in independence (PSED12 B-3Y)</p> <p>Select and use activities and resources, with help when needed, to achieve a goal they have chosen or one which is suggested to them (PSED1 3-4Y)</p> <p>Builds constructive and respectful relationships/Shows resilience and perseverance in the face of challenge (PSED14&16 CIR)</p> <p>PMW DE LC</p>	<p>Identify familiar objects and properties (C&L28 B-3Y)</p> <p>Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions (C&L11 3-4Y)</p> <p>Articulate their ideas and thoughts in well-formed sentences/ Use talk to help work out problems and organise thinking and activities (C&L18&21 CIR)</p> <p>PMW OLE</p>	<p>Develop manipulation and control (M22 B-3Y)</p> <p>Use one handed tools and equipment (PD10 3-4Y)</p> <p>Develop their small motor skills so they can use a range of tools competently, safely and confidently (PD20 CIR)</p> <p>PMW OLE</p>	<p>Notice some print (M12 B-3Y)</p> <p>Use some of their print and letter knowledge in early writing (L4 3-4Y)</p> <p>Read a few common exception words (L10 CIR)</p> <p>PMW OLE</p>	<p>Count in everyday contexts/Complete inset puzzles (M6&9 B-3Y)</p> <p>Fast recognition of objects (subitising)/Say one number for each item in order/Link numerals and amounts (M1,3&6 3-4Y)</p> <p>Subitise/Compare numbers/Explore the composition of numbers to 10 (M22, 25&27)</p> <p>PMW OLE</p>	<p>Explore materials with different properties (UTW2 B-3Y)</p> <p>Explore collections of materials with similar and/or different properties (UTW2 3-4Y)</p> <p>Explore the natural world around them (UTW22 CIR)</p> <p>PMW DE LC OLE</p>	<p>Notice patterns with strong contrasts/Begin to make marks intentionally (EAD9&10 B-3Y)</p> <p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects (EAD73-4Y)</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them (EAD20 CIR)</p> <p>PMW</p>
Possible Resource Enhancements throughout the year			Permanent Resources		Area and resource organisation	
Counting objects lined to topics e.g. eggs for farm or dinosaurs, sticks and leaves linked to Autumn Scales Mats and cushions Whiteboards and pens			Counting equipment Number cards Shapes Number fans Jigsaws and puzzles Egg timers Rulers Threading equipment Pattern Dice and dominoes Number lines Abacus Books and posters			
What children’s interests are...	Intended experiences (Including PFA outcomes)	The Adult’s Role			Language	
Counting, writing and reading numbers, rolling dice, making patterns, turning egg timers, weighing and measuring objects, sorting and matching, sharing objects, putting things in lines, ordering. Singing numbers songs.	<ul style="list-style-type: none">Children will use number names and mathematical language in their everyday playChildren will explore with subitised representations of numberChildren will explore the composition of numbersChildren will create and solve real world problems involving number as well as shape, space and measure <p>PFA 1, 3</p>	<div><div><p><u>The adult as co-creator of learning...</u></p><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><p><u>The adult as facilitator...</u></p><ul style="list-style-type: none">shares responsibilities with the childoffers suggestionsasks open questionsresponds sensitivelymodels and imitatesplays alongside</div></div> <div><p><u>The adult as observer...</u></p><ul style="list-style-type: none">listens attentivelyobserves carefullyrecords professionallyinterprets skilfully</div>			<p>Vocabulary:</p> <p>Number names Shape names Colour names Ordinal numbers Addition and subtraction language Language of comparison Sorting and matching Capacity, weight, length language</p> <p>Key Questions:</p> <p>How many? Is it more/less? Which number...? Can you find /make...? Which is bigger/smaller, heavier/lighter?</p>	