




| Long Term Key Learning Opportunities | | | Key Learning Objectives | | | |
|---|---|---|---|--|--|--|
| Prime Areas | | | Specific Areas | | | |
| PSED | C&L | Physical | Literacy | Maths | Understanding the World | Expressive Arts |
| <p>Develop friendships with other children (PSED16 B-3Y)</p> <p>Play with one or more other children, extending and elaborating play ideas (PSED5 3-4Y)</p> <p>Think about the perspectives of others (PSED18 CIR)</p> <p>PMW DE OLE</p> | <p>Understand and act on longer sentences (C&L29 B-3Y)</p> <p>Understand a question or instruction which has two parts (C&L4 3-4Y)</p> <p>Ask questions to find out more and to check they understand what has been said to them (C&L17 CIR)</p> <p>PMW OLE</p> | <p>Use large and small motor skills to do things independently (PD24 B-3Y)</p> <p>Match their developing physical skills to tasks and activities in the setting (PD7 3-4Y)</p> <p>Develop overall body strength, balance, co-ordination and agility (PD24 CIR)</p> <p>PMW OLE</p> | <p>Develop play around favourite stories using props (L11 B-3Y)</p> <p>Use some of their print and letter knowledge in their early writing (L4 3-4Y)</p> <p>Form lower-case and capital letters correctly (L13 CIR)</p> <p>PMW OLE</p> | <p>Count in everyday contexts (M6 B-3Y)</p> <p>Compare quantities using language/Discuss routes and locations (M9&13 3-4Y)</p> <p>Compare numbers/Compare length, weight and capacity (M25&32 CIR)</p> <p>PMW OLE</p> | <p>Explore natural materials, indoors and outside/Explore and respond to different natural phenomena (UTW3&4 B-3Y)</p> <p>Begin to understand need to respect the natural environment and all living things (UTW9 3-4Y)</p> <p>Explore the natural world around them (UTW22 CIR)</p> <p>PMW DE LC OLE</p> | <p>Start to develop pretend play (EAD14 B-3Y)</p> <p>Take part in simple pretend play (EAD1 3-4Y)</p> <p>Develop storylines in their pretend play (EAD25 CIR)</p> <p>PMW DE OLE</p> |
| Possible Resource Enhancements throughout the year | | | Permanent Resources | | Area and resource organisation | |
| <p>Role play clothes</p> <p>Resource 'interest' boxes</p> <p>Small world figures – dinosaurs, animals, pirates, sea creatures, birds/ducks, castles, mini beasts etc.</p> <p>Builders enhancements</p> <p>Car wash enhancements</p> <p>Traffic signs</p> <p>Books</p> <p>Cosy spaces</p> <p>Additional water trays</p> <p>Water system</p> | | | <p>Crates, guttering, bamboo, pipes, etc.</p> <p>Sheltered sand pit</p> <p>Vegetable garden/area to dig</p> <p>Space to mark make</p> <p>Gravel pit</p> <p>Carpet tiles/cushions</p> <p>Outdoor clothing/wellies</p> <p>Large fabric, pegs, string</p> <p>Spades, brushes, tools, gloves</p> <p>Water containers</p> <p>Bikes and scooters</p> <p>Natural music station</p> | |  | |
| What children's interests are... | Intended experiences (Including PFA outcomes) | The Adult's Role | | | Language | |
| <p>Running! Finding things, painting things, digging, planting, hunting, role playing scenarios, making dens, building and constructing, watering plants, finding mini-beasts, brushing and tidying, moving things, observing the weather, making marks, playing games, counting, reading, sitting in quiet places, getting wet and getting dirty, splashing, jumping, balancing, climbing and LOTS MORE!</p> | <ul style="list-style-type: none">Construction, sorting, matching and dividingComparing and ordering as part of playTidying upUsing the language of shape, size and measureExperiencing the properties of natural and man-made materialsExploring the natural world and caring for living thingsObserving growth and changes over timeCreating imaginative and real world scenariosDeveloping fine motor skills and gross motor skillsWorking cooperatively <p>PFA 1, 2, 3, 4</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> | | | <p>Vocabulary:</p> <p>Run, dig, plant, find, explore, splash, wind, rain, move, mark, paint, build, make, construct, add, pretend, play, share, help, problems, hunt, grow, feed, care, observe</p> <p>Key Questions:</p> <p>How could you make...?</p> <p>What will you need to ...?</p> <p>Where might you find...?</p> <p>Is it safe?</p> <p>Can you help to ...?</p> <p>What can you use to ...?</p> | |
| | | <p><u>The adult as observer...</u></p> <ul style="list-style-type: none">listens attentivelyobserves carefullyrecords professionallyinterprets skilfully | | | | |