




Long Term Key Learning Opportunities			Key Learning Objectives			
Prime Areas			Specific Areas			
PSED	C&L	Physical	Literacy	Maths	Understanding the World	Expressive Arts
<p>Safely explore emotions beyond their normal range through play and stories (PSED17 B-3Y)</p> <p>Play with one or more other children, extending and elaborating play ideas (PSED5 3-4Y)</p> <p>Identify and moderate their own feelings, socially and emotionally (PSED17 CIR)</p> <p>PMW DE</p>	<p>Develop pretend play (C&amp;L24 B-3Y)</p> <p>Use talk to organise themselves and their play (C&amp;L13 3-4Y)</p> <p>Articulate their ideas and thoughts in well-formed sentences/Develop social phrases (C&amp;L18&amp;22 CIR)</p> <p>PMW</p>	<p>Show an increasing desire to be independent (PD25 B-3Y)</p> <p>Be increasingly independent as they get dressed and undressed (PD15 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>Develop play around favourite stories using props (L11 B-3Y)</p> <p>Writes some or all of their name (L5 3-4Y)</p> <p>Read a few common exception words (L10 CIR).</p> <p>PMW OLE</p>	<p>Count in everyday contexts (M6 B-3Y)</p> <p>Understand position through words alone/Make comparisons between objects relating to size, length, weight and capacity (M11&amp;14 3-4Y)</p> <p>Compare length, weight and capacity (M32 CIR)</p> <p>PMW OLE</p>	<p>Make connections between their own family and other families (UTW5 B-3Y)</p> <p>Show interest in different occupations (UTW5 3-4Y)</p> <p>Talk about members of their immediate family and community (UTW14 CIR)</p> <p>PMW DE LC OLE</p>	<p>Start to develop pretend play (EAD14 B-3Y)</p> <p>Begin to develop complex stories using small world equipment like animal sets, dolls and doll's houses (EAD2 3-4Y)</p> <p>Develop storylines in their pretend play (EAD25 CIR)</p> <p>PMW DE</p>
Possible Resource Enhancements throughout the year			Permanent Resources		Area and resource organisation	
<p>clothes that are easy to put on and take off including some like dark jackets or white coats that indicate a role</p> <p>Shoes, bags and hats – linked to theme/topic</p> <p>Lengths of fabric</p> <p>Variety of pans, scales, jugs, baking trays, wooden spoons</p> <p>Plates, bowls, mugs and cutlery</p> <p>Play food or materials to represent food</p> <p>Castle themed resources</p> <p>Vehicles, garage, mechanic themed resources</p> <p>Space themed resources</p> <p>Mini-beast, bug investigator resources</p> <p>Camping themed resources</p> <p>Jungle/safari themed resources</p> <p>Seaside/ holiday resort themed resources</p>			<p><b>Home Corner</b></p> <p>Kitchen resources:</p> <p>Cutlery, food, pans, real food packaging.</p> <p>Table and chairs</p> <p>Baby and accessories</p> <p>Pet and accessories</p> <p>Iron, kettle, hoover, toaster, ironing board</p> <p>Multicultural resources</p> <p>Mark making – calendar, diary, phone books.</p>			
What children's interests are...	Intended experiences (Including PFA outcomes)	The Adult's Role			Language	
<p>Mammy, Daddy, Baby.</p> <p>Dressing and undressing</p> <p>Chores – ironing, hovering, washing the dishes, cooking, etc.</p> <p>Picnics and Feasts</p> <p>Go to bed and read stories</p> <p>Go for walks</p> <p>Playing with pets</p> <p>Pretending to be poorly</p> <p>Taking on roles of different people and acting out experiences.</p>	<ul style="list-style-type: none"><li>Describing things, places, events, thoughts and feelings.</li><li>Creating narratives and stories</li><li>Acting and speaking in role.</li><li>Acting out familiar routines and events. –</li><li>Acting out imaginary scenarios.</li><li>Sharing ideas, resources and roles.</li><li>Using and caring for resources appropriately.</li></ul> <p>PFA 1, 2, 3, 4</p>	<div><div><p><u>The adult as co-constructor of learning...</u></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><u>The adult as facilitator...</u></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><p><u>The adult as observer...</u></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></div>			<p><b>Vocabulary:</b></p> <p>Vet, clinic, medicine, prescription, treatment</p> <p>‘ing’ words – e.g. helping, cleaning, diagnosing, healing</p> <p><b>Key Questions:</b></p> <p>What are your jobs? What do you need?</p> <p>What time is the patient coming?</p> <p>How heavy is it?</p> <p>What's wrong with them?</p> <p>How can you help?</p> <p>What does that do?</p> <p>What do they do?</p>	