




Long Term Key Learning Opportunities			Key Learning Objectives			
Prime Areas			Specific Areas			
PSED	C&L	Physical	Literacy	Maths	Understanding the World	Expressive Arts
<p>Play with increasing confidence on their own and with other children (PSED9 B-3Y)</p> <p>Select and use activities and resources, with help when needed (PSED1 3-4Y)</p> <p>Build constructive and respectful relationships (PSED14 CIR)</p> <p>PMW OLE DE</p>	<p>Start to develop conversation (C&L23 B-3Y)</p> <p>Develop their communication (C&L8 3-4Y)</p> <p>Connect one idea to another (C&L19 CIR)</p> <p>PMW</p>	<p>Explore different materials and tools (PD23 B-3Y)</p> <p>Choose the right resources to carry out their own plan (PD8 3-4Y)</p> <p>Develop their small motor skills so they can use a range of tools competently, safely and confidently (PED20 CIR)</p> <p>PMW OLE</p>	<p>Enjoy drawing freely/Make marks (L13&15 B-3Y)</p> <p>Understand the five key concepts about print (L1 3-4Y)</p> <p>Form lower case letters correctly (L13 CIR)</p> <p>PMW OLE</p>	<p>Compare sizes, weights etc. (M10 B-3Y)</p> <p>Make comparisons between objects related to size, length, weight and capacity (M14 3-4Y)</p> <p>Count objects/Count beyond 10 (M21&24 CIR)</p> <p>PMW OLE</p>	<p>Explore materials with different properties (UTW2 B-3Y)</p> <p>Explore how things work (UTW6 3-4Y)</p> <p>Explore the natural world around them (UTW22 CIR)</p> <p>PMW DE LC OLE</p>	<p>Manipulate and play with different materials (EAD15B-3Y)</p> <p>Explore different materials freely, in order to develop their ideas about how to use them and what to make (EAD4 3-4Y)</p> <p>Create collaboratively sharing ideas, resources and skills (EAD21 CIR)</p> <p>PMW OLE</p>
Possible Resource Enhancements throughout the year			Permanent Resources		Area and resource organisation	
<p>poons/scoops – perforated, spaghetti, slotted</p> <p>Natural objects – shells, fir cones, conkers, pebbles, stones, drift wood, pumice, sponge, loofah, wicker baskets etc</p> <p>For texture – lentils, pasta, peas, sprinkles, gravel, instant snow powder, etc</p> <p>Junk items with holes – plant pots, plastic cones, cardboard tubes, yoghurt pots, etc</p> <p>Labels - models and flags – pencils etc</p> <p>Measuring spoons</p> <p>Measuring jugs</p> <p>Funnels, variety of sizes – different levelled</p> <p>Sieves and colanders</p> <p>Scales</p> <p>3D shaped containers</p> <p>Various graded plastic bottles</p> <p>Various graded plastic/metal bowls</p> <p>Small world – cars, trucks, people, animals etc.</p> <p>Sand wheels, initial sound resources, RWInc. Resources</p>			<p>Sand and sand tray</p> <p>Variety of buckets/bowls</p> <p>Variety of spades/scoops/trowels, etc.</p> <p>Selection of moulds</p> <p>Sieves</p> <p>Funnels</p> <p>Images and books</p> <p>Brush and dustpan</p> <p>Stones and shells</p> <p>Wood</p>			
What children's interests are...	Intended experiences (Including PFA outcomes)	The Adult's Role				
<p>Touching and feeling, moving sand in different ways, pouring and filling, exploring capacity and volume, making marks, role play, making cakes, building castles, mixing sand with water, selecting resources, tidying up, sweeping up.</p>	<ul style="list-style-type: none">Experiencing the properties of natural materials – touching, feeling sand as it flows through sieve/wheelComparing and ordering as part of playTidying upExplores concepts – big, little, volume, capacityPouring and filling with increasing accuracyCreating imaginative and real world scenariosDeveloping fine motor controlUsing and caring for resourcesWorking cooperatively <p>PFA 1,2</p>	<p><u>The adult as co-constructor 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	<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	<p>Vocabulary:</p> <p>Fill, bigger, smaller, high, empty, pour, mix, print, make marks. Vocabulary of size/capacity. Language of shapes.</p> <p>Key Questions:</p> <p>How can you make it stronger?</p> <p>Do you need more water?</p> <p>Which is bigger/smaller...?</p> <p>What would happen if...?</p> <p>How did you...?</p> <p>How many ...?</p> <p>Is it full...? How did you fill it...?</p> <p>Is it empty..?</p>		
		<p><u>The adult as observer...</u></p> <ul style="list-style-type: none">listens attentivelyobserves carefullyrecords professionallyinterprets skilfully				