




Long Term Key Learning Opportunities			Key Learning Objectives			
Prime Areas			Specific Areas			
PSED	C&L	Physical	Literacy	Maths	Understanding the World	Expressive Arts
Develop friendships with other children (PSED16 B-3Y) Play with one or more other children, extending and elaborating play ideas (PSED5 3-4Y) Identify and moderate their own feelings, socially and emotionally (PSED17 CIR) PMW OLE	Develop pretend play (C&L24 B-3Y) Use talk to organise themselves and their play (C&L13 3-4Y) Retell a story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words (C&L25 CIR) PMW	Develop manipulation and control (PD22 B-3Y) Uses one handed tools and equipment (PD10 3-4Y) Develop their small motor skills so that they can use a range of tools competently, safely and confidently (PD20 CIR) PMW OLE	Develop play around favourite stories using props (L11 B-3Y) Engage in extended conversations about stories, learning new vocabulary (L3 3-4Y) Read individual letters by saying the sounds for them (L7 CIR) PMW OLE	Count in everyday contexts (M6 B-3Y) Selects shapes appropriately/Begin to describe a sequence of events, real or fictional (M15 &20 3-4Y) Counts objects, actions and sounds (M21 CIR) PMW OLE	Notice differences between people (UTW6 B-3Y) Continue to develop positive attitudes towards differences between people/ Know that there are different countries in the world and talk about the differences they have experienced or seen in photos (UTW12 &13 3-4Y) Compare and contrast characters from stories, including figures from the past (UTW17 CIR) PMW DE LC OLE	Start to develop pretend play (EAD14 B-3Y) Begin to develop complex stories using small world equipment like animal sets, dolls and doll's houses (EAD2 3-4Y) Develop storylines in their pretend play (EAD25 CIR) PMW
Possible Resource Enhancements throughout the year			Permanent Resources		Area and resource organisation	
Train set Play people Selection of Vehicles Selection of natural materials e.g. stones, pebbles, twigs Books linked to topic Recycled materials e.g. boxes, tubes, trays Photographs of real life situations Postcards with pictures Topic Sets – farm, jungle, pets, wild British animals, woodland animals, arctic, under the sea, transport, homes Wooden furniture, cable reels, tough trays, tyres Seeds Soil Sand Small stones Pieces of different textured fabrics and lights			Rugs/Mats Books and images Writing materials Low level furniture			
What children’s interests are...	Intended experiences (Including PFA outcomes)	The Adult’s Role			Language	
Describing things, places, events, thoughts and feelings, making up their own stories, caring for animals/people who are poorly, animals fighting/talking, role play scenarios, making things move, imitating noises things make. Taking on roles of animals/people. Acting out experiences.	<ul style="list-style-type: none">Describing things, places, events, thoughts and feelings.Creating narratives and storiesActing and speaking in role.Acting out familiar routines and events. –Acting out imaginary scenarios.Sharing ideas, resources and roles.Using and caring for resources appropriately. PFA 1, 3	<u>The adult as co-creator of learning...</u> <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		<u>The adult as facilitator...</u> <ul style="list-style-type: none">shares responsibilities with the childoffers suggestionsasks open questionsresponds sensitivelymodels and imitatesplays alongside		Vocabulary: Naming animals. Discussing places and countries. Naming vehicles and parts. Cause and effect Key Questions: How did you find...? Which is stronger/bigger, etc.? Where do they live? Which country would you find? Can you find information about?
		<u>The adult as observer...</u> <ul style="list-style-type: none">listens attentivelyobserves carefullyrecords professionallyinterprets skilfully				