




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 (PSED1 3-4Y)</p> <p>Manage their own needs (PSED19 CIR)</p> <p>PMW OLE</p>	<p>Understand and act on longer sentences (C&L29 B-3Y)</p> <p>Understand a question or instruction that has two parts (C&L4 3-4Y)</p> <p>Understand how to listen carefully and why listening is important/Ask questions to find out more and check what has been said to them (C&L14&17 CIR)</p> <p>PMW</p>	<p>Explore different materials and tools (PD23 B-3Y)</p> <p>Uses one handed tools and equipment/Use a comfortable grip with good control when holding pens and pencils (PD10&11 3-4Y)</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently (PD20 CIR)</p> <p>PMW OLE</p>	<p>Enjoy drawing freely (L13 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>Notice patterns and arrange things in patterns (M11 B-3Y)</p> <p>Select shapes appropriately (M15 3-4Y)</p> <p>Select, rotate and manipulate shapes in order to develop spatial reasoning skills/Continue, copy and create repeating patterns (M29&31 CIR)</p> <p>PMW OLE</p>	<p>Explore materials with different properties/Explore natural materials, indoors and outside (UTW2&3 B-3Y)</p> <p>Explore collections of materials with similar and/or different properties (UTW2 3-4Y)</p> <p>Recognise that people have different beliefs and celebrate special times in different ways (UTW20 CIR)</p> <p>PMW DE LC</p>	<p>Start to make marks intentionally/Explore paint (EAD10&11 B-3Y)</p> <p>Explore different materials freely/ Join different materials freely (EAD4&6 3-4Y)</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings (EAD19 CIR)</p> <p>PMW DE LC</p>
Possible Resource Enhancements throughout the year			Permanent Resources		Area and resource organisation	
<p>Selection of collage materials- doilies, sawdust, shavings, shells, fir cones, bubble wrap, felt, glitter, sweet wrappers, buttons, cotton wool, pulses, pasta</p> <p>Variety of different paper types and sizes – newspaper, shiny and matt papers, tissue paper wallpaper, cellophane, corrugated card, gummed paper,</p> <p>Painting and printing materials - blocks, bricks, cotton reels, finger paints, sponges</p>			<p>Splat, brush, stick, glue, cut, tear, join, rip, mix, copy, build, construct, imagine, get dirty, create, paint hands and face</p> <p>Building models</p> <p>Paint and glue pictures</p> <p>Get messy and tidy up</p> <p>Wash and clean resources</p> <p>Talk to each other about what they are doing.</p>			
What children’s interests are...	Intended experiences (Including PFA outcomes)		The Adult’s Role			Language
<p>Open access storage</p> <p>Aprons</p> <p>Photographic labels</p> <p>Selection of collage materials (recycled, natural and bought) e.g. corks, plastic lids, feathers, bottle tops, straws, sequins, string, wool, ribbon, tissue, coloured matchsticks, etc.</p> <p>Variety of different paper types and sizes - card, wrapping paper, greeting cards, crepe paper,</p> <p>Range of junk modelling materials - yoghurt pots, foil containers, variety of boxes, cardboard tubes, trays, egg boxes etc.</p> <p>Painting and printing materials - ready mix paint, colour mixing palettes, paint pots and lids, different size and shape brushes</p> <p>Mark making resources - pencils, crayons, felt tips</p> <p>Joining equipment - Sellotape, glue, paper clips, scissors, hole punch, string</p>	<ul style="list-style-type: none">• Creating pictures• Using a variety of tools• Experimenting with paint and a variety of art media• Describing features of their work and sharing thoughts, feelings and observations• Sharing ideas and resources• Using and caring for resources appropriately• Being aware of shape, form, colour and texture• Use senses to explore a variety of materials <p>PFA 1, 3</p>		<div><div><p>The adult as co-creator of learning...</p><ul style="list-style-type: none">• discusses ideas• shares thinking• makes new possibilities evident• instigates new opportunities for learning• extends and builds on learning and interests• supports children in making links in learning• models new skills and techniques</div><div><p>The adult as facilitator...</p><ul style="list-style-type: none">• shares responsibilities with the child• offers suggestions• asks open questions• responds sensitively• models and imitates• plays alongside</div><div><p>The adult as observer...</p><ul style="list-style-type: none">• listens attentively• observes carefully• records professionally• interprets skilfully</div></div>			<p>Vocabulary:</p> <p>Exploring the senses – touch, feel, hear, see.</p> <p>Names of colour</p> <p>Shape names</p> <p>Naming equipment</p> <p>Describing textures</p> <p>Key Questions:</p> <p>How could you ..?</p> <p>What are you doing?</p> <p>What is it?</p> <p>What do you like...?</p> <p>How could you make it better / bigger / stronger?</p>