

Long Term Key Learning Opportunities		Key Learning Objectives/ ELG		
Prime Areas			Specific Areas	
PSED	CAL	Physical	Literacy	Maths
<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>Form positive attachments to adults and friendships with peers. (PSED BR ELG 8)</p> <p><b>PMW OLE</b></p>	<p>Understand a question or instruction which has two parts (C&amp;L4 3-4Y)</p> <p>Ask questions to find out more and to check they understand what has been said to them (C&amp;L17 CIR)</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. (C&amp;L LAU ELG 3)</p> <p><b>PMW OLE</b></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>Negotiate space and obstacles safely, with consideration for themselves and others. (PD GMS ELG 1)</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. (PD GMS ELG 3)</p> <p><b>PMW OLE</b></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>Read words consistent with their phonic knowledge by sound-blending. (L WR ELG 5)</p> <p>Write recognisable letters, most of which are correctly formed. (L W ELG 7)</p> <p><b>PMW OLE</b></p>	<p>Compare quantities using language/Discuss routes and locations (M9&amp;13 3-4Y)</p> <p>Compare numbers/Compare length, weight and capacity (M25&amp;32 CIR)</p> <p>Verbally count beyond 20, recognising the pattern of the counting system. (M NP ELG 4)</p> <p><b>PMW OLE</b></p>
<p><b>Area and resource organisation</b></p> 			<p><b>Understanding the World</b></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>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. (UTW TNW ELG 9)</p> <p><b>PMW DE LC OLE</b></p>	
<p><b>Expressive Arts</b></p> <p>Take part in simple pretend play (EAD1 3-4Y)</p> <p>Develop storylines in their pretend play (EAD25 CIR)</p> <p>Invent, adapt and recount narratives and stories with peers and their teacher. (EAD BIAE ELG 4)</p> <p><b>PMW DE OLE</b></p>				
Permanent Resources		What children's interests are...	The Adult's Role	
<p>Crates, guttering, bamboo, poles, pipes, etc.</p> <p>Washing line and Sand pit</p> <p>Vegetable garden / Area to dig</p> <p>Space to mark make</p> <p>Natural area to investigate</p> <p>Carpet tiles/cushions</p> <p>Outdoor clothing/wellies</p> <p>Resource 'interest' boxes</p> <p>Large fabric, pegs, string</p> <p>Role play clothes</p> <p>Spades, brushes, tools, gloves</p> <p>Water containers</p>		<p>Running! Finding things, painting things, digging, planting, hunting, role playing scenarios, making dens, building and constructing, watering plants, finding minibeasts, 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> <p><b>Intended experiences (Including PFA outcomes)</b></p> <ul style="list-style-type: none"> <li>Construction, sorting, matching and dividing</li> <li>Comparing and ordering as part of play</li> <li>Tidying up</li> <li>Using the language of shape, size and measure</li> <li>Experiencing the properties of natural and man-made materials</li> <li>Creating imaginative and real world scenarios</li> <li>Developing fine motor control</li> <li>Working cooperatively</li> </ul> <p><b>PFA 1, 3</b></p>	<p><b>The adult as co-creator of learning...</b></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> <p><b>The adult as facilitator...</b></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> <p><b>The adult as observer...</b></p> <ul style="list-style-type: none"> <li>listens attentively</li> <li>observes carefully</li> <li>records professionally</li> <li>interprets skilfully</li> </ul>	<p><b>Key Questions</b></p> <ul style="list-style-type: none"> <li>How could you make...?</li> <li>What will you need to ...?</li> <li>Where might you find..?</li> <li>Is it safe?</li> <li>Can you help to ...?</li> <li>What can you use to ...?</li> </ul> <p><b>Vocabulary:</b></p> <p>Run, dig, plant, find, explore, splash, wind, rain, move, mark, paint, build, make, construct, add, pretend, play, share, help, problems, hunt.</p>