

Long Term Key Learning Opportunities		Key Learning Objectives/ ELG		
Prime Areas		Specific Areas		
PSED	CAL	Physical	Literacy	Maths
<p>Develop their sense of responsibility and membership of a community (PSED2 3-4Y)</p> <p>Build constructive and respectful relationships (PSED14 CIR)</p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. (PSED MS ELG 4)</p> <p><b>PMW DE LC</b></p>	<p>Enjoy listening to longer stories and can remember much of what happens (C&amp;L1 3-4Y)</p> <p>Retell a story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words/ Engage in non-fiction books (C&amp;L25&amp;29 CIR)</p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. (C&amp; LAU ELG 1)</p> <p><b>PMW OLE</b></p>	<p>Use one handed tools and equipment (PD10 3-4Y)</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor (PD21 CIR)</p> <p>Begin to show accuracy and care when drawing. (PD FMS ELG 6)</p> <p><b>PMW DE OLE</b></p>	<p>Understand the five key concepts about print (L1 3-4Y)</p> <p>Read individual letters by saying sounds for them (L7 CIR)</p> <p>Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems during role play. (L C ELG 3)</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. (L WR ELG 6)</p> <p><b>PMW DE</b></p>	<p>Say one number name for each item in order (M3 3-4Y)</p> <p>Link the number symbol with its cardinal number value (M23 CIR)</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. (M NP ELG 6)</p> <p><b>PMW DE</b></p>
Area and resource organisation		Understanding the World		Expressive Arts
		<p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos (UTW13 3-4Y)</p> <p>Compare and contrast characters from stories, including figures from the past (UTW17 CIR)</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling. (UTW PP ELG 3)</p> <p><b>PMW DE</b></p>		<p>Respond to what they have heard, expressing their thoughts and feelings (EAD13 3-4Y)</p> <p>Develop storylines in their pretend play (EAD25 CIR)</p> <p>Make use of props and materials when role playing characters in narratives and stories. (EAD CWM ELG 3)</p> <p><b>PMW DE</b></p>
Permanent Resources	What children's interests are...	The Adult's Role		
<p>Shelving/storage boxes</p> <p>Chairs, cushions, settee</p> <p>Quality range of books:</p> <p>Stories, nursery rhymes, alphabet, poetry, traditional, counting.</p> <p>Non-Fiction books</p> <p>Multi-cultural books</p> <p>Books made by children</p> <p>Posters</p> <p>Puppets/Teddies</p> <p>Topic books displayed</p>	<p>Telling their friends stories.</p> <p>Reading to themselves.</p> <p>Looking for/reading books we have read as a class.</p> <p>Choosing books, talking, retelling in their own words, acting out stories, using puppets to tell stories or make-up their own.</p> <p>Making-up stories.</p> <p>Taking books into the home corner.</p> <p>Reading stories to dolls.</p> <p>Using books to find things out.</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>Intended experiences (Including PFA outcomes)</b></p> <ul style="list-style-type: none"> <li>Children to be taught how to hold a book and book conventions</li> <li>To use books to find information.</li> <li>To use books and story props to retell a story</li> <li>To become familiar with a story so that they can retell</li> <li>To visit and use the school library.</li> </ul> <p><b>PFA 1, 3</b></p>	<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>Have you heard this story before?</li> <li>Can you tell me about...?</li> <li>What did you like/not like about it?</li> <li>What do you think will happen next?</li> <li>Who is your favourite character?</li> <li>Can you find information about...?</li> </ul> <p><b>Vocabulary:</b></p> <p>Title, author, blurb, front cover, back cover</p> <p>Names and sounds of letters</p> <p>Naming key words</p> <p>Sentences, capital letters, full stops</p>

