



Long Term Key Learning Opportunities		Key Learning Objectives/ ELG		
Prime Areas		Specific Areas		
PSED	CAL	Physical	Literacy	Maths
<p>Select and use activities and resources, with help when needed (PSED1 3-4Y)</p> <p>Show resilience and perseverance in the face of challenge (PSED16 CIR)</p> <p>Work and play cooperatively and take turns with others. (PSED BR ELG 7)</p> <p>PMW DE</p>	<p>Use talk to organise themselves and their play (C&L13 3-4Y)</p> <p>Use talk to help work out problems and organise thinking and activities, explain how things work and why they might happen (C&L21 CIR)</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. (C&L S ELG 4)</p> <p>PMW</p>	<p>Uses one-handed tools and equipment (PD10 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>Demonstrate strength, balance and coordination when playing. (PD GMS ELG 2)</p> <p>PMW OLE</p>	<p>Use some of their print and letter knowledge in their early writing (L4 3-4Y)</p> <p>Spell words by identifying the sounds and then writing the sounds with the letter/s (L14 CIR)</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters. (L W ELG 8)</p> <p>PMW OLE</p>	<p>Select shapes appropriately/Combine shapes to make new ones (M15&16 3-4Y)</p> <p>Select, rotate and manipulate shapes in order to develop spatial reasoning skills (M29 CIR)</p> <p>Subitise (recognise quantities without counting) up to 5. (M N ELG 2)</p> <p>PMW OLE</p>
Area and resource organisation		Understanding the World		Expressive Arts
		<p>Explore collections of materials with similar and/or different properties (UTW2 3-4Y)</p> <p>Recognise some environments that are different to the one in which they live (UTW24 CIR)</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. (UTW PCC ELG 4)</p> <p>PMW DE LC OLE</p>		<p>Make imaginative and complex 'small worlds' with blocks and construction kits (EAD3 3-4Y)</p> <p>Create collaboratively, sharing ideas, resources and skills (EAD21 CIR)</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. (EAD CWM ELG 1)</p> <p>PMW</p>
Permanent Resources	What children's interests are...	The Adult's Role		
<p>Clearly labelled storage boxes</p> <p>Pictures of buildings / vehicles</p> <p>Posters and local / themed reference photographs</p> <p>Appropriate books</p> <p>Drawing and writing materials</p> <p>Clipboards</p> <p>Small wooden bricks</p> <p>Purchased construction kits e.g. Lego, Duplo</p> <p>Small selection of play people, vehicles and animals</p> <p>Space to display finished models and those in progress (display table/ unit top)</p> <p>Key Vocabulary displayed in areas</p> <p>Resource enhancements throughout the year:</p> <p>Road maps / A-Z books</p> <p>Hard hats</p> <p>Tools – hammer, spanner, screwdriver etc.</p> <p>3D wooden shapes – plain/coloured</p> <p>Construction kits</p> <p>Equipment with a variety of fastenings, wheels,</p>	<p>Planning, selecting, investigating, problem solving, improving, evaluating, drawing, recording, building, joining, stacking, balancing, surrounding, making things bigger/taller.</p> <p>Making labels/signs</p> <p>Working with their friends</p> <p>Building together</p> <p>Tidying and sorting</p> <p>Tipping things out</p> <p>Intended experiences (Including PFA outcomes)</p> <ul style="list-style-type: none"> • Construction, sorting, matching and dividing • Comparing and ordering as part of play • Tidying up 	<p>The adult as co-constructor 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 <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 		
		<p>Key Questions</p> <ul style="list-style-type: none"> - How are you going to..? - What do you need...? - What will you need next? - Do you have enough pieces? - Can you make it taller/smaller/etc? - Can you make it stronger? - What have you used...? <p>Vocabulary: Naming construction sets</p>		

Spaces for Play

Reception Continuous Provision

Construction



<p>nuts, bolts e.g. Meccano Pictures of themed objects related to main topic e.g. festivals, toys, buildings, minibests, transport Objects related to main topics e.g. festivals, toys, buildings, minibests, transport Selection of natural / reclaimed materials</p>	<ul style="list-style-type: none"> • Using the language of shape, size and measure • Experiencing the properties of natural and man-made materials • Creating imaginative and real world scenarios • Developing fine motor control • Record work through drawings and ICT • Working cooperatively <p style="text-align: center;">PFA 1, 3</p>	<p><u>The adult as observer...</u></p> <ul style="list-style-type: none"> • listens attentively • observes carefully • records professionally • interprets skilfully 	<p>Naming joining and fixing methods Colour/shape names Measurement language – length/size Names of vehicles, buildings, people</p>
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