



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>See themselves as a valuable individual (PSED13 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>PMW DE LC</p>	<p>Understand 'why' questions (C&L5 3-4Y)</p> <p>Use talk to explain how things work and why they might happen/Engage in non-fiction books (C&L21&29 CIR)</p> <p>Make comments about what they have heard and ask questions to clarify their understanding. (C&L LAU ELG 2)</p> <p>PMW OLE</p>	<p>Make healthy choices about food, drink, activity and tooth brushing (PD16 3-4Y)</p> <p>Know and talk about the different factors that support their overall health and wellbeing (PD28 CIR)</p> <p>Use a small range of tools, including scissors, paintbrushes and cutlery. (PD FMS ELG 5)</p> <p>PMW OLE</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>Read words consistent with their phonic knowledge by sound-blending. (L WR ELG 5)</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>Talk about and identifies the patterns around them /Extend and create ABAB patterns (M17&18 3-4Y)</p> <p>Compose and decompose shapes so that children recognise a shape can have other shapes within it/ Continue, copy and create repeating patterns (M30&31 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 N ELG 6)</p> <p>PMW OLE</p>
Area and resource organisation			Understanding the World	Expressive Arts
			<p>Talk about the differences between materials and the changes they notice/Continue to develop positive attitudes about the differences between people (UTW11&12 3-4Y)</p> <p>Explore the natural world around them/Recognise that people have different beliefs and celebrate special times in different ways (UTW22&20 CIR)</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants. (UWT TNW ELG 7)</p> <p>PMW DE LC OLE</p>	<p>Explore different textures/Explore colour and colour mixing (EAD6&11 3-4Y)</p> <p>Return to and build on their previous learning, refining ideas and their ability to represent them (EAD20 CIR)</p> <p>Share their creations, explaining the process they have used. (EAD CWM ELG 2)</p> <p>PMW LC OLE</p>
Permanent Resources		What children's interests are...	The Adult's Role	
<p>Natural materials, e.g. stones, shells, cones, wood, etc.</p> <p>Magnifying glasses</p> <p>Colour paddles</p> <p>Magnets and materials</p> <p>Mirrors</p> <p>Books and images</p> <p>Growing things</p> <p>Living things (if possible)</p> <p>Nature viewers</p>		<p>Discussing observations and findings, growing things, watching living things, comparing objects, finding out more, looking for information, asking questions.</p> <p>Hunting for things indoors and outdoors.</p> <p>Watching things change.</p> <p>Comparing objects.</p> <p>Testing things.</p>	<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>Intended experiences (Including PFA outcomes)</p> <ul style="list-style-type: none"> Counting, sorting, matching and dividing Comparing and ordering as part of play (tidying up) 	<p>Key Questions</p> <ul style="list-style-type: none"> - How did that happen? - What would happen if? - Where would you find ...? - How has it changes? - Has it grown? <p>Vocabulary:</p>	



Spaces for Play

Reception Continuous Provision

Investigation



	<ul style="list-style-type: none"> • Using the language of shape, size and measure • Experiencing the properties of natural and man-made materials • Experiencing real life scenarios • Developing fine motor control • Using appropriate tools safely • Making marks, patterns and imprints • Numbers <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>Predict, question, describe, grow, change, same, different, hard, soft, rough, smooth, natural, living. Naming materials, body parts, natural objects, plants and animals.</p>
--	--	--	---