



Long Term Key Learning Opportunities			Key Learning Objectives/ ELG	
Prime Areas			Specific Areas	
PSED	CAL	Physical	Literacy	Maths
<p>Talk with others to solve conflicts (PSED10 3-4Y)</p> <p>Express their feelings and consider the feelings of others (PSED15 CIR)</p> <p>Work and play cooperatively and take turns with others. (PSED BR ELG 7)</p> <p><b>PMW DE</b></p>	<p>Can start a conversation with an adult or a friend and continue it for many turns (C&amp;L12 3-4Y)</p> <p>Articulate their ideas and thoughts in well-formed sentences (C&amp;L18 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</b></p>	<p>Uses one handed tools and equipment/Choose the right resources to carry out their own plan. (PD8&amp;10 3-4Y)</p> <p>Develop their small motor skills so they can use a range of tools competently, safely and confidently (PD20 CIR)</p> <p>Use a small range of tools, including scissors, paintbrushes and cutlery. (PD FMS ELG 5)</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>Read individual letters by saying the sounds for them (L7 CIR)</p> <p>Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play. (L C ELG 3)</p> <p><b>PMW OLE</b></p>	<p>Talk about and explore 2D and 3D shapes using informal and mathematical language (M10 3-4Y)</p> <p>Link the number symbol with its cardinal number value (M23 CIR)</p> <p>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. (M NP ELG 5)</p> <p><b>PMW OLE</b></p>
<p><b>Area and resource organisation</b></p> 			<p><b>Understanding the World</b></p> <p>Use all their senses in hands on exploration of natural materials/ Talk about the differences between materials and changes they notice (UTW1&amp;11 3-4Y)</p> <p>Talk about members of their immediate family and community (UTW14 CIR)</p> <p>Talk about the lives of people around them and their roles in society. (UTW PP ELG 1)</p> <p><b>LC OLE</b></p>	<p><b>Expressive Arts</b></p> <p>Explore different materials freely, in order to develop their ideas about how to use them and what to make (EAD4 3-4Y)</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings (EAD19 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><b>PMW</b></p>
<p><b>Permanent Resources</b></p> <p>Protective clothing/ aprons Play dough Cutting utensils Rolling Pins Cutters Objects for making imprints/patterns Moulds/ tins</p> <p><b>Resource enhancements throughout the year</b></p> <p>Sticks, shells Cake decorations Potato masher Garlic press Wooden combs Empty packaging Spices/herbs Oven tins Cake cases</p> <p><b>Medias</b></p> <p>Clay Modroc Rolled icing Shaving foam Cornflour Jelly Gloop Cooked pasta Crazy soap</p>		<p><b>What children's interests are...</b></p> <p>Squeezing, touching, feeling, smelling, pretending to cook, chopping, cutting, trimming, slicing, sharing out, moulding, mixing, counting, making shapes and pictures and models.</p> <p>Making cakes and sweets. Cooking things. Putting things on plates. Talking about food.</p> <p><b>Intended experiences (Including PFA outcomes)</b></p> <ul style="list-style-type: none"> <li>Counting, sorting, matching and dividing</li> <li>Comparing and ordering as part of play (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 life scenarios</li> <li>Developing fine motor control</li> <li>Using appropriate tools safely</li> <li>Making marks, patterns and imprints</li> <li>Numbers</li> </ul> <p><b>PFA 1, 3</b></p>	<p><b>The Adult's Role</b></p> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <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> </div> <div style="width: 45%;"> <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> </div> </div> <div style="display: flex; justify-content: space-between; margin-top: 10px;"> <div style="width: 45%;"> <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> </div> </div>	
		<p><b>Key Questions</b></p> <ul style="list-style-type: none"> <li>How can you make ...?</li> <li>Which tools will you need to...?</li> <li>How many ...?</li> <li>I wonder what would happen if...?</li> <li>Why did you?</li> <li>How could you...?</li> </ul> <p><b>Vocabulary:</b> Cut, chop, slice, share, trim, mould, twist, squeeze, stretch, smell, touch, feel. Language of shape and size. Naming food. Number names to count. More /less, etc.</p>		