



Long Term Key Learning Opportunities		Key Learning Objectives/ ELG		
Prime Areas			Specific Areas	
PSED	CAL	Physical	Literacy	Maths
<p>Select and uses activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them. (PSED1 3-4Y)</p> <p>Show resilience and perseverance in the face of challenge (PSED16 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>Use talk to organise themselves and their play (C&amp;L13 3-4Y)</p> <p>Articulate their ideas and thoughts in well-formed sentences/Develop social phrases (C&amp;L18&amp;22 CIR)</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. (C&amp;L S ELG 6)</p> <p><b>PMW DE</b></p>	<p>Use a comfortable grip with good control when holding pens and pencils (PD11 3-4Y)</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient (PD27 CIR)</p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. (PD FMS ELG 4)</p> <p><b>PMW OLE</b></p>	<p>Use some of their print and letter knowledge in their early writing/Write some or all of their name/Write some letters accurately (L4, 5&amp;6 3-4Y)</p> <p>Form lower-case and capital letters correctly/Spell words by identifying the sounds and then writing the sounds with letters (L13&amp;14 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>Write simple phrases and sentences that can be read by others.(L W ELG 9)</p> <p><b>PMW OLE</b></p>	<p>Experiment with their own symbols and marks as well as numerals (M7 3-4Y)</p> <p>Link the number symbol (numeral) 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 OLE</b></p>
Area and resource organisation			Understanding the World	Expressive Arts
			<p>Show interest in different occupations (UTW5 3-4Y)</p> <p>Talk about members of their immediate family and community/Name and describe people who are familiar to them (UTW14&amp;15 CIR)</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. (UTW PCC ELG 4)</p> <p><b>PMW DE LC OLE</b></p>	<p>Create closed shapes with continuous lines, and begin to use shapes to represent objects/Draw with increasing complexity and detail (EAD7&amp;8 3-4Y)</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them/Develop storylines in their pretend play (EAD20&amp;25 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>Pens, pencils, rubbers, rulers, felt pens</p> <p>Selection of paper</p> <p>Books</p> <p>Alphabet strips</p> <p>Letter cards</p> <p>Stencils</p> <p>Stampers</p> <p>Letter fans</p> <p>Key words</p> <p>Name cards</p> <p>Envelopes</p> <p>Post-its</p> <p>Tape, glue, scissors</p> <p><b>Resource Enhancements throughout the year</b></p> <p>People who Help Us e.g. Police Station, Vets, Doctors</p> <p>Post Office/ Shops</p> <p>Schools</p>	<p>Write, draw, cut, stick, copy, pretend, colour, Stamp, chat, role play, snip, scribble.</p> <p>Make cards, lists, letters, books, invitations, solve mysteries, pictures, stories, write songs, label things.</p> <p><b>Intended experiences (Including PFA outcomes)</b></p> <ul style="list-style-type: none"> <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>Writing for purpose</li> <li>Letters</li> <li>Numbers</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>Can you write a...?</li> <li>What does it say?</li> <li>What are you..?</li> <li>Can you add any more?</li> <li>Where does it start / end?</li> <li>What /Who is it for?</li> </ul> <p><b>Vocabulary:</b></p> <p>Capital letters, full stops, finger spaces, sentences, letters, digraphs, tricky words, spelling, marks, shapes, patterns.</p> <p>Write, draw, cut, stick, copy, pretend, colour, Stamp, chat, role play, snip, scribble.</p>		

