



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, to achieve a goal they have chosen or one which is suggested to them (PSED1 3-4Y)</p> <p>Builds constructive and respectful relationships/Shows resilience and perseverance in the face of challenge (PSED14&16 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>Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions (C&L11 3-4Y)</p> <p>Articulate their ideas and thoughts in well-formed sentences/ Use talk to help work out problems and organise thinking and activities (C&L18&21 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 OLE</p>	<p>Use one handed tools and equipment (PD10 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>PMW OLE</p>	<p>Use some of their print and letter knowledge in early writing (L4 3-4Y)</p> <p>Read a few common exception words (L10 CIR)</p> <p>Read words consistent with their phonic knowledge by sound-blending. (L WR ELG 5)</p> <p>Write recognisable letters, most of which are correctly formed. (L W ELG 7)</p> <p>PMW OLE</p>	<p>Fast recognition of objects (subitising)/Say one number for each item in order/Link numerals and amounts (M1,3&6 3-4Y)</p> <p>Subitise/Compare numbers/Explore the composition of numbers to 10 (M22, 25&27)</p> <p>Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. (M N ELG 3)</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>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>Explore the natural world around them (UTW22 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>Create closed shapes with continuous lines, and begin to use these shapes to represent objects (EAD73-4Y)</p> <p>Return to and build on their previous learning, refining ideas and developing 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</p>
Permanent Resources	What children's interests are...	The Adult's Role		
Counting equipment Number cards Shapes – 2D and 3D Number fans Jigsaws and puzzles Clocks Egg timers Rulers Threading equipment Pattern Scales Dice and dominoes Number lines Abacus Books and posters	Counting, writing and reading numbers, rolling dice, making patterns, turning egg timers, weighing and measuring objects, sorting and matching, sharing objects, putting things in lines, ordering. Singing numbers songs.	<p>The adult as co-creator 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 many? Is it more/less? Which number...? Can you find /make...? Which is bigger/smaller, heavier/lighter?
	<p>Intended experiences (Including PFA outcomes)</p> <ul style="list-style-type: none"> Children will use number names and mathematical language in their everyday play Children will recognise numbers of personal significance and those to 10 (Inspire) and 20 (ELG) Children will create and solve problems involving number as well as shape, space and measure <p>PFA 1, 3</p>	<p>The adult as observer...</p> <ul style="list-style-type: none"> listens attentively observes carefully records professionally interprets skilfully 	<p>Vocabulary: Number names Shape names Colour names Ordinal numbers Addition and subtraction language Sorting and matching Capacity, weight, length language</p>	

