



Long Term Key Learning Opportunities		Key Learning Objectives/ ELG		
Prime Areas			Specific Areas	
PSED	CAL	Physical	Literacy	Maths
<p>Play with one or more other children, extending and elaborating play ideas (PSED5 3-4Y)</p> <p>Identify and moderate their own feelings, socially and emotionally (PSED17 CIR)</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. (PSED MS ELG 3)</p> <p>PMW DE</p>	<p>Use talk to organise themselves and their play (C&L13 3-4Y)</p> <p>Articulate their ideas and thoughts in well-formed sentences/Develop social phrases (C&L18&22 CIR)</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. (C&L LAU ELG 3)</p> <p>PMW</p>	<p>Be increasingly independent as they get dressed and undressed (PD15 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>Writes some or all of their name (L5 3-4Y)</p> <p>Read a few common exception words (L10 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>Write recognisable letters, most of which are correctly formed. (L W ELG 7)</p> <p>PMW OLE</p>	<p>Understand position through words alone/Make comparisons between objects relating to size, length, weight and capacity (M11&14 3-4Y)</p> <p>Compare length, weight and capacity (M32 CIR)</p> <p>Verbally count beyond 20, recognising the pattern of the counting system. (M NP ELG 4)</p> <p>PMW OLE</p>
Area and resource organisation			Understanding the World	Expressive Arts
			<p>Begin to make sense of own life story and family's history (UTW4 3-4Y)</p> <p>Talk about members of their immediate family and community (UTW14 CIR)</p> <p>Talk about the lives of the people around them and their roles in society. (UTW PP ELG 1)</p> <p>PMW DE LC OLE</p>	<p>Begin to develop complex stories using small world equipment like animal sets, dolls and doll's houses (EAD2 3-4Y)</p> <p>Develop storylines in their pretend play (EAD25 CIR)</p> <p>Invent, adapt and recount narratives and stories with their peers and their teacher. (EAD BIAE ELG 4)</p> <p>PMW DE</p>
Permanent Resources	What children's interests are...	The Adult's Role		
<p>Role play area may change throughout the year so resources may vary accordingly</p> <p>Permanent Resources Basic furniture and storage Books linked to theme/ topic Pencils, paper and clipboards</p> <p>Resource enhancements throughout the year Clothes that are easy to put on and take off including some like dark jackets or white coats that indicate a role Shoes, bags and hats – linked to theme/topic Lengths of fabric Variety of pans, scales, jugs, baking trays, wooden spoons Plates, bowls, mugs and cutlery Play food or materials to represent food Castle themed resources Vehicles, garage, mechanic themed resources Space themed resources Mini-beast, bug investigator resources Camping themed resources Jungle/safari themed resources Seaside/ holiday resort themed resources</p>	<p>Mammy, Daddy, Baby. Dressing and undressing Chores – ironing, hovering, washing the dishes, cooking, etc. Picnics and Feasts Go to bed and read stories Go for walks Playing with pets Pretending to be poorly Taking on roles of different people and acting out experiences.</p> <p>Intended experiences (Including PFA outcomes)</p> <ul style="list-style-type: none"> Observe children playing in area. Make assessments of their learning and plan their next steps. Play alongside children at times, assuming role and asking challenging questions such as: how many plates? How to make toast? Support children in sorting and tidying up after use. Regularly check resources and replace lost or broken equipment. – Health & Safety PFA 1, 2, 3 	<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>The adult as observer...</p> <ul style="list-style-type: none"> listens attentively observes carefully records professionally interprets skilfully 	<p>Key Questions</p> <ul style="list-style-type: none"> What are you doing? Who are you...? Can you make...? What are your jobs? What do you need? What time is it...? <p>Vocabulary: Wash, dry, clean, stitch, cook, make, Hoover, sleep, eat, drink, story. Names of family members. Names of food and utensils. Naming furniture. 'ing' words – e.g. washing, cooking.</p>	

