

Long Term Key Learning Opportunities		Key Learning Objectives/ ELG		
Prime Areas		Specific Areas		
PSED	CAL	Physical	Literacy	Maths
Select and use activities and resources, with help when needed (PSED1 3-4Y) Build constructive and respectful relationships (PSED14 CIR) Work and play cooperatively and take turns with others. (PSED BR ELG 7) PMW OLE	Develop their communication (C&L8 3-4Y) Connect one idea to another (C&L19 CIR) Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. (C&L LAU ELG 3) PMW	Choose the right resources to carry out their own plan (PD8 3-4Y) Develop their small motor skills so they can use a range of tools competently, safely and confidently (PED20 CIR) Demonstrate strength, balance and coordination when playing. (PD GMS ELG 2) PMW OLE	Understand the five key concepts about print (L1 3-4Y) Form lower case letters correctly (L13 CIR) Write recognisable letters, most of which are correctly formed. (L W ELG 7) PMW OLE	Make comparisons between objects related to size, length, weight and capacity (M14 3-4Y) Count objects/Count beyond 10 (M21&24 CIR) Verbally count beyond 20, recognising the pattern of the counting system. (M NP ELG 4) PMW OLE
Area and resource organisation		Understanding the World		Expressive Arts
		Explore how things work (UTW6 3-4Y) Explore the natural world around them (UTW22 CIR) Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. (UTW TNW ELG 9) PMW DE LC OLE		Explore different materials freely, in order to develop their ideas about how to use them and what to make (EAD4 3-4Y) Create collaboratively sharing ideas, resources and skills (EAD21 CIR) Share their creations, explaining the process they have used. (EAD CWM ELG 2) PMW OLE
Permanent Resources	What children's interests are...	The Adult's Role		
Dust pan and brush Pattern making equipment - patterned rolling pins, metal/plastic Buckets, scoops and moulds - various sizes to develop progression of skills of more able children Tweezers Bag with various objects made from different materials Books about sand Paper and pencils Clipboard Resource enhancements throughout the year Spoons/scoops - perforated, spaghetti, slotted Natural objects - shells, fir cones, conkers, pebbles, stones, drift wood, pumice, sponge, loofer, wicker baskets etc For texture - lentils, pasta, peas, sprinkles, gravel etc Junk items with holes - plant pots, plastic cones, cardboard tubes, yoghurt pots, etc Labels - models and flags - pencils etc Measuring spoons Measuring jugs Funnels, variety of sizes - different levelled Sieves and colanders Scales 3D shaped containers Various graded plastic bottles Various graded plastic/metal bowls Small world - cars, trucks, people, Sand wheels	Touching and feeling, moving sand in different ways, poring and filling, exploring capacity and volume, making marks, role play, making cakes, building castles, mixing sand with water, selecting resources, tidying up, sweeping up. Making cakes. Intended experiences (Including PFA outcomes) <ul style="list-style-type: none">Experiencing the properties of natural materials – touching, feeling sand as it flows through sieve/wheelComparing and ordering as part of playTidying upExplores concepts – big, little, volume, capacityPouring and filling with increasing accuracyCreating imaginative and real world scenariosDeveloping fine motor controlUsing and caring for resourcesWorking cooperatively PFA 1	The adult as co-creator of learning... <ul style="list-style-type: none">discusses ideasshares thinkingmakes new possibilities evidentinstigates new opportunities for learningextends and builds on learning and interestssupports children in making links in learningmodels new skills and techniques	The adult as facilitator... <ul style="list-style-type: none">shares responsibilities with the childoffers suggestionsasks open questionsresponds sensitivelymodels and imitatesplays alongside	Key Questions <ul style="list-style-type: none">How can you make it stronger?Do you need more water?Which is bigger/smaller...?What would happen if...?How did you...?How many ...?
		The adult as observer... <ul style="list-style-type: none">listens attentivelyobserves carefullyrecords professionallyinterprets skilfully		Vocabulary: Fill, bigger, smaller, high, empty, pour, mix, print, make marks. Vocabulary of size/capacity. Language of shapes.