



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>Show sensitivity to their own and to others' needs. (PSED BR ELG 9)</p> <p>PMW OLE</p>	<p>Use talk to organise themselves and their play (C&L13 3-4Y)</p> <p>Retell a story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words (C&L25 CIR)</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. (C&L S ELG 5)</p> <p>PMW</p>	<p>Uses one handed tools and equipment (PD10 3-4Y)</p> <p>Develop their small motor skills so that 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>Engage in extended conversations about stories, learning new vocabulary (L3 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>PMW OLE</p>	<p>Selects shapes appropriately/Begin to describe a sequence of events, real or fictional (M15 &20 3-4Y)</p> <p>Counts objects, actions and sounds (M21 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>Continue to develop positive attitudes towards differences between people/ Know that there are different countries in the world and talk about the differences they have experienced or seen in photos (UTW12 &13 3-4Y)</p> <p>Compare and contrast characters from stories, including figures from the past(UTW17 CIR)</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling. (UTW PP ELG 3)</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>Make use of props and materials when role playing characters in narratives and stories. (EAD CWM ELG 3)</p> <p>Invent, adapt and recount narratives and stories with peers and their teachers. (EAD BIAE ELG 4)</p> <p>PMW</p>
Permanent Resources		What children's interests are...	The Adult's Role	
<p>Paper and pencils</p> <p>Clipboard</p> <p>Small world table/tray</p> <p>Enhancements throughout the year</p> <p>Train set</p> <p>Play people</p> <p>Selection of Vehicles</p> <p>Selection of natural materials e.g. stones, pebbles, twigs</p> <p>Books linked to topic</p> <p>Recycled materials e.g. boxes, tubes. trays</p> <p>Photographs of real life situations</p> <p>Postcards with pictures</p> <p>Topic Sets – farm, jungle, pets, wild British animals, woodland animals, arctic, under the sea</p> <p>Wooden furniture</p> <p>Seeds</p> <p>Soil</p> <p>Sand</p> <p>Small stones</p> <p>Pieces of different textured fabrics</p>		<p>Describing things, places, events, thoughts and feelings, making up their own stories, caring for animals/people who are poorly, animals fighting/talking, role play scenarios, making things move, imitating noises things make.</p> <p>Taking on roles of animals/people.</p> <p>Acting out experiences.</p>	<p>The adult as co-constructor 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>Intended experiences (Including PFA outcomes)</p> <ul style="list-style-type: none"> Describing things, places, vents, thoughts and feelings. Creating narratives and stories Acting and speaking in role. Acting out familiar routines and events. – Acting out imaginary scenarios. Sharing ideas, resources and roles. Using and caring for resources appropriately. <p>PFA 1, 3</p>	<p>Key Questions</p> <ul style="list-style-type: none"> How did you find...? Which is stronger/bigger, etc.? Where do they live? Which country would you find ...? Can you find information about ...? <p>Vocabulary:</p> <p>Naming animals.</p> <p>Discussing places and countries.</p> <p>Naming vehicles and parts.</p>	