

Long Term Key Learning Opportunities			Key Learning Objectives/ ELG	
Prime Areas			Specific Areas	
PSED	CAL	Physical	Literacy	Maths
<p>Help to find solutions to conflicts and rivalries (PSED6 3-4Y)</p> <p>Think about the perspective of others (PSED18 CIR)</p> <p>Work and play cooperatively and take turns with others. (PSED BR ELG 7)</p> <p>PMW OLE</p>	<p>Use a wider range of vocabulary (C&L3 3-4Y)</p> <p>Articulate their ideas and thoughts into well-formed sentences (C&L18 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>Use 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>Understand the five key concepts about print (L1 3-4Y)</p> <p>Read simple phrases and sentences made up of words with known letter sound correspondences and, where necessary a few common exception words (L11 CIR)</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. (L C ELG 3)</p> <p>PMW OLE</p>	<p>Make comparisons between objects relating to size, length, weight and capacity (M14 3-4Y)</p> <p>Link the number symbol with its cardinal number value (M23 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>Explore collections of materials with similar and/or different properties/Talk about the differences between materials and the changes they notice (UTW2&11 3-4Y)</p> <p>Explore the natural world around them/Understand the effect of changing seasons on the natural world around them (UTW22&25 CIR)</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. (UTW TNW ELG 9)</p> <p>PMW DE LC OLE</p>	<p>Explore different materials freely (EAD4 3-4Y)</p> <p>Develop storylines in their pretend play (EAD25 CIR)</p> <p>Invent, adapt and recount narratives and stories with peers and their teacher. (EAD BIAE ELG 4)</p> <p>PMW OLE</p>
Permanent Resources		What children's interests are...	The Adult's Role	
<p>Water aprons Towels Storage equipment – easily accessible to all children Containers of differing sizes for pouring -(transparent and opaque) Graded containers Jugs Plastic bottles Syringes and pipettes Clipboards Pencils Paper and booklets Mop and bucket</p> <p>Resource Enhancements throughout the year Water wheels Containers with holes Floating and sinking objects – e.g. corks, shells, ping pong balls, foil dishes, leaves, nuts, wood/bark/twigs, sponges, pebbles. Plastic tubing Animal sets e.g. polar, marine, ducks, dinosaurs. Boats and play people Kitchen utensils – whisks, spoons, scoops, sieves, tea strainers. Plumbing equipment – guttering, water pipes, tubes, u-bends. Fishing nets Liquids, messy play ingredients – investigating what happens when added to water, predicting and evaluating</p>		<p>Splash, explore, pour, mix, get in, compare, weigh, full/empty, half full, carry, drink it, wash, get wet, put stuff in it, watch it disappear</p> <p>Floating and sinking objects.</p> <p>Imaginative play – making stories with different resources.</p> <p>Caring for and tidying-up resources.</p>	<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"> How many cups fill...? Can you tell me...? How are you going to...? Does it work...? What happens when/next...? Can you tell me about...? <p>Vocabulary: Fill, empty, cold, hot, heavy, light, more, less, float, sink, mix, wash, pour.</p> <p>Names of resources. Colour, shape, size and comparative language.</p>
		Intended experiences (Including PFA outcomes)		
		<ul style="list-style-type: none"> Experiencing the properties of natural materials Comparing and ordering as part of play Tidying up Using the language of shape, size and measure Pouring and filling with increasing accuracy Creating imaginative and real world scenarios Developing fine motor control Using and caring for resources appropriately Working cooperatively <p>PFA 1</p>		

