

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 (PSED1 3-4Y)</p> <p>Manage their own needs (PSED19 CIR)</p> <p>Work and play cooperatively and take turns with others. (PSED BR ELG 7)</p> <p>PMW OLE</p>	<p>Understand a question or instruction that has two parts (C&L4 3-4Y)</p> <p>Understand how to listen carefully and why listening is important/Ask questions to find out more and check what has been said to them (C&L14&17 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>Uses one handed tools and equipment/Use a comfortable grip with good control when holding pens and pencils (PD10&11 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>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. (PD FMS ELG 4)</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 their early writing (L4 3-4Y)</p> <p>Form lower case and capital letters correctly (L13 CIR)</p> <p>Write recognisable letters, most of which are correctly formed. (L W ELG 7)</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters. (L W ELG 8)</p> <p>PMW OLE</p>	<p>Select shapes appropriately (M15 3-4Y)</p> <p>Select, rotate and manipulate shapes in order to develop spatial reasoning skills/Continue, copy and create repeating patterns (M29&31 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 (UTW2 3-4Y)</p> <p>Recognise that people have different beliefs and celebrate special times in different ways (UTW20 CIR)</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants. (UTW TNW ELG 7)</p> <p>PMW DE LC</p>	<p>Explore different materials freely/ Join different materials freely (EAD4&6 3-4Y)</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings (EAD19 CIR)</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. (EAD CWM ELG 1)</p> <p>PMW DE LC</p>
Permanent Resources	What children's interests are...	The Adult's Role		
<p>Open access storage</p> <p>Aprons</p> <p>Photographic labels</p> <p>Selection of collage materials (recycled, natural and bought) e.g. corks, plastic lids, feathers, bottle tops, straws, sequins, string, wool, ribbon, tissue, coloured matchsticks, etc.</p> <p>Variety of different paper types and sizes - card, wrapping paper, greeting cards, crepe paper,</p> <p>Range of junk modelling materials - yoghurt pots, foil containers, variety of boxes, cardboard tubes, trays, egg boxes etc.</p> <p>Painting and printing materials - ready mix paint, powder paints, colour mixing palettes, paint pots and lids, different size and shape brushes</p> <p>Mark making resources - pencils, crayons, felt tips</p> <p>Joining equipment - Sellotape, glue, paper clips, scissors, hole punch, string</p> <p>Resource enhancements throughout the year</p> <p>Selection of collage materials- doilies, sawdust, shavings, shells, fir cones, bubble wrap, felt, glitter, sweet wrappers, buttons, cotton wool, pulses, pasta</p> <p>Variety of different paper types and sizes – newspaper, shiny and matt papers, tissue paper wallpaper, cellophane, corrugated card, gummed paper,</p> <p>Painting and printing materials - blocks, bricks, cotton reels, finger paints, sponges</p>	<p>Splat, brush, stick, glue, cut, tear, join, rip, mix, copy, build, construct, imagine, get dirty, create, paint hands and face</p> <p>Building models</p> <p>Paint and glue pictures</p> <p>Get messy and tidy up</p> <p>Wash and clean resources</p> <p>Talk to each other about what they are doing.</p> <p>Intended experiences (Including PFA outcomes)</p> <ul style="list-style-type: none"> • Creating pictures • Using a variety of tools • Experimenting with paint and a variety of art media • Describing features of their work and sharing thoughts, feelings and observations • Sharing ideas and resources • Using and caring for resources appropriately • Being aware of shape, form, colour and texture • Use senses to explore a variety of materials <p>PFA 1, 3</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>Key Questions</p> <ul style="list-style-type: none"> - How could you ..? - What are you doing? - What is it? - What do you like...? - How could you make it better / bigger / stronger? <p>Vocabulary:</p> <p>Exploring the senses – touch, feel, hear, see.</p> <p>Names of colour</p> <p>Shape names</p> <p>Naming equipment</p> <p>Describing textures</p>