



Long Term Key Learning Opportunities			Key Learning Objectives			
Prime Areas			Specific Areas			
PSED	C&L	Physical	Literacy	Maths	Understanding the World	Expressive Arts
<p>Grow in independence, rejecting help (PSED12 B-3Y)</p> <p>Select and use activities and resources, with help when needed (PSED1 3-4Y)</p> <p>Show resilience and perseverance in the face of challenge (PSED16 CIR)</p> <p>PMW DE</p>	<p>Use intonation, pitch and changing volume when 'talking' (C&L14 B-3Y)</p> <p>Use talk to organise themselves and their play (C&L13 3-4Y)</p> <p>Use talk to help work out problems and organise thinking and activities, explain how things work and why they might happen (C&L21 CIR)</p> <p>PMW</p>	<p>Build independently with a variety of resources (PD17 B-3Y)</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>PMW OLE</p>	<p>Add some marks to their drawings, which they give meaning to (L14 B-3Y)</p> <p>Use some of their print and letter knowledge in their early writing (L4 3-4Y)</p> <p>Spell words by identifying the sounds and then writing the sounds with the letter/s (L14 CIR)</p> <p>PMW OLE DE</p>	<p>Compare sizes, weights etc. (M10 B-3Y)</p> <p>Select shapes appropriately/Combine shapes to make new ones (M15&16 3-4Y)</p> <p>Select, rotate and manipulate shapes in order to develop spatial reasoning skills (M29 CIR)</p> <p>PMW OLE</p>	<p>Explore materials with different properties (UTW2 B-3Y)</p> <p>Explore collections of materials with similar and/or different properties (UTW2 3-4Y)</p> <p>Recognise some environments that are different to the one in which they live (UTW24 CIR)</p> <p>PMW DE LC OLE</p>	<p>Make simple models which express their ideas (EAD17 B-3Y)</p> <p>Make imaginative and complex 'small worlds' with blocks and construction kits (EAD3 3-4Y)</p> <p>Create collaboratively, sharing ideas, resources and skills (EAD21 CIR)</p> <p>PMW</p>
Possible Resource Enhancements throughout the year			Permanent Resources		Area and resource organisation	
<p>Road maps / A-Z books Hard hats Tools – hammer, spanner, screwdriver etc. 3D wooden shapes – plain/coloured Construction kits Pictures of themed objects related to main topic e.g. space, castles, transport, buildings, minibests, transport Objects related to main topics e.g. festivals, toys, buildings, minibests, transport Selection of natural / reclaimed materials Pictures of buildings / vehicles Posters and local / themed reference photographs Small selection of play people, vehicles and animals</p>			<p>Clearly labelled storage boxes Appropriate books Drawing and writing materials Clipboards Large wooden blocks Small wooden blocks Purchased construction kits e.g. Lego, Duplo Small selection of play people, vehicles and animals Key Vocabulary displayed in area</p>			
What children's interests are...	Intended experiences (Including PFA outcomes)	The Adult's Role			Language	
<p>Planning, selecting, investigating, problem solving, improving, evaluating, drawing, recording, building, joining, stacking, balancing, surrounding, making things bigger/taller.</p> <p>Making labels/signs Working with their friends Building together Tidying and sorting Tipping things out</p>	<ul style="list-style-type: none"> Construction, sorting, matching and dividing Comparing and ordering as part of play Using the language of shape, size and measure Manipulating shapes to develop spatial reasoning skills Composing and decomposing shapes Experiencing the properties of natural and man-made materials Creating imaginative and real world scenarios Developing fine motor control Recording work through drawings and ICT Working cooperatively Developing resilience when faced with challenge Tidying up <p>PFA 1, 2 & 3</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>Vocabulary: Naming joining and fixing methods Colour/shape names Measurement language – length/size Names of vehicles, buildings, people</p> <p>Key Questions: How are you going to...? What do you need...? What will you need next? Do you have enough pieces? Can you make it taller/smaller/etc? Can you make it stronger? What have you used...?</p>	