



Long Term Key Learning Opportunities			Key Learning Objectives			
Prime Areas			Specific Areas			
PSED	C&L	Physical	Literacy	Maths	Understanding the World	Expressive Arts
<p>Be increasingly able to talk about and manage their emotions (PSED14 B-3Y)</p> <p>Talk with others to solve conflicts (PSED10 3-4Y)</p> <p>Express their feelings and consider the feelings of others (PSED15 CIR)</p> <p>PMW DE</p>	<p>Start to develop conversation (C&L23 B-3Y)</p> <p>Can start a conversation with an adult or a friend and continue it for many turns (C&L12 3-4Y)</p> <p>Articulate their ideas and thoughts in well-formed sentences (C&L18 CIR)</p> <p>PMW</p>	<p>Explore different materials and tools (PD23 B-3Y)</p> <p>Uses one handed tools and equipment/Choose the right resources to carry out their own plan. (PD8&10 3-4Y)</p> <p>Develop their small motor skills so they can use a range of tools competently, safely and confidently (PD20 CIR)</p> <p>PMW OLE</p>	<p>Notice some print (L12 B-3Y)</p> <p>Use some of their print and letter knowledge in their early writing (L4 3-4Y)</p> <p>Read individual letters by saying the sounds for them (L7 CIR)</p> <p>PMW OLE</p>	<p>Compare amounts (M4 B-3Y)</p> <p>Talk about and explore 2D and 3D shapes using informal and mathematical language (M10 3-4Y)</p> <p>Link the number symbol with its cardinal number value (M23 CIR)</p> <p>PMW OLE</p>	<p>Explore materials with different properties/Make connections between features of their family and other families (UTW2&5 B-3Y)</p> <p>Use all their senses in hands on exploration of natural materials/ Talk about the differences between materials and changes they notice (UTW1&11 3-4Y)</p> <p>Talk about members of their immediate family and community (UTW14 CIR)</p> <p>LC OLE DE</p>	<p>Use their imagination as the consider what they can do with different materials (EAD16 B-3Y)</p> <p>Explore different materials freely, in order to develop their ideas about how to use them and what to make (EAD4 3-4Y)</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings (EAD19 CIR)</p> <p>PMW</p>
Possible Resource Enhancements throughout the year			Permanent Resources		Area and resource organisation	
<p>Sticks, shells. Natural materials</p> <p>Cake decorations</p> <p>Potato masher Garlic press</p> <p>Wooden combs</p> <p>Empty packaging</p> <p>Food</p> <p>Spices/herbs</p> <p>Oven tins</p> <p>Cake cases</p> <p>Children's interest enhancements</p>		<p>Medias</p> <p>Clay</p> <p>Modroc</p> <p>Rolled icing</p> <p>Shaving foam</p> <p>Cornflour</p> <p>Jelly</p> <p>Gloop</p> <p>Cooked pasta</p> <p>Crazy soap</p>	<p>Protective clothing/ aprons</p> <p>Play dough</p> <p>Play dough tools</p> <p>Cutting utensils</p> <p>Rolling Pins</p> <p>Cutters</p> <p>Objects for making imprints/patterns</p> <p>Moulds/ tins</p> <p>Table for work surface</p>		 	
What children's interests are...	Intended experiences (Including PFA outcomes)	The Adult's Role			Language	
<p>Squeezing, touching, feeling, smelling, pretending to cook, chopping, cutting, trimming, slicing, sharing out, moulding, mixing, counting, making shapes and pictures and models.</p> <p>Making cakes and sweets.</p> <p>Cooking things.</p> <p>Putting things on plates.</p> <p>Talking about food.</p>	<ul style="list-style-type: none"> Counting, sorting, matching and dividing Numbers Making marks, patterns and imprints Comparing and ordering as part of play (tidying up) Using the language of shape, size and measure Experiencing the properties of natural and man-made materials Creating imaginative and real life scenarios Developing fine motor control Using appropriate tools safely <p>PFA 1, 2, 3,4</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>Vocabulary:</p> <p>Cut, chop, slice, share, trim, mould, twist, squeeze, stretch, smell, touch, feel.</p> <p>Language of shape and size.</p> <p>Naming food.</p> <p>Number names to count.</p> <p>More /less, etc.</p> <p>Key Questions:</p> <p>How can you make ...?</p> <p>Which tools will you need to...?</p> <p>How many ...?</p>	