



Long Term Key Learning Opportunities			Key Learning Objectives			
Prime Areas			Specific Areas			
PSED	C&L	Physical	Literacy	Maths	Understanding the World	Expressive Arts
<p>Develop friendships with other children (PSED16 B-3Y)</p> <p>Play with one or more other children, extending and elaborating play ideas (PSED5 3-4Y)</p> <p>Think about the perspectives of others (PSED18 CIR)</p> <p>PMW DE OLE</p>	<p>Understand and act on longer sentences (C&L29 B-3Y)</p> <p>Understand a question or instruction which has two parts (C&L4 3-4Y)</p> <p>Ask questions to find out more and to check they understand what has been said to them (C&L17 CIR)</p> <p>PMW OLE</p>	<p>Use large and small motor skills to do things independently (PD24 B-3Y)</p> <p>Match their developing physical skills to tasks and activities in the setting (PD7 3-4Y)</p> <p>Develop overall body strength, balance, co-ordination and agility (PD24 CIR)</p> <p>PMW OLE</p>	<p>Develop play around favourite stories using props (L11 B-3Y)</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>PMW OLE</p>	<p>Count in everyday contexts (M6 B-3Y)</p> <p>Compare quantities using language/Discuss routes and locations (M9&13 3-4Y)</p> <p>Compare numbers/Compare length, weight and capacity (M25&32 CIR)</p> <p>PMW OLE</p>	<p>Explore natural materials, indoors and outside/Explore and respond to different natural phenomena (UTW3&4 B-3Y)</p> <p>Begin to understand need to respect the natural environment and all living things (UTW9 3-4Y)</p> <p>Explore the natural world around them (UTW22 CIR)</p> <p>PMW DE LC OLE</p>	<p>Start to develop pretend play (EAD14 B-3Y)</p> <p>Take part in simple pretend play (EAD1 3-4Y)</p> <p>Develop storylines in their pretend play (EAD25 CIR)</p> <p>PMW DE OLE</p>
Possible Resource Enhancements throughout the year			Permanent Resources		Area and resource organisation	
<p>Role play clothes</p> <p>Resource 'interest' boxes</p> <p>Small world figures – dinosaurs, animals, pirates, sea creatures, birds/ducks, castles, mini beasts etc.</p> <p>Builders enhancements</p> <p>Car wash enhancements</p> <p>Traffic signs</p> <p>Books</p> <p>Cosy spaces</p> <p>Additional water trays</p> <p>Water system</p>			<p>Crates, guttering, bamboo, pipes, etc.</p> <p>Sheltered sand pit</p> <p>Vegetable garden/area to dig</p> <p>Space to mark make</p> <p>Gravel pit</p> <p>Carpet tiles/cushions</p> <p>Outdoor clothing/wellies</p> <p>Large fabric, pegs, string</p> <p>Spades, brushes, tools, gloves</p> <p>Water containers</p> <p>Bikes and scooters</p> <p>Natural music station</p>			
What children's interests are...	Intended experiences (Including PFA outcomes)	The Adult's Role			Language	
<p>Running! Finding things, painting things, digging, planting, hunting, role playing scenarios, making dens, building and constructing, watering plants, finding mini-beasts, brushing and tidying, moving things, observing the weather, making marks, playing games, counting, reading, sitting in quiet places, getting wet and getting dirty, splashing, jumping, balancing, climbing and LOTS MORE!</p>	<ul style="list-style-type: none"> Construction, sorting, matching and dividing 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 Exploring the natural world and caring for living things Observing growth and changes over time Creating imaginative and real world scenarios Developing fine motor skills and gross motor skills Working cooperatively <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>Run, dig, plant, find, explore, splash, wind, rain, move, mark, paint, build, make, construct, add, pretend, play, share, help, problems, hunt, grow, feed, care, observe</p> <p>Key Questions:</p> <p>How could you make...? What will you need to ...? Where might you find...? Is it safe? Can you help to ...? What can you use to ...?</p>	