



Long Term Key Learning Opportunities			Key Learning Objectives			
Prime Areas			Specific Areas			
PSED	C&L	Physical	Literacy	Maths	Understanding the World	Expressive Arts
<p>Play with increasing confidence on their own and with other children (PSED9 B-3Y)</p> <p>Help to find solutions to conflicts and rivalries (PSED6 3-4Y)</p> <p>Think about the perspective of others (PSED18 CIR)</p> <p><b>PMW OLE</b></p>	<p>Start to develop conversation (C&amp;L23 B-3Y)</p> <p>Use a wider range of vocabulary (C&amp;L3 3-4Y)</p> <p>Articulate their ideas and thoughts into well-formed sentences (C&amp;L18 CIR)</p> <p><b>PMW</b></p>	<p>Develop manipulation and control (PD22 B-3Y)</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><b>PMW OLE</b></p>	<p>Notice some print (L12 B-3Y)</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><b>PMW OLE</b></p>	<p>Compare amounts (M4 B-3Y)</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><b>PMW OLE</b></p>	<p>Explore natural materials (UTW3 B-3Y)</p> <p>Explore collections of materials with similar and/or different properties/Talk about the differences between materials and the changes they notice (UTW2&amp;11 3-4Y)</p> <p>Explore the natural world around them/Understand the effect of changing seasons on the natural world around them (UTW22&amp;25 CIR)</p> <p><b>PMW DE LC OLE</b></p>	<p>Use their imagination to consider what they can do with different materials (EAD16 B-3Y)</p> <p>Explore different materials freely (EAD4 3-4Y)</p> <p>Develop storylines in their pretend play (EAD25 CIR)</p> <p><b>PMW OLE</b></p>
Possible Resource Enhancements throughout the year			Permanent Resources		Area and resource organisation	
<p>Water wheels</p> <p>Containers with holes</p> <p>Floating and sinking objects – e.g. corks, shells, ping pong balls, foil dishes, leaves, nuts, wood/bark/twigs, sponges, pebbles.</p> <p>Plastic tubing</p> <p>Animal sets e.g. polar, marine, ducks, dinosaurs.</p> <p>Boats and play people</p> <p>Kitchen utensils – whisks, spoons, scoops, sieves, tea strainers.</p> <p>Plumbing equipment – guttering, water pipes, tubes, u-bends.</p> <p>Fishing nets</p> <p>Liquids, messy play ingredients – investigating what happens when added to water, predicting and evaluating</p>			<p>Water aprons</p> <p>Towels</p> <p>Storage equipment – easily accessible to all children</p> <p>Containers of differing sizes for pouring -transparent and opaque)</p> <p>Graded containers</p> <p>Jugs</p> <p>Plastic bottles</p> <p>Syringes and pipettes</p> <p>Mop and bucket</p>			
What children's interests are...	Intended experiences (Including PFA outcomes)	The Adult's Role			Language	
<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>	<ul style="list-style-type: none"> <li>Experiencing the properties of natural materials</li> <li>Comparing and ordering as part of play</li> <li>Tidying up</li> <li>Using the language of shape, size and measure</li> <li>Pouring and filling with increasing accuracy</li> <li>Creating imaginative and real world scenarios</li> <li>Developing fine motor control</li> <li>Using and caring for resources appropriately</li> <li>Working cooperatively</li> </ul> <p><b>PFA 1</b></p>	<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p><b>The adult as co-creator of learning...</b></p> <ul style="list-style-type: none"> <li>discusses ideas</li> <li>shares thinking</li> <li>makes new possibilities evident</li> <li>instigates new opportunities for learning</li> <li>extends and builds on learning and interests</li> <li>supports children in making links in learning</li> <li>models new skills and techniques</li> </ul> </div> <div style="width: 45%;"> <p><b>The adult as facilitator...</b></p> <ul style="list-style-type: none"> <li>shares responsibilities with the child</li> <li>offers suggestions</li> <li>asks open questions</li> <li>responds sensitively</li> <li>models and imitates</li> <li>plays alongside</li> </ul> </div> </div> <p style="text-align: center;"><b>The adult as observer...</b></p> <ul style="list-style-type: none"> <li>listens attentively</li> <li>observes carefully</li> <li>records professionally</li> <li>interprets skilfully</li> </ul>			<p><b>Key Questions</b></p> <ul style="list-style-type: none"> <li>How many cups fill...?</li> <li>Can you tell me...?</li> <li>How are you going to...?</li> <li>Does it work...?</li> <li>What happens when/next...?</li> <li>Can you tell me about...?</li> </ul> <p><b>Vocabulary:</b> 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>	