



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 (PSED12 B-3Y)</p> <p>Select and use activities and resources, with help when needed (PSED1 3-4Y)</p> <p>Manage their own needs (PSED19 CIR)</p> <p>PMW OLE</p>	<p>Understand and act on longer sentences (C&L29 B-3Y)</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>PMW</p>	<p>Explore different materials and tools (PD23 B-3Y)</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>PMW OLE</p>	<p>Enjoy drawing freely (L13 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>Notice patterns and arrange things in patterns (M11 B-3Y)</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>PMW OLE</p>	<p>Explore materials with different properties/Explore natural materials, indoors and outside (UTW2&3 B-3Y)</p> <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>PMW DE LC</p>	<p>Start to make marks intentionally/Explore paint (EAD10&11 B-3Y)</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>PMW DE LC</p>
Possible Resource Enhancements throughout the year			Permanent Resources		Area and resource organisation	
<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>			
What children's interests are...	Intended experiences (Including PFA outcomes)	The Adult's Role			Language	
<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, 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>	<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>The adult as observer...</p> <ul style="list-style-type: none"> • listens attentively • observes carefully • records professionally • interprets skilfully 			<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> <p>Key Questions:</p> <p>How could you ..?</p> <p>What are you doing?</p> <p>What is it?</p> <p>What do you like...?</p> <p>How could you make it better / bigger / stronger?</p>	