



Long Term Key Learning Opportunities			Key Learning Objectives/ ELG			
Prime Areas			Specific Areas			
PSED	CAL	Physical	Literacy	Maths	Understanding the World	Expressive Arts
<p>Initiating ideas, offering cues to peers to join them (MR6 30-50)</p> <p>Confident to speak to others about own needs, wants, interests and opinions (SCA9 40-60)</p> <p>PMW DE LC</p>	<p>Questions why things happen and gives explanations. Asks who, what, when and how (S11 30-50)</p> <p>Extends vocabulary especially by grouping or naming, exploring the meaning of new words (S17 40-60)</p> <p>PMW OLE</p>	<p>Observe the effects of activity on their bodies (HSC8 30-50)</p> <p>Shows some understanding and good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health (HSC15 40-60)</p> <p>PMW OLE</p>	<p>Looks at books independently (R15 30-50)</p> <p>Knows that information can be retrieved from books and computers (R27 40-60)</p> <p>PMW OLE</p>	<p>Shows an interest in shapes in the environment (SSM10 30-50)</p> <p>Records using marks they can interpret and explain (N33 40-60)</p> <p>PMW OLE</p>	<p>Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world (TW3 30-50)</p> <p>Looks closely at similarities, differences, patterns and change (TW8 40-60)</p> <p>PMW DE LC OLE</p>	<p>Beginning to be interested in and describe the texture of things (EMM13 30-50)</p> <p>Manipulates materials to achieve a planned effect (EMM23 (40-60)</p> <p>PMW LC OLE</p>
Possible Resource Enhancements throughout the year			Permanent Resources		Area and resource organisation	
<p>Colour paddles</p> <p>Magnets and materials</p> <p>Mirrors</p> <p>Growing things</p> <p>Living things (if possible)</p> <p>Nature viewers</p> <p>Topics – space, mini-beasts, animals, dinosaurs etc.</p> <p>Seasons – Winter, Spring, Summer, Autumn</p> <p>Calendar events – Diwali, Chinese New Year, Easter, Christmas</p>			<p>Natural materials, e.g. stones, shells, cones, wood, etc.</p> <p>Magnifying glasses</p> <p>Books and images</p> <p>Cushions</p> <p>Themed topics</p>			
What children's interests are...	Intended experiences (Including PFA outcomes)	The Adult's Role			Language	
<p>Discussing observations and findings, growing things, watching living things, comparing objects, finding out more, looking for information, asking questions.</p> <p>Hunting for things indoors and outdoors.</p> <p>Watching things change.</p> <p>Comparing objects.</p> <p>Testing things. Making-up stories.</p> <p>Taking books into the home corner.</p> <p>Reading stories to dolls.</p> <p>Using books to find things out.</p>	<ul style="list-style-type: none"> Counting, 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 Experiencing real life scenarios Developing fine motor control Using appropriate tools safely Making marks, patterns and imprints Numbers <p>PFA 1, 3</p>	<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <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 </div> <div style="width: 45%;"> <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 </div> </div>			<p>Vocabulary:</p> <p>Predict, question, describe, grow, change, same, different, hard, soft, rough, smooth, natural, living.</p> <p>Naming materials, body parts, natural objects, plants and animals.</p> <p>Key Questions:</p> <p>How did that happen?</p> <p>What would happen if?</p> <p>Where would you find ...?</p> <p>How has it changes?</p> <p>Has it grown?</p>	