



Long Term Key Learning Opportunities			Key Learning Objectives/ ELG			
Prime Areas			Specific Areas			
PSED	CAL	Physical	Literacy	Maths	Understanding the World	Expressive Arts
<p>Begins to accept the needs of others and can take turns and share resources, sometimes with support from others (MFB10 30-50)</p> <p>Takes steps to resolve conflicts with other children, e.g. finding a compromise (MR11 40-60)</p> <p>PMW DE</p>	<p>Responds to simple instructions, e.g. to get or put away an object (U7 30-50)</p> <p>Uses language to imagine and recreate roles and experience in play situations (S18 40-60)</p> <p>PMW</p>	<p>Uses one handed tools and equipment (MH18 30-50)</p> <p>Shows understanding of how to transport and store equipment safely (HSC17 40-60)</p> <p>PMW OLE</p>	<p>Ascribes meaning to marks that they see in different places (W3 30-50)</p> <p>Begins to read words and simple sentences (R24 40-60)</p> <p>PMW OLE</p>	<p>Uses shapes appropriately for tasks (SSM11 30-50)</p> <p>Selects the correct numeral to represent 1 -5 then 1-10 objects (N25 40-60)</p> <p>PMW OLE</p>	<p>Talks about why things happen and how things work (TW5 30-50)</p> <p>Enjoys joining in with family customs and routines (PC10 40-60)</p> <p>LC OLE</p>	<p>Realises tools can be used for a purpose (EMM17 30-50)</p> <p>Constructs with a purpose in mind, using a variety of resources (EMM24 40-60)</p> <p>PMW</p>
Possible Resource Enhancements throughout the year			Permanent Resources		Area and resource organisation	
<p>Sticks, shells</p> <p>Cake decorations</p> <p>Potato masher</p> <p>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>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 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 Making marks, patterns and imprints Numbers <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>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>	