



Long Term Key Learning Opportunities			Key Learning Objectives/ ELG			
Prime Areas			Specific Areas			
PSED	CAL	Physical	Literacy	Maths	Understanding the World	Expressive Arts
Shows confidence in asking adults for help (SCA8 30-50) Explains own knowledge and understanding and asks appropriate questions of others (MR10 40-60)	Shows understanding of positions such as 'under', 'on top', 'behind' by carrying out an action or selecting a picture (U6 30-50) Extends vocabulary, especially by grouping or naming, exploring the meaning of new words (S17 40-60)	Uses one handed tools and equipment (MH18 30-50) Uses simple tools to effect changes to materials (MH27 40-60)	Sometimes gives meaning to marks as they draw and paint (W30-50) Knows that information can be retrieved from books and computers (R27 40-60)	Uses some number names accurately in play (N8 30-50) Says the number that is one more than a given number (N30 40-60)	Remembers and talks about significant events in their own experiences (PC6 30-50) Looks closely at similarities, differences, patterns and change (TW40-60)	Realises tools can be used for a purpose (EMM17 30-50) Selects appropriate resources and adapts work where necessary (EMM26 40-60)
PMW DE LC	PMW OLE	PMW OLE	PMW OLE	PMW OLE	PMW DE LC OLE	PMW
Possible Resource Enhancements throughout the year			Permanent Resources		Area and resource organisation	
Counting objects lined to topics e.g. eggs for farm or dinosaurs, sticks and leaves linked to Autumn Scales Mats and cushions Whiteboards and pens			Counting equipment Number cards Shapes Number fans Jigsaws and puzzles Egg timers Rulers Threading equipment Pattern Dice and dominoes Number lines Abacus Books and posters			
What children's interests are...	Intended experiences (Including PFA outcomes)	The Adult's Role			Language	
Counting, writing and reading numbers, rolling dice, making patterns, turning egg timers, weighing and measuring objects, sorting and matching, sharing objects, putting things in lines, ordering.  Singing numbers songs.	<ul style="list-style-type: none"> <li>Children will use number names and mathematical language in their everyday play</li> <li>Children will recognise numbers of personal significance and those to 5</li> <li>Children will create and solve problems involving number as well as shape, space and measure</li> </ul> <p style="text-align: center;"><b>PFA 1, 3</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>Vocabulary:</b> Number names Shape names Colour names Ordinal numbers Addition and subtraction language Sorting and matching Capacity, weight, length language</p> <p><b>Key Questions:</b> How many? Is it more/less? Which number...? Can you find /make...? Which is bigger/smaller, heavier/lighter?</p>	