



Long Term Key Learning Opportunities			Key Learning Objectives/ ELG			
Prime Areas			Specific Areas			
PSED	CAL	Physical	Literacy	Maths	Understanding the World	Expressive Arts
<p>Can play in a group, extending and elaborating play ideas (MR5 30-50)</p> <p>Takes steps to resolve conflicts with other children (MR11 40-60)</p> <p>PMW OLE</p>	<p>Understands use of object (U5 30-50)</p> <p>Responds to instructions involving a two part sentence (U9 40-60)</p> <p>PMW OLE</p>	<p>Moves freely with pleasure and confidence in a range of ways (MH11 30-50)</p> <p>Experiments with different ways of moving (MH22 40-60)</p> <p>PMW OLE</p>	<p>Ascribes meanings to marks that they see in different places (W3 30-50)</p> <p>Gives meaning to marks as they draw, write and paint (W4 40-60)</p> <p>PMW OLE</p>	<p>Shows an interest in numerals in the environment (N17 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>Uses movement to express feelings (BI4 30-50)</p> <p>Plays alongside other children who are engaged in the same theme (BI16 40-60)</p> <p>PMW DE OLE</p>
Possible Resource Enhancements throughout the year			Permanent Resources		Area and resource organisation	
<p>Role play clothes</p> <p>Resource 'interest' boxes</p> <p>Small world figures – dinosaurs, animals, pirates, sea creatures, birds/ducks, castles, mini beasts etc.</p> <p>Builders enhancements</p> <p>Car wash enhancements</p> <p>Traffic signs</p> <p>Books</p> <p>Cosy spaces</p> <p>Additional water trays</p> <p>Water system</p>			<p>Crates, guttering, bamboo, pipes, etc.</p> <p>Sheltered sand pit</p> <p>Vegetable garden/area to dig</p> <p>Space to mark make</p> <p>Gravel pit</p> <p>Carpet tiles/cushions</p> <p>Outdoor clothing/wellies</p> <p>Large fabric, pegs, string</p> <p>Spades, brushes, tools, gloves</p> <p>Water containers</p> <p>Bikes and scooters</p> <p>Natural music station</p> <p>Duck garden and indoor den</p>			
What children's interests are...	Intended experiences (Including PFA outcomes)	The Adult's Role			Language	
<p>Running! Finding things, painting things, digging, planting, hunting, role playing scenarios, making dens, building and constructing, watering plants, finding mini-beasts, brushing and tidying, moving things, observing the weather, making marks, playing games, counting, reading, sitting in quiet places, getting wet and getting dirty, splashing, jumping, balancing, climbing and LOTS MORE!</p>	<ul style="list-style-type: none"> Construction, 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 world scenarios Developing fine motor control Working cooperatively <p>PFA 1, 3</p>	<p>The adult as co-constructor 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>Run, dig, plant, find, explore, splash, wind, rain, move, mark, paint, build, make, construct, add, pretend, play, share, help, problems, hunt.</p> <p>Key Questions:</p> <p>How could you make...? What will you need to ...? Where might you find...? Is it safe? Can you help to ...? What can you use to ...?</p>	