



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 select and use resources with help (SCA3 30-50) Explains own knowledge and understanding and asks appropriate questions of others (MR10 40-60)</p> <p>PMW OLE</p>	<p>Is able to follow directions (LA9 30-50) Responds to instructions involving a two part sentence (U9 40-60).</p> <p>PMW</p>	<p>Uses lines and circles using gross motor movements (MH17 30-50) Handles tools, objects, construction and malleable materials safely and with increasing control (MH28 40-60)</p> <p>PMW OLE</p>	<p>Ascribes meanings to marks that they see in different places (W3 30-50) Gives meaning to marks as they draw, write and paint (W4 40-60)</p> <p>PMW OLE</p>	<p>Uses shapes appropriately for tasks (SSM11 40-60) Records using marks they can interpret and explain (M33 40-60)</p> <p>PMW OLE</p>	<p>Talks about why things happen and how things work (TW5 30-50) Enjoys joining in with family customs and routines (PC10 40-60).</p> <p>PMW DE LC</p>	<p>Explores colour and how colours can be changed (EMM11 30-50) Selects appropriate resources and adapts work where necessary (EMM26 40-60).</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 Variety of different paper types and sizes – newspaper, shiny and matt papers, tissue paper wallpaper, cellophane, corrugated card, gummed paper, 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 Paint and glue pictures Get messy and tidy up Wash and clean resources 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 Aprons Photographic labels 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. Variety of different paper types and sizes - card, wrapping paper, greeting cards, crepe paper, Range of junk modelling materials - yoghurt pots, foil containers, variety of boxes, cardboard tubes, trays, egg boxes etc. Painting and printing materials - ready mix paint, colour mixing palettes, paint pots and lids, different size and shape brushes Mark making resources - pencils, crayons, felt tips 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 observer...</p> <ul style="list-style-type: none"> • listens attentively • observes carefully • records professionally • interprets skilfully 			<p>Vocabulary: Exploring the senses – touch, feel, hear, see. Names of colour Shape names Naming equipment Describing textures</p> <p>Key Questions: How could you ..? What are you doing? What is it? What do you like...? How could you make it better / bigger / stronger?</p>	