



Long Term Key Learning Opportunities			Key Learning Objectives/ ELG	
Prime Areas			Specific Areas	
PSED	CAL	Physical	Literacy	Maths
Children talk about how they and others show feelings, talk about their own and others' behaviour, and it's consequences, and know that some behaviour is unacceptable. <b>PMW DE LC</b>	They give their attention to what others say and respond appropriately, whilst engaged in another activity. <b>PMW DE</b>	Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. <b>PMW OLE</b>	Children use their phonic knowledge to write words in ways which match to their spoken sounds. <b>PMW OLE</b>	Using quantities and numbers they add and subtract two single-digit numbers and count on or back to find the answer. <b>PMW OLE</b>
<b>Area and resource organisation</b>			<b>Understanding the World</b>	<b>Expressive Arts</b>
Class to insert own photograph			Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes. <b>PMW DE LC OLE</b>	They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. <b>PMW OLE</b>
Permanent Resources		What children's interests are...	The Adult's Role	
IWB PC's and printer Speakers Laptop Tape recorder CD Player CD's, DVD's and CD Rom's Bee-Bots Floor maps Headphones - access to video recorder and digital camera		Type, draw pictures, clicking the mouse, playing games to help them learn, using internet, pressing buttons and switches, watching things move, listening to music, taking pictures, printing their work.  Pretending to use equipment in role play. Playing games – software.  <b>Intended experiences (Including PFA outcomes)</b> <ul style="list-style-type: none"> <li>Using the language of shape, size and measure</li> <li>Developing letter sound recognition</li> <li>Developing number recognition</li> <li>Developing fine motor control</li> <li>Record work through drawings and ICT</li> <li>Working cooperatively</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> <div style="text-align: center; margin-top: 10px;"> <p><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> </div>	<ul style="list-style-type: none"> <li>- <b>Key Questions</b></li> <li>- Where is the ...key?</li> <li>- How can you move...?</li> <li>- Which CD has ...?</li> <li>- Which button do you need to press for ....?</li> <li>- What happens when...?</li> <li>- What should you do now?</li> </ul> <p><b>Vocabulary:</b> Press, change, switch, type, draw, click, roll, move, listen , watch.</p>