

Long Term Key Learning Opportunities			Key Learning Objectives/ ELG	
Prime Areas			Specific Areas	
PSED	CAL	Physical	Literacy	Maths
They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.  <b>PMW OLE</b>	Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.  <b>PMW OLE</b>	They manage their own basic hygiene and personal needs successfully including dressing and going to the toilet independently.  <b>PMW OLE</b>	They demonstrate understanding when talking to others about what they have read.  <b>PMW OLE</b>	They solve problems, including doubling, halving and sharing.  <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 know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another.  <b>PMW DE LC OLE</b>	They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories. Children sing songs, make music and dance, and experiment with ways of changing them.  <b>PMW DE OLE</b>
Permanent Resources		What children's interests are...	The Adult's Role	
Crates, guttering, bamboo, poles, pipes, etc. Washing line and Sand pit Vegetable garden / Area to dig Space to mark make Natural area to investigate Carpet tiles/cushions Outdoor clothing/wellies Resource 'interest' boxes Large fabric, pegs, string Role play clothes Spades, brushes, tools, gloves Water containers		Running! Finding things, painting things, digging, planting, hunting, role playing scenarios, making dens, building and constructing, watering plants, finding minibeasts, 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!	 <b>The adult as co-creator of learning...</b> <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>	 <b>The adult as facilitator...</b> <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>
		<b>Intended experiences (Including PFA outcomes)</b> <ul style="list-style-type: none"> <li>Construction, sorting, matching and dividing</li> <li>Comparing and ordering as part of play</li> <li>Tidying up</li> <li>Using the language of shape, size and measure</li> <li>Experiencing the properties of natural and man-made materials</li> <li>Creating imaginative and real world scenarios</li> <li>Developing fine motor control</li> <li>Working cooperatively</li> </ul> <p style="text-align: center;"><b>PFA 1, 3</b></p>		
			 <b>The adult as observer...</b> <ul style="list-style-type: none"> <li>listens attentively</li> <li>observes carefully</li> <li>records professionally</li> <li>interprets skilfully</li> </ul>	<b>Vocabulary:</b> Run, dig, plant, find, explore, splash, wind, rain, move, mark, paint, build, make, construct, add, pretend, play, share, help, problems, hunt.