



Long Term Key Learning Opportunities			Key Learning Objectives/ ELG	
Prime Areas			Specific Areas	
PSED	CAL	Physical	Literacy	Maths
They work as part of a group or class, and understand and follow the rules. 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. PMW OLE	They use past, present and future forms accurately when talking about events that have happened or are to happen in the future PMW	Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. PMW OLE	They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. PMW OLE	Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. PMW OLE
Area and resource organisation			Understanding the World	Expressive Arts
Class to insert own photograph			Children know about similarities and differences in relation to places, objects, materials and living things PMW DE LC OLE	They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories. PMW
Permanent Resources	What children's interests are...	The Adult's Role		
Paper and pencils Clipboard Small world table/tray Enhancements throughout the year Train set Play people Selection of Vehicles Selection of natural materials e.g. stones, pebbles, twigs Books linked to topic Recycled materials e.g. boxes, tubes. trays Photographs of real life situations Postcards with pictures Topic Sets – farm, jungle, pets, wild British animals, woodland animals, arctic, under the sea Wooden furniture Seeds Soil Sand Small stones Pieces of different textured fabrics	Describing things, places, events, thoughts and feelings, making up their own stories, caring for animals/people who are poorly, animals fighting/talking, role play scenarios, making things move, imitating noises things make. Taking on roles of animals/people. Acting out experiences. Intended experiences (Including PFA outcomes) <ul style="list-style-type: none">Describing things, places, vents, thoughts and feelings.Creating narratives and storiesActing and speaking in role.Acting out familiar routines and events. –Acting out imaginary scenarios.Sharing ideas, resources and roles.Using and caring for resources appropriately. PFA 1, 3	<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <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 </div> <div style="width: 45%;"> <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 </div> </div> <div style="display: flex; justify-content: space-between; margin-top: 20px;"> <div style="width: 45%;"> <p>The adult as observer...</p> <ul style="list-style-type: none"> listens attentively observes carefully records professionally interprets skilfully </div> <div style="width: 45%;"> <p>Key Questions</p> <ul style="list-style-type: none"> How did you find...? Which is stronger/bigger, etc.? Where do they live? Which country would you find ...? Can you find information about ...? <p>Vocabulary: Naming animals. Discussing places and countries. Naming vehicles and parts.</p> </div> </div>		