



Capturing learning opportunities in the Book Corner

Prime Learning Opportunities (The What)

Children aged 3–4 years will be learning to:

Communication and Language

- Use a wider range of vocabulary
- Understand a question or instruction that has two parts
- Understand 'why' questions
- Know many rhymes, be able to talk about familiar books and be able to tell a long story
- Develop their communication but may continue to have problems such as irregular tenses and plurals
- Develop their pronunciation but may have problems saying some sounds & multi-syllabic words
- Use longer sentences of four to six words
- Be able to express a point of view and to debate when they disagree with an adult or a friend
- Start a conversation with an adult or friend and continue it for many turns
- Use talk to organise themselves and their play

Personal, Social and Emotional Development

- Select and use activities and resources, with help when needed. This helps them achieve a goal they have chosen or one which is suggested to them
- Develop their sense of responsibility and membership of a community
- Become more outgoing with unfamiliar people, in the safe context of their setting
- Show more confidence in new social situations
- Play with one or more other children, extending and elaborating play ideas
- Find solutions to conflicts and rivalries
- Increasingly follow rules, understanding why they are important
- Remember rules without needing an adult to remind them
- Develop appropriate ways of being assertive
- Talk with others to solve conflicts
- Talk about their feelings
- Understand gradually how others might be feeling

Physical Development

- Match their developing physical skills to tasks and activities in the setting
- Choose the right resources to carry out their own plan
- Use one-handed tools and equipment
- Use a comfortable grip with good control when holding pens and pencils
- Show a preference for a dominant hand
- Be increasingly independent as they get dressed and undressed

Skills unique to this area (Pure)

A The following skills are greatly enhanced within the Reading Area but can also be applied to other areas, so are not 'purely' developed through play here.

Handling Books Correctly, developing a love of books, using books as a source of information

Essential Vocabulary - Talk to me about...

- The vocabulary will vary according to the focus theme – time needs to be spent on which vocabulary will be developed through adult facilitation.
- Book Based – front cover, back cover, blurb, title, book, author, illustrator, fiction, non-fiction, rhyme, phonics, story, information, true, facts, pictures, text, photographs, left to right, front to back, illustrations, comic, magazine, report, folktale, myth, legend, poster, character, setting

The Role of the Adult

- To ask open ended questions
- To read alongside the children, modelling reading
- To provide an audience for children's reading
- To build language and skills through modelling and engagement – refer to Essential Vocabulary
- To encourage engagement with a range of texts
- To refer to well-known authors and familiar stories
- To share core texts on a regular basis
- Observe children's interests and assess progress

Skills reinforced in this area (Facilitative)

- Selecting and handling books correctly.
- Develop descriptive vocabulary
- Represent and be inspired by well-known authors
- Fine Motor Development
- Develop the ability to explain and predict,
- Mark making
- Communication and active listening

Concrete Learning Experiences

Discussion, reading, recognising (letters, words), using pictures, gathering information, rhyme,

Consistent Provision

- Accessible bookshelf or shelves – try not to overwhelm
- Core texts / familiar texts clearly displayed
- Readable, phonetically decodable texts, magazines, comics, rhymes, fiction and non-fiction texts
- Comfortable furnishings – bean bags, cushions, small sofa,
- Puppets, masks, reading buddies, posters, letter cards

Specific Learning Opportunities (The What)

Children aged 3–4 years will be learning to:

Literacy

- Understand the five key concepts about print – print has meaning, print can have different purposes, we read English text from left to right and top to bottom, the names of different parts of a book, page sequencing
- Develop their phonological awareness so that they can: spot and suggest rhymes, count or clap syllables in a word, recognise words with the same initial sound
- Engage in extended conversations about stories, learning new vocabulary

Mathematics

- Develop fast recognition of up to 3 objects, without having to count them individually (subitising)
- Recite numbers past 5
- Say one number for each item in order to 5
- Know that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle)
- Show finger numbers up to 5
- Link numerals and amounts
- Solve real world mathematical problems with numbers up to 5
- Compare quantities using language 'more than' and 'fewer than'
- Talk about and explore 2D and 3D shapes
- Understand position through words alone
- Make comparisons between objects, relating to size, length, weight and capacity
- Begin to describe a sequence of events, real or fictional

Understanding the World

- Talk about what they see, using a wide range of vocabulary
- Begin to make sense of their own life-story and family's history
- Show interest in different occupations
- Continue developing positive attitudes about the differences between people
- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos

Expressive Arts & Design

- Respond to what they have heard, expressing their thoughts and feelings
- Remember and sing entire songs
- Sing the pitch of a tone sung by another person
- Sing the melodic shapes of familiar songs



Capturing learning opportunities in the Computer Area

Prime Learning Opportunities (The What)

Children aged 3–4 years will be learning to:

Communication and Language

- Use a wider range of vocabulary
- Understand a question or instruction that has two parts
- Understand 'why' questions
- Sing a large repertoire of songs
- Know many rhymes, be able to talk about familiar books and be able to tell a long story
- Develop their communication but may continue to have problems such as irregular tenses and plurals
- Develop their pronunciation but may have problems saying some sounds & multi-syllabic words
- Use longer sentences of four to six words
- Be able to express a point of view and to debate when they disagree with an adult or a friend
- Start a conversation with an adult or friend and continue it for many turns
- Use talk to organise themselves and their play.

Personal, Social and Emotional Development

- Select and use activities and resources, with help when needed. This helps them achieve a goal they have chosen or one which is suggested to them
- Develop their sense of responsibility and membership of a community
- Become more outgoing with unfamiliar people, in the safe context of their setting
- Show more confidence in new social situations
- Play with one or more other children, extending and elaborating play ideas
- Find solutions to conflicts and rivalries
- Increasingly follow rules, understanding why they are important
- Remember rules without needing an adult to remind them
- Develop appropriate ways of being assertive
- Talk with others to solve conflicts
- Talk about their feelings
- Understand gradually how others might be feeling

Physical Development

- Skip, hop, stand on one leg and hold a pose for a game like musical statues
- Use large-muscle movements to wave flags and streamers, paint and make marks
- Start taking part in some group activities which they make up for themselves, or in teams
- Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm
- Match their developing physical skills to tasks and activities in the setting
- Choose the right resources to carry out their own plan
- Use one-handed tools and equipment
- Show a preference for a dominant hand

Skills unique to this area (Pure)

Typing, mouse practice, computer art, email, online safety, app selection

Concrete Learning Experiences

Mark making, selecting, launching, showing curiosity and interest, observation skills, research

The Role of the Adult

- To ask open ended questions
- To model the use of equipment
- To build language and skills through modelling and engagement – refer to Essential Vocabulary
- To encourage the use of new programmes
- To refer to known websites, games, apps for sources of information and exploration
- Observe children's interests and assess progress

Skills reinforced in this area (Facilitative)

- Selecting tools, programmes, and apps
- Develop computer-based vocabulary
- Fine Motor Development
- Develop the ability to explain, design, create, play, engage,
- Mark making

Essential Vocabulary - Talk to me about...

- Computer-based vocab – monitor, print, printer, mouse, speaker, keyboard, click, select, drag, programme.,
- iPad-based vocab – app, touch, application,
- General - internet, website, Google, browser, clipart, caps lock, clipboard, delete, desktop, download, email, enter, folder, format, font, file, home page, inbox, icon, link, login, log out, memory, online, page, password, save, search engine, scroll, surf, template, upload, username.

Consistent Provision

Computer / laptop, ipad, interactive whiteboard, range of software, known websites, apps

Specific Learning Opportunities (The What)

Children aged 3–4 years will be learning to:

Literacy

- Understand the five key concepts about print – print has meaning, print can have different purposes, we read English text from left to right and top to bottom, the names of different parts of a book, page sequencing
- Develop their phonological awareness so that they can: spot and suggest rhymes, count or clap syllables in a word, recognise words with the same initial sound
- Engage in extended conversations about stories, learning new vocabulary
- Use some of their print and letter knowledge in their early writing
- Write some or all of their name
- Write some letters accurately

Mathematics

- Develop fast recognition of up to 3 objects, without having to count them individually (subitising)
- Recite numbers past 5
- Say one number for each item in order to 5
- Know that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle)
- Show finger numbers up to 5
- Link numerals and amounts
- Experiment with their own symbols and marks as well as numerals
- Solve real world mathematical problems with numbers up to 5
- Compare quantities using language 'more than' and 'fewer than'
- Talk about and explore 2D and 3D shapes
- Understand position through words alone
- Describe a familiar route
- Discuss routes and locations
- Make comparisons between objects, relating to size, length, weight and capacity
- Select shapes appropriately
- Combine shapes to make new ones
- Talk about and identify the patterns around them
- Extend and create ABAB patterns
- Notice and correct an error in a repeating pattern
- Begin to describe a sequence of events, real or fictional

Understanding the World

- Talk about what they see, using a wide range of vocabulary
- Explore how things work

Expressive Arts & Design

- Develop their own ideas and then decide which materials to use to express them
- Create closed shapes with continuous lines and begin to use these shapes to represent objects



Capturing learning opportunities in the Construction Area

Prime Learning Opportunities (The What)

Children aged 3–4 years will be learning to:

Communication and Language

- Use a wider range of vocabulary
- Understand a question or instruction that has two parts
- Understand 'why' questions
- Develop their communication but may continue to have problems such as irregular tenses and plurals
- Develop their pronunciation but may have problems saying some sounds & multi-syllabic words
- Use longer sentences of four to six words
- Be able to express a point of view and to debate when they disagree with an adult or a friend
- Start a conversation with an adult or friend and continue it for many turns
- Use talk to organise themselves and their play

Personal, Social and Emotional Development

- Select and use activities and resources, with help when needed. This helps them achieve a goal they have chosen or one which is suggested to them
- Develop their sense of responsibility and membership of a community
- Become more outgoing with unfamiliar people, in the safe context of their setting
- Show more confidence in new social situations
- Play with one or more other children, extending and elaborating play ideas
- Find solutions to conflicts and rivalries
- Increasingly follow rules, understanding why they are important
- Remember rules without needing an adult to remind them
- Develop appropriate ways of being assertive
- Talk with others to solve conflicts
- Talk about their feelings
- Understand gradually how others might be feeling

Physical Development

- Continue to develop their movement, balancing, riding and ball skills
- Go up steps, or climb up apparatus, using alternate feet
- Use large-muscle movements to wave flags and streamers, paint and make marks
- Start taking part in some group activities which they make up for themselves, or in teams
- Match their developing physical skills to tasks and activities in the setting
- Choose the right resources to carry out their own plan
- Collaborate with others to manage large items
- Use one-handed tools and equipment
- Use a comfortable grip with good control when holding pens and pencils
- Show a preference for a dominant hand

Skills unique to this area (Pure)

The following skills are greatly enhanced within the Construction Area but can also be applied to other areas, so are not 'purely' developed through play here.

Building, Bridging and Enclosing

Essential Vocabulary – Talk to me about...

- Designing – planning, selecting, choosing, investigating, improving, drawing, sketching, recording
- Building – joining, fixing, balancing, enclosing, stacking, positioning, connecting, secure
- Size – big, small, bigger, smaller, larger, largest, short, tall,
- Positional Language – on top, next to, beside, under, middle,
- Describing – rough, smooth, cold, curved, straight, highest, slope, surface, slant, length,

The Role of the Adult

- To ask open ended questions
- To build language through modelling and engagement – refer to Essential Vocabulary
- To encourage the use of new materials
- Observe children's interests and assess progress

Skills reinforced in this area (Facilitative)

- Take turns and work co-operatively
- Experience special awareness, weight, movement, notion, scale, trajectory, stability
- Develop descriptive vocabulary
- Develop the language of size, space, shape, counting, patterns and comparison
- Fine Motor and Gross Motor Development
- Develop the ability to explore, predict, explain, compare, describe, count, manipulate, observe,

Concrete Learning Experiences

Designing
Building
Joining
Manipulating
Patterns
Representing
Problem Solving

Consistent Provision

- Large and small blocks e.g., wooden blocks, Duplo, Lego
- Vehicles and maps
- Mark making materials
- Labels with the children's names / photos on

Specific Learning Opportunities (The What)

Children aged 3–4 years will be learning to:

Literacy

- Understand the five key concepts about print – print has meaning, print can have different purposes, we read English text from left to right and top to bottom, the names of different parts of a book, page sequencing
- Engage in extended conversations about stories, learning new vocabulary
- Use some of their print and letter knowledge in their early writing
- Write some or all of their name
- Write some letters accurately

Mathematics

- Develop fast recognition of up to 3 objects, without having to count them individually (subitising)
- Recite numbers past 5
- Say one number for each item in order to 5
- Know that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle)
- Show finger numbers up to 5
- Link numerals and amounts
- Experiment with their own symbols and marks as well as numerals
- Solve real world mathematical problems with numbers up to 5
- Compare quantities using language 'more than' and 'fewer than'
- Talk about and explore 2D and 3D shapes
- Understand position through words alone
- Describe a familiar route
- Discuss routes and locations
- Make comparisons between objects, relating to size, length, weight and capacity
- Select shapes appropriately
- Combine shapes to make new ones
- Talk about and identify the patterns around them
- Extend and create ABAB patterns
- Notice and correct an error in a repeating pattern
- Begin to describe a sequence of events, real or fictional

Understanding the World

- Use all their senses in hands-on exploration of natural materials
- Explore collections of materials with similar and/or different properties
- Talk about what they see, using a wide range of vocabulary
- Show interest in different occupations
- Explore how things work
- Explore and talk about different forces they can feel
- Talk about the difference between materials and changes they notice

Expressive Arts & Design

- Take part in simple pretend play, using an object to represent something else even though they are not similar
- Make imaginative and complex 'small worlds' with blocks and construction kits
- Explore different materials freely, to develop their ideas about how to use them and what to make
- Create closed shapes with continuous lines and begin to use these shapes to represent objects



Capturing learning opportunities in the Creative Area

Prime Learning Opportunities (The What)

Children aged 3–4 years will be learning to:

Communication and Language

- Use a wider range of vocabulary
- Understand a question or instruction that has two parts
- Understand 'why' questions
- Develop their communication but may continue to have problems such as irregular tenses and plurals
- Develop their pronunciation but may have problems saying some sounds & multi-syllabic words
- Use longer sentences of four to six words
- Be able to express a point of view and to debate when they disagree with an adult or a friend
- Start a conversation with an adult or friend and continue it for many turns
- Use talk to organise themselves and their play

Personal, Social and Emotional Development

- Select and use activities and resources, with help when needed. This helps them achieve a goal they have chosen or one which is suggested to them
- Develop their sense of responsibility and membership of a community
- Become more outgoing with unfamiliar people, in the safe context of their setting
- Show more confidence in new social situations
- Play with one or more other children, extending and elaborating play ideas
- Find solutions to conflicts and rivalries
- Increasingly follow rules, understanding why they are important
- Remember rules without needing an adult to remind them
- Develop appropriate ways of being assertive
- Talk with others to solve conflicts
- Talk about their feelings
- Understand gradually how others might be feeling

Physical Development

- Use large-muscle movements to wave flags and streamers, paint and make marks
- Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm
- Match their developing physical skills to tasks and activities in the setting
- Choose the right resources to carry out their own plan
- Collaborate with others to manage large items
- Use one-handed tools and equipment
- Use a comfortable grip with good control when holding pens and pencils
- Show a preference for a dominant hand
- Be increasingly independent as they get dressed and undressed

Skills unique to this area (Pure)

Unique properties of a range of paint, application of artistic tools and techniques, printing

Essential Vocabulary - Talk to me about...

- Painting – powder paint, water colour, water based, textured, experiment, mix, primary, secondary, splatter, spray, dribble, squirt, score,
- Tools – finger, spatula, paintbrush, foam, sponge, glue, scratch, splash, dot, pencil, crayon, card, paper,
- Describing – texture, colour, mood, observation, effect, light, pattern, overlapping, collage
- Techniques – rubbing, printing, imagination, observation, inspiration, relief, joining, stick,

The Role of the Adult

- To ask open ended questions
- To model the use of equipment
- To build language and skills through modelling and engagement – refer to Essential Vocabulary
- To encourage the use of new materials
- To refer to known artists and famous pieces of work for inspiration
- Encourage independence – putting on apron etc
- Observe children's interests and assess progress

Skills reinforced in this area (Facilitative)

- Selecting tools and resources
- Develop descriptive vocabulary
- Experiment with colour, form and function
- Represent and be inspired by famous artists
- Develop artistic techniques.
- Fine Motor Development
- Develop the ability to explain, design, create, predict,
- Mark making

Concrete Learning Experiences

Cutting, Joining, Painting, Printing, Colour Mixing, Mark Making,

Consistent Provision

- Easels / space for large sheets of paper
- Manipulative tools – paintbrushes, sponges, cotton buds, pens, pencils, crayons, chalk, scissors, spatulas
- Materials for making – glue, spreaders, palettes, collage materials, paints (a selection at different times), paper, junk boxes, masking tape, newspaper, string, wool, ribbon, aprons
- A quality display area

Specific Learning Opportunities (The What)

Children aged 3–4 years will be learning to:

Literacy

- Develop their phonological awareness so that they can: spot and suggest rhymes, count or clap syllables in a word, recognise words with the same initial sound
- Engage in extended conversations about stories, learning new vocabulary
- Use some of their print and letter knowledge in their early writing
- Write some or all of their name
- Write some letters accurately

Mathematics

- Develop fast recognition of up to 3 objects, without having to count them individually (subitising)
- Recite numbers past 5
- Say one number for each item in order to 5
- Know that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle)
- Show finger numbers up to 5
- Link numerals and amounts
- Experiment with their own symbols and marks as well as numerals
- Solve real world mathematical problems with numbers up to 5
- Compare quantities using language 'more than' and 'fewer than'
- Talk about and explore 2D and 3D shapes
- Understand position through words alone
- Describe a familiar route
- Discuss routes and locations
- Make comparisons between objects, relating to size, length, weight and capacity
- Select shapes appropriately
- Combine shapes to make new ones
- Talk about and identify the patterns around them
- Extend and create ABAB patterns
- Notice and correct an error in a repeating pattern
- Begin to describe a sequence of events, real or fictional

Understanding the World

- Use all their senses in hands-on exploration of natural materials
- Talk about what they see, using a wide range of vocabulary
- Begin to make sense of their own life-story and family's history
- Show interest in different occupations
- Explore and talk about different forces they can feel
- Talk about the difference between materials and changes they notice
- Continue developing positive attitudes about the differences between people

Expressive Arts & Design

- Explore different materials freely, to develop their ideas about how to use them and what to make
- Develop their own ideas and then decide which materials to use to express them
- Join different materials and explore different textures
- Create closed shapes with continuous lines and begin to use these shapes to represent objects
- Draw with increasing complexity and detail
- Use drawing to represent ideas like movement or loud noises
- Show different emotions in their drawings or paintings
- Explore colour and colour mixing



Capturing learning opportunities in the Home Corner

Prime Learning Opportunities (The What)

Children aged 3-4 years will be learning to:

Communication and Language

- Use a wider range of vocabulary
- Understand a question or instruction that has two parts
- Understand 'why' questions
- Sing a large repertoire of songs
- Develop their communication but may continue to have problems such as irregular tenses and plurals
- Develop their pronunciation but may have problems saying some sounds & multi-syllabic words
- Use longer sentences of four to six words
- Be able to express a point of view and to debate when they disagree with an adult or a friend
- Start a conversation with an adult or friend and continue it for many turns
- Use talk to organise themselves and their play

Personal, Social and Emotional Development

- Select and use activities and resources, with help when needed. This helps them achieve a goal they have chosen or one which is suggested to them
- Develop their sense of responsibility and membership of a community
- Become more outgoing with unfamiliar people, in the safe context of their setting
- Show more confidence in new social situations
- Play with one or more other children, extending and elaborating play ideas
- Find solutions to conflicts and rivalries
- Increasingly follow rules, understanding why they are important
- Remember rules without needing an adult to remind them
- Develop appropriate ways of being assertive
- Talk with others to solve conflicts
- Talk about their feelings
- Understand gradually how others might be feeling

Physical Development

- Start taking part in some group activities which they make up for themselves, or in teams
- Match their developing physical skills to tasks and activities in the setting
- Choose the right resources to carry out their own plan
- Collaborate with others to manage large items
- Use one-handed tools and equipment
- Use a comfortable grip with good control when holding pens and pencils
- Show a preference for a dominant hand
- Be increasingly independent as they get dressed and undressed

Skills unique to this area (Pure)

The following skills are greatly enhanced within the Home Corner but can also be applied to other areas, so are not 'purely' developed through play here.

Talk, Imaginative play, Language & Listening

Essential Vocabulary - Talk to me

- Language of imagination – role-play, narrate, storytelling, act out, pretend, real,
- Kitchen Vocab – bake, blend, bowl, bottle, apron, boil. Chop, cookbook, cup, cutting board, coffee, cook, cupboard, cutlery, dish, food, fork, frying pan, egg timer, freezer, glasses, jar, jug, kettle, kitchen, knife, microwave, mix, mop, measure, mug, oven, oven mitt, pan, placemat, plate, recipe, roast, sieve, serve, sink, spoon, sugar bowl, table, tablespoon, tea, teapot, tin, tray, tablecloth, utensils, whisk,

The Role of the Adult

- To ask open ended questions
- To model the use of equipment
- To build language and skills through modelling and engagement – refer to Essential Vocabulary
- Facilitate play, create a 'story' through commentary and engagement
- Support children in resolving potential conflict
- To take on different roles in role-play situations
- Observe children's interests and assess progress

Skills reinforced in this area (Facilitative)

- PSHE Based Skills – co-operation, turn taking, negotiation, confidence building, self-control, working as part of a group, respecting others' ideas, dressing
- Re-enacting real life situations and understanding potential feelings associated with them
- Fine Motor Skills and co-ordination
- Mark Making

Concrete Learning Experiences

Communication, representation, recreation, co-operation, innovation, pretense, receptive and expressive language, symbolic actions, improvisation, re-enacting,

Consistent Provision

- Clear storage shelves with places to hang clothes
- Mark Making Materials
- General Home-Based items – cutlery, bowls, plates, glasses, pans, kettle, microwave, kitchen furniture (oven, fridge, cupboards etc), table, chairs, soft furnishings, play food, cutting boards, cookbooks
- Dressing up clothes, dolls, magazines, newspapers

Specific Learning Opportunities (The What)

Children aged 3-4 years will be learning to:

Literacy

- Understand the five key concepts about print – print has meaning, print can have different purposes, we read English text from left to right and top to bottom, the names of different parts of a book, page sequencing
- Develop their phonological awareness so that they can: spot and suggest rhymes, count or clap syllables in a word, recognise words with the same initial sound
- Use some of their print and letter knowledge in their early writing
- Write some or all of their name
- Write some letters accurately

Mathematics

- Develop fast recognition of up to 3 objects, without having to count them individually (subitising)
- Recite numbers past 5
- Say one number for each item in order to 5
- Know that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle)
- Show finger numbers up to 5
- Link numerals and amounts
- Experiment with their own symbols and marks as well as numerals
- Solve real world mathematical problems with numbers up to 5
- Compare quantities using language 'more than' and 'fewer than'
- Talk about and explore 2D and 3D shapes
- Understand position through words alone
- Describe a familiar route
- Discuss routes and locations
- Make comparisons between objects, relating to size, length, weight and capacity
- Select shapes appropriately
- Combine shapes to make new ones
- Begin to describe a sequence of events, real or fictional

Understanding the World

- Talk about what they see, using a wide range of vocabulary
- Begin to make sense of their own life-story and family's history
- Show interest in different occupations
- Explore how things work
- Continue developing positive attitudes about the differences between people
- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos

Expressive Arts & Design

- Take part in simple pretend play, using an object to represent something else even though they are not similar
- Listen with increased attention to sounds
- Create collaboratively, sharing ideas, resources and skills



Capturing learning opportunities in the Investigation Station

Prime Learning Opportunities (The What)

Children aged 3-4 years will be learning to:

Communication and Language

- Use a wider range of vocabulary
- Understand a question or instruction that has two parts
- Understand 'why' questions
- Sing a large repertoire of songs
- Develop their communication but may continue to have problems such as irregular tenses and plurals
- Develop their pronunciation but may have problems saying some sounds & multi-syllabic words
- Use longer sentences of four to six words
- Be able to express a point of view and to debate when they disagree with an adult or a friend
- Start a conversation with an adult or friend and continue it for many turns
- Use talk to organise themselves and their play

Personal, Social and Emotional Development

- Select and use activities and resources, with help when needed. This helps them achieve a goal they have chosen or one which is suggested to them
- Develop their sense of responsibility and membership of a community
- Become more outgoing with unfamiliar people, in the safe context of their setting
- Show more confidence in new social situations
- Play with one or more other children, extending and elaborating play ideas
- Find solutions to conflicts and rivalries
- Increasingly follow rules, understanding why they are important
- Remember rules without needing an adult to remind them
- Develop appropriate ways of being assertive
- Talk with others to solve conflicts
- Talk about their feelings
- Understand gradually how others might be feeling

Physical Development

- Use large-muscle movements to wave flags and streamers, paint and make marks
- Start taking part in some group activities which they make up for themselves, or in teams
- Match their developing physical skills to tasks and activities in the setting
- Choose the right resources to carry out their own plan
- Use one-handed tools and equipment
- Use a comfortable grip with good control when holding pens and pencils
- Show a preference for a dominant hand
- Be increasingly independent as they get dressed and undressed

Skills unique to this area (Pure)

A number of skills are greatly enhanced within the Science Area but can also be applied to other areas, so are not 'purely' developed through play here.

Essential Vocabulary - Talk to me

- The vocabulary will vary according to the focus of the science area – time needs to be spent on which vocabulary will be developed through adult facilitation.
- General Scientific Vocabulary – biology, chemistry, physics, energy, experiment, control, fact, funnel, microscope, measure, observe, research, scale, science, test, theory, temperature, thermometer, variable, weather, weight

The Role of the Adult

- To ask open ended questions
- To model the use of equipment
- To build language and skills through modelling and engagement – refer to Essential Vocabulary
- To challenge children and support them through scientific enquiry
- Make suggestions and ask questions as appropriate
- Observe children's interests and assess progress

Skills reinforced in this area (Facilitative)

- Selecting tools and resources
- Develop descriptive vocabulary
- Use a range of scientific equipment
- Fine Motor Development
- Develop the ability to explain, observe, explore, predict, test, ask questions and spot patterns
- Show curiosity and interest
- Mark making – particularly recording and drawing

Concrete Learning Experiences

Observation, Investigation, Experimenting, Discussion, Challenge, Similarities and Differences, Predicting and Testing

Consistent Provision

- Low level table for children to access resources
- Mark Making / Recording Materials
- Items to support exploration – tweezers, magnifying glasses, microscopes, slides, iPad (research), non-fiction books linked to the theme or enhancements in the area, scales, clipboard, thermometer

Specific Learning Opportunities (The What)

Children aged 3-4 years will be learning to:

Literacy

- Understand the five key concepts about print – print has meaning, print can have different purposes, we read English text from left to right and top to bottom, the names of different parts of a book, page sequencing
- Develop their phonological awareness so that they can: spot and suggest rhymes, count or clap syllables in a word, recognise words with the same initial sound
- Engage in extended conversations about stories, learning new vocabulary
- Use some of their print and letter knowledge in their early writing
- Write some or all of their name
- Write some letters accurately

Mathematics

- Develop fast recognition of up to 3 objects, without having to count them individually (subitising)
- Recite numbers past 5
- Say one number for each item in order to 5
- Know that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle)
- Show finger numbers up to 5
- Link numerals and amounts
- Experiment with their own symbols and marks as well as numerals
- Solve real world mathematical problems with numbers up to 5
- Compare quantities using language 'more than' and 'fewer than'
- Talk about and explore 2D and 3D shapes
- Understand position through words alone
- Describe a familiar route
- Discuss routes and locations
- Make comparisons between objects, relating to size, length, weight and capacity
- Select shapes appropriately
- Combine shapes to make new ones
- Talk about and identify the patterns around them
- Extend and create ABA patterns
- Notice and correct an error in a repeating pattern
- Begin to describe a sequence of events, real or fictional

Understanding the World

- Use all their senses in hands-on exploration of natural materials
- Explore collections of materials with similar and/or different properties
- Talk about what they see, using a wide range of vocabulary
- Explore how things work
- Plant seeds and care for growing plants
- Understand the key features of the life cycle of a plant and an animal
- Begin to understand the need to respect and care for the natural environment and all living things
- Explore and talk about different forces they can feel
- Talk about the difference between materials and changes they notice
- Continue developing positive attitudes about the differences between people
- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos

Expressive Arts & Design

- Explore different materials freely, to develop their ideas about how to use them and what to make
- Develop their own ideas and then decide which materials to use to express them
- Join different materials and explore different textures
- Create closed shapes with continuous lines and begin to use these shapes to represent objects
- Draw with increasing complexity and detail
- Explore colour and colour mixing
- Respond to what they have heard, expressing their thoughts and feelings



Capturing learning opportunities in the IT Area

Prime Learning Opportunities (The What)

Children aged 3-4 years will be learning to:

Communication and Language

- Use a wider range of vocabulary
- Understand a question or instruction that has two parts
- Understand 'why' questions
- Sing a large repertoire of songs
- Know many rhymes, be able to talk about familiar books and be able to tell a long story
- Develop their communication but may continue to have problems such as irregular tenses and plurals
- Develop their pronunciation but may have problems saying some sounds & multi-syllabic words
- Use longer sentences of four to six words
- Be able to express a point of view and to debate when they disagree with an adult or a friend
- Start a conversation with an adult or friend and continue it for many turns
- Use talk to organise themselves and their play.

Personal, Social and Emotional Development

- Select and use activities and resources, with help when needed. This helps them achieve a goal they have chosen or one which is suggested to them
- Develop their sense of responsibility and membership of a community
- Become more outgoing with unfamiliar people, in the safe context of their setting
- Show more confidence in new social situations
- Play with one or more other children, extending and elaborating play ideas
- Find solutions to conflicts and rivalries
- Increasingly follow rules, understanding why they are important
- Remember rules without needing an adult to remind them
- Develop appropriate ways of being assertive
- Talk with others to solve conflicts
- Talk about their feelings
- Understand gradually how others might be feeling

Physical Development

- Skip, hop, stand on one leg and hold a pose for a game like musical statues
- Use large-muscle movements to wave flags and streamers, paint and make marks
- Start taking part in some group activities which they make up for themselves, or in teams
- Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm
- Match their developing physical skills to tasks and activities in the setting
- Choose the right resources to carry out their own plan
- Use one-handed tools and equipment
- Show a preference for a dominant hand

Skills unique to this area (Pure)

Typing, mouse practice, computer art, email, online safety, app selection

Concrete Learning Experiences

Mark making, selecting, launching, showing curiosity and interest, observation skills, research

The Role of the Adult

- To ask open ended questions
- To model the use of equipment
- To build language and skills through modelling and engagement – refer to Essential Vocabulary
- To encourage the use of new programmes
- To refer to known websites, games, apps for sources of information and exploration
- Observe children's interests and assess progress

Skills reinforced in this area (Facilitative)

- Selecting tools, programmes, and apps
- Develop computer-based vocabulary
- Fine Motor Development
- Develop the ability to explain, design, create, play, engage,
- Mark making

Essential Vocabulary - Talk to me about...

- Computer-based vocab – monitor, print, printer, mouse, speaker, keyboard, click, select, drag, programme.,
- iPad-based vocab – app, touch, application,
- General - internet, website, Google, browser, clipart, caps lock, clipboard, delete, desktop, download, email, enter, folder, format, font, file, home page, inbox, icon, link, login, log out, memory, online, page, password, save, search engine, scroll, surf, template, upload, username.

Consistent Provision

Computer / laptop, ipad, interactive whiteboard, range of software, known websites, apps

Specific Learning Opportunities (The What)

Children aged 3-4 years will be learning to:

Literacy

- Understand the five key concepts about print – print has meaning, print can have different purposes, we read English text from left to right and top to bottom, the names of different parts of a book, page sequencing
- Develop their phonological awareness so that they can: spot and suggest rhymes, count or clap syllables in a word, recognise words with the same initial sound
- Engage in extended conversations about stories, learning new vocabulary
- Use some of their print and letter knowledge in their early writing
- Write some or all of their name
- Write some letters accurately

Mathematics

- Develop fast recognition of up to 3 objects, without having to count them individually (subitising)
- Recite numbers past 5
- Say one number for each item in order to 5
- Know that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle)
- Show finger numbers up to 5
- Link numerals and amounts
- Experiment with their own symbols and marks as well as numerals
- Solve real world mathematical problems with numbers up to 5
- Compare quantities using language 'more than' and 'fewer than'
- Talk about and explore 2D and 3D shapes
- Understand position through words alone
- Describe a familiar route
- Discuss routes and locations
- Make comparisons between objects, relating to size, length, weight and capacity
- Select shapes appropriately
- Combine shapes to make new ones
- Talk about and identify the patterns around them
- Extend and create ABAB patterns
- Notice and correct an error in a repeating pattern
- Begin to describe a sequence of events, real or fictional

Understanding the World

- Talk about what they see, using a wide range of vocabulary
- Explore how things work

Expressive Arts & Design

- Develop their own ideas and then decide which materials to use to express them
- Create closed shapes with continuous lines and begin to use these shapes to represent objects



Capturing learning opportunities in the Malleable Area

Prime Learning Opportunities (The What)

Children aged 3-4 years will be learning to:

Communication and Language

- Use a wider range of vocabulary
- Understand a question or instruction that has two parts
- Understand 'why' questions
- Sing a large repertoire of songs
- Know many rhymes, be able to talk about familiar books and be able to tell a long story
- Develop their communication but may continue to have problems such as irregular tenses and plurals
- Develop their pronunciation but may have problems saying some sounds & multi-syllabic words
- Use longer sentences of four to six words
- Be able to express a point of view and to debate when they disagree with an adult or a friend
- Start a conversation with an adult or friend and continue it for many turns
- Use talk to organise themselves and their play

Personal, Social and Emotional Development

- Select and use activities and resources, with help when needed. This helps them achieve a goal they have chosen or one which is suggested to them
- Develop their sense of responsibility and membership of a community
- Become more outgoing with unfamiliar people, in the safe context of their setting
- Show more confidence in new social situations
- Play with one or more other children, extending and elaborating play ideas
- Find solutions to conflicts and rivalries
- Increasingly follow rules, understanding why they are important
- Remember rules without needing an adult to remind them
- Develop appropriate ways of being assertive
- Talk with others to solve conflicts
- Talk about their feelings
- Understand gradually how others might be feeling

Physical Development

- Use large-muscle movements to wave flags and streamers, paint and make marks
- Start taking part in some group activities which they make up for themselves, or in teams
- Match their developing physical skills to tasks and activities in the setting
- Choose the right resources to carry out their own plan
- Use one-handed tools and equipment
- Show a preference for a dominant hand

Skills unique to this area (Pure)

The following skills are greatly enhanced within the Malleable Area but can also be applied to other areas, so are not 'purely' developed through play here.

Shape, Mould, Joining, Rolling.

Essential Vocabulary - Talk to me about...

Describing – more, less, big, little, rough, smooth, colour, shape, texture, bendy

Manipulating – squeeze, model, mould, experiment, pinch, squash, roll, wrap, print, pull, prod, twist,

Pattern – print, mark, scrape, tear, stick,

The Role of the Adult

- To ask open ended questions
- To model the use of equipment
- To build language through modelling and engagement – refer to Essential Vocabulary
- To encourage the use of new materials
- To comment during play so children are clear on the process they are taking part in
- Role-play with the children's creations
- Observe children's interests and assess progress

Skills reinforced in this area (Facilitative)

- Mathematical Skills – shapes, fractions,
- Develop descriptive vocabulary
- Develop the language of size, space, shape, counting, matching, patterns, selecting, modelling, moulding, shape, and space
- Fine Motor Development
- Develop the ability to explain, design, create, investigate, predict

Concrete Learning

Rolling, Cutting, Shaping & Moulding Imaginative Play

Consistent Provision

- Play dough (See Literacy Shed instructions, these could be included in the area)
- Equipment – shape cutters, rolling pins (different sizes and textures) scissors, knives, forks, spoons, cake tins, baking trays, cake cases, mats, aprons
- Manipulatives – shells, sticks, stones, pinecones, pebbles, buttons, straws, pipe cleaners, jigsaws

Specific Learning Opportunities (The What)

Children aged 3-4 years will be learning to:

Literacy

- Understand the five key concepts about print – print has meaning, print can have different purposes, we read English text from left to right and top to bottom, the names of different parts of a book, page sequencing
- Develop their phonological awareness so that they can: spot and suggest rhymes, count or clap syllables in a word, recognise words with the same initial sound
- Engage in extended conversations about stories, learning new vocabulary
- Use some of their print and letter knowledge in their early writing
- Write some or all of their name
- Write some letters accurately

Mathematics

- Develop fast recognition of up to 3 objects, without having to count them individually (subitising)
- Recite numbers past 5
- Say one number for each item in order to 5
- Know that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle)
- Show finger numbers up to 5
- Link numerals and amounts
- Experiment with their own symbols and marks as well as numerals
- Solve real world mathematical problems with numbers up to 5
- Compare quantities using language 'more than' and 'fewer than'
- Talk about and explore 2D and 3D shapes
- Understand position through words alone
- Make comparisons between objects, relating to size, length, weight and capacity
- Select shapes appropriately
- Combine shapes to make new ones
- Talk about and identify the patterns around them
- Extend and create ABAB patterns
- Notice and correct an error in a repeating pattern
- Begin to describe a sequence of events, real or fictional

Understanding the World

- Use all their senses in hands-on exploration of natural materials
- Explore collections of materials with similar and/ or different properties
- Talk about what they see, using a wide range of vocabulary
- Explore how things work
- Explore and talk about different forces they can feel
- Talk about the difference between materials and changes they notice

Expressive Arts & Design

- Take part in simple pretend play, using an object to represent something else even though they are not similar
- Explore different materials freely, to develop their ideas about how to use them and what to make
- Develop their own ideas and then decide which materials to use to express them
- Join different materials and explore different textures
- Create closed shapes with continuous lines and begin to use these shapes to represent objects



Capturing learning opportunities in the Mark Making Area

Prime Learning Opportunities (The What)

Children aged 3–4 years will be learning to:
Communication and Language

- Use a wider range of vocabulary
- Understand a question or instruction that has two parts
- Understand 'why' questions
- Know many rhymes, be able to talk about familiar books and be able to tell a long story
- Develop their communication but may continue to have problems such as irregular tenses and plurals
- Develop their pronunciation but may have problems saying some sounds & multi-syllabic words
- Use longer sentences of four to six words
- Be able to express a point of view and to debate when they disagree with an adult or a friend
- Start a conversation with an adult or friend and continue it for many turns
- Use talk to organise themselves and their play

Personal, Social and Emotional Development

- Select and use activities and resources, with help when needed. This helps them achieve a goal they have chosen or one which is suggested to them
- Develop their sense of responsibility and membership of a community
- Become more outgoing with unfamiliar people, in the safe context of their setting
- Show more confidence in new social situations
- Play with one or more other children, extending and elaborating play ideas
- Find solutions to conflicts and rivalries
- Increasingly follow rules, understanding why they are important
- Remember rules without needing an adult to remind them
- Develop appropriate ways of being assertive
- Talk with others to solve conflicts
- Talk about their feelings
- Understand gradually how others might be feeling

Physical Development

- Use large-muscle movements to wave flags and streamers, paint and make marks
- Start taking part in some group activities which they make up for themselves, or in teams
- Match their developing physical skills to tasks and activities in the setting
- Choose the right resources to carry out their own plan
- Use one-handed tools and equipment
- Use a comfortable grip with good control when holding pens and pencils
- Show a preference for a dominant hand

Skills unique to this area (Pure)

A number of skills are greatly enhanced within the Mark Making Area but can also be applied to other areas, so are not 'purely' developed through play here.

You may choose to have Writing Pods or Stations throughout your learning environment, rather than an area.

Essential Vocabulary - Talk to me about...

- Writing Equipment – pencils, crayons, pens, scissors, ruler,
- Writing – colours names, draw, write, straight, round, curved, curly, zig-zag, name, letter sounds, phonemes, number names, recipe, story, sign, envelope, page, read it back
- General vocab – fold, choose, select, beginning, end, picture, marks, pattern

The Role of the Adult

- To ask open ended questions
- To model the use of equipment
- To build language and skills through modelling and engagement – refer to Essential Vocabulary
- To encourage the use of new materials
- To refer to writing prompts to encourage mark making for a purpose
- To direct children to the area / resources when mark making can support learning
- Observe children's interests and assess progress

Skills reinforced in this area (Facilitative)

- Selecting tools and resources
- Develop descriptive vocabulary
- Fine Motor Development
- Develop the ability to explain, design, create, predict,
- Mark making
- Phonetically plausible attempts at writing

Concrete Learning Experiences

Writing, Mark Making,
discussion, pattern-making,
drawing,
story-telling, recalling,
sequencing, name writing

Consistent Provision

- Shelves with easily accessible resources
- A table and chairs, clipboards, message boards
- To support independent mark making– sound mats, variety of paper, pens, pencils, crayons, whiteboards, pens, notebooks, envelopes, letter formation support, finger space prompts, post-it notes, tricky word mats, themed vocab prompts, sticky labels, rulers, hole punch, pencil sharpener,

Specific Learning Opportunities (The What)

Children aged 3–4 years will be learning to:
Literacy

- Understand the five key concepts about print – print has meaning, print can have different purposes, we read English text from left to right and top to bottom, the names of different parts of a book, page sequencing
- Develop their phonological awareness so that they can: spot and suggest rhymes, count or clap syllables in a word, recognise words with the same initial sound
- Engage in extended conversations about stories, learning new vocabulary
- Use some of their print and letter knowledge in their early writing
- Write some or all of their name
- Write some letters accurately

Mathematics

- Develop fast recognition of up to 3 objects, without having to count them individually (subitising)
- Recite numbers past 5
- Say one number for each item in order to 5
- Know that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle)
- Show finger numbers up to 5
- Link numerals and amounts
- Experiment with their own symbols and marks as well as numerals
- Solve real world mathematical problems with numbers up to 5
- Compare quantities using language 'more than' and 'fewer than'
- Understand position through words alone
- Make comparisons between objects, relating to size, length, weight and capacity
- Talk about and identify the patterns around them
- Begin to describe a sequence of events, real or fictional

Understanding the World

- Explore how things work
- Continue developing positive attitudes about the differences between people

Expressive Arts & Design

- Develop their own ideas and then decide which materials to use to express them
- Create closed shapes with continuous lines and begin to use these shapes to represent objects
- Draw with increasing complexity and detail
- Explore colour and colour mixing



Capturing learning opportunities in the Mathematics Area

Prime Learning Opportunities (The What)

Children aged 3-4 years will be learning to:

Communication and Language

- Use a wider range of vocabulary
- Understand a question or instruction that has two parts
- Understand 'why' questions
- Sing a large repertoire of songs
- Know many rhymes, be able to talk about familiar books and be able to tell a long story
- Develop their communication but may continue to have problems such as irregular tenses and plurals
- Develop their pronunciation but may have problems saying some sounds & multi-syllabic words
- Use longer sentences of four to six words
- Be able to express a point of view and to debate when they disagree with an adult or a friend
- Start a conversation with an adult or friend and continue it for many turns
- Use talk to organise themselves and their play

Personal, Social and Emotional Development

- Select and use activities and resources, with help when needed. This helps them achieve a goal they have chosen or one which is suggested to them
- Develop their sense of responsibility and membership of a community
- Become more outgoing with unfamiliar people, in the safe context of their setting
- Show more confidence in new social situations
- Play with one or more other children, extending and elaborating play ideas
- Find solutions to conflicts and rivalries
- Increasingly follow rules, understanding why they are important
- Remember rules without needing an adult to remind them
- Develop appropriate ways of being assertive
- Talk with others to solve conflicts
- Talk about their feelings
- Understand gradually how others might be feeling

Physical Development

- Start taking part in some group activities which they make up for themselves, or in teams
- Match their developing physical skills to tasks and activities in the setting
- Choose the right resources to carry out their own plan
- Use one-handed tools and equipment
- Use a comfortable grip with good control when holding pens and pencils
- Show a preference for a dominant hand

Skills unique to this area (Pure)

A number of skills are greatly enhanced within the Maths Area but can also be applied to other areas, so are not 'purely' developed through play here.

You may choose to have Maths Pods or Stations throughout your learning environment, rather than an area.

Essential Vocabulary - Talk to me about...

- Number – add, addition, answer, counting, difference, divide, even, equal, fraction, greater, half, graph, less, minus, multiply, mathematician, number, negative, number line, odd, plus, percent, quarter, subtract, symbol, times, unit,
- Shape – angle, area, circumference, curve, line, point, corner, right angle, rounded,
- Comparison – identify, same, different, more, less, least, most, tallest, smallest, heaviest, lightest,
- Positional – inside, on, under, behind, in front, next to, high, low
- Ordinal – first, second, third, last, next
- Pattern – continue, repeat, next, after, sequence

The Role of the Adult

- To ask open ended questions
- To model the use of equipment
- To build language and skills through modelling and engagement – refer to Essential Vocabulary
- To encourage the use of new resources
- To make suggestions which will extend learning
- Observe children's interests and assess progress

Skills reinforced in this area (Facilitative)

- Selecting equipment and resources
- Develop mathematical vocabulary
- Experiment with colour, number, shape, pattern and size
- Fine Motor Development
- Develop the ability to compare, order, sort and organise
- Mark making

Concrete Learning Experiences

Counting, sorting, ordering, matching, sequencing, recognising numbers, use of mathematical language, addition, subtraction, measuring, patterns, comparing, mark making

Consistent Provision

- Easily accessible storage for equipment
- Equipment – number lines, natural objects, 2D and 3D shapes (including real items), number cards, dice, counting beads, money, clocks, number fans, sorting hoops, tens frames, Numicon, 100 squares, squared paper, capacity resources, maths games
- Mark making equipment, rulers,

Specific Learning Opportunities (The What)

Children aged 3-4 years will be learning to:

Literacy

- Understand the five key concepts about print – print has meaning, print can have different purposes, we read English text from left to right and top to bottom, the names of different parts of a book, page sequencing
- Develop their phonological awareness so that they can: spot and suggest rhymes, count or clap syllables in a word, recognise words with the same initial sound
- Engage in extended conversations about stories, learning new vocabulary
- Use some of their print and letter knowledge in their early writing
- Write some or all of their name
- Write some letters accurately

Mathematics

- Develop fast recognition of up to 3 objects, without having to count them individually (subitising)
- Recite numbers past 5
- Say one number for each item in order to 5
- Know that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle)
- Show finger numbers up to 5
- Link numerals and amounts
- Experiment with their own symbols and marks as well as numerals
- Solve real world mathematical problems with numbers up to 5
- Compare quantities using language 'more than' and 'fewer than'
- Talk about and explore 2D and 3D shapes
- Understand position through words alone
- Describe a familiar route
- Discuss routes and locations
- Make comparisons between objects, relating to size, length, weight and capacity
- Select shapes appropriately
- Combine shapes to make new ones
- Talk about and identify the patterns around them
- Extend and create ABAB patterns
- Notice and correct an error in a repeating pattern
- Begin to describe a sequence of events, real or fictional

Understanding the World

- Use all their senses in hands-on exploration of natural materials
- Explore collections of materials with similar and/or different properties
- Talk about what they see, using a wide range of vocabulary

Expressive Arts & Design

- Take part in simple pretend play, using an object to represent something else even though they are not similar
- Develop their own ideas and then decide which materials to use to express them
- Remember and sing entire songs



Capturing learning opportunities in the Music Area

Prime Learning Opportunities (The What)

Children aged 3–4 years will be learning to:

Communication and Language

- Use a wider range of vocabulary
- Understand a question or instruction that has two parts
- Understand 'why' questions
- Sing a large repertoire of songs
- Know many rhymes, be able to talk about familiar books and be able to tell a long story
- Develop their communication but may continue to have problems such as irregular tenses and plurals
- Develop their pronunciation but may have problems saying some sounds & multi-syllabic words
- Use longer sentences of four to six words
- Be able to express a point of view and to debate when they disagree with an adult or a friend
- Start a conversation with an adult or friend and continue it for many turns
- Use talk to organise themselves and their play

Personal, Social and Emotional Development

- Select and use activities and resources, with help when needed. This helps them achieve a goal they have chosen or one which is suggested to them
- Develop their sense of responsibility and membership of a community
- Become more outgoing with unfamiliar people, in the safe context of their setting
- Show more confidence in new social situations
- Play with one or more other children, extending and elaborating play ideas
- Find solutions to conflicts and rivalries
- Increasingly follow rules, understanding why they are important
- Remember rules without needing an adult to remind them
- Develop appropriate ways of being assertive
- Talk with others to solve conflicts
- Talk about their feelings
- Understand gradually how others might be feeling

Physical Development

- Skip, hop, stand on one leg and hold a pose for a game like musical statues
- Use large-muscle movements to wave flags and streamers, paint and make marks
- Start taking part in some group activities which they make up for themselves, or in teams
- Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm
- Match their developing physical skills to tasks and activities in the setting
- Choose the right resources to carry out their own plan
- Collaborate with others to manage large items
- Use one-handed tools and equipment
- Use a comfortable grip with good control when holding pens and pencils
- Show a preference for a dominant hand

Skills unique to this area (Pure)

The following skills are greatly enhanced within the Music Area but can also be applied to other areas, so are not 'purely' developed through play here.

Creativity, perseverance, motor skills

Essential Vocabulary - Talk to me

- Play, listen, sound, blow, strike, shake, scrape, pattern, percussion, compose, rhythm, beat, match, dynamics, tempo, long, short, pitch, conduct, beat, bass, chord, harmony, music, melody, notes,
- Instruments – tambourine, wooden blocks, xylophone, beaters, triangle, chime bars, cymbal, castanets, drums, bells, keyboard
- Blues, jazz, classical, opera, rock and roll, pop,

The Role of the Adult

- To ask open ended questions
- To model the use of equipment
- To build language and skills through modelling and engagement – refer to Essential Vocabulary
- To encourage the use of new equipment
- To model how to play the equipment correctly
- Observe children's interests and assess progress

Skills reinforced in this area (Facilitative)

- Selecting equipment and resources
- Develop descriptive vocabulary
- Experiment with sound, pitch, pace and rhythm
- Represent and be inspired by a variety of music and musicians
- Fine Motor Development
- Develop the ability to move, sing, speak, collaborate
- Mark making

Concrete Learning Experiences

Persistence, confidence, perseverance, patience, movement, creativity, social-emotional

Consistent Provision

- Accessible musical instruments
- Music books, ipad, images of famous musicians linked to current theme
- Suggested patterns of play to follow
- Junk modelling instruments
- Music from a range of styles and cultures

Specific Learning Opportunities (The What)

Children aged 3–4 years will be learning to:

Literacy

- Understand the five key concepts about print – print has meaning, print can have different purposes, we read English text from left to right and top to bottom, the names of different parts of a book, page sequencing
- Develop their phonological awareness so that they can: spot and suggest rhymes, count or clap syllables in a word, recognise words with the same initial sound
- Engage in extended conversations about stories, learning new vocabulary
- Use some of their print and letter knowledge in their early writing
- Write some or all of their name
- Write some letters accurately

Mathematics

- Develop fast recognition of up to 3 objects, without having to count them individually (subitising)
- Recite numbers past 5
- Say one number for each item in order to 5
- Know that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle)
- Show finger numbers up to 5
- Link numerals and amounts
- Experiment with their own symbols and marks as well as numerals
- Solve real world mathematical problems with numbers up to 5
- Compare quantities using language 'more than' and 'fewer than'
- Make comparisons between objects, relating to size, length, weight and capacity
- Talk about and identify the patterns around them
- Extend and create ABAB patterns
- Notice and correct an error in a repeating pattern
- Begin to describe a sequence of events, real or fictional

Understanding the World

- Talk about what they see, using a wide range of vocabulary
- Explore how things work
- Explore and talk about different forces they can feel
- Talk about the difference between materials and changes they notice

Expressive Arts & Design

- Listen with increased attention to sounds
- Respond to what they have heard, expressing their thoughts and feelings
- Remember and sing entire songs
- Sing the pitch of a tone sung by another person
- Sing the melodic shapes of familiar songs
- Create their own songs or improvise a song around one they know
- Play instruments with increasing control to express their feelings and ideas



Capturing learning opportunities in the Outdoor Area

Prime Learning Opportunities (The What)

Children aged 3-4 years will be learning to:

Communication and Language

- Use a wider range of vocabulary
- Understand a question or instruction that has two parts
- Understand 'why' questions
- Sing a large repertoire of songs
- Know many rhymes, be able to talk about familiar books and be able to tell a long story
- Develop their communication but may continue to have problems such as irregular tenses and plurals
- Develop their pronunciation but may have problems saying some sounds & multi-syllabic words
- Use longer sentences of four to six words
- Be able to express a point of view and to debate when they disagree with an adult or a friend
- Start a conversation with an adult or friend and continue it for many turns
- Use talk to organise themselves and their play

Personal, Social and Emotional Development

- Select and use activities and resources, with help when needed. This helps them achieve a goal they have chosen or one which is suggested to them
- Develop their sense of responsibility and membership of a community
- Become more outgoing with unfamiliar people, in the safe context of their setting
- Show more confidence in new social situations
- Play with one or more other children, extending and elaborating play ideas
- Find solutions to conflicts and rivalries
- Increasingly follow rules, understanding why they are important
- Remember rules without needing an adult to remind them
- Develop appropriate ways of being assertive
- Talk with others to solve conflicts
- Talk about their feelings
- Understand gradually how others might be feeling

Physical Development

- Continue to develop their movement, balancing, riding and ball skills
- Go up steps, or climb up apparatus, using alternate feet
- Skip, hop, stand on one leg and hold a pose for a game like musical statues
- Use large-muscle movements to wave flags and streamers, paint and make marks
- Start taking part in some group activities which they make up for themselves, or in teams
- Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm
- Match their developing physical skills to tasks and activities in the setting
- Choose the right resources to carry out their own plan
- Collaborate with others to manage large items
- Use one-handed tools and equipment
- Use a comfortable grip with good control when holding pens and pencils
- Show a preference for a dominant hand
- Be increasingly independent as they get dressed and undressed

Skills unique to this area (Pure)

A number of skills are greatly enhanced within the Outdoor Area but can also be applied to other areas.

Outdoors should not be a repetition of indoors, it is an opportunity to explore new things on a bigger scale!

An appreciation of the natural environment

Essential Vocabulary - Talk to me

- Actions, movement & skills – run, walk, jump, skip, hop, throw, roll, catch, aim, target, dribble, over arm, under arm, leap, stretch, spring, kick
- Directions – forwards, backwards, sideways, next to, under, over, through, beneath, below, above, behind, in front, high, low
- Equipment – ball, quoit, skittles, rope, funnel. Guttering, beanbag, hoop, bench, mat, bike, trike,
- Changes to the body – hot, sweating, thirsty, out of breath, aching, muscles, energy
- Weather – wet, dry, drizzly, foggy, icy, puddle, drips, sleet, hail stone, wind, misty, frozen, sunny, warm, shade, breezy, snow,

The Role of the Adult

- To ask open ended questions
- Observe children's interests and assess progress
- To build language and skills through modelling and engagement – refer to Essential Vocabulary
- To encourage the use gross motor development and skills on a larger scale
- To support children using equipment safely.
- Support children in resolving potential conflict

Skills reinforced in this area (Facilitative)

- Selecting tools and resources
- Develop descriptive vocabulary
- Gross Motor Development
- Fine Motor Development
- Develop the ability to explain, design, create, predict, interact, explore,
- Mark making
- Self-help skills

Concrete Learning

Physical development, interpersonal skills, role-play, imaginative skills, independence, counting, curiosity, and questioning

Consistent Provision

- Physical equipment – bikes, trikes, balance bikes, scooters, beanbags, balls, parachute, large wooden blocks, football net, large branches for mark making,
- Sensory – shaded area, garden area / equipment, mud kitchen, sand area, water play, guttering, funnels, pipes, musical instruments (including pots and pans etc) weather-based equipment – including wellington boots and waterproofs.
- Quiet Play – books, area to sit, tents, easel, mark making and counting equipment

Specific Learning Opportunities (The What)

Children aged 3-4 years will be learning to:

Literacy

- Understand the five key concepts about print – print has meaning, print can have different purposes, we read English text from left to right and top to bottom, the names of different parts of a book, page sequencing
- Develop their phonological awareness so that they can: spot and suggest rhymes, count or clap syllables in a word, recognise words with the same initial sound
- Engage in extended conversations about stories, learning new vocabulary
- Use some of their print and letter knowledge in their early writing
- Write some or all of their name
- Write some letters accurately

Mathematics

- Develop fast recognition of up to 3 objects, without having to count them individually (subitising)
- Recite numbers past 5
- Say one number for each item in order to 5
- Know that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle)
- Show finger numbers up to 5
- Link numerals and amounts
- Experiment with their own symbols and marks as well as numerals
- Solve real world mathematical problems with numbers up to 5
- Compare quantities using language 'more than' and 'fewer than'
- Talk about and explore 2D and 3D shapes
- Understand position through words alone
- Describe a familiar route
- Discuss routes and locations
- Make comparisons between objects, relating to size, length, weight and capacity
- Select shapes appropriately
- Combine shapes to make new ones
- Talk about and identify the patterns around them
- Extend and create ABAB patterns
- Notice and correct an error in a repeating pattern
- Begin to describe a sequence of events, real or fictional

Understanding the World

- Use all their senses in hands-on exploration of natural materials
- Explore collections of materials with similar and/ or different properties
- Talk about what they see, using a wide range of vocabulary
- Begin to make sense of their own life-story and family's history
- Show interest in different occupations
- Explore how things work
- Plant seeds and care for growing plants
- Understand the key features of the life cycle of a plant and an animal
- Begin to understand the need to respect and care for the natural environment and all living things
- Explore and talk about different forces they can feel
- Talk about the difference between materials and changes they notice
- Continue developing positive attitudes about the differences between people

Expressive Arts & Design

- Take part in simple pretend play, using an object to represent something else even though they are not similar
- Begin to develop complex stories using small world equipment
- Make imaginative and complex 'small worlds' with blocks and construction kits
- Explore different materials freely, to develop their ideas about how to use them and what to make
- Develop their own ideas and then decide which materials to use to express them
- Join different materials and explore different textures
- Create closed shapes with continuous lines and begin to use these shapes to represent objects
- Draw with increasing complexity and detail
- Use drawing to represent ideas like movement or loud noises
- Show different emotions in their drawings or paintings
- Explore colour and colour mixing
- Listen with increased attention to sounds
- Respond to what they have heard, expressing their thoughts and feelings
- Remember and sing entire songs
- Sing the pitch of a tone sung by another person
- Sing the melodic shapes of familiar songs
- Create their own songs or improvise a song around one they know
- Play instruments with increasing control to express their feelings and ideas



Capturing learning opportunities in the Reading Corner

Prime Learning Opportunities (The What)

Children aged 3–4 years will be learning to:

Communication and Language

- Use a wider range of vocabulary
- Understand a question or instruction that has two parts
- Understand 'why' questions
- Know many rhymes, be able to talk about familiar books and be able to tell a long story
- Develop their communication but may continue to have problems such as irregular tenses and plurals
- Develop their pronunciation but may have problems saying some sounds & multi-syllabic words
- Use longer sentences of four to six words
- Be able to express a point of view and to debate when they disagree with an adult or a friend
- Start a conversation with an adult or friend and continue it for many turns
- Use talk to organise themselves and their play

Personal, Social and Emotional Development

- Select and use activities and resources, with help when needed. This helps them achieve a goal they have chosen or one which is suggested to them
- Develop their sense of responsibility and membership of a community
- Become more outgoing with unfamiliar people, in the safe context of their setting
- Show more confidence in new social situations
- Play with one or more other children, extending and elaborating play ideas
- Find solutions to conflicts and rivalries
- Increasingly follow rules, understanding why they are important
- Remember rules without needing an adult to remind them
- Develop appropriate ways of being assertive
- Talk with others to solve conflicts
- Talk about their feelings
- Understand gradually how others might be feeling

Physical Development

- Match their developing physical skills to tasks and activities in the setting
- Choose the right resources to carry out their own plan
- Use one-handed tools and equipment
- Use a comfortable grip with good control when holding pens and pencils
- Show a preference for a dominant hand
- Be increasingly independent as they get dressed and undressed

Skills unique to this area (Pure)

A The following skills are greatly enhanced within the Reading Area but can also be applied to other areas, so are not 'purely' developed through play here.

Handling Books Correctly, developing a love of books, using books as a source of information

Essential Vocabulary - Talk to me about...

- The vocabulary will vary according to the focus theme – time needs to be spent on which vocabulary will be developed through adult facilitation.
- Book Based – front cover, back cover, blurb, title, book, author, illustrator, fiction, non-fiction, rhyme, phonics, story, information, true, facts, pictures, text, photographs, left to right, front to back, illustrations, comic, magazine, report, folktale, myth, legend, poster, character, setting

The Role of the Adult

- To ask open ended questions
- To read alongside the children, modelling reading
- To provide an audience for children's reading
- To build language and skills through modelling and engagement – refer to Essential Vocabulary
- To encourage engagement with a range of texts
- To refer to well-known authors and familiar stories
- To share core texts on a regular basis
- Observe children's interests and assess progress

Skills reinforced in this area (Facilitative)

- Selecting and handling books correctly.
- Develop descriptive vocabulary
- Represent and be inspired by well-known authors
- Fine Motor Development
- Develop the ability to explain and predict,
- Mark making
- Communication and active listening

Concrete Learning Experiences

Discussion, reading, recognising (letters, words), using pictures, gathering information, rhyme,

Consistent Provision

- Accessible bookshelf or shelves – try not to overwhelm
- Core texts / familiar texts clearly displayed
- Readable, phonetically decodable texts, magazines, comics, rhymes, fiction and non-fiction texts
- Comfortable furnishings – bean bags, cushions, small sofa,
- Puppets, masks, reading buddies, posters, letter cards

Specific Learning Opportunities (The What)

Children aged 3–4 years will be learning to:

Literacy

- Understand the five key concepts about print – print has meaning, print can have different purposes, we read English text from left to right and top to bottom, the names of different parts of a book, page sequencing
- Develop their phonological awareness so that they can: spot and suggest rhymes, count or clap syllables in a word, recognise words with the same initial sound
- Engage in extended conversations about stories, learning new vocabulary.

Mathematics

- Develop fast recognition of up to 3 objects, without having to count them individually (subitising)
- Recite numbers past 5
- Say one number for each item in order to 5
- Know that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle)
- Show finger numbers up to 5
- Link numerals and amounts
- Solve real world mathematical problems with numbers up to 5
- Compare quantities using language 'more than' and 'fewer than'
- Talk about and explore 2D and 3D shapes
- Understand position through words alone
- Make comparisons between objects, relating to size, length, weight and capacity
- Begin to describe a sequence of events, real or fictional

Understanding the World

- Talk about what they see, using a wide range of vocabulary
- Begin to make sense of their own life-story and family's history
- Show interest in different occupations
- Continue developing positive attitudes about the differences between people
- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos

Expressive Arts & Design

- Respond to what they have heard, expressing their thoughts and feelings
- Remember and sing entire songs
- Sing the pitch of a tone sung by another person
- Sing the melodic shapes of familiar songs



Capturing learning opportunities in the Role-Play Area

Prime Learning Opportunities (The What)

Children aged 3-4 years will be learning to:

Communication and Language

- Use a wider range of vocabulary
- Understand a question or instruction that has two parts
- Understand 'why' questions
- Sing a large repertoire of songs
- Know many rhymes, be able to talk about familiar books and be able to tell a long story
- Develop their communication but may continue to have problems such as irregular tenses and plurals
- Develop their pronunciation but may have problems saying some sounds & multi-syllabic words
- Use longer sentences of four to six words
- Be able to express a point of view and to debate when they disagree with an adult or a friend
- Start a conversation with an adult or friend and continue it for many turns
- Use talk to organise themselves and their play

Personal, Social and Emotional Development

- Select and use activities and resources, with help when needed. This helps them achieve a goal they have chosen or one which is suggested to them
- Develop their sense of responsibility and membership of a community
- Become more outgoing with unfamiliar people, in the safe context of their setting
- Show more confidence in new social situations
- Play with one or more other children, extending and elaborating play ideas
- Find solutions to conflicts and rivalries
- Increasingly follow rules, understanding why they are important
- Remember rules without needing an adult to remind them
- Develop appropriate ways of being assertive
- Talk with others to solve conflicts
- Talk about their feelings
- Understand gradually how others might be feeling

Physical Development

- Start taking part in some group activities which they make up for themselves, or in teams
- Match their developing physical skills to tasks and activities in the setting
- Choose the right resources to carry out their own plan
- Collaborate with others to manage large items
- Use one-handed tools and equipment
- Use a comfortable grip with good control when holding pens and pencils
- Show a preference for a dominant hand
- Be increasingly independent as they get dressed and undressed

Skills unique to this area (Pure)

The following skills are greatly enhanced within the Role-Play Area but can also be applied to other areas, so are not 'purely' developed through play here.

Talk, Imaginative play, Language & Listening

Essential Vocabulary - Talk to me about...

- The vocabulary will vary according to the focus of the changing role-play area – time needs to be spent on which vocabulary will be developed through adult facilitation.
- Literacy Shed Plus Theme Planners contain suggested vocabulary linked to a range of themes, which may provide a strong start point for the team.

The Role of the Adult

- To ask open ended questions
- To model the use of equipment / props
- To build language and skills through modelling and engagement – refer to Essential Vocabulary
- Facilitate play, create a 'story' through commentary and engagement
- Take on different roles in role-play situations
- Support children in resolving potential conflict
- Observe children's interests and assess progress

Skills reinforced in this area (Facilitative)

- PSHE Based Skills – co-operation, turn taking, negotiation, confidence building, self-control, working as part of a group, respecting others' ideas,
- Re-enacting real life situations and understanding potential feelings associated with them
- Fine Motor Skills and co-ordination
- Mark Making

Concrete Learning Experiences

Communication, representation, recreation, co-operation, innovation, pretense, receptive and expressive language, symbolic actions, improvisation, re-enacting, dressing

Consistent Provision

The provision will vary according to the focus of the changing role-play – below is general guidance

- Dressing up clothes, hats, bags,
- Mark making materials
- Shelving / places to hang clothes / display space for images.

Specific Learning Opportunities (The What)

Children aged 3-4 years will be learning to:

Literacy

- Understand the five key concepts about print – print has meaning, print can have different purposes, we read English text from left to right and top to bottom, the names of different parts of a book, page sequencing
- Develop their phonological awareness so that they can: spot and suggest rhymes, count or clap syllables in a word, recognise words with the same initial sound
- Engage in extended conversations about stories, learning new vocabulary
- Use some of their print and letter knowledge in their early writing
- Write some or all of their name
- Write some letters accurately

Mathematics

- Develop fast recognition of up to 3 objects, without having to count them individually (subitising)
- Recite numbers past 5
- Say one number for each item in order to 5
- Know that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle)
- Show finger numbers up to 5
- Link numerals and amounts
- Experiment with their own symbols and marks as well as numerals
- Solve real world mathematical problems with numbers up to 5
- Compare quantities using language 'more than' and 'fewer than'
- Talk about and explore 2D and 3D shapes
- Understand position through words alone
- Describe a familiar route
- Discuss routes and locations
- Make comparisons between objects, relating to size, length, weight and capacity
- Select shapes appropriately
- Combine shapes to make new ones
- Talk about and identify the patterns around them
- Begin to describe a sequence of events, real or fictional

Understanding the World

- Talk about what they see, using a wide range of vocabulary
- Begin to make sense of their own life-story and family's history
- Show interest in different occupations
- Explore how things work
- Continue developing positive attitudes about the differences between people
- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos

Expressive Arts & Design

- Take part in simple pretend play, using an object to represent something else even though they are not similar
- Develop their own ideas and then decide which materials to use to express them



Capturing learning opportunities in the Sand Area

Prime Learning Opportunities (The What)

Children aged 3-4 will be learning to:

Communication and Language

- Use a wider range of vocabulary
- Understand a question or instruction that has two parts
- Understand 'why' questions
- Develop their communication but may continue to have problems such as irregular tenses and plurals
- Develop their pronunciation but may have problems saying some sounds & multi-syllabic words
- Use longer sentences of four to six words
- Be able to express a point of view and to debate when they disagree with an adult or a friend
- Start a conversation with an adult or friend and continue it for many turns
- Use talk to organise themselves and their play

Personal, Social and Emotional Development

- Select and use activities and resources, with help when needed. This helps them achieve a goal they have chosen or one which is suggested to them
- Develop their sense of responsibility and membership of a community
- Become more outgoing with unfamiliar people, in the safe context of their setting
- Show more confidence in new social situations
- Play with one or more other children, extending and elaborating play ideas
- Find solutions to conflicts and rivalries
- Increasingly follow rules, understanding why they are important
- Remember rules without needing an adult to remind them
- Develop appropriate ways of being assertive
- Talk with others to solve conflicts
- Talk about their feelings
- Understand gradually how others might be feeling

Physical Development

- Start taking part in some group activities which they make up for themselves, or in teams
- Match their developing physical skills to tasks and activities in the setting
- Choose the right resources to carry out their own plan
- Collaborate with others to manage large items
- Use one-handed tools and equipment
- Use a comfortable grip with good control when holding pens and pencils
- Show a preference for a dominant hand

Skills unique to this area (Pure)

Exploration of the texture of sand both wet and dry

Essential Vocabulary - Talk to me about...

- Describing – rough, smooth, cold, dry, warm, wet, particles, grains, pour, scoop, soggy, squelchy, gritty. Silky, slimy, crumble, disappear
- Comparing – Biggest, smallest, largest, longer, less than, stronger, weaker, taller, shorter, full, empty, most, least, fuller, heavier, lighter,
- Size – Big, small, long, tall, short, wide, narrow
- Shape – curved, straight, round,
- Equipment – bucket, spade, rake, container,

The Role of the Adult

- To ask open ended questions
- To model the use of equipment
- Ensure safe use of equipment
- To build language through modelling and engagement – refer to Essential Vocabulary
- To encourage the use of new materials
- Observe children's interests and assess progress
- Encourage mark making where possible

Skills reinforced in this area (Facilitative)

- Take turns and work co-operatively
- Respond to others in their play – including following instructions
- Develop descriptive vocabulary
- Develop the language of size, space, shape, capacity, counting, matching, patterns, sorting and comparison
- Fine Motor Development
- Develop the ability to explain, design, create, investigate, predict, observe

Concrete Learning Experiences

Moulding and Manipulating
Materials
Digging
Pouring
Filling and Emptying
Selecting, Co-operating and
Sharing

Consistent Provision

- Wet & Dry Sand if possible
- Materials to dig with – spades, scoops, forks, spoons (made of varying materials)
- Utensils to hold – buckets, cups, egg cups, jugs, bottles, tubs, pots, funnels – all of varying sizes
- Natural manipulatives – sticks, pebbles, stones, pinecones, shells,
- A tray for enhancements to this area

Specific Learning Opportunities (The What)

Children aged 3-4 will be learning to:

Literacy

- Develop their phonological awareness so that they can: spot and suggest rhymes, count or clap syllables in a word, recognise words with the same initial sound
- Engage in extended conversations about stories, learning new vocabulary
- Use some of their print and letter knowledge in their early writing
- Write some or all of their name
- Write some letters accurately

Mathematics

- Develop fast recognition of up to 3 objects, without having to count them individually (subitising)
- Recite numbers past 5
- Say one number for each item in order to 5
- Know that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle)
- Show finger numbers up to 5
- Link numerals and amounts
- Solve real world mathematical problems with numbers up to 5
- Compare quantities using language 'more than' and 'fewer than'
- Talk about and explore 2D and 3D shapes
- Understand position through words alone
- Make comparisons between objects, relating to size, length, weight and capacity
- Select shapes appropriately
- Combine shapes to make new ones
- Talk about and identify the patterns around them
- Extend and create ABAB patterns
- Notice and correct an error in a repeating pattern
- Begin to describe a sequence of events, real or fictional

Understanding the World

- Use all their senses in hands-on exploration of natural materials
- Explore collections of materials with similar and/ or different properties
- Talk about what they see, using a wide range of vocabulary
- Explore how things work
- Explore and talk about different forces they can feel
- Talk about the difference between materials and changes they notice
- Continue developing positive attitudes about the differences between people

Expressive Arts & Design

- Take part in simple pretend play, using an object to represent something else even though they are not similar
- Explore different materials freely, to develop their ideas about how to use them and what to make



Capturing learning opportunities in the Science Area

Prime Learning Opportunities (The What)

Children aged 3-4 years will be learning to:

Communication and Language

- Use a wider range of vocabulary
- Understand a question or instruction that has two parts
- Understand 'why' questions
- Sing a large repertoire of songs
- Develop their communication but may continue to have problems such as irregular tenses and plurals
- Develop their pronunciation but may have problems saying some sounds & multi-syllabic words
- Use longer sentences of four to six words
- Be able to express a point of view and to debate when they disagree with an adult or a friend
- Start a conversation with an adult or friend and continue it for many turns
- Use talk to organise themselves and their play

Personal, Social and Emotional Development

- Select and use activities and resources, with help when needed. This helps them achieve a goal they have chosen or one which is suggested to them
- Develop their sense of responsibility and membership of a community
- Become more outgoing with unfamiliar people, in the safe context of their setting
- Show more confidence in new social situations
- Play with one or more other children, extending and elaborating play ideas
- Find solutions to conflicts and rivalries
- Increasingly follow rules, understanding why they are important
- Remember rules without needing an adult to remind them
- Develop appropriate ways of being assertive
- Talk with others to solve conflicts
- Talk about their feelings
- Understand gradually how others might be feeling

Physical Development

- Use large-muscle movements to wave flags and streamers, paint and make marks
- Start taking part in some group activities which they make up for themselves, or in teams
- Match their developing physical skills to tasks and activities in the setting
- Choose the right resources to carry out their own plan
- Use one-handed tools and equipment
- Use a comfortable grip with good control when holding pens and pencils
- Show a preference for a dominant hand
- Be increasingly independent as they get dressed and undressed

Skills unique to this area (Pure)

A number of skills are greatly enhanced within the Science Area but can also be applied to other areas, so are not 'purely' developed through play here.

Essential Vocabulary - Talk to me about...

- The vocabulary will vary according to the focus of the science area – time needs to be spent on which vocabulary will be developed through adult facilitation.
- General Scientific Vocabulary – biology, chemistry, physics, energy, experiment, control, fact, funnel, microscope, measure, observe, research, scale, science, test, theory, temperature, thermometer, variable, weather, weight

The Role of the Adult

- To ask open ended questions
- To model the use of equipment
- To build language and skills through modelling and engagement – refer to Essential Vocabulary
- To challenge children and support them through scientific enquiry
- Make suggestions and ask questions as appropriate
- Observe children's interests and assess progress

Skills reinforced in this area (Facilitative)

- Selecting tools and resources
- Develop descriptive vocabulary
- Use a range of scientific equipment
- Fine Motor Development
- Develop the ability to explain, observe, explore, predict, test, ask questions and spot patterns
- Show curiosity and interest
- Mark making – particularly recording and drawing

Concrete Learning Experiences

Observation,
Investigation,
Experimenting,
Discussion, Challenge,
Similarities and
Differences, Predicting
and Testing

Consistent Provision

- Low level table for children to access resources
- Mark Making / Recording Materials
- Items to support exploration – tweezers, magnifying glasses, microscopes, slides, iPad (research), non-fiction books linked to the theme or enhancements in the area, scales, clipboard, thermometer

Specific Learning Opportunities (The What)

Children aged 3-4 years will be learning to:

Literacy

- Understand the five key concepts about print – print has meaning, print can have different purposes, we read English text from left to right and top to bottom, the names of different parts of a book, page sequencing
- Develop their phonological awareness so that they can: spot and suggest rhymes, count or clap syllables in a word, recognise words with the same initial sound
- Engage in extended conversations about stories, learning new vocabulary
- Use some of their print and letter knowledge in their early writing
- Write some or all of their name
- Write some letters accurately

Mathematics

- Develop fast recognition of up to 3 objects, without having to count them individually (subitising)
- Recite numbers past 5
- Say one number for each item in order to 5
- Know that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle)
- Show finger numbers up to 5
- Link numerals and amounts
- Experiment with their own symbols and marks as well as numerals
- Solve real world mathematical problems with numbers up to 5
- Compare quantities using language 'more than' and 'fewer than'
- Talk about and explore 2D and 3D shapes
- Understand position through words alone
- Describe a familiar route
- Discuss routes and locations
- Make comparisons between objects, relating to size, length, weight and capacity
- Select shapes appropriately
- Combine shapes to make new ones
- Talk about and identify the patterns around them
- Extend and create ABAB patterns
- Notice and correct an error in a repeating pattern
- Begin to describe a sequence of events, real or fictional

Understanding the World

- Use all their senses in hands-on exploration of natural materials
- Explore collections of materials with similar and/ or different properties
- Talk about what they see, using a wide range of vocabulary
- Explore how things work
- Plant seeds and care for growing plants
- Understand the key features of the life cycle of a plant and an animal
- Begin to understand the need to respect and care for the natural environment and all living things
- Explore and talk about different forces they can feel
- Talk about the difference between materials and changes they notice
- Continue developing positive attitudes about the differences between people
- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos

Expressive Arts & Design

- Explore different materials freely, to develop their ideas about how to use them and what to make
- Develop their own ideas and then decide which materials to use to express them
- Join different materials and explore different textures
- Create closed shapes with continuous lines and begin to use these shapes to represent objects
- Draw with increasing complexity and detail
- Explore colour and colour mixing
- Respond to what they have heard, expressing their thoughts and feelings



Capturing learning opportunities in the Small World Area

Prime Learning Opportunities (The What)

Children aged 3–4 years will be learning to:

Communication and Language

- Use a wider range of vocabulary
- Understand a question or instruction that has two parts
- Understand 'why' questions
- Develop their communication but may continue to have problems such as irregular tenses and plurals
- Develop their pronunciation but may have problems saying some sounds & multi-syllabic words
- Use longer sentences of four to six words
- Be able to express a point of view and to debate when they disagree with an adult or a friend
- Start a conversation with an adult or friend and continue it for many turns
- Use talk to organise themselves and their play

Personal, Social and Emotional Development

- Select and use activities and resources, with help when needed. This helps them achieve a goal they have chosen or one which is suggested to them
- Develop their sense of responsibility and membership of a community
- Become more outgoing with unfamiliar people, in the safe context of their setting
- Show more confidence in new social situations
- Play with one or more other children, extending and elaborating play ideas
- Find solutions to conflicts and rivalries
- Increasingly follow rules, understanding why they are important
- Remember rules without needing an adult to remind them
- Develop appropriate ways of being assertive
- Talk with others to solve conflicts
- Talk about their feelings
- Understand gradually how others might be feeling

Physical Development

- Start taking part in some group activities which they make up for themselves, or in teams
- Match their developing physical skills to tasks and activities in the setting
- Choose the right resources to carry out their own plan
- Use one-handed tools and equipment
- Use a comfortable grip with good control when holding pens and pencils
- Show a preference for a dominant hand
- Be increasingly independent as they get dressed and undressed

Skills unique to this area (Pure)

The following skills are greatly enhanced within the Small World Area but can also be applied to other areas, so are not 'purely' developed through play here.

Talk, Imaginative play, Language & Listening

Essential Vocabulary - Talk to me about...

- The vocabulary will vary according to the focus of the changing role-play area – time needs to be spent on which vocabulary will be developed through adult facilitation.
- General Small World Vocabulary – construction, build, connect, fix, join, colours, shapes, pattern,
- Positional Language – top, bottom, middle, beside, next to
- Language of imagination – role-play, narrate, storytelling, act out, pretend, real,

The Role of the Adult

- To ask open ended questions
- To model the use of equipment
- To build language and skills through modelling and engagement – refer to Essential Vocabulary
- Facilitate play, create a 'story' through commentary and engagement
- Support children in resolving potential conflict
- Observe children's interests and assess progress

Skills reinforced in this area (Facilitative)

- PSHE Based Skills – co-operation, turn taking, negotiation, confidence building, self-control, working as part of a group, respecting others' ideas,
- Re-enacting real life situations and understanding potential feelings associated with them
- Fine Motor Skills and co-ordination
- Mark Making

Concrete Learning Experiences

Communication, representation, recreation, co-operation, innovation, pretense, receptive and expressive language, symbolic actions, improvisation, re-enacting, designing, building, problem solving

Consistent Provision

- Clear storage shelves with accessible resources in small boxes
- To Support imaginative play – mats, road marking, small blocks, train track, small world figures, mirrors, material, tape measures, rulers,
- Mark Making Materials
- Display area for models with name labels

Specific Learning Opportunities (The What)

Children aged 3–4 years will be learning to:

Literacy

- Understand the five key concepts about print – print has meaning, print can have different purposes, we read English text from left to right and top to bottom, the names of different parts of a book, page sequencing
- Develop their phonological awareness so that they can: spot and suggest rhymes, count or clap syllables in a word, recognise words with the same initial sound
- Engage in extended conversations about stories, learning new vocabulary
- Use some of their print and letter knowledge in their early writing
- Write some or all of their name
- Write some letters accurately

Mathematics

- Develop fast recognition of up to 3 objects, without having to count them individually (subitising)
- Recite numbers past 5
- Say one number for each item in order to 5
- Know that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle)
- Show finger numbers up to 5
- Link numerals and amounts
- Solve real world mathematical problems with numbers up to 5
- Compare quantities using language 'more than' and 'fewer than'
- Talk about and explore 2D and 3D shapes
- Understand position through words alone
- Describe a familiar route
- Discuss routes and locations
- Make comparisons between objects, relating to size, length, weight and capacity
- Begin to describe a sequence of events, real or fictional

Understanding the World

- Use all their senses in hands-on exploration of natural materials
- Explore collections of materials with similar and/or different properties
- Talk about what they see, using a wide range of vocabulary
- Begin to make sense of their own life-story and family's history
- Show interest in different occupations
- Explore how things work
- Continue developing positive attitudes about the differences between people
- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos

Expressive Arts & Design

- Take part in simple pretend play, using an object to represent something else even though they are not similar
- Begin to develop complex stories using small world equipment
- Make imaginative and complex 'small worlds' with blocks and construction kits
- Explore different materials freely, to develop their ideas about how to use them and what to make
- Remember and sing entire songs



Capturing learning opportunities in the Snack Area

Prime Learning Opportunities (The What)

Children aged 3-4 years will be learning to:
Communication and Language

- Use a wider range of vocabulary
 - Understand a question or instruction that has two parts
 - Understand 'why' questions
 - Sing a large repertoire of songs
 - Know many rhymes, be able to talk about familiar books and be able to tell a long story
 - Develop their communication but may continue to have problems such as irregular tenses and plurals
 - Develop their pronunciation but may have problems saying some sounds & multi-syllabic words
 - Use longer sentences of four to six words
 - Be able to express a point of view and to debate when they disagree with an adult or a friend
 - Start a conversation with an adult or friend and continue it for many turns
 - Use talk to organise themselves and their play
- Personal, Social and Emotional Development**
- Select and use activities and resources, with help when needed. This helps them achieve a goal they have chosen or one which is suggested to them
 - Develop their sense of responsibility and membership of a community
 - Become more outgoing with unfamiliar people, in the safe context of their setting
 - Show more confidence in new social situations
 - Play with one or more other children, extending and elaborating play ideas
 - Find solutions to conflicts and rivalries
 - Increasingly follow rules, understanding why they are important
 - Remember rules without needing an adult to remind them
 - Develop appropriate ways of being assertive
 - Talk with others to solve conflicts
 - Talk about their feelings
 - Understand gradually how others might be feeling
- Physical Development**
- Match their developing physical skills to tasks and activities in the setting
 - Choose the right resources to carry out their own plan
 - Use one-handed tools and equipment
 - Show a preference for a dominant hand

Skills unique to this area (Pure)

The following skills are greatly enhanced within the Snack Area but can also be applied to other areas, so are not 'purely' developed through play here.

Talk, Language & Listening, Healthy eating & Health routines

Essential Vocabulary - Talk to me about...

- Fruits – apricot, apple, avocado, blackberry, blueberry, cherry, fig, grape, kiwi, lemon, lime, melon, orange, plum, prune, raspberry, strawberry, tangerine, tomato, watermelon
- Vegetables – asparagus, sprouts, carrot, olive, peas, potato, pumpkin,
- Food from different cultures

**** Be sure to check for allergies before presenting any free choice snack****

The Role of the Adult

- To ask open ended questions
- To build language and skills through modelling and engagement – refer to Essential Vocabulary
- Encourage children to be aware of health and hygiene
- Support children in informal discussions
- Organise and refresh snack
- Observe children's interests and assess progress

Skills reinforced in this area (Facilitative)

- PSHE Based Skills – co-operation, turn taking, negotiation, confidence building, self-control, sharing, helping, self-care, choice, take risks, try something new
- Fine Motor Skills and co-ordination
- Development of skills such as – predicting, tasting, selecting, senses, cooking, baking

Concrete Learning Experiences

Communication, co-operation, receptive and expressive language, fine motor skills associated with eating, recycling, clearing and cleaning, using and understanding senses

Consistent Provision

- A clear space for snack which is monitored and cleaned regularly – set in a manner which encourages interaction
- Table covers
- Access to fresh fruit, vegetables, chilled water, milk
- Access to water to wash hands
- An up-to-date list of allergies

Specific Learning Opportunities (The What)

Children aged 3-4 years will be learning to:
Literacy

- Understand the five key concepts about print – print has meaning, print can have different purposes, we read English text from left to right and top to bottom, the names of different parts of a book, page sequencing
- Develop their phonological awareness so that they can: spot and suggest rhymes, count or clap syllables in a word, recognise words with the same initial sound
- Engage in extended conversations about stories, learning new vocabulary

Mathematics

- Develop fast recognition of up to 3 objects, without having to count them individually (subitising)
- Recite numbers past 5
- Say one number for each item in order to 5
- Know that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle)
- Show finger numbers up to 5
- Link numerals and amounts
- Solve real world mathematical problems with numbers up to 5
- Compare quantities using language 'more than' and 'fewer than'
- Talk about and explore 2D and 3D shapes
- Understand position through words alone
- Make comparisons between objects, relating to size, length, weight and capacity

Understanding the World

- Use all their senses in hands-on exploration of natural materials
 - Explore collections of materials with similar and/ or different properties
 - Talk about what they see, using a wide range of vocabulary
 - Explore and talk about different forces they can feel
- Expressive Arts & Design**
- Join different materials and explore different textures
 - Remember and sing entire songs



Capturing learning opportunities in the Water Area

Prime Learning Opportunities (The What)

Children aged 3-4 years will be learning to:

Communication and Language

- Use a wider range of vocabulary
- Understand a question or instruction that has two parts
- Understand 'why' questions
- Sing a large repertoire of songs
- Develop their communication but may continue to have problems such as irregular tenses and plurals
- Develop their pronunciation but may have problems saying some sounds & multi-syllabic words
- Use longer sentences of four to six words
- Be able to express a point of view and to debate when they disagree with an adult or a friend
- Start a conversation with an adult or friend and continue it for many turns
- Use talk to organise themselves and their play

Personal, Social and Emotional Development

- Select and use activities and resources, with help when needed. This helps them achieve a goal they have chosen or one which is suggested to them
- Develop their sense of responsibility and membership of a community
- Become more outgoing with unfamiliar people, in the safe context of their setting
- Show more confidence in new social situations
- Play with one or more other children, extending and elaborating play ideas
- Find solutions to conflicts and rivalries
- Increasingly follow rules, understanding why they are important
- Remember rules without needing an adult to remind them
- Develop appropriate ways of being assertive
- Talk with others to solve conflicts
- Talk about their feelings
- Understand gradually how others might be feeling

Physical Development

- Use large-muscle movements to wave flags and streamers, paint and make marks
- Start taking part in some group activities which they make up for themselves, or in teams
- Match their developing physical skills to tasks and activities in the setting
- Choose the right resources to carry out their own plan
- Use one-handed tools and equipment
- Show a preference for a dominant hand
- Be increasingly independent as they get dressed and undressed

Skills unique to this area (Pure)

Changes of State – freeze, melt, evaporate
Absorbency
Water Pressure
Viscosity – how water changes when adding flour etc

Essential Vocabulary - Talk to me about...

What I can do with water – fill, pour, empty, splash, wash,
Water Based Experiences – floating, sinking, heavy, light, leaking, freezing, melting, evaporating, steam, boiling, wet, bubbles, cold, warm, movement, drop, droplet, wave, brim,
Water Equipment – water wheel, jug, bottle, cup, spoon, teapot, watering can, tubes, pipes, sponge

The Role of the Adult

- To ask open ended questions
- To model the use of equipment
- Ensure safe use of equipment
- To build language through modelling and engagement – refer to Essential Vocabulary
- To encourage the use of new materials
- Put children's actions into words
- Observe children's interests and assess progress

Skills reinforced in this area (Facilitative)

- Take turns and work co-operatively
- Respond to others in their play – including following instructions
- Develop descriptive vocabulary
- Develop the language of size, space, capacity, counting, sorting and comparison
- Fine Motor Development
- Develop the ability to explain, predict, observe, estimate,

Concrete Learning Experiences

Filling, Pouring & Emptying
Transportation
Floating & Sinking
Absorption

Consistent Provision

- Water tray and tray for enhancements – ideally an uncarpeted area, mops, cloths, aprons
- Containers of varying sizes – jugs, cups, bottles, teapots, cans, funnels
- Water wheel
- Sieves, sponges, pipettes, cloths, paintbrushes
- Natural Manipulatives – sticks, shells, pebbles, stones, pinecones,

Specific Learning Opportunities (The What)

Children aged 3-4 years will be learning to:

Literacy

- Understand the five key concepts about print – print has meaning, print can have different purposes, we read English text from left to right and top to bottom, the names of different parts of a book, page sequencing
- Develop their phonological awareness so that they can: spot and suggest rhymes, count or clap syllables in a word, recognise words with the same initial sound
- Engage in extended conversations about stories, learning new vocabulary

Mathematics

- Develop fast recognition of up to 3 objects, without having to count them individually (subitising)
- Recite numbers past 5
- Say one number for each item in order to 5
- Know that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle)
- Show finger numbers up to 5
- Link numerals and amounts
- Solve real world mathematical problems with numbers up to 5
- Compare quantities using language 'more than' and 'fewer than'
- Talk about and explore 2D and 3D shapes
- Understand position through words alone
- Make comparisons between objects, relating to size, length, weight and capacity
- Select shapes appropriately
- Talk about and identify the patterns around them
- Begin to describe a sequence of events, real or fictional

Understanding the World

- Use all their senses in hands-on exploration of natural materials
- Explore collections of materials with similar and/ or different properties
- Talk about what they see, using a wide range of vocabulary
- Explore how things work
- Explore and talk about different forces they can feel
- Talk about the difference between materials and changes they notice

Expressive Arts & Design

- Take part in simple pretend play, using an object to represent something else even though they are not similar
- Explore different materials freely, to develop their ideas about how to use them and what to make



Capturing learning opportunities in the Writing Area

Prime Learning Opportunities (The What)

Children aged 3-4 years will be learning to:

Communication and Language

- Use a wider range of vocabulary
- Understand a question or instruction that has two parts
- Understand 'why' questions
- Know many rhymes, be able to talk about familiar books and be able to tell a long story
- Develop their communication but may continue to have problems such as irregular tenses and plurals
- Develop their pronunciation but may have problems saying some sounds & multi-syllabic words
- Use longer sentences of four to six words
- Be able to express a point of view and to debate when they disagree with an adult or a friend
- Start a conversation with an adult or friend and continue it for many turns
- Use talk to organise themselves and their play

Personal, Social and Emotional Development

- Select and use activities and resources, with help when needed. This helps them achieve a goal they have chosen or one which is suggested to them
- Develop their sense of responsibility and membership of a community
- Become more outgoing with unfamiliar people, in the safe context of their setting
- Show more confidence in new social situations
- Play with one or more other children, extending and elaborating play ideas
- Find solutions to conflicts and rivalries
- Increasingly follow rules, understanding why they are important
- Remember rules without needing an adult to remind them
- Develop appropriate ways of being assertive
- Talk with others to solve conflicts
- Talk about their feelings
- Understand gradually how others might be feeling

Physical Development

- Use large-muscle movements to wave flags and streamers, paint and make marks
- Start taking part in some group activities which they make up for themselves, or in teams
- Match their developing physical skills to tasks and activities in the setting
- Choose the right resources to carry out their own plan
- Use one-handed tools and equipment
- Use a comfortable grip with good control when holding pens and pencils
- Show a preference for a dominant hand

Skills unique to this area (Pure)

A number of skills are greatly enhanced within the Writing Area but can also be applied to other areas, so are not 'purely' developed through play here.

You may choose to have Writing Pods or Stations throughout your learning environment, rather than an area.

Essential Vocabulary - Talk to me about...

- Writing Equipment – pencils, crayons, pens, scissors, ruler,
- Writing – colours names, draw, write, straight, round, curved, curly, zig-zag, name, letter sounds, phonemes, number names, recipe, story, sign, envelope, page, read it back
- General vocab – fold, choose, select, beginning, end, picture, marks, pattern

The Role of the Adult

- To ask open ended questions
- To model the use of equipment
- To build language and skills through modelling and engagement – refer to Essential Vocabulary
- To encourage the use of new materials
- To refer to writing prompts to encourage writing for a purpose
- To direct children to the area / resources when writing can support learning
- Observe children's interests and assess progress

Skills reinforced in this area (Facilitative)

- Selecting tools and resources
- Develop descriptive vocabulary
- Fine Motor Development
- Develop the ability to explain, design, create, predict,
- Mark making
- Phonetically plausible attempts at writing

Concrete Learning Experiences

Writing, Mark Making,
discussion, pattern-making,
drawing, story-telling,
recalling, sequencing, name
writing

Consistent Provision

- Shelves with easily accessible resources
- A table and chairs, clipboards, message boards
- To support independent writing – sound mats, variety of paper, pens, pencils, crayons, whiteboards, pens, notebooks, envelopes, letter formation support, finger space prompts, post-it notes, tricky word mats, themed vocab prompts, sticky labels, rulers, hole punch, pencil sharpener.

Specific Learning Opportunities (The What)

Children aged 3-4 years will be learning to:

Literacy

- Understand the five key concepts about print – print has meaning, print can have different purposes, we read English text from left to right and top to bottom, the names of different parts of a book, page sequencing
- Develop their phonological awareness so that they can: spot and suggest rhymes, count or clap syllables in a word, recognise words with the same initial sound
- Engage in extended conversations about stories, learning new vocabulary
- Use some of their print and letter knowledge in their early writing
- Write some or all of their name
- Write some letters accurately

Mathematics

- Develop fast recognition of up to 3 objects, without having to count them individually (subitising)
- Recite numbers past 5
- Say one number for each item in order to 5
- Know that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle)
- Show finger numbers up to 5
- Link numerals and amounts
- Experiment with their own symbols and marks as well as numerals
- Solve real world mathematical problems with numbers up to 5
- Compare quantities using language 'more than' and 'fewer than'
- Understand position through words alone
- Make comparisons between objects, relating to size, length, weight and capacity
- Talk about and identify the patterns around them
- Begin to describe a sequence of events, real or fictional

Understanding the World

- Explore how things work
- Continue developing positive attitudes about the differences between people

Expressive Arts & Design

- Develop their own ideas and then decide which materials to use to express them
- Create closed shapes with continuous lines and begin to use these shapes to represent objects
- Draw with increasing complexity and detail
- Explore colour and colour mixing