# Cambridge logo

Cambridge Early Years

# Example EY3 long-term plan

This is an example long-term plan that you could use as the basis for your own themed planning. Each themed block relates to approximately five weeks of teaching and learning. If you decide to use the themes suggested in this plan, there are still some sections of the long-term plan that you will need to complete to reflect your own context and the needs of your own children.

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| **Continuous provision across the year**  *This area is for you to note the continuous provision that will remain in your setting across the whole year, and extra resources that you want to source for this continuous provision. Below are some useful general continuous provision areas, but you should adapt this list for your own setting.*   * Home area * Role play area * Library/reading area * Writing/mark-making area * Art area * Construction and small world play area * Sand area * Water area * Nature area |

## **Block 1: Bugs**

|  | **Communication, Language and Literacy** | **Creative Expression** | **Mathematics** | **Personal, Social and Emotional Development** | **Physical Development** | **Understanding the World** |
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| **Possible trips, visitors and events:**  *This area is for you to note possible trips, visitors and events to enhance learning towards the learning statements*  For example:  Bug hunt | **Opportunities and learning statements with close links to the theme** | | | | | |
| Discuss poems, stories and non-fiction texts about bugs, e.g. ‘The Very Hungry Caterpillar’ by Eric Carle (3CLc.21, 3CLp.05)  Use non-fiction texts to find information about a particular bug (3CLc.26, 3CLc.27, 3CLc.28)  Apply new vocabulary relating to bugs in their speech, e.g. bug names (3CLc.03)  Participate in discussions about bugs, e.g. about where they might find bugs on a bug hunt (3CLc.01, 3CLc.02; 3CLc.15)  Write a description of a bug, including reading it aloud and talking about what they have written (3CLc.33, 3CLc.34) | Make bug artwork based on real-life observations, and artists’ representations (3CEa.01, 3CEa.02)  Comment on their own and others’ bug artwork, including to inform artistic next steps (3CEa.06)  Talk about the ‘Flight of the Bumblebee’ by Rimsky-Korsakov and move like a bee to the music (3CEm.05, 3CEda.01, 3CEda.04) |  | Demonstrate focus and independent thought when searching for bugs on a bug hunt (3PS.02, 3PS.03)  Follow behaviour rules and make responsible decisions on a bug hunt (3PS.20) | Explore creative movements and sequences relating to bugs, e.g. moving like a particular bug; developing a sequence of movements to represent the life-cycle of a butterfly (3PD.08)  Use balance skills to move along a line pretending it is a thread of a spider’s web (3PD.03) | Identify bugs as living things (3UWs.06)  Recognise that bugs are animals and need air, water and food to survive, e.g. when putting bugs into containers for closer observation (3UWs.05)  Use digital devices to identify or find out more about bugs (3UWd.02)  Use geographical terms for environments when talking about places to find bugs (3UWp.08) |
| **Other learning statements**  *This area is for you to note learning statements that need more development than is possible through themed activities. We have included some learning statements, including to match Mathematics in the Cambridge Early Years Teacher’s Resources. You will need to add others to match your children’s needs and ensure that all the curriculum learning statements are fully covered across the year.* | | | | | |
| Develop phonics, reading and handwriting skills using systematic schemes (3CLp.01–11) | 3CEdr.02 Represent feelings through facial expressions, body language and utterances. | 3Mn.01 Recognise and apply number patterns in whole numbers in the range 0 to at least 20 (counting on in 1s).  3Mn.04 Count up to at least 20 items; recognise that the number of counted objects remains the same when the objects are rearranged.  3Mn.05 Estimate the number of objects or people (up to 20), recognising that the purpose of estimating.  3Mn.07 Recognise counting on as an addition strategy and begin to recognise that counting on from the larger number is more efficient.  3Mn.08 Recognise counting back from the larger number, and finding the difference, as subtraction strategies. | 3PS.03 Control immediate impulses, beginning to think and plan ahead independently. | 3PD.03 Show secure balance skills, for example, stand on one foot with closed eyes and arms out or down. | 3UWs.06 Identify living things and things that have never been alive. |

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| **Resources to source**  *This area is for you to note extra resources that you want to source for this block, including as temporary enhancements for your continuous provision.* |

## **Block 2: My country and traditions**

|  | **Communication, Language and Literacy** | **Creative Expression** | **Mathematics** | **Personal, Social and Emotional Development** | **Physical Development** | **Understanding the World** |
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| **Possible trips, visitors and events:**  *This area is for you to note possible trips, visitors and events to enhance learning towards the learning statements*  For example:  Visit from a craftsperson from a different culture  Visit from parents and carers for a traditional food and costume day | **Opportunities and learning statements with close links to the theme** | | | | | |
| Respond to questions about the traditions in their family and community (3CLc.08, 3CLc.17, 3CLc.18)  Listen and respond to peers talking about their traditions and to the visiting adults, including sharing their own experiences (3CLc.01, 3CLc.09, 3CLc.16, 3CLc.19)  Discuss traditional poems and stories, and non-fiction texts about traditions, including linking to their own experiences (3CLc.16, 3CLc.21, 3CLc.31)  Clarify understanding about traditions they are unfamiliar with (3CLc.12, 3CLc.22)  Write captions for photographs of themselves celebrating traditional festivals (3CLc.34, 3CLc.36, 3CLp.11) | Discover, explore and respond to art and design from their own and different cultures: making a collaborative collage of fabric designs from different cultures; exploring the materials, tools and techniques used by the visiting craftsperson (3CEa.03, 3CEa.04)  Develop creative ideas through talk when creating the collaborative cultural fabric collage (3CEa.05)  Talk about and move to songs and music from their own and different cultures (3CEm.01, 3CEm.07, 3CEm.08, 3CEda.03)  Recognise sounds made by traditional instruments (3CEm.04) | Recognise coins and notes when buying traditional foods in a role-play shop (3Mn.18) | Talk about their cultural activities and beliefs (3PS.15)  Demonstrate appreciation and respect for others when talking about cultural activities, traditions and beliefs (3PS.09, 3PS.18)  Apply skills, strategies and ideas learned from the visiting craftsperson (3PS.05)  Talk about their choices and decisions when creating the collaborative cultural fabric collage (3PS.06) | Share physical activities that they often do at home (3PD.16)  Play traditional outdoor movement games (3PD.01, 3PD.14, 3PD.15)  Manipulate tools and small objects when trying traditional crafts and crafts from different cultures (3PD.07) | Talk about people’s similarities and differences during the traditional costume and food day (3UWs.04, 3UWp.01, 3UWp.02)  Show a sense of belonging to more than one community (3UWp.03)  Explore and talk about materials used in traditional crafts (3UWs.07, 3UWs.08, 3UWs.09, 3UWs.10)  Explore and talk about sounds made by traditional musical instruments (3UWs.14, 3UWs.15) |
| **Other learning statements**  *This area is for you to note learning statements that need more development than is possible through themed activities. We have included some learning statements for you, including to match Mathematics in the Cambridge Early Years Teaching and Learning Resources. You will need to add others to match your children’s needs and ensure that all the curriculum learning statements are fully covered across the year.* | | | | | |
| Develop phonics, reading and handwriting skills using systematic schemes (3CLp.01–11) |  | 3Mn.02 Compare and order specified numbers in the range 0 to 20.  3Mn.03 Recognise and use ordinal numbers from 1st to 10th.  3Mn.06 Read and write numerals 0 to at least 20.  3Mn.18 Recognise money used in local currency.  3Ms.10 Compare two or more lengths, masses and capacities: direct comparison and non-standard units.  3Ms.11 Recognise that you need more smaller units than larger ones for the same measuring task.  3Ms.12 Choose appropriate non-standard units to measure.  3Ms.13 Use familiar language to describe comparisons of two or more lengths, masses or capacities.  3Ms.14 Begin to show awareness of features of measuring instruments with scales. | 3PS.12 Enjoy spending time with a best friend and/or a preferred group of friends. | 3PD.14 Take part willingly in individual, cooperative and competitive activities, including self-organised activities. | 3UWs.07 Sort common materials, including wood, plastic, metal, glass, rock, paper and fabric.  3UWs.08 Recognise that all materials have a variety of properties, using appropriate language to describe a range of properties of common materials.  3UWs.09 Describe how materials can be changed by physical action, for example, stretching, compressing, bending, twisting.  3UWs.10 Recognise the difference between an object and a material.  3UWs.14 Identify different sources of sound.  3UWs.15 Discuss sound, recognising that as sound travels from a source it becomes quieter. |

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| **Resources to source**  *This area is for you to note extra resources that you want to source for this block, including as temporary enhancements for your continuous provision.* |

## **Block 3: Space and planet Earth**

|  | **Communication, Language and Literacy** | **Creative Expression** | **Mathematics** | **Personal, Social and Emotional Development** | **Physical Development** | **Understanding the World** |
| --- | --- | --- | --- | --- | --- | --- |
| **Possible trips, visitors and events:**  *This area is for you to note possible trips, visitors and events to enhance learning towards the learning statements*  For example:  Visit from parents and carers for a space-themed performance | **Opportunities and learning statements with close links to the theme** | | | | | |
| Follow a sequence of instructions to a create papier mâché globe (3CLc.07)  Discuss stories, poems and non-fiction texts about space and space travel, including ‘Whatever next!’ by Jill Murphy (3CLc.21)  Make predictions and inferences about stories, e.g. looking at the cover of what ‘Whatever next!’ and saying what it might be about; saying why the bear might want to go to the moon (3CLc.29)  Discuss space travel, including applying EY2 learning about the moon (3CLc.02, 3CLc.05, 3CLc.13)  Write a list of space facts (3CLc.38) | Choose and use media, tools and techniques to create art and design inspired by space (3CEa.02, 3CEa.08, 3CEa.09)  Perform movements that anticipate and respond to changes in music inspired by space (3CEda.02, 3CEm.03)  Sing space songs maintaining melody and pulse, e.g. ‘Five Little Men in a Flying Saucer’ (3CEm.10)  Use instruments to create music inspired by space (3CEm.12, 3CEm.15)  Make a child-sized space station for group role-play (3CEdr.05)  Develop a space-themed performance for parents and carers, involving art and design, music and dance, and reflect and feed back to inform improvements (3CEa.06, 3CEa.07, 3CEm.02 3CEm.12, 3CEda.05, 3CEda.06) |  | Follow a sequence of instructions, and conditional instructions to create a papier mâché globe (3PS.01)  Work towards a shared goal of making a child-sized role-play space station (3PS.10, 3PS.11)  Participate in the planning and thought for a space-themed performance for parents and carers (3PS.03)  Participate in space-themed activities that require problem-solving strategies and resilience, including making a child-sized space station (3PS.04, 3PS.08, 3PS.13) | Participate in space-themed movement activities that require spatial awareness, control and coordination, e.g. pretending to walk on the moon; representing a rocket zooming into space (3PD.02)  Describe the movements used in their space dances (3PD.12) | Talk about how to make objects move when moving large cardboard boxes to make a child-sized space station (3UWs.11, 3UWs.12)  Design and make a rocket that will be ‘pulled’ by a magnet (3UWs.13)  Talk about the Sun as a source of heat and light, and as a star (3UWs.19, 3UWs.20)  Recognise that Earth is our planet and is covered in water and land, including by painting a papier mâché globe (3UWs.16, 3UWs.17, 3UWs.18)  Talk about satellite images, and use observations to describe outdoor environments and create plans (3UWp.08, 3UWp.09, 3UWp.10) |
| **Other learning statements**  *This area is for you to note learning statements that need more development than is possible through themed activities. We have included some learning statements for you, including to match Mathematics in the Cambridge Early Years Teaching and Learning Resources. You will need to add others to match your children’s needs and ensure that all the curriculum learning statements are fully covered across the year.* | | | | | |
| Develop phonics, reading and handwriting skills using systematic schemes (3CLp.01–11)  3CLc.13 Show an understanding of what they hear, including beginning to make inferences about missing information based on other knowledge. |  | 3Mn.09 Add and subtract whole numbers (where the answer is from 0 to 20) and talk about their strategies.  3Mn.10 Recognise that estimating answers to additions and subtractions before calculating helps you to know whether your answer is sensible.  3Mn.11 Begin to use +, − and = symbols to record additions and subtractions.  3Mn.12 Recognise number pairs that total 10: 10 + 0 = 10,  0 + 10 = 10; 9 + 1 = 10,  1 + 9 = 10  3Mn.13 Regroup, compose and decompose numbers from 10 to 20.  3Ms.01 Experiment with and talk about rotating shapes, including saying when a shape looks identical or different as it rotates. |  | 3PD.02 Negotiate space effectively and in different ways, showing spatial awareness, control and coordination even when moving at different speeds and in different directions. | 3UWs.11 Explore and talk about how to make familiar objects move, including using the vocabulary push and pull.  3UWs.12 Describe pushes and pulls as forces. |

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| **Resources to source**  *This area is for you to note extra resources that you want to source for this block, including as temporary enhancements for your continuous provision.* |

## **Block 4: Caring for our planet**

|  | **Communication, Language and Literacy** | **Creative Expression** | **Mathematics** | **Personal, Social and Emotional Development** | **Physical Development** | **Understanding the World** |
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| **Possible trips, visitors and events:**  *This area is for you to note possible trips, visitors and events to enhance learning towards the learning statements*  For example:  Litter hunt around locality | **Opportunities and learning statements with close links to the theme** | | | | | |
| Discuss reasons to care for the planet and how to do this (3CLc.02, 3CLc.12, 3CLc.15, 3CLs.16)  Listen to and read texts relating to caring for the planet, discussing the meaning of new words, e.g. different words for ‘trash’ (3CLc.21, 3CLc.28)  Join in with rhymes and poems about recycling and write their own poems (3CLc.06, 3CLc.23, 3CLc.35, 3CLc.37) | Record types and quantity of litter observed in the locality, and create a collaborative collage to represent it (3CEa.01, 3CEa.09)  Sing, accompany and create songs about recycling (3CEm.09, 3CEm.10, 3CEm.11, 3CEm.14)  Role-play the work of people in the community who help to care for our planet, e.g. waste collectors, gardeners, street cleaners (3CEdr.01) |  | Participate in group discussions and debates about reasons to care for the planet and how to do this (3PS.07)  Link healthy habits to the need to care for the planet, e.g. where water comes from and the need for clean water (3PS.21, 3PS.22, 3PS.23, 3PS.24)  Talk about how they can play a part in caring for the planet (3PS.28)  Manage some risks on the litter hunt, e.g. knowing not to pick up litter that is not your own without adult permission (3PS.25) | Manipulate tools and small objects in play relating to people in the community who help to care for our planet, e.g. small-world play toys, litter pickers in role play (3PD.07)  Negotiate steps during a litter hunt around the locality (3PD.06) | Recognise what animals need to survive and link this to the need to care for the planet (3UWs.05)  Explore and describe the range of plants that live on our planet and how to care for them (3UWs.01, 3UWs.02, 3UWs.03)  Recognise that our actions can cause change to the planet, e.g. that recycling can help the planet (3UWp.07)  Describe ways to look after the planet, e.g. make environmental posters to display around the setting (3UWp.11)  Use digital devices to record their recycling songs for reflection; and search for pictures to include on their environmental posters (3UWd.02) |
| **Other learning statements**  *This area is for you to note learning statements that need more development than is possible through themed activities. We have included some learning statements for you, including to match Mathematics in the Cambridge Early Years Teaching and Learning Resources. You will need to add others to match your children’s needs and ensure that all the curriculum learning statements are fully covered across the year.* | | | | | |
| Develop phonics, reading and handwriting skills using systematic schemes (3CLp.01–11) |  | 3Mn.01 Recognise and apply number patterns in whole numbers in the range 0 to at least 20.  3Ms.02 Identify, describe and sort 2D shapes by their properties.  3Ms.03 Identify, describe and sort 3D shapes by their properties.  3Ms.04 Say whether a shape is 2D or 3D, and why.  3Ms.05 Use language to describe position and direction.  3Ms.06 Draw a plan of a simple arrangement of a small collection of objects and talk about how their plan matches their arrangement.  3Ms.07 Use language of direction to describe a route through the immediate environment.  3Ms.08 Record a route through the immediate environment.  3Ms.09 Use familiar language to describe sequences of items. | 3PS.21 Drink water regularly, understanding the need for hydration.  3PS.22 Make personal food choices that include healthier options such as fruit and vegetables.  3PS.23 Show an understanding of the importance of daily physical activity and a balanced diet, and talk about ways that they keep healthy.  3PS.24 Offer some help and advice to others on how to manage their health and self-care, for example, getting water for a thirsty peer, helping a friend to put their coat on.  3PS.28 Show an understanding of spiritual and social traditions of their community, but also begin to develop a sense of global identity by showing respect for the similarities and differences between individuals within and beyond their community. | 3PD.01 Practise and become increasingly proficient at large and small movements, for example, skip, slide safely.  3PD.17 Show an understanding of how to keep themselves and others safe from harm before, during and after physical activities, including warming up and cooling down the body.  3PD.07 Manipulate tools and small objects with increased control and good hand-eye coordination, for example, sewing a felt animal together. |  |

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| **Resources to source**  *This area is for you to note extra resources that you want to source for this block, including as temporary enhancements for your continuous provision.* |

## **Block 5: Then and now**

|  | **Communication, Language and Literacy** | **Creative Expression** | **Mathematics** | **Personal, Social and Emotional Development** | **Physical Development** | **Understanding the World** |
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| **Possible trips, visitors and events:**  *This area is for you to note possible trips, visitors and events to enhance learning towards the learning statements*  For example:  Visit from elderly relative(s) to talk about their childhood | **Opportunities and learning statements with close links to the theme** | | | | | |
| Listen and respond to adult visitors talking about their childhood, including sharing their own similar or different experiences (3CLc.01, 3CLc.05, 3CLc.16)  Ask questions to further their understanding about things from the past (3CLc.12)  Develop and apply names of objects from the past (3CLc.03)  Describe something in a parent’s childhood that is different from theirs (3CLc.11, 3CLc.14)  Create a ‘Then and Now’ book based on childhood photographs with captions (3CLc.26, 3CLc.34, 3CLc.36, 3CLc.38) | Discover and respond to art and design from the past (3CEa.03)  Listen to and talk about music from different times, e.g. saying why they prefer a modern piece of music to an old piece, or vice versa (3CEm.01, 3CEm.02)  Learn songs from the past and accompany them with instruments (3CEm.10, 3CEm.11)  Develop group dance ideas for a piece of music from the past; learn a dance from the past (3CEda.05) |  | Make comparisons between what they hear about the past and their own lives (3PS.05)  Talk to an unfamiliar visitor (3PS.16)  Talk about the impact of their behaviour on others, and use past experiences to inform self-regulation (3PS.17, 3PS.26) | Follow rules of childhood games and instructions for dances from the past (3PD.10, 3PD.15)  Participate in childhood games from the past that require increased control and coordination, and begin to use basic tactics (3PD.04, 3PD.11, 3PD.15) | Talk about the past and present (3UWp.04)  Sequence key events across their life (3UWp.05)  Talk about how the childhoods of their parents and grandparents compare to their own, e.g. toys and games, communication, transport (3UWp.06)  Compare past and present means of communication (3UWd.01, 3UWd.05, 3UWd.06)  Open, type and save a document to create photograph captions for their ‘Then and Now’ book (3UWd.03, 3UWd.04) |
| **Other learning statements**  *This area is for you to note learning statements that need more development than is possible through themed activities. We have included some learning statements for you, including to match Mathematics in the Cambridge Early Years Teaching and Learning Resources. You will need to add others to match your children’s needs and ensure that all the curriculum learning statements are fully covered across the year.* | | | | | |
| Develop phonics, reading and handwriting skills using systematic schemes (3CLp.01–11)  3CLc.11 Use appropriate language to express, organise, sequence and clarify thinking, ideas, feelings and events, including giving reasons for their choices. | Show care for instruments and voice (3CEm.16) | 3Mh.01 Sort and talk about items with similar characteristics.  3Mh.02 Begin to show awareness of when characteristics are mutually exclusive.  3Mh.03 Begin to recognise that you need to collect information to answer some questions.  3Mh.04 Record, organise and represent data.  3Mh.05 Describe data, using familiar language.  3Ms.10 Compare two or more lengths, masses and capacities.  3Ms.11 Recognise that you need more smaller units than larger ones.  3Ms.12 Choose appropriate non-standard units to measure.  3Ms.13 Use familiar language to describe comparisons of lengths, masses or capacities.  3Ms.14 Begin to show awareness of features of measuring instruments with scales. | 3PS.05 Apply skills, strategies or ideas they have learned to new tasks or situations independently.  3PS.17 Discuss the positive and negative impact of behaviour on others, for example, the impact of being respectful or bullying. |  | 3UWd.01 Switch on a digital device and log on using a personal password, and say why passwords are useful.  3UWd.05 Recognise that online content is presented on interconnected websites and pages.  3UWd.06 Recognise that online content is often available to everyone, so they should tell an adult if online content makes them feel unsafe or uncomfortable. |

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| **Resources to source**  *This area is for you to note extra resources that you want to source for this block, including as temporary enhancements for your continuous provision.* |

## **Block 6: Fantasy and the future**

**Note:** This theme moves from thinking about imaginary worlds in stories to imagining the future in preparation to transition to the next stage of education

|  | **Communication, Language and Literacy** | **Creative Expression** | **Mathematics** | **Personal, Social and Emotional Development** | **Physical Development** | **Understanding the World** |
| --- | --- | --- | --- | --- | --- | --- |
| **Possible trips, visitors and events:**  *This area is for you to note possible trips, visitors and events to enhance learning towards the learning statements*  For example:  Visit to setting for their next stage of education | **Opportunities and learning statements with close links to the theme** | | | | | |
| Discuss fantasy stories, making and explaining inferences and predictions (3CLc.02, 3CLc.21, 3CLc.29, 3CLc.30)  Recognise and respond to sounds in fantasy stories (3CLc.04)  Talk about characters and situations in fantasy stories (3CLc.10, 3CLc.20)  Read fantasy stories aloud, re-reading for understanding, accuracy and expression (3CLc.24, 3CLc.25, 3CLc.32)  Write a fantasy story, applying appropriate vocabulary and grammar (3CLc.36, 3CLc.37)  Talk about their expectations and concerns for moving on from early years (3CLc.17) | Collaborate to create a fantasy land role-play area, reviewing and refining their ideas (3CEa.10)  Create sounds for fantasy stories or play, e.g. roaring each time the dragon appears in a story (3CEm.13)  Create visual representations of music from an animated version of a fantasy story (3CEm.06)  Role-play and dance fantasy story scenes, including using props and costumes, e.g. in the fantasy land role-play area (3CEda.05, 3CEda.07, 3CEdr.03, 3CEdr.04, 3CEdr.05) |  | Demonstrate concentration when writing their own fantasy story and collaborating to create a fantasy land role-play area (3PS.27)  Visit their setting for the next stage of education (3PS.08, 3PS.20)  Discuss strategies for overcoming the challenges of moving on from early years (3PS.14)  Celebrate each other’s achievements across early years before moving to new setting (3PS.14, 3PS.19) | Explore movement in creative, fantasy contexts, e.g. climbing a tree pretending they are climbing a castle tower to rescue a princess; negotiating an obstacle course to escape a dragon (3PD.05, 3PD.08, 3PD.09, 3PD.18) | Open, type and save a document to write a story on-screen (3UWd.03, 3UWd.04)  Talk about. their hopes for their new setting next year (3UWp.04) |
| **Other learning statements**  *This area is for you to note learning statements that need more development than is possible through themed activities. We have included some learning statements for you, including to match Mathematics in the Cambridge Early Years Teaching and Learning Resources. You will need to add others to match your children’s needs and ensure that all the curriculum learning statements are fully covered across the year.* | | | | | |
| Develop phonics, reading and handwriting skills using systematic schemes (3CLp.01–11) |  | 3Ms.10 Compare two or more lengths, masses and capacities using direct comparison and non-standard units.  3Mn.14 Recall doubles up to double 10.  3Mn.15 Recognise that a half can be: one of two equal parts of an object, shape, collection of objects or quantity.  3Mn.16 Find, using practical resources, one half of any even number of objects up to 20.  3Mn.17 Visualise and show understanding that two halves can be combined to make one whole.  3Ms.15 Use units of time in everyday contexts.  3Ms.16 Recall the months of the year.  3Ms.17 Begin to read time to the hour and half hour from digital and analogue clocks. | 3PS.27 Concentrate on a suitable activity for a relatively long period of time, working independently towards achievement of agreed goals. | 3PD.13 Use simple success criteria to evaluate their own and others’ movement activities in terms of successes and areas for improvement.  3PD.18 Recognise some limits of their own capacity, for example, identify when to stop ascending climbing equipment in order to descend independently and safely. |  |

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| **Resources to source**  *This area is for you to note extra resources that you want to source for this block, including as temporary enhancements for your continuous provision.* |

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**Changes to this long-term plan**

This example EY3 long-term plan has been amended. The latest example long-term plan is version 2, published April 2023.

* We have updated the planning template to reflect the new ‘Planning’ guidance in the Teaching Support, which is designed to give you extra support in adapting these long-term plans or creating your own long-term plans for your context and children.
* We have added curriculum learning statement references.

There may be other minor changes that do not affect teaching and learning.

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