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Cambridge Early Years

# Example EY1 Block 1 medium-term plan

This example medium-term plan develops Block 1 from the ‘Example EY1 long-term plan’. It also shows one way that the ideas in the Cambridge Early Years Teacher’s Book might be combined with other activities to match the needs and interests of a particular group of children and ensure full development of all learning statements.

## Block 1: All about me

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| **Continuous provision enhancements and possible guided play ideas***This area includes some possible enhancements to your usual continuous provision that will help you to develop learning towards the learning statements for the block. It also includes some ideas about how you might guide child-initiated play in your continuous play areas.*In all areas:* ask children to describe what they are doing or what they have done (1CLc.17, 1CLc.18)
* ask children how they are feeling and why, e.g. when things don’t go as they expect (1PS.17)

In home area: * children’s family photos – ask children questions about themselves and their family as they look at the photos (1CLc.08, 1CLc.17, 1CLc.18)
* writing materials commonly used around the home, e.g. shopping list pad and pencil – suggest writing opportunities that build on children’s own play (1CLw.01, 1CLw.03)
* ‘old-fashioned’ items, e.g. old mobile phone – ask questions about the purpose of items and whether they have similar items on their own homes (1UWp.06)
* homeware with different designs, textures, colours, patterns, etc. – comment on how the items look and feel as children are playing with them to prompt children’s own observations (1CEa.03, 1CEa.05)

In role play area* Puppets of owls and props from the ‘Owl Babies’ and other woodland toys – model using the puppets to say lines from the story to encourage children to retell the story or make up other stories (1CEdr.03)

In library/reading area* ‘Owl Babies’ by Martin Waddell – ask children questions about the pictures and story as they explore the book (1CLc.02, 1CLc.22)
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## Week 1: Myself and my setting

***Note:*** *Yellow highlighting indicates learning statements are additional to those in Block 1 of the ‘Example EY1 long-term plan’. This exemplifies how your thinking might evolve as you progress from long-term planning to medium term planning.*

| **Teaching and learning activities** | **Focus learning statements** | **Resources** |
| --- | --- | --- |
| **Activities with close links to the theme** |
| Use a range of language to describe and answer questions about self, and drawings of self, e.g. name, age, body parts, hair colour, eye colour, clothes. | 1CLc.08, 1CLc.17, 1UWs.04, 1CEa.08 | TR p165-166 Activities 1-4p.105 Activity |
| Begin to recognise first name in context  | 1CLc.26, 1CLc.27 |  |
| Make captioned page about appearance for ‘All about me’ book | 1CLc.18, 1UWs.04, 1CLc.37 | TR p.49 Activity 1 (self)Photo of each child |
| Join in with ‘Heads, Shoulders, Knees and Toes’ song and actions  | 1CEda.01, 1CEda.02, 1CEm.10 |  |
| ‘Follow the leader’ movement activity involving moving different body parts to match instructions  | 1PD.08, 1CLc.07, 1UWs.04 |  |
| Get used to communicating with peers and adults in the setting, including when hungry, thirsty, tired or need the toiletLearn how to use the toilet by themselves | 1PS.08, 1PS.22, 1PS.24, 1PS.25 | TR p.243 Activities 1 & 2TR p.256 Activities 1 & 2TR p.258 Activity 1Puppets to model communication |
| **Activities less closely related to the theme** |
| Join in number rhymes and songs, and raise fingers in time with countBegin to understand zero as none | 1Mn.01, 1Mn.03, 1Mn.10 | TR p.101-102 Activities 1-4 |

## Week 2: My friends and family

***Note:*** *Yellow highlighting indicates learning statements are additional to those in Block 1 of the ‘Example EY1 long-term plan’. This exemplifies how your thinking might evolve as you progress from long-term planning to medium term planning.*

| **Teaching and learning activities** | **Focus learning statements** | **Resources** |
| --- | --- | --- |
| **Activities with close links to the theme** |
| Describe and answer questions about family  | 1UWp.01, 1UWp.03,1CLc.08, 1CLc.18 | TR p.184 Activity 1Photo of each child’s family |
| Talk about what they do with their familyTalk about how different people in their family sometimes like different things | 1UWp.02, 1CLc.17 | TR p.185 Activities 1 & 2 |
| Create captioned images about family for ‘All about me’ book | 1CEa.08, 1CLc.18, 1CLc.37 | TR p.49 Activity 1 (family) |
| Describe and answer questions about friendsTalk about what they do with their friends | 1CLc.08, 1CLc.17, 1CLc.18 |  |
| Create captioned images about friends for ‘All about me’ book | 1CEa.08, 1CLc.18, 1CLw.37 |  |
| Talk about how to behave with friends | 1PS.11, 1PS.29  | TR p.246 Activities 1 & 2TR pp.261 & 262 Activities 1-3Puppets to model good and bad behaviour |
| Play movement games with peers | 1PD.08  |  |
| Recognise first name amongst names of friends in context (e.g. name labels on pegs) | 1CLc.26, 1CLc.27 |  |
| **Activities less closely related to the theme** |
| Move from counting in number rhymes to saying the number sequence to 10 | 1Mn.01, 1Mn.02, 1Mn.03 | TR p.102 Activities 5 & 6TR p.103 Activities 1 & 2 |
| Markmaking – making line patterns | 1CLp.09 | Handwriting scheme |

## Week 3: My experiences and feelings

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| **Teaching and learning activities** | **Focus learning statements** | **Resources** |
| --- | --- | --- |
| **Activities with close links to the theme** |
| Describe and answer questions about what they are doing and what they have done (present and past) | 1CLc.08, 1CLc.17,1CLc.18 | TR p.48 Activity 1 |
| Say what they liked and disliked about an activity | 1PS.06 | TR p.242 Activity 1 |
| Make and describe movements, to ‘If you’re happy and you know it song’ | 1PD.10 |  |
| Talk about how they feel | 1PS.17 | TR p.251 Activity 1 |
| Join in with and talk about a book, including the feelings of characters and relating the story to their lives | 1CLc.02, 1CLc.22 | ‘Owl Babies’ by Martin Waddell (see sample short-term plan) |
| Use experiences to make up stories during play  | 1CEdr.03 | Toys to represent characters and setting of ‘Owl Babies’ |
| Show and talk about how a piece of music makes the, feel  | 1CEm.02, 1CEm.05,  | Various pieces of musicTR p.308 Activity 1 |
| Choose and move to favourite pieces of music | 1CEm.06, 1CEda.02 | Various pieces of musicTR p.303 Activity 1 |
| **Activities less closely related to the theme** |
| Begin to count up to 5 objects, including body parts | 1Mn.06 | TR p104 Activities 1-3 |
| Say the sound of the first letter in their first name | 1CLp.02 | TR p.54 Activity 1 |
| Markmaking – making curves | 1CLp.09 | Handwriting scheme |

## Week 4: My home

***Note:*** *Yellow highlighting indicates learning statements are additional to those in Block 1 of the ‘Example EY1 long-term plan’. This exemplifies how your thinking might evolve as you progress from long-term planning to medium term planning.*

| **Teaching and learning activities** | **Focus learning statements** | **Resources** |
| --- | --- | --- |
| **Activities with close links to the theme** |
| Talk about the inside and outside of setting and home, beginning to make comparisons | 1UWp.07, 1UWp.09, 1CLc.18, 1PS.15Thinking scientifically: sorting and grouping objects, materials and living things based on observations of the similarities and differences between them  | TR p.190 Activities 1-3TR p.192 Activity 1 |
| Talk about what happens at home, including during visits from family members to share items relating to children’s culture | 1CLc.17, 1PS.15, 1PS.31 | TR p.249 Activities 1 & 2 |
| Share and play favourite movement games played at home | 1CLc.17, 1PD.14 |  |
| Pretend to take on different home roles, including in the home area  | 1CEdr.01 | TR p.319 Activity 1 |
| Use writing materials during play, including in the home area  | 1CLc.34, 1CLc.36 | TR p.60 Activity 1 |
| Trip to museum, focusing on everyday objects and toys from 20th / early 21st century Talk about old items | 1UWp.06 | TR p.189 Activity 1 |
| Talk about things brought in from home  | 1CEa.03, 1CEa.05 | Art and design from home, with different designs, textures, colours, patterns etc. (e.g. favourite clothes, shoes)TR p.296 Activity 1 |
| Use things brought in from home to inspire and talk about own artwork | 1CEa.04, 1CEa.07 | TR p.298 Activity 1 |
| **Activities less closely related to the theme** |
| Count up to five objects | 1Mn.06 | TR p105 Activities 4 |
| Begin to see when there are zero, one, two, three, four or five objects | 1Mn.08 | (Talk during counting activities) |
| Begin to say the sounds of some letters in first name | 1CLp.02 | TR p.54 Activity 1 |

## Week 5: My body

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| **Teaching and learning activities** | **Focus learning statements** | **Resources** |
| --- | --- | --- |
| **Activities with close links to the theme** |
| Talk about how we grow | 1UWs.05, 1UWp.05 | TR p.167-8 Activities 2 & 3 |
| Use a height chart to show growth (and continue to mark heights across the year)  | 1UWs.05, 1UWp.05Thinking scientifically: * collecting and recording observations and/or measurements by annotating images and completing simple tables
* making predictions about what they think will happen based on experiences
 | TR p.168 Activity 4 |
| Explore how our bodies moves, including running, jumping, stretching and climbing stairsDescribe movements | 1PD.06, 1PD.08, 1PD.10 | TR p.227, Activities 1 & 2 |
| Sing and move to action songs,  | 1CEm.10, 1CEda.01, 1CEda.02, 1PS.17 | Action songs, e.g. ‘If you’re happy and you know it’ (to link with Week 3 feelings in) |
| **Activities less closely related to the theme** |
| See when there are zero, one, two, three, four or five objects | 1Mn.08Thinking mathematically: recognising and recreating patterns  | TR pp.105-6 Activities 1 5 |
| Try to write my first name | 1CLp.06 | TR p.60 Activity 2 |

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