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Cambridge Early Years

**Example EY1 Block 1 Week 3 short-term plan**

This short-term plan develops Block 1 Week 3 from the ‘Example EY1 Block 1 medium-term plan’. It shows one way you could use the activity ideas in the Cambridge Early Years Teacher’s Book and your own ideas together for one day of a weekly plan.

**Block 1 Week 3: My experiences and feelings**

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| **Individual focuses across the week*****Note:*** *The abbreviations represent individual children.*MS – encourage them to say when they need to use the toilet, so they can access adult support (1PS.22 from Week 1)JE, DC, TV, AB – focus on behaviours to support emerging friendships (1PS.11 from Week 2)VI, EF, AW – focus on applying language to describe self (1CLs.17 from Week 1) |

**Monday**

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| **Learning statements**1CLc.22 Enjoy listening to different types of texts, responding to them through speech and action, for example, sharing a book with an adult and talking about the pictures and ideas1PS.17 Be aware of their own feelings and rights, describing these to an adult. |
| **Resources*** ‘Owl Babies’ by Martin Waddell
* Owl sock puppets, other puppets and soft toys

**Key vocabulary**mummy, baby, owl, the wood, tree, branch, dark, scared, afraid, happy, sad, angry, confused, worried, tired, curious |
| **Activity 1: Whole-class story time** |
| Tell the story. Encourage children to join in with the repetitive text ‘I want my mummy’ by using a sock puppet to represent Bill. **Questions:*** [(when on branch, and after mummy returns] How do the baby owls feel?
* How do you feel when you’re waiting for your mummy?
* How do you feel when your mummy arrives?

**Observations:** How well do children respond to the story? (1CLc.22) Are children able to talk about their own feelings? (1PS.17) |
| **Activity 2: Small groups**  |
| Use Cambridge Early Years TR p.151 Activity 1 Feeling and emotions**Questions:** How are you feeling today? How do you feel when …? **Observations**: Are children able to use a range of feeling words appropriately? (1PS.17) **Support:** Look out for meaningful opportunities to ask children how they are feeling across the week.**Challenge:** Ask children why they are feeling the way they are feeling. |
| **Continuous provision and ideas for guided play** |
| Role play area:After reading the story, share the book, puppets and soft toys to encourage children to explore the story and make up their own stories. Join in with play. In character, promote talk about feelings, e.g. I’m happy. Are you happy? … How are you feeling? Why? **Observations**: Are children able to talk about feelings as well as actions? (1CLc.22, 1PS.17) |

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| **Learning statements** |
| 1Mn.06 Count up to at least 5 items (objects or pictures) by saying one number name as they point to, touch or move each item, and knowing when to stop the count. |
| **Resources**Blocks, similar and different toys**Key vocabulary**how many, count, one, two, three, four, five |
| **Activity 3: Small groups** |
| TR p.104 Activity 1. Model counting blocks first. **Questions:** How many blocks are there?**Observations**: Do children say one number name for each block? Do they understand that the last number said tells you how many? **Support:** Initially count with children in time with their movements.**Challenge**: Ask children to count groups of up to 5 toys (without passing to partner. How do you know when to stop counting? |
| **Continuous provision and ideas for guided play** |
| When joining in with play in any area, ask questions that promote counting, e.g. Please can you pass me two red blocks..  |

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