# EY1 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.

**Continuous provision across the year**

*This area is for you to note the continuous provision that will be 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
* Outside area

## Term A

### Block 1: All about me

|  | **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:  Visits from family members to talk about items that are meaningful to the family, e.g. cultural clothes, objects relating to spiritual beliefs, old family objects. | **Opportunities and learning statements with close links to the theme** | | | | | |
| Use language to meet and greet (1CLc.01, 1CLc.06)  Use language to describe own movements (1CLc.03, 1CLc.06)  Talk about what makes them happy (1CLc.02, 1CLc.18)  Use vocabulary for senses and related body parts (1CLc.14, 1CLc.15)  Listen to text about senses:  relate text to own body parts (1CLc.27)  relate images to words in the text (1CLc.25, 1CLc.29)  Respond to instructions and questions relating to their body parts and senses (1CLc.07, 1CLc.16)  Identify sounds in the setting (1CLc.04, 1CLc.18)  Name feelings and relate them to body language (1CLc.10, 1CLc.17) | Join in with songs to introduce themselves (1CEm.08)  Create a representation of the setting (1CEa.07, 1CEa.08)  Create a self portrait (1CEa.06, 1CEa.07, 1CEa.08, 1CEm.02)  Explore own and others’ clothing (1CEa.05, 1CEdr.05, 1CEdr.03) | Count body parts (1Mn.06)  Represent numbers using fingers (1Mn.10) | Share ideas during cooperative games (1PS.09)  Talk about own and others’ physical and emotional feelings (1PS.17, 1PS.18, 1PS.24)  Consider others during play (1PS.10, 1PS.19, 1PS.20, 1PS.29)  Talk about and demonstrate self-care (1PS.05, 1PS.22, 1PS.25, 1PS.26, 1PS.27, 1PS.28) | Move around the setting safely (1PD.02)  Play cooperative games involving fine and gross motor skills (1PD.07 1PD.12)  Move using different body parts (1PD.08, 1PD.10) | Talk about the setting (1UWp.07)  Keep the setting tidy (1UWp.10)  Identify body parts (1Uws.04)  Compare self with baby photo (1UWs.05, 1UWp.05)  Begin height chart to continue across the year (1UWs.05, 1UWp.05)  Talk about the weather and how it impacts them (1UWs.14, 1UWs.15)  Talk about own family (1UWp.01, 1UWp.02, 1UWp.03)  Talk about family objects that relate to the past (1UWp.03, 1UWp.06) |
| **Other opportunities and learning statements**  *This area is for you to note learning that needs more development than is possible through themed activities. We have included Mathematics and Communication and Language opportunities from the Cambridge Early Years Teaching and Learning Resources. You will need to add other opportunities to match your children’s needs and to ensure that all of the curriculum learning statements are fully covered.* | | | | | |
| Respond to questions about objects, including using vocabulary related to size and colour (1CLc.08, 1CLc.18)  Listen and respond to texts (1CLc.05, 1CLc.06, 1CLc.11, 1CLc.22)  Follow instructions (1CLc.07)  Listen and respond in conversations, including using simple statements and questions (1CLc.02, 1CLc.16)  Speak text for an adult to scribe (1CLc.37)  Engage with books independently (1CLc.23) |  | Join in with number rhymes and songs (1Mn.01)  Say the number names to ten (1Mn.02)  Count up to at least 5 items (1Mn.06)  Represent numbers (1Mn.10) |  |  |  |

**Resources to source**

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

### Block 2: Senses

|  | **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 a musician so children can experience and join in with a music performance. | **Opportunities and learning statements with close links to the theme** | | | | | |
| Identify feelings through facial expression and body language (1CLc.10, 1CLc.07)  Identify visual information (clothing, locations, etc) in a story (1CLc.11, 1CLc.22) | Identify and imitate sounds (1CEdr.02, 1CEm.04)  Make sounds in different ways (1CEm.08, 1CEm.09, 1CEm.11, 1CEm.13)  Participate in live music performances (1CEm.01, 1CEm.07, 1CEm.08, 1CEm.12)  Talk about a painting (1CEa.06)  Identify, describe and make striped objects (1CEa.02, 1CEa.05)  Describe how different objects feel (1CEa.01)  Adapt the ‘Fruit is yummy’ song to create verses about two other fruits that taste sweet (1CEm.15)  Fingerpaint to music (1CEda.02, 1CEda.05, 1CEa.04) | Use percussive instruments to represent numbers as sounds (1Mn.07)  Look for numerals around them and describe what they see (1Mn.09, 1Mh.02) | Say which role they preferred in an activity – dancing or making music (1PS.06)  Learn to use a camera to take photos of coloured objects (1PS.05)  As a group, fingerpaint to music. Share ideas about how to move to the music and respond to suggestions by other children (1PS.09)  Follow an instruction to search for and smell different plants (1PS.01)  Safely prepare and taste healthy snacks (1PS.23, 1PS.26) | Move in response to sounds in a story, including at different tempos (1PD.08) | Explore making sounds in different ways (1UWs.13)  Search the setting for objects of specific colours and photograph them (1UWd.02, 1UWp.08)  Use touch to explore different textures in the setting (1UWs.01, 1UWs.07)  Smell different plants in the setting and discuss the scents they have found (1UWs.01, 1UWp.07)  Use multiple senses to identify types of juice (1UWs.02) |
| **Other opportunities and learning statements**  *This area is for you to note learning that needs more development than is possible through themed activities. We have included Mathematics and Communication and Language opportunities from the Cambridge Early Years Teaching and Learning Resources. You will need to add other opportunities to match your children’s needs and to ensure that all of the curriculum learning statements are fully covered.* | | | | | |
| Join in with rhymes (1CLc.06, 1CLc.14)  Talk about their teddy bears (1CLc.17)  Listen and respond to instructions (1CLc.14, 1CLc.15)  Listen and respond to texts (1CLc.05, 1CLc.22, 1CLc.27, 1CLc.29)  Use visual clues to identify items to collect for building a den (1CLc.26)  Compare their own den with the den that they have read about (1CLc.32)  Play at reading (1CLc.23, 1CLc.24, 1CLc.25)  Play at writing (1CLc.35, 1CLc.36)  Retell a story using puppets (1CLc.03, 1CLc.33)  Listen and respond to questions about what they are doing (1CLc.02, 1CLc.08)  Draw and describe their best friend (1CLc.18, 1CLc.37) |  | Say the number names to ten (1Mn.02)  Recognise zero as none/nothing (1Mn.03)  Use ordinal language to describe position (1Mn.04)  Count up to at least five items (1Mn.06)  Count things that cannot be touched, such as actions or sounds (1Mn.07)  Recognise small numbers of objects through patterns and arrangements (1Mn.08)  Recognise that numerals can be used to represent numbers (1Mn.09)  Attempt to write numerals (1Mn.10) |  |  |  |

**Resources to source**

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

## Term B

### Block 3: Food and things we grow

|  | **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:  Trip to a food market or supermarket to buy food or observe food shopping.  Nature walk to observe plants. | **Opportunities and learning statements with close links to the theme** | | | | | |
| Join in with a song about fruit, relating words to pictures (1CLc.06, 1CLc.14)  Follow instructions for a game about describing food items (1CLc.07, 1CLc.14, 1CLc.18)  Follow instructions for an activity about fruit, then talk about what they did (1CLc.07, 1CLc.17)  Talk about pictures in a story about food shopping, including answering questions and interpreting characters’ body language (1CLc.09, 1CLc.10, 1CLc.29)  Retell the story about shopping for food (1CLc.30, 1CLc.33)  Explore shopping lists and create their own (1CLc.08, 1CLc.34)  Talk about sounds and sights on a visit to a supermarket, and compare with the shopping story (1CLc.04, 1CLc.15, 1CLc.32)  Listen to a story about fruit and ask questions about the story (1CLc.05, 1CLc.12)  Explore and describe the fruit from the story, listening to each other’s descriptions (1CLc.02, 1CLc.18)  Re-enact events in the fruit story, using words from the story and copying intonation (1CLc.03, 1CLc.14, 1Clc. 15, 1CLc.30)  Use real and invented language and non-verbal communication to express events in the fruit story (1CLc.20, 1CLc.21)  Handle and explore books about fruit (1CLc.23, 1CLc.24, 1CLc.27) | Represent the movement and growth of plants, including moving to music, and talk about their own and others’ movements (1CEda.02, 1CEda.06, 1CEdr.02)  Use movements and sounds to show how we pick different fruits and vegetables (1CEdr.02)  Collaborate to create a tree mural (1CEa.09)  Describe how different fruit and vegetables in a feely bag feel so that others can identify them (1CEa.01)  Create pretend food items for role-play using modelling clay and tools (1CEa.04, 1CEdr.05) | Find ways to determine whether there are enough food-related items for everyone, including using words such as more and fewer (1Mn.05, 1Mn.06, 1Mn.11) | Reflect on their own performance in a movement activity related to plants (1PS.06)  Share ideas and respond to others while collaborating on a tree mural (1PS.09)  Behave appropriately during a visit to a food market and doing related tasks (1PS.03, 1PS.12, 1PS.21)  Follow instructions to make a salad, including washing and drying their hands and asking for help when needed (1PS.01, 1PS.14, 1PS.26)  Talk about foods that help them to stay well (1PS.23)  Talk about when food is safe to eat (1PS.16)  Talk about the foods and meals that they eat at home or during celebrations (1PS.15)  Role-play being polite when sharing a meal, including taking turns (1PS.20, 1PS.30)  Select items for, and enjoy, a teddy bear’s picnic (1PS.13, 1PS.07) | Respond to movement instructions to represent a growing plant (1PD.09)  Explore a role-play kitchen and talk about safety rules (1PD.15) | Explore, talk about and take digital photos of different plants on a nature walk (1UWs.01, 1UWd.01)  Follow instructions to grow plants from seeds and talk about their observations as the plants grow (1UWs.03, 1UWs.07, 1UWp.05)  Express curiosity and interest when exploring a food market (1UWp.08)  Talk about fruits and vegetables, including how they look and feel (1UWs.02)  Identify electrical outlets and items in the kitchen that use electricity and recognise that they must behave safely around electricity (1UWs.12)  Talk about mealtimes with their family and how different people like different foods (1UWp.02) |
| **Other opportunities and learning statements**  *This area is for you to note learning that needs more development than is possible through themed activities. We have included Mathematics and Communication and Language opportunities from the Cambridge Early Years Teaching and Learning Resources. You will need to add other opportunities to match your children’s needs and to ensure that all of the curriculum learning statements are fully covered.* | | | | | |
|  |  | Begin to find ways to determine whether two small collections contain the same number of items (1Mn.05)  Compare and describe collections of objects or pictures, and things that cannot be touched, using words such as *more* and *fewer* (1Mn.11)  Count up to at least 5 items by saying one number name as they point to, touch or move each item, and knowing when to stop the count (1Mn.06)  Recognise small numbers of objects without counting, and familiar patterns, arrangements and representations of numbers up to at least 5, (1Mn.08)  Take objects with the same characteristic from a collection and talk about what they are doing (1Mh.02)  Describe characteristics of an object(1Mh.01)  Handle money in their play, recognising differences in colour, shape, size and mass (1Mn.18) |  |  |  |

**Resources to source**

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

### Block 4: Animals

|  | **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:  Bug hunt to observe insects and other small animals. | **Opportunities and learning statements with close links to the theme** | | | | | |
| Perform an action rhyme about an animal, exploring the new words they encounter (1CLc.06, 1CLc.14)  Listen and respond to stories about animals (1CLc.05, 1CLc.22).  Offer explanations for the events in one of the animal stories (1CLc.13)  Answer and ask ‘how’ and ‘why’ questions about the animal stories (1CLc.09, 1CLc.12, 1CLc.31)  Recognise and talk about sounds related to the animal stories (1CLc.04)  Follow instructions to play a game related to one of the stories, including using non-verbal communication (1CLc.07, 1CLc.20)  Talk about and record something related to one of the stories and describe their own efforts to write (1CLc.18, 1CLc.38)  Retell one of the stories, replicating the words and intonation (1CLc.33, 1CLc.03)  Record an activity of their own that links to one of the animal stories (1CLc.01, 1CLc.34, 1CLc.37, 1CLc.36,)  Play at reading one of the animal stories (1CLc.24, 1CLc.25)  Explore a poster related to one of the stories, recognising that a poster is a way of sharing information (1CLc.27, 1CLc.28)  Create their own poster, watching and talking about writing as an adult scribes their ideas, and also incorporating their own attempts at writing (1CLc.35, 1CLc.37) | Act out different animals using props they have made and trying out different voices (1CEa.02, 1CEdr.04, 1CEdr.05)  Sing songs about animals, then adapt them by replacing words (1CEm.10, 1CEm.15)  Use modelling clay and tools to make an animal (1CEa.04)  Move like animals to music, responding to signals and changes in dynamics and tempo (1CEda.03, 1CEda.04, 1CEda.05)  Join in with action songs about animals (1CEm.02, 1CEm.08) | Recognise and talk about patterns on animals, including stripes and spots (1Ms.06) | Play animal hide-and-seek, using appropriate language to engage with their peers (1PS.08, 1PS.16)  Go on a bug hunt and reflect on the experience afterwards (1PS.06)  Behave appropriately towards live animals, including on the bug hunt (1PS.03, 1PS.29)  Imitate the techniques demonstrated by an adult to create a model of an insect (1PS.05) | Move like different animals including to complete an obstacle course (1PD.01, 1PD.03, 1PD.05, 1PD.16)  Describe how different animals move and demonstrate the movements in response to instructions (1PD.08, 1PD.09, 1PD.10, 1PD.11)  Take part in an animal yoga session (1PD.08, 1PD.09, 1PD.11, 1PD.12) | Talk about their pets or favourite toy animals from home (1UWp.09)  Match baby animals to the adults, talking about similarities and differences between the babies and adults (1UWp.05, 1UWs.06)  Use different materials to build a bug hotel, talking about the different types of materials (1UWs.07, 1UWs.08) |
| **Other opportunities and learning statements**  *This area is for you to note learning that needs more development than is possible through themed activities. We have included Mathematics and Communication and Language opportunities from the Cambridge Early Years Teaching and Learning Resources. You will need to add other opportunities to match your children’s needs and to ensure that all of the curriculum learning statements are fully covered.* | | | | | |
|  |  | Experiment with shapes and use everyday language to talk about them, including exploring which shapes roll, and using 2D shapes to create pictures and 3D shapes or packaging to create models. (1Ms.01)  Show awareness of how shapes are similar (1Ms.03)  Talk about shapes in the environment (1Ms.02)  Describe characteristics of an object(1Mh.01)  Talk about length, mass and capacity in practical activities (1Ms.07)  Begin to develop in their play an awareness of the relative lengths and masses of objects, and the relative capacities of containers (1Ms.08)  Recognise and talk about patterns in the environment. (1Ms.06) |  |  |  |

**Resources to source**

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

## Term C

### Block 5: Who helps us?

|  | **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 a fire station to learn about what firefighters do. | **Opportunities and learning statements with close links to the theme** | | | | | |
| Enjoy and respond to a rhyme about people who help us (e.g. transport workers); relate what they hear to their own experiences (1CLc.06, 1CLc.13)  Play ‘I spy’ using language from the rhyme (1CLc.03, 1CLc.14)  Work together to create a ‘story map’ of the rhyme, discussing ideas and listening to others (1CLc.02, 1CLc.11)  Talk about and draw people who help them; dictate a caption for an adult to scribe (1CLc.16, 1CLc.17, 1CLc.37) | Join in with a song about visiting a health professional; choose and use props to act out the song (1CEm.08, 1CEdr.05)  Sing and provide sound effects for a song about someone who helps in the production or delivery of food (e.g. a farmer); adapt the words to create new verses (1CEm.13, 1CEm.15)  Create artwork based on the song, talking about their artwork before, during and after the making process (1CEa.07)  Role-play people involved in the production and delivery of food (1CEdr.01) |  | Reflect on a visit to a fire station, saying what they liked and disliked (1PS.06)  Dress up as a firefighter, including fastening and unfastening clothing (1PS.27)  Talk about their own home and the people that help to maintain it (1PS.15) | Explore moving like a firefighter, including balancing and climbing; challenge themselves and take some risks (1PD.03, 1PD.05, 1PD.16)  Explore different ways of moving while pretending to be people who help us (1PD.08) | Visit a fire station and use a digital device to take photos of what they find interesting (1UWd.01, 1UWp.08)  Follow simple instructions to interview each other about their visits to a health professional (1UWp.06, 1UWd.06)  Talk about what they do to help look after their home (1UWp.10)  Talk about how their family members help them (1UWp.01)  Talk about using different digital devices at home, including asking permission and asking for help (1Uwd.03, 1UWd.04, 1UWd.05) |
| **Other opportunities and learning statements**  *This area is for you to note learning that needs more development than is possible through themed activities. We have included Mathematics and Communication and Language opportunities from the Cambridge Early Years Teaching and Learning Resources. You will need to add other opportunities to match your children’s needs and to ensure that all of the curriculum learning statements are fully covered.* | | | | | |
| Answer questions about texts (1CLc.31)  Respond to instructions (1CLc.07)  Show interest in books and play at reading (1CLc.23, 1CLc.24, 1CLc.25)  Begin to listen attentively to and respond to different types of texts (1CLc.05, 1CLc.22)  Express ideas using a range of vocabulary (1CLc.18)  Identify how contexts and events in texts are the same as or different from real life (1CLc.32)  Recognise everyday sounds (1CLc.04)  Make connections between text and images in the environment and their own knowledge (1CLc.27)  Use visual cues to recognise some familiar words (1CLc.26)  Begin to retell a familiar story (1CLc.33) | Use movements and sounds to act out the actions of a character in a song or story (1CEdr.02) | Respond to and use simple language of position (1Ms.04)  Begin to arrange objects relative to their own view (1Ms.05)  Express times of the day and talk about the sequence of events across a day (1Ms.09)  Be aware of clocks and the passing of time in their play (1Ms.10)  Describe numbers of items as part of a larger collection (1Mn.13)  Explore different ways to group up to 5 objects (1Mn.14)  Recognise that numbers can be represented as numerals; begin to associate some number names with their numerals (1Mn.09)  Recognise small numbers of objects without counting, and familiar patterns, arrangements and representations of numbers (1Mn.08) | Imitate a strategy modelled by an adult to create an artwork (1PS.05)  Show some understanding of how to dress appropriately for the weather outside (1PS.28) |  | Show understanding that it is dangerous to look at the Sun (1UWs.15) |

**Resources to source**

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### Block 6: Let’s move!

|  | **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.* | **Opportunities and learning statements with close links to the theme** | | | | | |
| Respond to a rhyme about movement (e.g. rowing a boat) and explore new words they encounter (1CLc.06, 1CLc.14)  Describe the characters, settings and events in the rhyme (1CLc.11)  Listen and respond to a story about movement (e.g. skating) (1CLc.01, 1CLc.22)  Imitate reading behaviours when retelling the story (1CLc.33, 1CLc.24)  Talk about movement activities they can or cannot do themselves using the story as a stimulus (1CLc.32)  Explore text about safety helmets and discuss their own related experiences (1CLc.17, 1CLc.27)  Use real and invented language to describe patterns they have made with wheels (1CLc.18, 1CLc.21)  Explore and discuss movements (1CLc.02, 1CLc.14)  Respond to simple questions about a story involving transport (e.g. a bear on a bike) (1CLc.31)  Experiment with language they hear in the story (1CLc.03)  Create their own book based on the story by responding to *how* and *why* questions and speaking text for an adult to scribe (1CLc.09, 1CLc.37)  Respond to instructions and use intonation to make their meaning clear during a game transport (e.g. animals travelling on transport) (1CLc.07, 1CLc.19)  Use non-verbal communication to convey modes of transport (1CLc.20) | Experiment with singing a song about movement at different speeds and volumes; make up new verses for the song (1CEm.15, 1CEm.11)  Change movement at vocal and musical signals (1CEda.03, 1CEda.04)  Respond to images of birds by making their own wings and exploring movement while wearing their wings (1CEa.02, 1CEda.01)  Use language, props and actions to create and role-play a story about travelling, e.g. in an aeroplane (1CEdr.03, 1CEdr.05)  Contribute to a group music activity, recognising and responding to changes in the music by making different movements (1CEm.12, 1CEm.03, 1CEda.02, 1CEda.04) |  | Imitate a strategy modelled by an adult to make a paper boat (1PS.05)  Play a group game to move a ball on a parachute, sharing ideas and responding to others to keep play going (1PS.09) | Roll different-sized balls and describe how they move (1PD.04, 1PD.10)  Follow rules to move around a space safely (1PD.15)  Respond to movement instructions, moving freely and with pleasure and confidence in a range of ways (1PD.09, 1PD.01)  Explore different ways to move up and down (1PD.08)  Experiment with physical play and new movement skills at home and school (1PD.14) | Talk about what happens when paper boats and other objects are put in water (1UWs.10)  Explore and talk about how different objects move (e.g. which objects roll), including recognising that some things need electricity to move (1UWs.09, 1UWs.11) |
| **Other opportunities and learning statements**  *This area is for you to note learning that needs more development than is possible through themed activities. We have included Mathematics and Communication and Language opportunities from the Cambridge Early Years Teaching and Learning Resources. You will need to add other opportunities to match your children’s needs and to ensure that all of the curriculum learning statements are fully covered.* | | | | | |
|  |  | Begin to use the term *double* to describe familiar practical contexts (1Mn.15)  Recognise small numbers of objects without counting, and familiar patterns, arrangements and representations of numbers (1Mn.08)  Begin to find ways to determine whether two small collections contain the same number of items (1Mn.05)  Attempt to share collections of objects fairly between two or more people (1Mn.16)  Count up to at least 5 items by saying one number name as they point to, touch or move each item (1Mn.06)  Recognise in practical contexts that a whole object can be shared fairly by cutting the object into equally sized parts (1Mn.17)  Use some vocabulary of addition and subtraction to describe practical situations (1Mn.12)  Compare and describe collections of objects or pictures, and things that cannot be touched (1Mn.11) | Reflect on their activities and experiences, saying what they liked and disliked (1PS.06)  Take pride in carrying out a task (1PS.12) |  | Talk about how they and their plants have grown over the year (1UWp.05, 1UWs.03) |

**Resources to source**

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