# EY2 long-term plan (English as a Second Language)

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: Friends, family and 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:Visit from an adult to talk about life when they were a child. | **Opportunities** **and learning statements with close links to the theme** |
| Listen and respond to a story about families (2CL.ESLc.04, 2CL.ESLc.10, 2CL.ESLc.11, 2CL.ESLc.34)Understand and use key vocabulary relating to family (2CL.ESLc.03, 2CL.ESLc.14, 2CL.ESLc.29)Talk about a story about families, linking story words and images (2CL.ESLc.02, 2CL.ESLc.36)Play a miming game to practise key vocabulary relating to family and simple grammatical structures (2CL.ESLc.13, 2CL.ESLc.17)Respond to simple instructions in a game, using *here* and *there* to say where objects relating to families are located (2CL.ESLc.06, 2CL.ESLc.28) Play a question and answer game about families, responding with appropriate intonation (2CL.ESLc.01, 2CL.ESLc.08, 2CL.ESLc.32)Attempt to write names on puppets of family members, attributing meaning to their writing (2CL.ESLc.42)Role play family members, using *I*, *you*, *he*, *she*, *it*, *they* in their talk (2CL.ESLc.17, 2CL.ESLc.22)Talk about how and why they can show kindness to others (2CL.ESLc.07, 2CL.ESLc.09, 2CL.ESLc.12)Choose and talk about their favourite picture books about kindness; handle the books with care (2CL.ESLc.35)Practise interacting kindly with other children; write their names on ‘kindness hearts’ (2CL.ESLc.15, 2CL.ESLc.41) Listen and respond to the ‘Three Kind Mice’ rhyme (2CL.ESLc.05) | Respond to different styles of portraits, then create and share their own self-portraits. (2CEa.02, 2CEa.07, 2CEa.08)Collaborate to create a ‘Welcome’ sign; talk about ideas for improvements and make considered changes (2CEa.09, 2CEa.10)Listen to music, express how it makes them feel, then interpret the music through movement (2CEm.01, 2CEm.02, 2CEda.03) Recognise familiar school songs or chants and tap along to the pulse (2CEm.11, 2CEm.02, 2CEm.03)Recognise body parts by singing the ‘Head and shoulders’ song at different speeds (2CEm.10)Act out a family role-play (2CEdr.01, 2CEdr.02) |  | Follow instructions to explore their setting by working in groups to take photos of different locations in the setting and then challenging other groups to find the locations from the photos (2PS.01, 2PS.09)Talk to a visitor about the visitor’s life when they were a child (2PS.08)Discuss what a good friend should do (2PS.10, 2PS.15)Show and talk about their favourite things (2PS.15, 2PS.16)Discuss and act out a healthy daily routine (2PS.21, 2PS.22) | Explore moving different parts of the body, following simple instructions (2PD.01, 2PD.10)Help each other through an obstacle course, focusing on safety (2PD.02, 2PD.14, 2PD.16, 2PD.13)As part of exploring their setting, practise walking up and down stairs (2PD.06) | Identify and talk about body parts (2UWs.03)Work with others to take photographs of locations within their setting (2UWd.05)Talk about their families (2UWp.01)Talk to a visitor about the visitor’s life when they were a child; recognise the differences from their own experiences (2UWp.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.* |
|  |  | Say the number names zero to ten, forwards and backwards (2Mn.01)Arrange numerals 0 to 10 in order (2Mn.03)Read and write numerals 0 to at least 10 (2Mn.07)Show awareness of money (2Mn.19)Arrange objects to match a simple plan and talk about how their arrangement matches the plan (2Ms.06)Use ordinal numbers from 1st to 10th (2Mn.04)Respond to and use simple language of direction (2Ms.07)Identify and talk about things that move in a line and things that rotate (2Ms.08) |  |  |  |

**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: Homes and buildings

|  | **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:Walk around the locality to observe and visit different buildings. | **Opportunities and learning statements with close links to the theme** |
| Listen and respond to a story about a city (2CL.ESLc.04, 2CL.ESLc.34, 2CL.ESLc.37)Explore a large city poster, responding to questions and describing what they can see; ask their own *how* and *why* questions (2CL.ESLc.06, 2CL.ESLc.11, 2CL.ESLc.12, 2CL.ESLc.23)Respond to questions about their painting of a building; attempt to write words onto their painting and ascribe meaning to the words (2CL.ESLc.01, 2CL.ESLc.09, 2CL.ESLc.42)Use pictures from a story and photographs to support talk about buildings (2CL.ESLc.07, 2CL.ESLc.36)Point to pictures to display understanding of key vocabulary related to buildings and transport (2CL.ESLc.14)Play games related to buildings and transport, taking turns and using simple phrases (2CL.ESLc.02, 2CL.ESLc.13, 2CL.ESLc.15)Join in with ‘The Three Little Chickens and Mr Fox’ (about buildings and their materials) and experiment with the language they hear (2CL.ESLc.03, 2CL.ESLc.05)Talk about types of houses, asking and responding to simple questions (2CL.ESLc.07, 2CL.ESLc.08, 2CL.ESLc.14)Retell ‘The Three Little Chickens and Mr Fox’; use intonation to convey meaning (2CL.ESLc.25, 2CL.ESLc.32, 2CL.ESLc.38)Sequence events in ‘The Three Little Chickens and Mr Fox’ (2CL.ESLc.10)In groups, re-enact ‘The Three Little Chickens and Mr Fox’; ask and answer questions while working together (2CL.ESLc.16, 2CL.ESLc.33) | Build a model of their ideal bedroom using on visual and tactile qualities of the materials; discuss and make considered changes to their model (2CEa.05, 2CEa.10)Relate sounds to different rooms; explore loud and quiet sounds in houses (2CEm.05, 2CEm.13)Talk about different buildings; plan and create their own model building (2CEa.06, 2CEa.10)Create masks to use to re-enact a story about building (2CEa.08)Collaborate to build a model of a community (2CEa.09, 2CEa.10)Listen and respond to the sounds of building tools; in groups, imitate the sound and movement of the tools (2CEm.03, 2CEm.14, 2CEm.12)Role-play interacting with people in the community (2CEdr.01, 2CEdr.05)Create and play with a fantasy building (2CEdr.03)Re-enact the characters in a story about building (2CEdr.04) |  | Plan a model building then evaluate and improve the plan before building the model; maintain attention while working on this task (2PS.02)Work with others to build a tower; manage their own frustration when the tower falls over (2PS.03, 2PS.24)Choose resources for and create their own fantasy building (2PS.12)Visit different buildings, behaving appropriately in the new contexts (2PS.19)Identify and discuss communities, showing understanding of spiritual communities (2PS.26) | Discuss how to use activity equipment indoors and outdoors in a safe manner; practise moving around the classroom safely (2PD.02, 2PD.16)Use different types of blocks to build a tower, showing control and improved hand-eye coordination (2PD.07)Move in different ways to show characters entering different types of buildings (2PD.08)Discuss how to improve their imitation of the sound and movement of different building tools (2PD.12)  | Identify the different materials that buildings are made from; consider the properties of these materials as they pretend to move around the buildings (2UWs.08, 2UWs.10)Consider and choose materials for creating a model building (2UWs.09) Identify items in the setting that require electricity to work, including items that use wires to connect to power and items with batteries (2UWs.13, 2UWd.08)Describe and take photographs of features of buildings that they are visiting (2UWd.05, 2UWp.07) |
| **Other opportunities and learning statements***This area is for you to note learning that needs more development and repetition than is possible through themed activities. We have included Mathematics and Communication and Language learning opportunities from the Cambridge Early Years Teaching and Learning Resources. You will need to add others to match your children’s needs and to ensure that all of the curriculum learning statements are fully covered.* |
| Begin to talk about their own possessions and abilities using very simple phrases (2CL.ESLc.21, 2CL.ESLc.26)Say where an object is located, including using *on*, *in*, *at* (2CL.ESLc.27)Look after books, choose their favourite picture books, and look at and comment on pictures using simple words (2CL.ESLc.35)Write their name (2CL.ESLc.41) |  | Count up to at least 10 items (2Mn.05)Say the number names 0 to 10, forwards and backwards (2Mn.01)Count up to 10 things that cannot be touched (2Mn.06)Say which number comes before or after; use ‘one more than’ and ‘one less than’ (2Mn.02)Arrange numerals 0 to 10 in order (2Mn.03)Find one more or one fewer (2Mn.09)Use ordinal numbers from 1st to 10th (2Mn.04)Recall the days of the week and use language to express relationships between days and to sequence events (2Ms.13)Show awareness of the purpose of clock times (2Ms.14)Read most o’clock times on an analogue clock (2Ms.15) |  |  |  |

**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: Working and playing together

|  | **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 an outdoor play area to play together. | **Opportunities and learning statements with close links to the theme** |
| Listen to a story about playing a game and respond to simple questions (2CL.ESLc.04, 2CL.ESLc.08)Explore the language in the game story, including prepositions of place (2CL.ESLc.02, 2CL.ESLc.07, 2CL.ESLc.22, 2CL.ESLc.27)Follow instructions to play a game from the game story, and use language from the story (2CL.ESLc.05, 2CL.ESLc.06)Answer and ask questions about the location of toys, including in a game of hide and seek (2CL.ESLc.01, 2CL.ESLc.16, 2CL.ESLc.27, 2CL.ESLc.28)Talk about pictures of playground games and activities they enjoy, beginning to use intonation to make the meaning clear (2CL.ESLc.14, 2CL.ESLc.31, 2CL.ESLc.32)Use and understand relevant phrases while playing different games (2CL.ESLc.11, 2CL.ESLc.13, 2CL.ESLc.15)Act out a rhyme about games, talking about what they are doing (2CL.ESLc.03, 2CL.ESLc.09, 2CL.ESLc.25)Show understanding of simple words for body parts by writing labels for a picture (2CL.ESLc.14, 2CL.ESLc.39)Perform an action rhyme as a group and talk about who they are performing with (2CL.ESLc.18, 2CL.ESLc.32, 2CL.ESLc.29)Join in with physical challenges together, talking about their abilities, taking turns to speak and recording their results (2CL.ESLc.02, 2CL.ESLc.17, 2CL.ESLc.21, 2CL.ESLc.41) | Develop dances in small groups, matching movements to the music (2CEda.04, 2CEda.05)Enjoy listening and talking about music together (2CEm.02, 2CEm.04)Make music together by improvising with instruments (2CEm.08, 2CEm.15, 2CEm.16)Make a shaker and use it in a group to accompany a piece of music (2CEm.03, 2CEa.08)Create a painting in response to group talk about imaginary places in stories and pictures (2CEa.02, 2CEa.04)In groups, create puppets, exchanging ideas with their peers (2CEa.01, 2CEa.07)In groups, use their puppets to develop and perform a puppet show, including sound effects or music (2CEdr.03, 2CEm.13, 2CEdr.04) |  | Explore new activities together in a play area (2PS.07)Put on sunblock and appropriate clothing for playing together outside (2PS.23)Try out different items of play equipment with peers (2PS.12)Share ideas with peers about indoor activities (2PS.15)In a group dance activity, listen to others’ ideas and respond constructively (2PS.09)Practise playing games cooperatively; talk about how we make play fair and enjoyable for everyone (2PS.10, 2PS.18)Share with peers information about imaginary places they like from stories and videos (2PS.14) | Talk about their outdoor play with others, including what they do away from school; talk about their own and others’ movements during outdoor play (2PD.11, 2PD.15)As a group, visit an outdoor play area, including talking about how to enjoy the area safely (2PD.02, 2PD.05, 2PD.16)Try different ball games, talking about their movements and any improvements they could make (2PD.04, 2PD.12)Take part in cooperative and competitive group games (2PD.13)Make suggestions for resolving problems with others during play (2PS.17) | Describe outdoor play areas where they like to play together (2UWp.07)In a group dance activity, explore how to make movements with different parts of the body (2UWs.04)As part of shared play, explore and describe how familiar objects move (2UWs.11)Take turns playing games on digital devices, handling them with care (2UWd.04, 2UWd.05)Take turns to program a toy to move, describing the toy’s movements (2UWs.11, 2Uwd.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.* |
|  |  | Recognise some properties that help us to identify shape names (2Ms.04)Use mathematical names for some common 2D and 3D shapes (2Ms.05)Sort objects into two or more groups, each with a different characteristic, and talk about their sorting (2Mh.02)Count up to at least 10 items, including counting out or taking a specified number of objects from a larger collection (2Mn.05)Begin to recognise, without counting, familiar patterns, arrangements and representations of numbers up to 10 (2Mn.16)Explore different ways to group up to 10 items (2Mn.13) |  |  | Explore and interact with digital devices (2UWd.03, 2UWd.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.*

### Block 4: Wonderful water

|  | **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** |
| Listen and respond to a non-fiction text about water, including exploring the meanings of words by looking at pictures (2CL.ESLc.14, 2CL.ESLc.34)Use the words *here* and *there* to point out the location of water features they have read about (2CL.ESLc.14, 2CL.ESLc.28)Play a game involving identifying written water-related words with the support of pictures; take turns when speaking (2CL.ESLc.02, 2CL.ESLc.33, 2CL.ESLc.36)Describe what is happening in the text about water; experimenting with the language they have heard (2CL.ESLc.03, 2CL.ESLc.10, 2CL.ESLc.25)Answer and ask simple questions about using water; talk about what they have learned (2CL.ESLc.08, 2CL.ESLc.11, 2CL.ESLc.12)Answer questions about how we can save water (2CL.ESLc.09)Talk about the sea animals in a mural, using *a* and *an*, and beginning to link simple words using *and* (2CL.ESLc.15, 2CL.ESLc.24, 2CL.ESLc.30)Listen and respond to a story about an animal that lives in water; describe the characters and a picture of the animal (2CL.ESLc.10, 2CL.ESLc.23, 2CL.ESLc.37, 2CL.ESLc.41)Respond to questions about the story (2CL.ESLc.04, 2CL.ESLc.07)Practise short dialogues based on the story using intonation to make their meaning clear (2CL.ESLc.15, 2CL.ESLc.32)Identify whether different animals live in water; explore non-fiction books about animals, handling the books with care and consideration (2CL.ESLc.08, 2CL.ESLc.35)Listen to and join in with a rhyme about an animal that lives in water (2CL.ESLc.05) | Sing a song about water, following the melody and pronouncing words clearly (2CEm.09)Mime everyday processes you can do with or in water (2CEdr.02)Explore mixing colours in water (2CEa.04)Sing a song about rain at different speeds (2CEm.10)Sing and perform actions to a rhyme about water (2CEm.08, 2CEda.02)Respond to an image of a pond by acting out the animals that live there (2CEa.02)Sing an action song in the voice of different water animals, (2CEm.13, 2CEda.02)Accompany a song about water by clapping and moving to the pulse (2CEm.11)Enact a story about frogs, speaking and moving like the characters (2CEdr.04)Talk about the different patterns on fish and design their own fish (2CEa.05)Make instruments that recreate the sound of waves, exploring how they can change the sounds; respond to the pulse of music using their instruments (2CEm.14, 2CEda.03, 2CEda.07)Make octopus puppets; discuss how they might improve their puppets (2CEa.10)Move their octopus puppets to the pulse of a song (2CEm.03)  |  | Show an understanding of the need to drink water regularly (2PS.20)Join in with a group activity about rain shelters, taking on different roles, paying attention to what others say and responding constructively (2PS.09)Carry out an experiment with puddles; talk about what didn’t work and try other things (2PS.04)Make and test a boat, sourcing the resources they need (2PS.12) | Manipulate tools such as straws and pipettes to move and mix coloured water (2PD.07)Explore different ways of moving like a frog; create their own movement patterns to tell a story about frogs (2PD.08, 2PD.09)Take part in competitive and cooperative fishing games (2PD.13) | Explore and describe a range of materials that can be used as rain shelters to keep toys dry (2UWs.08) Begin to consider the properties of materials when trying to find a waterproof material (2UWs.09)Compare a frog and a turtle, identifying visual similarities and differences (2UWs.07)Explore what happens when different objects are put in water (2UWs.12) |
| **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 take turns when speaking with others in short, simple exchanges (2CL.ESLc.02)Begin to use some simple grammatical structures for communication (2CL.ESLc.17) |  | Compare two groups of items, recognising differences between unequal groups and saying how many more and fewer there are (2Mn.08)Find how many there are in two groups by combining and counting them (2Mn.12)Begin to add numbers (where the answer is from 0 to 10), recognising addition as combining groups to find a total (2Mn.10)Begin to subtract numbers (in the range 0 to 10), recognising subtraction as taking objects away from a collection to find how many are left (2Mn.11)Copy and create simple repeating patterns of repeating units and say what would come next in the pattern (2Ms.09)Experiment with and talk about shapes and patterns, including using 2D shape tiles to create pictures and creating symmetrical images (2Ms.01) |  |  |  |

**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: Growing

|  | **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 outdoor locations to observe growing trees and flowers. | **Opportunities and learning statements with close links to the theme** |
| Show understanding of a story about healthy habits (2CL.ESLc.04, 2CL.ESLc.08, 2CL.ESLc.10)Retell the story, using simple grammatical structures; talk about when they do regular activities (2CL.ESLc.08, 2CL.ESLc.17, 2CL.ESLc.19, 2CL.ESLc.25, 2CL.ESLc.38)Respond to conversations about healthy foods, supported by pictures and objects (2CL.ESLc.01, 2CL.ESLc.11, 2CL.ESLc.14)Talk about their own healthy habits and preferences (2CL.ESLc.17, 2CL.ESLc.20, 2CL.ESLc.31)Respond to simple questions and instructions about healthy habits; complete signs about healthy habits (2CL.ESLc.03, 2CL.ESLc.06, 2CL.ESLc.36, 2CL.ESLc.41)Ask simple questions about a ‘Healthy me’ book; follow instructions to create their own book (2CL.ESLc.06, 2CL.ESLc.12, 2CL.ESLc.13, 2CL.ESLc.16)Join in with a rhyme about making a healthy breakfast with fruit; use simple words to describe fruit (2CL.ESLc.05, 2CL.ESLc.23)Talk about where fruits grow, taking turns to speak (2CL.ESLc.02)Listen to and show understanding of a story about picking vegetables (2CL.ESLc.37)Role-play the story about picking vegetables, using intonation and real and invented words (2CL.ESLc.32, 2CL.ESLc.33)Use *here* and *there* to respond to *Where is …?* questions about fruits and vegetables (2CL.ESLc.28)Ask and respond to simple questions in a vegetable art activity (2CL.ESLc.09, 2CL.ESLc.15, 2CL.ESLc.16, 2CL.ESLc.26)Play a game about fruits and vegetables, using *a* and *an*, and linking words using *and* (, 2CL.ESLc.24, 2CL.ESLc.30)Use *with* to talk about going to a market with another person (, 2CL.ESLc.07, 2CL.ESLc.18) | Sing and join in with actions for a song about planting seeds (2CEm.03, 2CEda.02)Act out a sprouting seed; sing and clap along to a song about a seed (2CEdr.02, 2CEm.08)Talk about the visual and tactile qualities of plants as a starting point for artwork ideas (2CEa.05)Talk about examples of flower art; create their own flower art for a collaborative display (2CEa.01, 2CEa.03, 2CEa.09)Work in small groups to develop sounds and movements to represent a field of flowers (2CEm.14, 2CEda.05)Create faces on sandwiches using vegetables; share their designs with others and respond to others’ work (2CEa.07)Identify large outdoor structures made of wood, and talk about how the designs match their purpose (2CEa.06) |  | Remember and carry out two-stage instructions to plant a seed in a bag (2PS.01)Understand the importance of washing their hands before eating fruit (2PS.22)Practise using a knife safely and washing fruit before preparing it (2PS.23)Show some understanding of how to maintain good health (2PS.21) | Talk about their own and others’ movements to represent a field of flowers (2PD.11)Negotiate space successfully and safely when exploring trees outdoors (2PD.02)Explore how the movements of babies and older children differ, showing respect for others during the activity (2PD.01, 2PD.14) | Plant and care for seeds, knowing that they need light and water to survive (2UWs.02)Explore and describe sprouting seeds (2UWs.01)Use their senses to explore fruit, linking the senses to body parts (2UWs.05)Talk about the fruit they like and dislike and understand that others can have different opinions (2UWp.02)Begin to talk about how a varied diet can help humans to grow (2UWs.06)Suggest instructions for creating a face on a sandwich using vegetables (2UWd.10)Identify objects made out of wood and begin to recognise the difference between an object and a material (2UWs.10)Recognise that all adults were once babies and children, and talk about how adults’ childhood experiences may have been different from their own (2UWp.06)Show an understanding of past, present and future when talking about how our movements change as we grow (2UWp.04) |
| **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.* |
|  |  | Use everyday language to talk about how 2D and 3D shapes are similar to and different from shapes in the environment (2Ms.02)Identify shapes that are similar or different and describe how they are similar or different (2Ms.03)Use mathematical names for some common 2D and 3D shapes (2Ms.05)Recognise some properties that help us to identify shape names (2Ms.04)Identify and describe similarities and differences in the characteristics of objects including those linked to counting (2Mh.01)Sort objects into two or more groups, each with a different characteristic, and talk about their sorting (2Mh.02)Begin to answer questions by representing data using ‘object graphs’ (2Mh.03)Begin to answer questions by recording, organising and representing data using pictures and in simple lists and tables (2Mh.04) |  |  |  |

**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 6: The living world

|  | **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 story about a marine animal, including using pictures to show understanding of simple words (2CL.ESLc.14, 2CL.ESLc.34)Listen again to the marine animal story, filling in gaps and answering questions about the story; describe the characters and make comparisons between the characters and themselves (2CL.ESLc.06, 2CL.ESLc.10, 2CL.ESLc.21, 2CL.ESLc.37)Talk about activities in the marine animal story and make comparisons with the activities that they like (2CL.ESLc.01, 2CL.ESLc.02, 2CL.ESLc.31)Talk about the appearance of different marine animals (2CL.ESLc.02, 2CL.ESLc.07, 2CL.ESLc.09)Communicate while collaborating on a picture of a marine animal (2CL.ESLc.15,)Play ‘I Spy’ with representations of marine animals, using *here* and *there* to say where they are (2CL.ESLc.08, 2CL.ESLc.14, 2CL.ESLc.28)Respond to questions about how different animals move; join in with a song about animal movements (2CL.ESLc.05, 2CL.ESLc.09, 2CL.ESLc.11)Perform the animal song, following instructions for movements and experimenting with the language they hear (2CL.ESLc.03, 2CL.ESLc.06)Play ‘Hide and Seek’ with animal flashcards, using *on*, *in*, and *at* to say where the flashcards are located (2CL.ESLc.16, 2CL.ESLc.27)Describe rainforest pictures, using *and* to link words (2CL.ESLc.23, 2CL.ESLc.24)Re-tell a story about an animal, using real and invented words (2CL.ESLc.33)Make an animal poster, incorporating some simple written words; talk about their poster (2CL.ESLc.17, 2CL.ESLc.26, 2CL.ESLc.39) | Act out a day in the life of different animals (2CEdr.02)Explore and talk about images and toys representing real and imaginary animals; work collaboratively to create their own imaginary animals (2CEa.02, 2CEa.05)Relate animal sounds to images using reasoning and abstract thought (2CEm.05)Work in small groups to develop dances to represent different animals; begin to give and receive supportive feedback (2CEda.05, 2CEda.06)Collaborate to make day and night scenes, and deciding how to add animals to the scenes (2CEa.09, 2CEa.10)Create finger hole puppets to use to accompany an animal song (2CEa.08, 2CEm.09, 2CEdr.04)Talk about their favourite animal songs; experiment with singing the songs at different speeds and improvising with different instruments and words (2CEm.07, 2CEm.02, 2CEm.15)Create an animal hat inspired by images they have seen (2CEa.01) |  | Talk confidently in a familiar group about their favourite animals (2PS.14, 2PS.15)Control their emotions and behaviours when playing a competitive game about animals (2PS.24)Join in with a group game involving hiding and finding toy animals; take on different roles and decide when to ask for help (2PS.01, 2PS.09, 2PS.13) | Attempt to climb like different animals (2PD.03, 2PD.05)Explore different ways of moving to represent animals (2PD.08) | Discuss how different animals use their body parts and senses (2UWs.05)Use an app on a digital device to play animal sounds, then record their own animal sounds (2UWd.02)Describe the animals you would see in two different environments; talk about the similarities and differences (2UWp.08)Recognise and talk about the Sun, Moon and stars (2UWs.15)Compare baby and adult animals, identifying similarities and differences (2UWs.07)Consider the properties of materials when choosing materials to make a nest (2UWs.09)interact with on-screen items to explore a website about animals (2UWd.03) |
| **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.* |
|  |  | Compare length, mass and capacity of pairs of items by direct comparison (2Ms.10) Describe comparisons of measures using familiar language (2Ms.11)Show awareness that the relative masses of objects and the relative capacities of containers are not always obvious by just looking at the object or container (2Ms.12)Find doubles up to double 5 using practical resources (2Mn.15)Begin to recognise, without counting, familiar patterns, arrangements and representations of numbers up to 10, using understanding of composing and decomposing (2Mn.16)Begin to notice which numbers of items can be placed in two equal groups (2Mn.14)Begin to recognise that when sharing collections of objects or whole objects, the more people there are to share between, the fewer or less each person will get (2Mn.17)Begin to use the language *half* and *quarter* in everyday contexts, recognising that one quarter is less than one half (2Mn.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.*

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