# EY2 long-term plan (English as a First 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 stories about family (2CL.FLEc.05, 2CL.FLEc.06, 2CL.FLEc.14, 2CL.FLEc.22, 2CL.FLEc.24, 2CL.FLEc.28)Make up a story/song about a family member, based on a story/song they have heard (2CL.FLEc.06)Respond to questions about their family and life at home (2CL.FLEc.08)Talk about what has happened, what is happening and what might happen next in a story about family (2CL.FLEc.13)Read the body language of friends and family members and respond appropriately (2CL.FLEc.09) Retell stories about family (2CL.FLEc.10)  | 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.* |
| Recognise and join in with formulaic phrases that are repeated in stories (2CL.FLEc.30)Try to write their name or a simple label or caption (2CL.FLEc.34) Notice and respond appropriately to different sounds in school (2CL.FLEc.04)Recognise that a sentence is made up of a number of words that mean something when read in the correct order (2CL.FLEc.26)Re-read short sentences with some fluency (2CL.FLEc.27) |  | 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** |
|  | Build a model bedroom, focusing on the visual and tactile qualities; discuss and make considered changes (2CEa.05, 2CEa.10)Relate sounds to different rooms; explore loud and quiet sounds in houses (2CEm.05, 2CEm.13)Talk about buildings, then plan and create a model (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)Respond to the sounds of building tools; in groups, imitate the sounds and movements (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.* |
| Listen with enjoyment to stories and rhymes, and talk about the text and pictures (2CL.FLEc.01, 2CL.FLEc.02, 2CL.FLEc.06, 2CL.FLEc.28, 2CL.FLEc.31)Use talk to find out more (2CL.FLEc.11, 2CL.FLEc.17)Follow two-step instructions (2CL.FLEc.07)Share past, present and future experiences (2CL.FLEc.18)Try to write captions (2CL.FLEc.34) Notice and respond to sounds (2CL.FLEc.04)Use and read body language (2CL.FLEc.09, 2CL.FLEc.22) Use language to explore imaginary situations (2CL.FLEc.10, 2CL.FLEc.21)Talk about their experiences (2CL.FLEc.12)Express their preferences and feelings (2CL.FLEc.19)Use language influenced by printed texts (2CL.FLEc.20)Handle books with care; notice how different books look different (2CL.FLEc.25, 2CL.FLEc.29) |  | 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 people working together to solve a problem; respond to questions, predicting what will happen next; share their own related experiences (2CL.FLEc.08, 2CL.FLEc.31)Discuss the problem-solving story with others and then retell the story (2CL.FLEc.01, 2CL.FLEc.32)Use talk to find out more information about items related to the problem-solving story (2CL.FLEc.11)Talk about how they can solve different problems, using language from the problem-solving story (2CL.FLEc.03, 2CL.FLEc.11, 2CL.FLEc.21)Examine and recreate a sentence from the problem-solving story; read out the sentence with expression (2CL.FLEc.21, 2CL.FLEc.26, 2CL.FLEc.27)Attempt to write about what they can do to solve problems (2CL.FLEc.34) | 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 and competitively; 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 they like (2UWp.07)In a group dance activity, explore how to make movements with different parts of the body (2UWs.04)As part of indoor play, explore and describe how familiar objects move (2UWs.11)Explore and interact with digital devices (2UWd.03, 2UWd.06)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.* |
| Answer questions about stories and talk about their own experiences relating to stories (2CL.FLEc.08, 2CL.FLEc.12)Explore the sounds and meanings of new words they encounter in stories (2CL.FLEc.14, 2CL.FLEc.20)Retell a story they have listened to (2CL.FLEc.10, 2CL.FLEc.32)Listen to a story and comment on what they see and hear (2CL.FLEc.03, 2CL.FLEc.05)Contribute to a discussion about likes and dislikes (2CL.FLEc.17, 2CL.FLEc.19)Talk with others about their own experiences, and to clarify their own ideas (2CL.FLEc.11, 2CL.FLEc.18)Respond appropriately to sounds, using non-verbal communication alongside verbal communication (2CL.FLEc.04, 2CL.FLEc.05, 2CL.FLEc.22)Explore the features of a recipe and follow its instructions (2CL.FLEc.07, 2CL.FLEc.29) |  | 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) |  |  |  |

**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 to and explore a non-fiction text about sharks, recognising the relationship between text and images on the page (2CL.FLEc.05, 2CL.FLEc.28, 2CL.FLEc.29)Work together to carry out an activity about sharks; speak to and listen to others during the activity (2CL.FLEc.02, 2CL.FLEc.16)Attempt to write a label for a shark they have drawn (2CL.FLEc.33, 2CL.FLEc.34)Talk about their favourite shark and why they like it; attempt to write a caption about their favourite shark (2CL.FLEc.19, 2CL.FLEc.34)Find out more information about sharks by looking at books and talking about them (2CL.FLEc.11, 2CL.FLEc.25)Imagine swimming deep in the sea and describe what they can see, using vocabulary from resources they have encountered (2CL.FLEc.10, 2CL.FLEc.20) | 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.* |
| Enjoy listening to and responding to stories and poems (2CL.FLEc.06, 2CL.FLEc.05)Recognise and join in with formulaic phrases in stories (2CL.FLEc.30)Answer questions about a story, including predicting what will happen next (2CL.FLEc.31)Re-tell a story using full sentences (2CL.FLEc.32)Contribute to a group discussion about the sounds and meanings of new words they have heard (2CL.FLEc.14, 2CL.FLEc.17)Follow instructions, asking questions to clarify the instructions where needed (2CL.FLEc.07)Initiate and continue conversation with others during role-play (2CL.FLEc.23)Re-read individual sentences with some fluency (2CL.FLEc.27) |  | 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** |
|  | 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 their movements are changing as they 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.* |
| Listen to stories; contribute to discussions about them responding with relevant comments and questions (2CL.FLEc.05, 2CL.FLEc.17)Experiment with language from stories (2CL.FLEc.03)Recognise and respond appropriately to sounds in school (2CL.FLEc.04)Talk about the relationship between text and images in a story, and listen to others’ ideas (2CL.FLEc.01, 2CL.FLEc.28)Retell a simple story including using some written text and attributing meaning to it (2CL.FLEc.32, 2CL.FLEc.33)Use language to communicate with one another while exploring an imaginary situation based on a story (2CL.FLEc.10, 2CL.FLEc.23)Join in with an action song (2CL.FLEc.06, 2CL.FLEc.22) Use verbal sentences to retell a story (2CL.FLEc.26, 2CL.FLEc.27)Handle books with care and consideration (2CL.FLEc.25)Use talk to find out more information and to clarify ideas (2CL.FLEc.11)Use vocabulary and forms of speech that are influenced by their experiences of printed texts (2CL.FLEc.20)Respond to instructions with at least two stages (2CL.FLEc.07)Respond to questions about their home experiences (2CL.FLEc.08)Recognise some ways in which texts for different purposes look different (2CL.FLEc.29)Talk about their own experiences with familiar people (2CL.FLEc.15, 2CL.FLEc.18) |  | 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 anddifferences 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.*For example:Visit from an adult to talk about fixing, recycling and/or reusing items. | **Opportunities and learning statements with close links to the theme** |
| Listen to a story about looking after our world (e.g. a fisherman finding rubbish in the sea), recognising the relationship between text and images and describing the events in the story and predict what might happen (2CL.FLEc.13, 2CL.FLEc.28, 2CL.FLEc.31)Recognise sentences in the story (2CL.FLEc.26)Retell the story recognising key elements and using full sentences (2CL.FLEc.32)Talk about what we throw away; create a collage using rubbish and attempt to write their name or a label on it (2CL.FLEc.12, 2CL.FLEc.34)Listen to a visitor talk about fixing, recycling and/or reusing items; respond to questions about their own related experiences (2CL.FLEc.01, 2CL.FLEc.08)Join in with a song about fishing; experiment with the language they hear in the song (2CL.FLEc.03, 2CL.FLEc.06)Initiate and continue conversation with others while setting up and playing a fishing game (2CL.FLEc.23)Work together to make a fishing boat and talk about an imaginary sea journey; listen and respond to others’ ideas (2CL.FLEc.01, 2CL.FLEc.02, 2CL.FLEc.10)Read an information text about the sea and talk about what they learn; explore the sounds and meanings of new words (2CL.FLEc.11, 2CL.FLEc.14)Revisit the information text about the sea, joining in with formulaic phrases and re-reading individual sentences (2CL.FLEc.27, 2CL.FLEc.30)Share in a group something they know about the sea, (2CL.FLEc.15, 2CL.FLEc.16)Create an artwork of their favourite sea creature and attempt to write a caption for it (2CL.FLEc.34)Complete an explorer’s log sheet for an imaginary underwater adventure, attempting to write words and attributing meaning to what they have written (2CL.FLEc.33, 2CL.FLEc.34) | 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)Self-regulate 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.*

We are committed to making our documents accessible in accordance with the WCAG 2.2 Standard. We are always looking to improve the accessibility of our documents. If you find any problems or think we are not meeting accessibility requirements, contact us at info@cambridgeinternational.org with the subject heading: Digital accessibility. If you need this document in a different format, send us an email with your name and requirements and we will respond within 15 working days.