# EY3 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: Places near and far

|  | **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. | **Opportunities and learning statements with close links to the theme** | | | | | |
| Listen to and talk about a story about an umbrella tree (3CL.ESLc.02, 3CL.ESLc.04, 3CL.ESLc.11, 3CL.ESLc.34, 3CL.ESLc.36)  Describe locations of animals (3CL.ESLc.07, 3CL.ESLc.28)  Rearrange pages of a story about communities to match what they hear; retell the story (3CL.ESLc.35, 3CL.ESLc.37)  Describe animals (3CL.ESLc.06, 3CL.ESLc.17)  Talk about jobs in the school; write job names (3CL.ESLc.08, 3CL.ESLc.22, 3CL.ESLc.40)  Join in with the ‘What Is My Job?’ song and use language from it (3CL.ESLc.03, 3CL.ESLc.05)  Describe school helper jobs for others to identify (3CL.ESLc.02, 3CL.ESLc.07, 3CL.ESLc.14)  Describe the characters and events in a story about community (3CL.ESLc.10)  Role-play jobs in the community (3CL.ESLc.15) | Work in pairs or small groups to create a flag for their classroom community (3CEa.05, 3CEa.08)  Explore patterned fabrics from different cultures then create their own patterned scarves (3CEa.03, 3CEa.08)  Explore different ways of making clothes, such as knitting, crochet and sewing (3CEa.04)  Describe a piece of traditional music and tap along to the rhythm (3CEm.05, 3CEm.12)  Listen and talk to a visiting musician; handle instruments and practise a vocal warm up (3CEm.01, 3CEm.17)  Identify instruments in traditional music; explore a variety of ways to move to the music (3CEm.04, 3CEda.03)  Choose a puppet to use to act out a character from a traditional story from another country; choose or create props for the story (3CEdr.04, 3CEdr.05) |  | View and discuss a slideshow about different communities; identify similarities and differences between their own community and the different communities they are being shown (3PS.28)  Safely and independently prepare food for a class festival (3PS.25, 3PS.27)  Use the traditional coil technique to make a pot from clay, persevering when it becomes challenging (3PS.08)  Choose a group of peers and play collaborative games with them (3PS.10, 3PS.12) | Explore different ways to move to traditional music (3PD.08)  Follow movement instructions in a game with friends (3PD.10)  Make a traditional friendship bracelet by stringing together beads, displaying increased control and hand-eye coordination (3PD.07) | Log on to a digital device using a password; use an online, interactive map to find their school and a school in another community (3UWd.01, 3UWd.08)  Talk about their own experiences of festivals; compare their experiences with their peers (3UWp.01, 3UWp.02)  Identify and discuss the different communities that they belong to (3UWp.03)  Notice the changes in clay throughout the process of creating a traditional clay pot (3UWs.09) |
| **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.* | | | | | |
| Talk about their own and others’ possessions (3CL.ESLc.27)  Talk about their own and others’ likes and dislikes; ask and respond to questions (3CL.ESLc.09, 3CL.ESLc.13, 3CL.ESLc.14, 3CL.ESLc.31)  Talk about activities they like and dislike; write a short sentence about an activity they like (3CL.ESLc.01, 3CL.ESLc.26, 3CL.ESLc.31, 3CL.ESLc.32, 3CL.ESLc.39) |  | Recognise and apply number patterns, including counting on and back in 1s (3Mn.01)  Recognise and use ordinal numbers from 1st to 10th (3Mn.03)  Read numerals 0 to at least 20 (3Mn.06)  Count up to at least 20 items; recognise that the number stays the same even when the objects are rearranged (3Mn.04)  Estimate the number of objects or people (up to 20), recognising the purpose of estimating (3Mn.05)  Recognise counting on as an addition strategy and start to recognise that counting on from the larger number is more efficient (3Mn.07)  Recognise counting back from the larger number, and finding the difference, as subtraction strategies (3Mn.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: Farms and being outside

|  | **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:  Plant hunt.  Bug hunt. | **Opportunities and learning statements with close links to the theme** | | | | | |
|  | Draw the bugs found on a bug hunt (3CEa.01)  Design and create animal masks; comment on their own and other’s masks with suggestions for improvement (3CEa.09, 3CEa.06)  Sing ‘Old Macdonald had a farm’, including the animal sounds; develop a similar song with different animals and sounds (3CEm.14, 3CEm.09)  Pretend to be ants; sing ‘The ants go marching home’ at different speeds, following a pulse (3CEdr.04, 3CEm.11)  Clap hands and tap along to the ‘Drink more water’ song (3CEm.12)  Create different movement patterns to music in a barnyard dance (3CEda.04)  Work in groups to develop, practise and perform a dance to represent a growing plant (3CEda.05) |  | Follow a sequence of instructions to create and then store animal masks (3PS.01)  Safely prepare chunks of fruit for fruit kebabs; discuss the choices the children made for their assembled fruit kebab (3PS.25, 3PS.06)  Join in with a group discussion and share knowledge of what grows on a farm (3PS.07)  Borrow or share their animal masks or portraits with others; take turns to wear the mask or portrait while dancing (3PS.11)  Discuss why people need water and come up with ideas to help remember to drink water regularly (3PS.21)  Create a healthy meal on a paper plate; share the finished artwork with the group and explain their choices (3PS.22, 3PS.23, 3PS.06) | Show secure balance skills by walking around a large spider web without stepping off the lines (3PD.03)  Participate in a barn dance, exploring a variety of movements (3PD.08) | Sample and compare vegetables; describe the look, texture and taste of the vegetables (3UWs.01)  Identify and label parts of a plant; participate in a plant hunt and then discuss the features of the different plants they found (3UWs.01, 3UWs.02)  Examine and plant different seeds; discuss how to care for the growing seedlings (3UWs.01, 3UWs.03)  Discuss and identify living and not-living things; recognise that all animals need air, water and food to survive and grow (3UWs.06, 3UWs.05) |
| **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 and respond to a poem; describe the main points in the poem (3CL.ESLc.05, 3CL.ESLc.10)  Follow instructions to make an origami hat; show understanding of colour words (3CL.ESLc.06, 3CL.ESLc.14)  Ask questions about and describe locations of objects (3CL.ESLc.28, 3CL.ESLc.32)  Revisit and answer questions about a poem (3CL.ESLc.36)  Take turns when speaking with others (3CL.ESLc.02)  Show understanding by following actions described in a chant (3CL.ESLc.14)  Express ideas about what they want to make, then talk about the item they have made (3CL.ESLc.24, 3CL.ESLc.27)  Talk about time and what they do at different times of day(3CL.ESLc.19, 3CL.ESLc.20)  Join in with a rhyme, using more words and replicating pronunciation and intonation (3CL.ESLc.03, 3CL.ESLc.05)  Listen to a story about time and daily routines; talk about the events in the story, comparing them to their own daily routines (3CL.ESLc.01, 3CL.ESLc.04, 3CL.ESLc.10, 3CL.ESLc.20)  Show understanding of the main point of short, simple talk (3CL.ESLc.11)  Recognise the relationship between the story text and images (3CL.ESLc.35)  Write their name and labels on a picture they have made (3CL.ESLc.40) |  | Use familiar language to describe comparisons of two or more lengths, masses or capacities (3Ms.13)  Compare two or more lengths using direct comparison and cubes (3Ms.10)  Compare two or more masses and capacities using direct comparison and a range of different non-standard units (3Ms.10)  Read and write numerals 0 to at least 20 (3Mn.06)  Count up to at least 20 items (such as all the 2D shapes in a collection with fewer than 5 sides); recognise that the number of counted objects stays the same even when the objects are rearranged (3Mn.04)  Compare and order specified numbers in the range 0 to 20 (3Mn.02)  Recognise money used in local currency (3Mn.18)  Recognise and use ordinal numbers from 1st to 10th (3Mn.03)  Choose appropriate non-standard units to measure (3Ms.12)  Recognise that you need more smaller units than larger ones for the same measuring task (3Ms.11)  Start to show awareness of features of measuring instruments with scales (3Ms.14) |  |  |  |

**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: Caring for ourselves and the 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:  Community walk. | **Opportunities and learning statements with close links to the theme** | | | | | |
| Listen to a story about caring for friends; respond to the story with short, simple talk (3CL.ESLc.04, 3CL.ESLc.07, 3CL.ESLc.34)  Talk about the characters and events in the friend story, using key vocabulary and simple grammar structures; recreate scenes from the story (3CL.ESLc.10, 3CL.ESLc.30, 3CL.ESLc.31, 3CL.ESLc.33, 3CL.ESLc.35)  Describe the locations in the friend story; pretend to explore the locations, beginning to express their own ideas (3CL.ESLc.24, 3CL.ESLc.28)  Retell the friend story using story cards (3CL.ESLc.37, 3CL.ESLc.35)  Choose their favourite character in the friend story and talk about the character’s activities and likes and dislikes; role-play some exchanges between characters (3CL.ESLc.02, 3CL.ESLc.15, 3CL.ESLc.31, 3CL.ESLc.10)  Describe what is happening in the pictures in the friend story (3CL.ESLc.23, 3CL.ESLc.26)  Make a gift for someone, saying who it is for (3CL.ESLc.18)  Ask each other simple questions about their physical abilities (3CL.ESLc.16)  Listen to and re-tell a story about feelings; write simple words from the story and show understanding of them (3CL.ESLc.14, 3CL.ESLc.37, 3CL.ESLc.40)  Talk about their own abilities, using *and* to link simple words and phrases; ask *how* questions in response to others’ talk (3CL.ESLc.21, 3CL.ESLc.25, 3CL.ESLc.12) | Explore art made from recycled materials; create their own recycled art; display, celebrate and comment on each other’s work (3CEa.04, 3CEa.06, 3CEa.07, 3CEa.09)  Plan and create a group role-play based on the importance of clean water (3CEdr.03)  Take photos to record what they see during a community walk (3CEa.01)  As a group, sing the song *We’ve Got the Whole World* (3CEm.10)  Create a globe out of papier-mâché (3CEa.08) |  | Talk about ways to keep ourselves healthy, including making healthier food choices (3PS.22, 3PS.23)  Talk about why we need to drink water regularly (3PS.21)  Join in with a group discussion about how they care for their bedrooms/homes (3PS.07)  Try different ways to reuse resources in order to reduce waste (3PS.04)  Agree on and follow a set of safety guidelines for a community walk (3PS.25) | Take part in an exercise activity, following instructions and understanding how different movements help the body; talk about the importance of warming up and cooling down (3PD.10, 3PD.14, 3PD.17) | Identify ways to look after the school, the home and the environment; recognise that our actions can cause change to the environment (3UWp.07, 3UWp.11)  Recognise that animals need water to survive and grow (3UWs.05)  Draw a simple map of their community; talk about their map and what they can do to take care of their community (3UWp.08, 3UWp.09, 3UWp.10)  Use a computer to create a simple graph or chart to represent data collected from a community walk (3UWd.02, 3UWd.03)  Talk about the Earth, including the land and water (3UWs.17, 3UWs.18) |
| **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 and join in with a rhyme (3CL.ESLc.05)  Respond with simple words and phrases to short, simple questions about their own experiences (3CL.ESLc.01, 3CL.ESLc.08)  Experiment with the language and intonation they hear (3CL.ESLc.03)  Respond appropriately to simple instructions (3CL.ESLc.06)  Make themselves understood, including using simple grammatical structures (3CL.ESLc.15, 3CL.ESLc.17) |  | Recognise number pairs that total 10 (3Mn.12)  Regroup, compose and decompose numbers from 10 to 20 (3Mn.13)  Add and subtract whole numbers (where the answer is from 0 to 20) and talk about their strategies (3Mn.09)  Begin to use +, − and = symbols to record additions and subtractions (3Mn.11)  Recognise that estimating answers to additions and subtractions before calculating helps you to know whether your answer is sensible (3Mn.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 4: Then and now

|  | **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 grandparents to their share memories of their childhood. | **Opportunities and learning statements with close links to the theme** | | | | | |
|  | Respond to images of forms of transport from the past (3CEa.03)  Listen to and discuss pieces of music from the past (3CEm.01, 3CEm.02, 3CEm.05, 3CEm.08)  Perform a traditional dance to music, being careful to consider the space available (3CEda.02)  Choose props to use in a dance to their parents’ favourite music (3CEda.07) |  | Talk confidently to visiting grandparents including asking questions related to their childhoods (3PS.16)  Work independently to design and make a model vehicle from the present or past; talk about their design choices (3PS.06, 3PS.13)  Work in pairs to make and use a string telephone (3PS.10)  Take part in traditional board games, beginning to consider strategy and demonstrate problem-solving skills; display optimism and resilience when finding games challenging (3PS.03, 3PS.04, 3PS.05, 3PS.08) | Play traditional physical games, including some that use equipment (3PD.04, 3PD.01)  Take part in traditional party games, sharing in peers’ joy and success (3PD.14, 3PS.19) | Talk about their parents’ or grandparents’ experiences of childhood, including similarities and differences with their own experience (3UWp.02, 3UWp.06)  Talk about events that happened in the past and events that might happen in the future (3UWp.04)  Use computer to collect data about how people travelled in the past and how they travel now; create a simple bar chart to represent the data (3UWd.02, 3UWd.03, 3UWd.04)  Look at different types of telephones from the past and present, and discuss how sound travels (3UWs.15) |
| **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 and respond to a short story (3CL.ESLc.02, 3CL.ESLc.36)  Show understanding of new simple phrases and sentences encountered during play and respond appropriately (3CL.ESLc.01, 3CL.ESLc.07, 3CL.ESLc.13)  During a role-play, use some simple grammatical structures and show understanding of the main point of short, simple talk; incorporate writing as part of their role-play (3CL.ESLc.11, 3CL.ESLc.17, 3CL.ESLc.38)  Recognise the relationship between text and images in a story; show understanding of some simple words and phrases from the context; retell the story (3CL.ESLc.14, 3CL.ESLc.35, 3CL.ESLc.37)  Take turns when speaking with others; experiment with the language they hear, replicating the intonation of adults (3CL.ESLc.02, 3CL.ESLc.03)  Respond appropriately to instructions and short, simple *how* questions (3CL.ESLc.06, 3CL.ESLc.09)  Enjoy, listen and respond to a rhyme by joining in with repeated words and phrases (3CL.ESLc.05)  Use rehearsed phrases in pretend play situations (3CL.ESLc.15, 3CL.ESLc.33)  Listen attentively to a short, simple story; respond to the story with short relevant comments, using *a*, *an*, *the* for familiar objects and describing object locations (3CL.ESLc.04, 3CL.ESLc.28, 3CL.ESLc.30)  Describe the characters in a story; respond to short, simple *why* questions (3CL.ESLc.09, 3CL.ESLc.10)  Talk about their own possessions using simple sentences; apply some simple grammatical structures in their writing (3CL.ESLc.27, 3CL.ESLc.39)  Enjoy listening to a short, simple text and respond using simple words and phrases (3CL.ESLc.34)  Talk about what people are doing at the moment; write simple words and phrases to give factual information (3CL.ESLc.26, 3CL.ESLc.40)  Use intonation to make their meaning clear (3CL.ESLc.32) |  | Identify, describe and sort 3D shapes by their properties (3Ms.03)  Identify, describe and sort 2D shapes by their properties (3Ms.02)  Experiment with and talk about rotating shapes (3Ms.01)  Sort items with similar characteristics into two or more groups, including using their own criteria and using Venn and Carroll diagrams; talk about their sorting, including identifying any items that do not fit into any of their groups (3Mh.01)  Say whether a shape is 2D or 3D, and why (3Ms.04)  Begin to show awareness of when characteristics are mutually exclusive and when they are not (3Mh.02)  Use familiar language to describe sequences of items, including identifying errors in patterns of colour, shape or size (3Ms.09)  Recognise and apply number patterns in whole numbers in the range 0 to at least 20 (3Mn.01)  Use language to describe position and direction (3Ms.05)  Draw a plan of a simple arrangement of a small collection of objects (using pictures to represent the objects), and talk about how their plan matches their arrangement (3Ms.06)  Use language of direction to describe a route through the immediate environment, identifying suitable landmarks to support descriptions (3Ms.07)  Record a route through the immediate environment on a simple plan (3Ms.08) | Work together in a team game involving communication, showing appreciation and respect for others (3PS.09) | Move creatively to represent travelling by different forms of transport (3PD.08)  In teams, take turns to complete an obstacle course race while blindfolded, giving and following instructions (3PD.10, 3PD.11) |  |

**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: How things work

|  | **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 demonstrate playing electronic instruments. | **Opportunities and learning statements with close links to the theme** | | | | | |
|  | Explore the properties of clay through making a mosaic; comment on their own and others’ work (3CEa.06, 3CEa.08)  Explore the process of making papier mâché and apply it to their own artistic creations (3CEa.04, 3CEa.05)  Arrange their art and design in a display (3CEa.07)  Explore electronic instruments and the sounds they make (3CEm.04)  Describe and respond to pieces of music (3CEm.05, 3CEm.08, 3CEda.04) |  | Work effectively and safely as part of a group during a game to investigate forces (3PS.10, 3PS.25)  Join in with group discussion about sliding and rolling (3PS.07)  Try different strategies to investigate the speed of toy cars rolling down a ramp (3PS.04, 3PS.05)  Say what they find easy or more challenging about the investigation and identify strategies for overcoming challenges (3PS.14)  Take turns with others during a game using magnets (3PS.11)  Work independently during an activity to explore the properties of paper (3PS.27) | Show increased control, coordination and confidence in using apparatus for a ‘tug of war’ game (3PD.04)  Practise and become increasingly proficient at rolling a hoop (3PD.01)  Manipulate magnets as part of a game (3PD.07) | Explore and talk about how to make familiar objects move; describe pushes and pulls as *forces* (3UWs.11, 3UWs.12)  Sort common materials and describe their properties, including whether they are magnetic (3UWs.07, 3UWs.08, 3UWs.13)  Switch on a digital device, log on using a personal password, and say why passwords are useful (3UWd.01)  Open and save documents (3UWd.02)  Experiment with instructions for a programmable toy (3UWd.09, 3UWd.10) |
| **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 and join in with stories to show understanding of some details (3CL.ESLc.04, 3CL.ESLc.36, 3CL.ESLc.07)  Describe locations, characters and events in stories; retell a familiar story (3CL.ESLc.10, 3CL.ESLc.11, 3CL.ESLc.28, 3CL.ESLc.37)  Talk about their personal preferences (3CL.ESLc.20)  Ask *how* and *why* questions about a story (3CL.ESLc.12)  Talk about places shown on postcards, recognising the relationship between the images and the written messages (3CL.ESLc.02, 3CL.ESLc.23, 3CL.ESLc.35)  Listen and respond to a talk about a holiday (3CL.ESLc.01)  Attempt to write a postcard from an imaginary holiday (3CL.ESLc.09, 3CL.ESLc.18, 3CL.ESLc.19, 3CL.ESLc.22, 3CL.ESLc.38)  Work together to create a shipwreck scene and make up a story to accompany it (3CL.ESLc.06, 3CL.ESLc.07 3CL.ESLc.14, 3CL.ESLc.33)  Listen to and join in with a song; talk about things in the song (3CL.ESLc.05, 3CL.ESLc.07, 3CL.ESLc.14, 3CL.ESLc.29)  Create an artwork based on the song, incorporating simple writing; talk about their own and others’ artworks (3CL.ESLc.27, 3CL.ESLc.39)  Talk about what people are doing at the moment (3CL.ESLc.26)  Ask each other simple questions (3CL.ESLc.16)  Communicate in everyday situations and experiment with the language that they hear (3CL.ESLc.03, 3CL.ESLc.15) |  | Compare two or more lengths, masses and capacities using direct comparison and a range of different non-standard units (3Ms.10)  Use familiar language to describe comparisons of two or more lengths, masses or capacities (3Ms.13)  Begin to show awareness of features of measuring instruments with scales (3Ms.14)  Recognise that you need more smaller units than larger ones for the same measuring task (3Ms.11)  Choose appropriate non-standard units to measure (3Ms.12)  Describe data, using familiar language, to answer questions and discuss conclusions (3Mh.05)  Begin to recognise that you need to collect information to answer some questions (3Mh.03)  Record, organise and represent data using practical resources and drawings, lists and tables, block graphs and pictograms (3Mh.04)  Recognise and apply number patterns in whole numbers in the range 0 to at least 20, including counting on in 1s, 2s and 10s, counting back in 1s and 10s, recognising even and odd numbers as every other number when counting (3Mn.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.*

### Block 6: Space and the future

|  | **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:  End-of-year party. | **Opportunities and learning statements with close links to the theme** | | | | | |
| Listen to a story about the planets and respond to questions about it (3CL.ESLc.09, 3CL.ESLc.23, 3CL.ESLc.34)  Describe the planets and answer questions about them using language and understanding from the story (3CL.ESLc.10, 3CL.ESLc.33)  Revisit the space trip story, talking about the pictures and events (3CL.ESLc.35, 3CL.ESLc.36, 3CL.ESLc.37)  Play a game inspired by the space trip story, responding to simple instructions (3CL.ESLc.06, 3CL.ESLc.11, 3CL.ESLc.14, 3CL.ESLc.24)  Communicate with peers as they make model planets and a spaceship (3CL.ESLc.15, 3CL.ESLc.17, 3CL.ESLc.27, 3CL.ESLc.28,  Write labels for their planets and a description of their spaceship (3CL.ESLc.38, 3CL.ESLc.40)  Listen to and join in with a rhyme about aliens (3CL.ESLc.05)  Use alien finger puppets as props when joining in with the rhyme; talk about their finger puppets (3CL.ESLc.03, 3CL.ESLc.06, 3CL.ESLc.29)  Listen and respond to a story about an alien, taking turns to talk about what is happening (3CL.ESLc.02, 3CL.ESLc.07, 3CL.ESLc.26, 3CL.ESLc.34)  Explore key language from the alien story (3CL.ESLc.14, 3CL.ESLc.22, 3CL.ESLc.23)  Invent and talk about their own alien, including its likes and dislikes; attempt to write labels for their pictures (3CL.ESLc.21, 3CL.ESLc.23, 3CL.ESLc.31, 3CL.ESLc.40)  Pretending to be aliens, complete a message about themselves; talk about others’ messages (3CL.ESLc.16, 3CL.ESLc.18, 3CL.ESLc.20, 3CL.ESLc.25) | Join in with a song about stars (3CEm.10)  Pretend to be astronauts on a space journey, joining in with sound effects and vocalisation ideas (3CEm.14, 3CEdr.04)  Experiment to refine their own design for a spaceship (3CEa.10)  Discuss and respond to pictures of imaginary worlds (3CEa.02)  Make props for an imaginary world role-play, choosing which materials to use (3CEa.08, 3CEa.09, 3CEdr.05)  Plan and create a group role-play about imaginary worlds, using props (3CEdr.03, 3CEdr.04, 3CEdr.05)  Role-play potential future jobs (3CEdr.01)  Contribute ideas to a collaborative artwork representing their feelings towards starting a new school year (3CEa.05) |  | Join in with group discussion about space (3PS.07)  Work with a partner to act out being in space (3PS.11)  Work independently to plan, design and build their own spaceship (3PS.27)  Use past experiences of starting at your early years centre to help them manage their feelings about starting their next school year (3PS.26) | Pretend to move around a spaceship (3PD.02) | Watch and discuss a slideshow about the Earth and the Sun (3UWs.16, 3UWs.19)  Recognise the Sun as one of many stars (3UWs.20)  Carry out a timeline activity, showing an understanding of the past, present and future across their lives (3UWp.04)  Use simple data-handling software to create a pictogram showing their ideal future jobs (3Uwd.04)  In preparation for recording interviews about their futures, identify and talk about different recording devices (3Uwd.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.* | | | | | |
|  | Celebrate their achievements across the year by choosing items that reflect their achievements for a class display and having a party (3CEa.07) | Recognise that a half can be one of two equal parts of an object or shape or one of two equal parts of a collection of objects or quantity (3Mn.15)  Visualise and show understanding that two halves can be combined to make one whole (3Mn.17)  Find, using practical resources, one half of any even number of objects up to 20 (3Mn.16)  Recall doubles up to double 10 (3Mn.14)  Use units of time in everyday contexts, although not necessarily to express time durations (3Ms.15)  Recall the months of the year (3Ms.16)  Begin to read time to the hour and half hour from digital and analogue clocks (3Ms.17) | Say what they find easy or more challenging, identifying practical strategies for overcoming challenges (3PS.14)  Celebrate their own and peers’ successes from the past year (3PS.19) |  |  |

**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](mailto: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.