# EY3 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: 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 a story about a community coming together, responding with relevant comments and questions (3CL.FLEc.05)  Decide which strategies will help to clarify understanding of the community story (3CL.FLEc.22) | 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 words in a story, linking to words they already know and to their own experiences (3CL.FLEc.14, 3CL.FLEc.28, 3CL.FLEc.31)  Use language from the story (3CL.FLEc.03)  Recognise the purpose of parts of a book (3CL.FLEc.27)  Use expression and intonation when re-reading sentences (3CL.FLE.32)  Use language to describe making their own items inspired by a story (3CL.FLEc.10, 3CL.FLEc.12)  Write their own recipe (3CL.FLEc.34, 3CL.FLEc.37, 3CL.FLEc.38)  Follow along with the rhythm of a poem (3CL.FLEc.06, (3CL.FLEc.23)  Follow instructions to make a bubble painting; ask questions to clarify any steps (3CL.FLEc.07)  Listen to and discuss a recipe card (3CL.FLEc.21)  Recognise the purpose of different types of books and texts (3CL.FLEc.26) |  | 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** | | | | | |
| Listen to a rhyme about being outside and join in with the sounds; predict what might happen (3CL.FLEc.04, 3CL.FLEc.21, 3CL.FLEc.29)  Use language and puppets to re-tell a rhyme about being outside (3CL.FLEc.10, 3CL.FLEc.20) | 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 to a story; show understanding about what they hear and begin to make inferences (3CL.FLEc.13, 3CL.FLEc.21)  Find items that are safe to use in a game and justify their choices (3CL.FLEc.07, 3CL.FLEc.11)  Use non-verbal communication to express how characters might feel in different scenarios (3CL.FLEc.09, 3CL.FLEc.20)  Participate in a class discussion (3CL.FLEc.15, 3CL.FLEc.17)  Retell a story in their own writing (3CL.FLEc.30, 3CL.FLEc.36)  Listen to a non-fiction text and discuss the meaning of unfamiliar words (3CL.FLEc.21, 3CL.FLEc.28)  Use toys to demonstrate the meaning of new words they have learned; talk about what they are doing (3CL.FLEc.17, 3CL.FLEc.28)  Share their own experiences with the rest of the children (3CL.FLEc.14, 3CL.FLEc.31)  Listen to an adult visitor, ask the visitor questions and share their own experiences with them (3CL.FLEc.01, 3CL.FLEc.16)  Negotiate with other children and write receipts and reports (3CL.FLEc.15, 3CL.FLEc.38) |  | 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:  Visit from a gardener to talk about how he cares for plants. | **Opportunities and learning statements with close links to the theme** | | | | | |
| Listen to a story about caring for a flower; talk about what they learned from the story and about their own experiences of growing things (3CL.FLEc.05, 3CL.FLEc.31)  Practise re-reading sentences from the flower story using intonation and expression; attempt to write the sentences (3CL.FLEc.18, 3CL.FLEc.32, 3CL.FLEc.34)  Re-tell the flower story through role-play (3CL.FLEc.10, 3CL.FLEc.20)  Discuss the flower story, beginning to make inferences and offer reasons for them (3CL.FLEc.13, 3CL.FLEc.30)  Work in small groups to create a flower based on the flower story; listen to each other’s ideas, ask questions and negotiate plans (3CL.FLEc.15, 3CL.FLEc.12)  Attempt to write their own sentences using language from the flower story (3CL.FLEc.36, 3CL.FLEc.38)  Listen to a talk by a visiting gardener and respond appropriately (3CL.FLEc.01) | Explore art made from recycled materials; create their own recycled art, commenting on their own and others’ work; display their work in a class exhibition (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; make food choices that include healthier options (3PS.22, 3PS.23)  Talk about why we need to drink water; practise drinking 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; understand the importance of warming up and cooling down the body (3PD.10, 3PD.14, 3PD.17) | Identify ways to look after our homes, the early years setting and the environment; recognise that actions can cause change (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.* | | | | | |
| Clap along to the rhythm of a poem about a tree; try to recite some of the poem by heart (3CL.FLEc.06, 3CL.FLEc.23)  Use appropriate language and their existing knowledge to talk about different types of edible plants and where they grow (3CL.FLEc.11, 3CL.FLEc.17)  Attempt to read a non-fiction text about where plants grow, checking that the text makes sense to them as they read (3CL.FLEc.24, 3CL.FLEc.31)  Discuss the meaning of words they read in the plants text (3CL.FLEc.28)  Recognise that non-fiction books can be used to find answers to questions (3CL.FLEc.26) |  | 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 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 to and discuss a non-fiction book; recognise the purpose of parts of the book (3CL.FLEc.21, 3CL.FLEc.27)  Use a non-fiction book to find information and answer questions (3CL.FLEc.26)  Demonstrate effective communication in a group activity, applying elements of the language they hear to their own speech (3CL.FLEc.02, 3CL.FLEc.03)  Respond appropriately to a sequence of simple instructions (3CL.FLEc.07)  Speak audibly, accurately and coherently (3CL.FLEc.14)  Use appropriate language to express, organise and clarify ideas, giving reasons for their choices (3CL.FLEc.11)  Write about topics that interest them, including beginning to sequence sentences to form longer texts, and using some language and features which match the form and purpose of their writing (3CL.FLEc.37, 3CL.FLEc.38)  Respond to a poem by using a range of non-verbal communication techniques, and reciting some of it by heart (3CL.FLEc.06, 3CL.FLEc.19)  Use language to imagine being a character, using appropriate vocabulary to talk about themselves and their activities (3CL.FLEc.10, 3CL.FLEc.17)  Make predictions about a text, explaining their reasons and showing understanding of the opinions of others (3CL.FLEc.02, 3CL.FLEc.30)  Re-read sentences with some fluency; discuss the meaning of words they read, linking new meanings to those they already know (3CL.FLEc.25, 3CL.FLEc.28)  Use a range of strategies to support writing (3CL.FLEc.35)  In a class discussion, use appropriate vocabulary to express their opinions, feelings and ideas clearly (3CL.FLEc.15, 3CL.FLEc.17) |  | 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) |  |  |  |

**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; begin to 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)  Willingly 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.* | | | | | |
| Recognise and respond to a song (3CL.FLEc.04, 3CL.FLEc.06)  Play a game incorporating language from the song, asking for clarification when needed (3CL.FLEc.03, 3CL.FLEc.12)  Recite the song lyrics showing awareness of rhythm and accompanying them with actions (3CL.FLEc.19, 3CL.FLEc.23)  Explore different parts of a book, recognising their purposes (3CL.FLEc.26, 3CL.FLEc.27)  Write a fact card (3CL.FLEc.37, 3CL.FLEc.38)  Use language and non-verbal communication while creating and playing with an imaginary world (3CL.FLEc.09, 3CL.FLEc.10)  Listen to a text and predict the sentence ending on each page based on what has been read so far (3CL.FLEc.29)  Attempt to read a text independently or in a small group, sharing thoughts and checking understanding (3CL.FLEc.24, 3CL.FLEc.31)  Reread sentences with some fluency; suggest words to complete the sentences (3CL.FLEc.25)  Answer questions about their local community (3CL.FLEc.08)  Write about where they live, then read aloud and discuss what they have written (3CL.FLEc.33, 3CL.FLEc.36) |  | 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 and discuss a story about an astronaut; reread some of the sentences (3CL.FLEc.21, 3CL.FLEc.25)  Sequence pictures from the astronaut story and write captions for each picture (3CL.FLEc.11, 3CL.FLEc.37)  Write questions to ask an astronaut; listen and respond appropriately to an adult role-playing an astronaut (3CL.FLEc.01, 3CL.FLEc.34)  Listen to a longer version of the astronaut story, identifying the new sections; talk about which version they prefer and why (3CL.FLEc.12, 3CL.FLEc.13)  Talk about what they want to be when they are older; reflect this by incorporating writing into a design for a T-shirt; read their writing aloud and discuss it (3CL.FLEc.17, 3CL.FLEc.33)  Listen to and enjoy a poem about space (3CL.FLEc.06)  Recognise the purpose of different types of texts about space (3CL.FLEc.26)  Communicate during group work to build a model spaceship (3CL.FLEc.10, 3CL.FLEc.15, 3CL.FLEc.20) | 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.* | | | | | |
| Listen to and discuss non-fiction texts, linking to their own experiences (3CL.FLEc.08, 3CL.FLEc.31)  Reread sentences from a non-fiction texts, using expression and intonation and checking for sense (3CL.FLEc.24, 3CL.FLEc.32)  Talk to the class about the weather recorded over the week (3CL.FLEc.14)  Watch a weather forecast, then role-play presenting their own forecast (3CL.FLEc.03, 3CL.FLEc.19)  Listen attentively to explanations of weather monitoring equipment and ask relevant questions (3CL.FLEc.05) | 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.*

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