# Example EY1 Block 1 medium-term plan

This example medium-term plan develops Block 1 from the ‘EY1 long-term plan’. It also shows one way that the ideas in the Cambridge Early Years Teaching Resource might be combined with other activities to match the needs and interests of a particular group of children and ensure full development of all learning statements.

The following key is used to reference the Teaching Resource activities:

**CL** Communication and Language

**M** Mathematics

**LE** Let’s Explore

## Block 1: All about me

**Continuous provision enhancements and possible guided play ideas**

*This area includes some possible enhancements to your usual continuous provision that will help you to develop learning towards the learning statements for the block. It also includes some ideas about how you might guide child-initiated play in your continuous play areas.*

In home area:

* children’s family photos - ask children questions about themselves and their family as they look at the photos (1CLc.08, 1CLc.18)
* baby dolls, clothes and accessories – encourage children to relate their play with the dolls to their own experiences of being a baby and growing up (1UWs.05, 1UWp.05); encourage children to dress/undress the dolls for different purposes to help develop their fine motor skills (1PD.07, 1CLl.08, 1PS.28)
* ‘old-fashioned’ items (e.g. old mobile phone) and items relating to spiritual beliefs of children’s families – ask questions about the purpose of items and whether they have similar items in their own homes (1UWp.03, 1UWp.06, 1PS.31)

In role-play area:

* clothes with different designs, textures, colours, patterns etc., including from different cultures – comment on how the items look and feel as children are playing with them to prompt children’s own observations (1CEa.05)
* clothes and shoes with different fastenings (e.g. zips, buttons, buckles) – if children find the fastenings challenging, model fastening so children can copy (1PD.07, 1CLl.08)
* a variety ofmaterials for children to create their own outfits from – as children play, ask questions about the look and feel of the materials and outfits (1CEa.05, 1CEdr.01)

In art area:

* photos of famous people displayed next to portraits of them, photos of the children and mirrors – comment on the different representations of people; ask questions about any portraits the children create for themselves, including about features and their artistic processes (1CEa.06, 1CEa.07, 1CEa.08, 1Uws.04)
* fabric scraps with different textures, colours, patterns etc – as children use the fabrics in their art, prompt conversations about the look and feel of different fabrics and different materials (e.g. fabric and dried paint) (1CEa.05)

In water area:

* (from Week 3) fish and fishing nets – say ‘Once I caught a fish alive’ rhyme with children as they play (1Mn.01, 1Mn.10)

In library/reading area

* picture books about families, new baby brothers or sisters, and growing up – building on children’s own talk, ask questions to encourage children to make connections with their own lives
* recordings of action rhymes and number rhymes – model actions and representing the number sequence by raising fingers in time with the count

Introduce a counting corner (Week 5):

* containers in a range of sizes, paper/card/fabric counting mats, objects and pictures of individual items to count – model themes to connect the counting containers/mats with associated objects, e.g. toy cars on a paper road

### Week 1: Welcome to school

| **Resources** | **Teaching and learning related to Cambridge Teaching Resources** | **Other teaching and learning activities** |
| --- | --- | --- |
| **Activities with close links to the theme** | | |
| **CL** 1. Getting to know you  **LE** 1. My classroom: Hello song | Use language to meet and greet (1CLc.01, 1CLc.06)  Join in with songs to introduce themselves (1CEm.08) |  |
| **CL** 1. Getting to know you  **LE** 1. My classroom: Exploring the school | Move around the setting safely (1PD.02)  Talk about the setting (1UWp.07) |  |
| **LE** 2. My school | Create a representation of the setting (1CEa.07, 1CEa.08)  Keep the setting tidy (1UWp.10) | Respond to questions about objects, including using vocabulary related to size and colour (1CLc.08)  Ask questions about children’s pictures, modelling vocabulary to support their descriptions |
| **CL** 2. If you’re happy and you know it  Video of song ‘If you’re happy and you know it’. | Use language to describe own movements (1CLc.03, 1CLc.06) |  |
| None |  | Follow movement instructions (1CLc.07, 1PD.09)  Play ‘Simon Says’ game to consolidate and extend movement language introduced in CL 2 |
| **CL** 3. What makes me happy? | Talk about what makes them happy (1CLc.02, 1CLc.18) |  |
| **LE** 3. Playing together | Play cooperative games involving fine and gross motor skills (1PD.07 1PD.12)  Share ideas during cooperative games (1PS.09) |  |
| Name labels |  | Begin to recognise first name in context (1CLl.06)  In everyday activities, provide opportunities for:   * scribing children’s names with them watching * children beginning to relate their name to written labels (e.g. finding their labelled coat peg/artwork) |
| **Activities less closely related to the theme** | | |
| **M** 1. 1, 2, 3, 4, 5 | Join in with number rhymes and songs (1Mn.01)  Say the number names to ten (1Mn.02) |  |
| **M** 2. Finger numbers, one to five | Represent numbers using fingers (1Mn.10) |  |
| **M** 3. Five spiders | Join in with number rhymes and songs (1Mn.01)  Say the number names to ten (1Mn.02) |  |

### Week 2: Me

| **Resources** | **Teaching and learning related to Cambridge Teaching Resources** | **Other teaching and learning activities** |
| --- | --- | --- |
| **Activities with close links to the theme** | | |
| **LE** 1. Identifying feelings | Talk about own and others’ feelings (1PS.17, 1PS.18) | Look out for spontaneous teachable moments to ask children how they are feeling, or how their behaviour is influencing others |
| ‘Owl Babies’ by Martin Waddell and simplified wording |  | Listen and respond to texts (1CLc.22)  Talk about own and others’ feelings (1PS.17, 1PS.18)  Listen to the story and link the owls’ feelings to their own experiences and feelings |
| **LE** 2. My favourite toy | Consider others during play (1PS.10, 1PS.20) | Look out for spontaneous teachable moments to comment on and promote positive examples of considering others during play |
| **LE** 3. A picture of me | Create a self-portrait (1CEa.06, 1CEa.07, 1CEa.08, 1CEm.02) |  |
| Tablets (with drawing app) |  | Explore digital devices and software (1UWd.02)  Show children how to use the drawing app and invite them to use it to create another self-portrait  Show children how to take a selfie of themselves to display with their self-portraits |
| Name labels |  | Begin to recognise first name in context (CLl.06)  Begin to link sounds to letters in their first name (1CLl.02)  In everyday activities, provide opportunities for scribing children’s names, emphasising the initial sound and its relationship to the letters  Children identify the correct name label to attach to their self-portrait and other artworks |
| **CL** 1. Read aloud | Listen to text about senses and relate text to own body parts (1CLc.27)  Respond to instructions relating to body parts and senses (1CLc.07) |  |
| **CL** 2. Exploring new words | Use vocabulary for senses and related body parts (1CLc.14, 1CLc.15) |  |
| None |  | Follow movement instructions (1CLc.07, 1PD.09)  Use ‘Simon Says’ game from Week 1 to consolidate body part language introduced in CL 2 |
| **CL** 3. The senses game | Respond to instructions and questions about their senses (1CLc.07, 1CLc.16) |  |
| **Activities less closely related to the theme** | | |
| **M** 1. Spiders to 10 | Join in with number rhymes and songs (1Mn.01)  Say the number names to ten (1Mn.02) |  |
| **M** 2. Finger numbers, one to ten | Represent numbers using fingers (1Mn.10) |  |
| **M** 3. ‘One’ and ‘more than one’ | Say the number names to ten (1Mn.02)  Represent numbers using fingers (1Mn.10) |  |

### Week 3: My body

| **Resources** | **Teaching and learning related to Cambridge Teaching Resources** | **Other teaching and learning activities** |
| --- | --- | --- |
| **Activities with close links to the theme** | | |
| **LE** 1. Parts of the body (identifying body parts and movements) | Identify body parts (1Uws.04) | Use vocabulary for senses and related body parts (1CLc.14, 1CLc.15)  Use language to describe own movements (1CLc.03, 1CLc.06)  Link back to learning in Week 2 and Week 1 |
| **LE** 1. Parts of the body (growing up)  Photos of me growing up | Compare self with baby photo (1UWs.05, 1UWp.05)  Begin height chart to continue across the year (1UWs.05, 1UWp.05) | Also show photos of myself growing up and talk about changes. Encourage children to make basic predictions about their future height and looks  Thinking scientifically: making predictions about what they think will happen based on experiences |
| **LE** 2. Move your body | Move using different body parts (1PD.08, 1PD.10, 1PD.14)  Talk about own and others’ physical feelings (1PS.24) | Use language to describe own movements (1CLc.03, 1CLc.06)  Link back to learning Week 1 |
| **CL** 1. Revisit the text | Listen to text about senses: relate images to words in the text (1CLc.25, 1CLc.29) |  |
| **LE** 3. Looking after ourselves | Talk about and demonstrate self-care (1PS.22, 1PS.25, 1PS.26) | Talk about own and others’ physical feelings(1PS.24)  Look out for spontaneous teachable moments to ask children about their physical feelings and related needs |
| Paper, paint |  | Make hand-print design (1CEa.07, 1CEa.08)  Talk about and demonstrate self-care (1PS.26)  Children use different coloured paints to create and talk about handprint designs (to be taped together and used as display board backing paper). When washing hands, link back to learning from LE 3 |
| **CL** 3. Identifying sounds | Identify sounds in the setting (1CLc.04)  Respond to questions about objects, including using vocabulary related to size and colour (1CLc.18) |  |
| **Activities less closely related to the theme** | | |
| **M** 1. Once I caught a fish alive | Join in with number rhymes and songs (1Mn.01)  Represent numbers using fingers (1Mn.10) | Change tempo of singing (1CEm.11)  Challenge children to sing the numbers, and represent them on their fingers, increasingly more quickly. |
| **M** 2. Making fish | Say the number names to ten (1Mn.02) |  |
| **M** 3. Active numbers | Say the number names to ten (1Mn.02)  Represent numbers using fingers (1Mn.10) |  |
| **CL** 2. Our senses in nature  (On nature walk in woods) | Respond to questions about objects, including using vocabulary related to size and colour (1CLc.08, 1CLc.18)  Thinking scientifically:   * observing and exploring, including using given resources appropriately and safely. | Identify sounds in the setting (1CLc.04)  Talk about sounds as well as sights on the nature walk |
| Finds from nature walk, paper, glue, paint |  | Explore and talk about visual and tactile qualities of natural materials (1CEa.01, 1CEa.05)  Make images using a range of media (1CEa.08)  Respond to questions about objects, including using vocabulary related to size and colour (1CLc.18)  Use finds from nature walk to create and talk about artwork.  Attempt to write first name (1CLl.06)  Ask children to copy/mark-make their name on their artwork |

### Week 4: My clothes

| **Resources** | **Teaching and learning related to Cambridge Teaching Resources** | **Other teaching and learning activities** |
| --- | --- | --- |
| **Activities with close links to the theme** | | |
| **LE** 1. Let’s look at clothes | Talk about and demonstrate self-care (1PS.27)  Talk about and demonstrate taking responsibility for own actions (1PS.03) |  |
| Baby dolls and clothes, beads and string, nuts and bolts, padlocks and keys, jars and lids |  | Develop fine motor skills and hand-eye coordination (1CLl.08 and 1PD.07)  Children try a range of fine-motor activities |
| **LE** 2. Dressing up time  (Use after CL 1.and CL 2)  Parent visitors showing cultural clothes | Explore own and others’ clothing (1CEa.05, 1CEdr.01) | Respond to questions about objects, including using vocabulary related to size and colour (1CLc.08, 1CLc.18)  Link to CL 1.and CL 2, asking questions about colour |
| **LE** 3. Clothes and the weather | Talk about the weather and how it impacts them (1UWs.14, 1UWs.15)  Talk about and demonstrate self-care (1PS.28) |  |
| **Activities less closely related to the theme** | | |
| **M** 1. Counting mat: three objects | Count up to at least 5 items (1Mn.06) |  |
| **M** 2. Counting mat: five objects | Count up to at least 5 items (1Mn.06) |  |
| Small world humans and animals |  | Count up to at least 5 items (1Mn.06)  Count body parts of humans and other animals  Sort animals by their numbers of legs (2, 4, more than 4)  Thinking scientifically: sorting and grouping living things based on observations of the similarities and differences between them |
| **M** 3. Counting five different things | Count up to at least 5 items (1Mn.06) |  |
| **CL** 1. The colourful elephant | Listen and respond to texts (1CLc.11, 1CLc.22) |  |
| **CL** 2. Exploring key vocabulary and language | Follow instructions (1CLc.07)  Listen and respond in conversations, including using simple statements and questions (1CLc.16) | Talk about own and others’ feelings (1PS.17, 1PS.18)  Link back to learning about feelings in Week 2 |
| **CL** 3. Jigsaw puzzle | Listen and respond in conversations, including using simple statements and questions (1CLc.02)  Listen and respond to texts (1CLc.06) |  |

### Week 5: My friends and family

| **Resources** | **Teaching and learning related to Cambridge Teaching Resources** | **Other teaching and learning activities** |
| --- | --- | --- |
| **Activities with close links to the theme** | | |
| **LE** 1. My family and carers | Talk about own family (1UWp.01, 1UWp.02, 1UWp.03) |  |
| A range of sports equipment that children might have at home |  | Talk about own family (1UWp.02)  Share physical activities from home (1PD.14)  Children explain the movement games they play with their family, and play them together |
| **LE** 2. Family treasure hunt  Parent visitors, old family objects or objects relating to spiritual beliefs | Talk about family objects that relate to the past (1UWp.03, 1UWp.06)  Talk about family objects that relate to spiritual beliefs (1PS.31) |  |
| Music from home suggested by children and parents/carers |  | Listen and dance to music from home (1CEm.01,1CEda.02)  Children share favourite music from home, and dance together to it |
| **LE** 3. My friends | Talk about and demonstrate taking responsibility for own actions (1PS.04)  Consider others during play (1PS.29) | Look out for spontaneous teachable moments to comment on and promote positive examples of considering others during play |
| **CL** 1. Revisit the text | Name feelings and relate them to body language (1CLc.10)  Listen and respond to texts (1CLc.05) |  |
| **CL** 2. Let’s play | Use language to meet and greet (1CLc.01)  Name feelings (1CLc.17) | Talk about own and others’ feelings (1PS.17, 1PS.18)  Link back to learning about feelings in Week 2 |
| Tablets |  | Explore digital devices and software (1UWd.02)  Building on use of tablets in Week 2 encourage children to take selfies of themselves using facial expression to show different feelings |
| **Activities less closely related to the theme** | | |
| **M** 1. Introducing the ‘Counting corner’ | Count up to at least 5 items (1Mn.06)  Thinking mathematically:   * beginning to evaluate strategies for counting each item once and only once * beginning to identify a better approach. |  |
| **M** 2. The Grand Opening | Count up to at least 5 items (1Mn.06) |  |
| **M** 3. Puppet counting | Count up to at least 5 items (1Mn.06)  Thinking mathematically:   * beginning to evaluate strategies for counting each item once and only once * beginning to identify a better approach or solution (when commenting on the puppet’s mistakes). |  |
| **CL** 3. Emotion doodles | Speak text for an adult to scribe (1CLc.37)  Engage with books independently (1CLc.23) |  |
| Sand tray, water tray, paintbrushes and water pot |  | Develop control by making patterns (1CLl.09)  Encourage children to make emotion doodles outside, using a range of different media (e.g. by painting with water on walls/paving) |

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