



Example EY1 Block 1 Week 2 short-term plan

This short-term plan develops Block 1 Week 2 from the 'Example EY1 Block 1 medium-term plan'. It shows one way you could use the activity ideas in the Cambridge Early Years Teaching Resource and your own ideas together for one day of a weekly plan.

Block 1 Week 2: Me

Individual focuses across the week

Note: The abbreviations represent individual children.

MS, AB – encourage them to say when they need to use the toilet, so they can access adult support (1PS.22, 1PS.25)

JE, DC, TV – focus on language of meeting and greeting each morning (1CLc.01 from Week 1)

VI, EF, CH, AW – focus on tidying away after play (1UWp.10 from Week 1)

Monday

Learning statements

1CLc.22 Enjoy listening to different types of texts, responding to them through speech and action, for example, sharing a book with an adult and talking about the pictures and ideas

1PS.17 Be aware of their own feelings and rights, describing these to an adult.

Resources

- 'Owl Babies' by Martin Waddell, and simplified version of the text
- Owl sock puppets, other puppets and soft toys
- Teaching resource slideshow of children displaying emotions

Key vocabulary

mummy, baby, owl, tree, 'I want my mummy', sad, afraid, happy, excited, tired, angry

Activity 1: Whole class story time

Tell a simplified version of the story text, pointing to the image to reinforce key vocabulary. Encourage children to join in with the repetitive text 'I want my mummy' by using a sock puppet to represent Bill.

Questions:

- [(when on branch, and after mummy returns) How does Bill feel?
- How do you feel when you're waiting for your mummy?
- How do you feel when your mummy arrives?

Listen and observe: How well do children respond to the story? (1CLc.22) Are children able to talk about their own feelings? (1PS.17)

Support: If children find the story challenging, limit questioning to asking about how Bill feels, and repeat the story telling.

Activity 2: Small groups

Use Cambridge Early Years Teaching Resource Let's Explore '1 Identifying feelings, Children and emotions'.

Continuous provision and ideas for guided play

Role play area: After reading the story, share the book, puppets and soft toys to encourage children to explore the story and make up their own stories. Join in with play. In character, promote talk about feelings, e.g. I'm happy. Are you happy? ... How are you feeling? Why?

Listen and observe: Are children able to talk about feelings as well as actions? (1PS.17, 1CLc.22)

Spontaneous teachable moments

Look out for meaningful opportunities to ask children how they are feeling across the week.

Learning statements

1Mn.01 Join in number rhymes and songs and refer to numbers in practical activities.

1Mn.02 Say the number names in order to at least ten.

1Mn.10 Represent numbers, for example, using fingers, making marks, drawing pictures or attempting to write numerals.

Resources

- Illustrated number rhyme 'Ten spiders'
- 10 prepared spiders and web (see Week 1 Activity 3)
- two sets of toy spiders for continuous provision

Key vocabulary

six, seven, eight, nine, ten

Activity 3: Small groups

Use Cambridge Early Years Teaching Resource Mathematics, Block 2 Week 1 '1. Spiders to 10.

Continuous provision and ideas for guided play

Sand area and small world area: Include sets of 10 toy spiders. After children have heard the rhyme say it with children as they play with the toy spiders.

Art area: Display illustrated number rhyme and webs. Provide materials for making spiders. Say the spider rhyme with children as they play with the resources.

Spontaneous teachable moments

Look out for opportunities to practise the spider number rhyme counting from one to ten when the children line up or need to wait for something.

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