

Curriculum Plan - Spring Term 2023 - 3 and 4 Year Olds

Week	Seasonal / Theme	What we want our 3 and 4 olds to learn: <b>(Intent)</b>	Learning Opportunities that we provide and how we deliver that learning <b>(Implementation)</b>	Development Matters Area Focus
Weeks 1-3	→ Finding out about children's experiences of the Christmas and New Year celebrations (All about Me and my family)	<p><u>PSED – Self Regulation, Managing Self and Building Relationships</u></p> <ul style="list-style-type: none"> <li>→ Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. <b>(pg.51)</b></li> <li>→ Develop their sense of responsibility and membership of a community. <b>(pg.51)</b></li> <li>→ Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them.<b>(pg.52)</b></li> </ul> <p><u>Understanding the World</u></p> <ul style="list-style-type: none"> <li>→ Continue developing positive attitudes about the differences between people.</li> </ul> <p><u>Physical</u></p> <ul style="list-style-type: none"> <li>→ Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.<b>(pg.67)</b></li> </ul> <p><u>Expressive arts and design</u></p> <ul style="list-style-type: none"> <li>→ Create closed shapes with continuous lines and begin to use these shapes to represent objects</li> <li>→ Explore colour and colour mixing <b>(pg.121)</b></li> </ul>	<ul style="list-style-type: none"> <li>→ Welcome returning children</li> <li>→ Find out about children's experiences of the holidays, share photos during focus week.</li> <li>→ New child's stay and play sessions with parents, followed by 2 hour settling in sessions.</li> <li>→ Welcoming new children. Encourage returning children to introduce themselves to new peers. Share names, favourite things, our age etc.</li> <li>→ Encourage older children to act as 'buddies' for new children in their key group</li> <li>→ Talk about friends, how to be kind and considerate of others.</li> <li>→ Talk about routines, rules and boundaries in preschool for both returning and new children.</li> <li>→ Model how to use a free access environment, how to select chosen resources and put them away when they have finished.</li>   <li>→ Help children to learn each other's names, as they welcome new children. Adults to ensure that they are modelling the correct pronunciation and preferred names.</li>   <li>→ Encouraging independence in self care skills and dressing, model doing up zips, putting on gloves and hats</li>   <li>→ Offer free painting opportunities both during free play and small group time. Begin to introduce observational painting, encouraging children to represent objects. Talk to children about what they would like to paint, discuss ideas, shapes, colours etc that they would like to use.</li> </ul>	<p><b>PSED – Self Regulation, Managing Self and Building Relationships</b></p> <p><b>Physical - Self Care</b></p> <p><b>Expressive arts and design</b></p>

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Weeks 3-6	<ul style="list-style-type: none"> <li>→ Valentines day 14th Feb</li> <li>→ Farm trips to Bocketts on 10th and 20th Feb</li> <li>→ Pancake day (21st Feb)</li> </ul>	<p><u>UtW – Past and Present, People, Culture and Communities and The Natural World</u></p> <ul style="list-style-type: none"> <li>→ Understand the key features of the life cycle of a plant and an animal. <b>(pg. 104)</b></li> <li>→ Begin to understand the need to respect and care for the natural environment and all living things. <b>(pg. 104)</b></li> </ul> <p><u>Maths</u></p> <ul style="list-style-type: none"> <li>→ Say one number for each item in order: 1,2,3,4,5</li> <li>→ Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). (pg. 88)</li> <li>→ Experiment with their own symbols and marks as well as numerals.</li> <li>→ Compare quantities using language: 'more than', 'fewer than' (pg.89)</li> </ul> <p><u>Physical development</u></p> <ul style="list-style-type: none"> <li>→ Continue to develop their</li> </ul>	<ul style="list-style-type: none"> <li>→ Add in farm books to our core books and share during small group time - 'What the Ladybird Heard' for 3-4 year olds.</li> <li>→ Add in farm animal small world to accessible continuous provision</li> <li>→ Provide pictures of farm animals in classroom to prompt discussion</li> <li>→ Discussions with children about going to the farm with preschool, encourage children to contribute with their own experiences.</li> <li>→ Identify a variety of farm animals, matching adult animals to their young. Learn and understand the life cycle of a farm animal. Encouraging children to refer to books, wall displays and online resources. Support their investigations and extend their knowledge and ways of thinking.</li> <li>→ Make and explore a variety of different voice sounds – including animal sounds.</li> <li>→ 'Things that we love activity' Encourage children to think about the people, experiences and things that are important to them. Exploring paint, printing and patterns.</li> <li>→ Pancake tasting activity where we ask the children to vote on their favourite toppings. We will then get the children to create a visual representation of each vote using stickers so that they can count / estimate which was the most.</li> <li>→ We will creating games and providing opportunities for play both indoors and outdoors, to help support children to develop their core strength, stability, balance, spatial awareness, coordination and agility. Continue to explore a</li> </ul>	<p><b>Maths</b></p> <p><b>Understanding the World</b></p> <p><b>Physical</b></p>

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		<p>movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p> <ul style="list-style-type: none"> <li>→ Skip, hop, stand on one leg and hold a pose for a game like musical statues.</li> <li>→ Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width(pg.66)</li> </ul>	<p>variety of physical activities such as: climbing frame, bikes, tricycles, ball games, balancing activities. Talk about using these safely and confidently..</p> <ul style="list-style-type: none"> <li>→ Children will use the outdoor area daily for Physical Development where small apparatus such as wooden planks, tyres, balance boards and stilts are organised, displayed and available for children to use independently. Encourage the children to work together to build obstacle courses and arrange the blocks and planks for balancing.</li> <li>→ Staff will lead small group yoga sessions</li> <li>→ We will extend their learning by providing opportunities to play outdoors in larger areas by going on walks and trips to the playground</li> </ul>	
Weeks 7-9	→ Looking at the signs of Spring	<p><u>UtW – Past and Present, People, Culture and Communities and The Natural World</u></p> <ul style="list-style-type: none"> <li>→ Understand the key features of the life cycle of a plant and an animal. <b>(pg. 104)</b></li> <li>→ Use all their senses in hands-on exploration of natural materials. <b>(pg.103)</b></li> <li>→ Explore collections of materials with similar and/or different properties. <b>(pg.103)</b></li> <li>→ Talk about what they see, using a wide vocabulary. <b>(pg.103)</b></li> </ul>	<ul style="list-style-type: none"> <li>→ Encourage children to use photographs from the farm trip to tell their own stories</li> <li>→ Children draw from their imagination and from observations. Encourage children to draw farm animals that they have seen and begin to add details to their drawings by selecting interesting objects to draw. Point out key features by discussing them, for example, the plant has 4 leaves.</li> <li>→ Provide open-ended questions such as “I wonder what would happen if?” Talk about experiences from the farm trip and encourage more thinking and longer responses – use talking partners and sustained shared thinking techniques (Working together in an intellectual way to solve a problem, clarify a concept, evaluate activities or extend a narrative.</li> <li>→ Model language that promotes thinking and challenges</li> </ul>	<p><b>Understanding the World</b></p> <p><b>Communication and Language</b></p>

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		<p><u>Communication and Language</u></p> <ul style="list-style-type: none"> <li>→ Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</li> <li>→ Use a wider range of vocabulary. <b>(pg.31)</b></li> </ul>	<p>children: "I wonder where the animals sleep at night?" or "I can see that's empty – I wonder what happened to the chick that used to be in that shell?"</p> <ul style="list-style-type: none"> <li>→ Talk about the 'signs of spring' look out for changes in the environment as the weather changes. For example, blue bells and daffodils or leaves beginning to grow on trees.</li> <li>→ 'Signs of Spring' scavenger hunts in the KGV fields and woods</li> <li>→ Gather interesting items that the children have found, create an interest table/box as a discussion prompt. Encourage children to be curious and ask questions</li> <li>→ Staff to use a wider range of scientific vocabulary, for example, describing and labelling different parts of a plant or insect.</li> <li>→ Share more complex stories with children to help them develop and wider range of vocabulary</li> </ul>	
Weeks 10-11	<ul style="list-style-type: none"> <li>→ Trip to the Vineries Garden Centre</li> <li>→ Easter and Springtime Celebrations</li> </ul>	<p><u>Understanding the world</u></p> <ul style="list-style-type: none"> <li>→ Continue developing positive attitudes about the differences between people. <b>(pg.107)</b></li> <li>→ Talk about members of their immediate family and community. <b>(pg.108)</b></li> </ul> <p><u>Understanding the World</u></p> <p>Plant seeds and care for growing plants. <b>(pg.104)</b></p> <ul style="list-style-type: none"> <li>→ Understand the key features of the</li> </ul>	<ul style="list-style-type: none"> <li>→ Encourage discussion about Easter and the different ways that people celebrate the springtime and easter. Celebrate and value cultural, religious and community events and experiences.</li> <li>→ Give children time to share information about their own family and ask questions or make comments. Encourage children to share pictures of their family and listen to what they say about the pictures.</li> </ul> <ul style="list-style-type: none"> <li>→ Staff to use a wider range of scientific vocabulary, for example, describing and labelling different parts of a plant</li> <li>→ Share more complex stories with children to help them develop and wider range of vocabulary around growth and</li> </ul>	<p><b>Understanding the World</b></p> <p><b>Communication and Language</b></p> <p><b>Literacy</b></p> <p><b>Maths</b></p>

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		<p>life cycle of a plant and an animal. <b>(pg. 104)</b></p> <p><u>Communication and Language</u></p> <ul style="list-style-type: none"> <li>→ Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</li> <li>→ Use a wider range of vocabulary. <b>(pg.31)</b></li> </ul> <p><u>Literacy</u></p> <ul style="list-style-type: none"> <li>→ Engage in extended conversations about stories, learning new vocabulary.</li> </ul> <p><u>Maths</u></p> <ul style="list-style-type: none"> <li>→ Understand position through words alone – for example, "The egg is behind the tree," – with no pointing.</li> <li>→ Discuss routes and locations, using words like 'in front of' and 'behind'. <b>(pg.90)</b></li> </ul>	<p>change in the garden (Jaspar and the Beanstalk / Oliver's Vegetables / From Seed to Sunflower)</p> <ul style="list-style-type: none"> <li>→ Plan a trip to the Vineries Garden Centre to buy seeds for indoor planting and summer bulbs to plant outside</li> </ul> <ul style="list-style-type: none"> <li>→ Easter egg scavenger hunt with numbered eggs - matching numerals and patterns. Use positional language to help children find hidden objects, describing where they might be able to find them.</li> </ul>	