

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

Week	Seasonal / Theme	What we want our 3 and 4 olds to learn: (Intent)	Learning Opportunities that we provide and how we deliver that learning (Implementation)	Development Matters Area Focus
		<p><u>Communication and Language</u></p> <ul style="list-style-type: none"> → Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" → Use a wider range of vocabulary. (pg.31) 	<ul style="list-style-type: none"> → 'Signs of Spring' scavenger hunts in the KGV fields and woods → 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 → Staff to use a wider range of scientific vocabulary, for example, describing and labelling different parts of a plant or insect. → Share more complex stories with children to help them develop a wider range of vocabulary → Collect flowers to be pressed and try a variety of ways to dry them out. We will then use the flowers to make pictures 	
Week 3	→ Coronation of King Charles II	<p><u>PSED</u></p> <ul style="list-style-type: none"> → 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. (pg.51) → Develop their sense of responsibility and membership of a community <p><u>Communication and Language</u></p> <ul style="list-style-type: none"> → Start a conversation with an adult or a friend and continue it for many turns. → Use talk to organise themselves and their play (pg. 33) <p><u>EAD</u></p> <ul style="list-style-type: none"> → Begin to develop complex stories 	<ul style="list-style-type: none"> → Make and decorate crowns → Provide props for children to create a role play street party such as flags, bunting and cakes. → Discuss the celebrations that children might be attending → Provide a variety of books about the coronation → Encourage children to use blocks or junk modelling to create castles → Small world castles → Take part in a class 'street party' for lunch on Thursday and Friday 	

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	<p>→ Coronation of King Charles III</p>	<p>using small world equipment like animal sets, dolls and dolls houses, etc.</p> <p>→ Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. (pg.119)</p> <p><u>Literacy</u></p> <p>→ Engage in extended conversations about stories, learning new vocabulary</p> <p><u>Mathematics</u></p> <p>→ Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc.</p> <p>→ Combine shapes to make new ones – an arch, a bigger triangle, etc. (pg.91)</p>		
Week 4	<p>→ Planting and Growing</p>	<p><u>Understanding the World</u></p> <p>→ Plant seeds and care for growing plants. (pg.104)</p> <p>→ Understand the key features of the life cycle of a plant and an animal. (pg. 104)</p> <p><u>Communication and Language</u></p> <p>→ Understand 'why' questions, like:</p>	<p>→ Staff to use a wider range of scientific vocabulary, for example, describing and labelling different parts of a plant</p> <p>→ Share more complex stories with children to help them develop a wider range of vocabulary around growth and change in the garden (Jaspar and the Beanstalk / Oliver's Vegetables / From Seed to Sunflower)</p> <p>→ Plan a trip to the Vineries Garden Centre to buy seeds for indoor planting and summer bulbs to plant outside</p>	<p>Understanding the World</p> <p>Communication and Language</p> <p>Literacy</p> <p>Maths</p>

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	<p>→ Planting and Growing</p>	<p>“Why do you think the caterpillar got so fat?”</p> <p>→ Use a wider range of vocabulary. (pg.31)</p> <p><u>Literacy</u></p> <p>→ Engage in extended conversations about stories, learning new vocabulary.</p> <p><u>Physical</u></p> <p>→ Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.</p> <p><u>Mathematics</u></p> <p>→ Say one number for each item in order: 1,2,3,4,5.</p> <p>→ Recite numbers past 5</p> <p>→ Experiment with their own symbols and marks as well as numerals(pg.89)</p> <p>→ Make comparisons between objects relating to size, length, weight and capacity(pg.90)</p>	<p>→ Children to help with weeding and tidying up for the front patio and flower beds. Talk with them about what we would like to plant and the importance of taking care of our outside spaces. Look at getting some new planters for the entrance.</p> <p>→ Children to plant their own seeds at preschool and observe the changes over time. What happens to the bean as the seed begins to grow?</p> <p>→ Set up a ‘planting area’ outside. Children to plant different things in groups. In addition, large activity tray filled with compost, along with gardening equipment for children to explore independently.</p> <p>→ Create observational drawings/paints of their plants, encouraging children to represent objects. Talk to children about what they could see and discuss ideas, shapes, colours etc that they would like to use.</p> <p>→ Measure their plants and record how tall they are</p>	

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Weeks 5 -6	→ Minibeasts and animal life cycles	<p><u>Communication and Language</u> Enjoy listening to longer stories and can remember much of what happens. (pg30)</p> <p>Use a wider range of vocabulary.(pg.31)</p> <p>Start a conversation with an adult or a friend and continue it for many turns.(pg33)</p> <p><u>Mathematics</u> → Extend and create ABAB patterns – stick, leaf, stick, leaf. → Notice and correct an error in a repeating pattern. (pg.92)</p> <p><u>Physical development</u> → Use one-handed tools and equipment, for example, making snips in paper with scissors. → Use a comfortable grip with good control when holding pens and pencils.</p> <p><u>Literacy</u> → Engage in extended conversations about stories, learning new vocabulary.(pg.80)</p>	<p>→ Use different materials to create minibeast themed crafts</p> <p>→ Talk about patterns and symmetry in butterfly wings. Make butterfly paintings by folding paper in half and painting on one side</p> <p>→ Read a variety of minibeast story books such as ‘Superworm’, ‘Spinderella’ and ‘The Very Hungry Caterpillar’. Create a list of the different minibeasts that children know, for example: worm, beetle, spider, caterpillar, stick insect, fly, butterfly, etc.</p> <p>→ Explore vocabulary through books and discussions, including picture books, fiction and non-fiction.</p> <p>→ Talk about where we might find different insects and where they like to live.</p> <p>→ Help children to care for animals and take part in first-hand explorations of animal life cycles, such as, caterpillars or creating habitats for different insects (bug hotels).</p> <p>→ Develop drawing and modelmaking (minibeast drawing and model making), adding details to their drawings. For example, how many legs? Antenna’s? Wings?</p> <p>→ Go on a minibeast hunt and use a tally sheet to record how many of each we found. Ask parents to add photographs on tapestry for any that they find at home.</p> <p>→ Use minibeasts as a point of interest to look at patterns and repeating patterns. Use minibeast sorting set / Cut and stick repeating patterns.</p>	