

Curriculum Plan 2023 - Summer Term 2 - 2 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
Weeks 7-8	<p>Growth and Change → Recap on Planting and Growing</p> <p>→ Continue with Minibeasts and animal life cycles</p>	<p><u>Mathematics</u> → Compare sizes. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'</p> <p><u>Understanding the World</u> → Explore and respond to different natural phenomena in their setting and on trips</p> <p><u>Expressive Arts and Design</u> → Start to make marks intentionally. → Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.</p> <p><u>Literacy</u> → Enjoy drawing freely. → Add some marks to their drawings, which they give meaning to. For example: "That says mummy." → Make marks on their picture to stand for their name</p> <p><u>Maths</u> → Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller',</p>	<p>→ Continue to observe their seeds change over time. What happens to the bean as the seed begins to grow? → 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. → Encourage children's exploration, curiosity, appreciation and respect for living things</p> <p>→ Set up an investigation area with magnifying glasses, microscope and bug boxes. Encourage children to talk about what they have observed and Adults to model labelling their pictures with the names of the insects → Add letter stamps and minibeast flashcards to the playdough table for children to explore</p> <p>→ Go on a minibeast hunt and begin to think about how to record how many of each we found. Ask parents to add photographs on tapestry for any that they find at home.</p>	<p>Maths</p> <p>Understanding the World</p> <p>Expressive arts and design</p> <p>Literacy</p>

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Weeks 7-8	→ Continue with Minibeasts and animal life cycles	<u>Understanding the World</u> → Explore and respond to different natural phenomena in their setting and on trips → Explore natural materials, indoors and outside	→ Talk about where we might find different insects and where they like to live → Encourage children’s exploration, curiosity, appreciation and respect for living things. Such as sharing the fascination of a child who finds woodlice teeming under an old log or modelling the careful handling of a worm and helping children return it to the dug-up soil	Maths Understanding the World
Weeks 9-10	Science and Investigation	<u>UtW – Past and Present, People, Culture and Communities and The Natural World.</u> → Repeat actions that have an effect. → Explore materials with different properties <u>EAD – Creating with Materials and Being Imaginative</u> → Explore different materials, using all their senses to investigate them. → Manipulate and play with different materials → Use their imagination as they consider what they can do with different materials	→ Encourage the children to observe or take part in investigations that involve a variety of materials that can be changed. For example, science experiments may include: ice and melting, shaving foam, bubbles, baking, colour mixing, cornflour goo, melting chocolate, etc. → Introduce ice to the water play area - look at freezing natural materials such as herbs, flowers etc in ice blocks. Encourage children’s curiosity to find out how we can make the ice melt fastest. → Create paper towel art . Children can draw designs on paper towels and then add water and see how the colours move across the paper → Set up an ‘Investigation table’ for children to explore a variety of materials and notice any changes. → Encourage the children to mix the paints in the art area – can children predict what colours they will mix? → Explore what the sun can do by placing small objects, such as pegs, wood slices and pebbles onto dark coloured paper on sunny days. Leave the paper outside in the sunshine and investigate what has happened as you remove the objects to	Understanding the World Expressive Arts and Design Physical Maths

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	Science and Investigation	<p><u>Physical development</u></p> <ul style="list-style-type: none"> → Develop manipulation and control. → Explore different materials and tools <p><u>Maths -Number and Numerical Patterns</u></p> <ul style="list-style-type: none"> → Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy 	<p>reveal the faded paper.</p> <ul style="list-style-type: none"> → Encourage children's exploration and curiosity → Encourage young children to explore materials/ resources finding out what they are/what they can do and decide how they want to use them. 	
Weeks 9-10	Extend our Investigation topic looking into Forces if the children are showing continued interest	<p><u>UtW – Past and Present, People, Culture and Communities and The Natural World</u></p> <ul style="list-style-type: none"> → Explore materials with different properties. → Explore materials, indoors and outside <p><u>Communication and language</u></p> <ul style="list-style-type: none"> → Listen to other people's talk with interest <p><u>Literacy</u></p> <ul style="list-style-type: none"> → Enjoy sharing books with an adult → Ask questions about books. Make comments and shares their own ideas 	<ul style="list-style-type: none"> → Draw children's attention to forces, explore a variety of magnets through continuous provision. → Encourage children's interest in scientific investigations, for example, how the water pushes up when a plastic boat is pushed under, how elastic can be stretched and snapped, how a twig can be snapped but a metal rod cannot. → Plan and introduce new vocabulary related to the exploration and encourage children to use it. Pushing and pulling activities such as: 'row, row, row your boat', pull back cars, elastic bands etc. → Explore using magnets with a variety of different materials to see which materials react. Go on a magnetic hunt around preschool and collect some items to create a display. → Create tracks for pull back cars → Create repeating patterns using variety of different materials → Provide a comfortable place for sharing books and provide themed books to build on children's interests. 	<p>Understanding the World</p> <p>Physical</p> <p>Communication and Language</p> <p>PSE</p> <p>Literacy</p>

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Weeks 11-12	Summer	<p><u>Physical</u></p> <ul style="list-style-type: none"> → Enjoy starting to kick, throw and catch balls → Develop manipulation and control. → Explore different materials and tools. <p><u>Expressive arts and designs</u></p> <ul style="list-style-type: none"> → Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make → Start to develop pretend play, pretending that one object represents another → Explore different materials, using all their senses to investigate them <p><u>Literacy</u></p> <ul style="list-style-type: none"> → Pay attention and respond to the pictures or the words. → Have favourite books and seek them out, to share with an adult, with another child, or to look at alone. → Repeat words and phrases from familiar stories. 	<ul style="list-style-type: none"> → Ask parents to share photographs of children visiting different places for example, holidays or visiting family → Pay attention and listen to the sounds of summer. They might hear birds, leaves rustling, children playing or aeroplanes zooming across the sky. Encourage children to share what sounds they heard. → Create a summer band. Work together to sing some summer-themed songs and play instruments to accompany them, carefully considering which instruments would be best → Provide different summer-themed activities outdoors for children to enjoy moving. Staff will encourage children to practise large arm movements, Such as chasing their shadow, creating summer breeze sticks using ribbons encourage or using beach balls for children to throw and roll to each other. → Develop pretend play by supporting and playing alongside. We are going to set up a barbeque or picnic under a parasol for children to recreate their own experiences. → Provide open-ended water play materials for children to explore. Use misters, sponges and sprays to wet surfaces in the sunshine and shade to explore how the water disappears and dries. → Set up shady reading areas with summer-themed books with the fabrics and cushions. Take time to share books together. → Encourage toddlers and young children to enjoy and explore the natural world. 	<p>Physical</p> <p>Expressive arts and design</p> <p>Literacy</p> <p>Communication and language</p> <p>Understanding the world</p>

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		<p><u>Communication and language</u></p> <ul style="list-style-type: none"> → Listen to simple stories and understand what is happening, with the help of the pictures → Understand simple questions about 'who', 'what' and 'where' <p><u>Understanding the world</u></p> <ul style="list-style-type: none"> → Make connections between the features of their family and other families. <p><u>Mathematics</u></p> <ul style="list-style-type: none"> → Climb and squeeze themselves into different types of spaces. → Build with a range of resources. → Notice patterns and arrange things in patterns 		