

Curriculum Plan 2023 - Summer Term 2 - 3 &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
Weeks 7-8	<p>Growth and Change</p> <ul style="list-style-type: none"> → Recap on Planting and Growing <ul style="list-style-type: none"> → Continue with Minibeasts and animal life cycles 	<p><u>Mathematics</u></p> <ul style="list-style-type: none"> → Say one number for each item in order: 1,2,3,4,5. → Recite numbers past 5 → Experiment with their own symbols and marks as well as numerals(pg.89) → Make comparisons between objects relating to size, length, weight and capacity(pg.90) <p><u>Understanding the World</u></p> <ul style="list-style-type: none"> → Plant seeds and care for growing plants. (pg.104) → Understand the key features of the life cycle of a plant and an animal. (pg. 104) <p><u>Expressive Arts and Design</u></p> <ul style="list-style-type: none"> → Draw pictures of things that they have observed with increasing complexity and detail, such as representing a face with a circle and including details. <p><u>Literacy</u></p> <ul style="list-style-type: none"> → Use some of their print and letter knowledge in their early writing → Write some letters accurately. (pg.80) 	<ul style="list-style-type: none"> → 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. → Measure their plants and record how tall they are <ul style="list-style-type: none"> → Set up an investigation area with magnifying glasses, microscope and bug boxes. Encourage children to draw pictures of what they have observed and label their pictures with the names of the insects → Add letter stamps and minibeast flashcards to the playdough table and encourage children to find the matching letters and spell out the words 	<p>Maths</p> <p>UTW</p> <p>EAD</p> <p>Literacy</p>

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Weeks 7-8	→ Continue with Minibeasts and animal life cycles	<p><u>Maths</u></p> <ul style="list-style-type: none"> → Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. → Experiment with their own symbols and marks as well as numerals. <p><u>Understanding the World</u></p> <ul style="list-style-type: none"> → Describe what they see, hear and feel whilst outside. → Recognising that environments can be different 	<ul style="list-style-type: none"> → 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. → Talk about where we might find different insects and where they like to live 	Maths UTW
Weeks 9-10	Science and Investigation	<p><u>UtW – Past and Present, People, Culture and Communities and The Natural World.</u></p> <p>Talk about the differences between materials and changes they notice. (pg.105)</p> <p><u>EAD – Creating with Materials and Being Imaginative</u></p> <ul style="list-style-type: none"> → Develop their own ideas and then decide which materials to use to express them. (pg. 119) → Join different materials and explore different textures. (pg.119) 	<ul style="list-style-type: none"> → Plan a variety of 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. → Introduce vocabulary such as 'more than', 'fewer than' when comparing quantities. For example, use language during investigations such as weighing out ingredients. → 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. 	UTW EAD

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	Science and Investigation	<p>→ Explore colour and colour mixing.</p> <p><u>Physical development</u></p> <p>→ Use a comfortable grip with good control when holding pens and pencils.</p> <p>→ Show a preference for a dominant hand.</p> <p>→ Use one-handed tools and equipment,</p> <p><u>Maths -Number and Numerical Patterns</u></p> <p>→ Experiment with their own symbols and marks as well as numerals. (pg.88)</p> <p>→ Solve real world mathematical problems with numbers up to 5. (pg.88)</p> <p>→ Compare quantities using language: 'more than', 'fewer than' (pg.88)</p> <p><u>LIT – Reading Comprehension, Word Reading and Writing</u></p> <p>Engage in extended conversations about stories, learning new vocabulary. (pg.79)</p>	<p>→ Encourage the children to mix the paints in the art area – can children predict what colours they will mix?</p> <p>→ Encourage the children to work together to sort materials based on their textures.</p> <p>→ Plan and introduce new vocabulary related to the exploration and encourage children to use it</p> <p>→ 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 reveal the faded paper.</p> <p>→ Adults to ask Open-ended questions like “I wonder what would happen if...?” encourage more thinking and longer responses. Encourage Sustained shared thinking, when two or more individuals (adult and child, or children) ‘work together’ in an intellectual way to solve a problem, clarify a concept, evaluate activities, extend a narrative</p>	Physical Maths Literacy

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		<p><u>Communication and language</u></p> <p>Understand ‘why’ questions</p> <p>Be able to express a point of view - (adults to Model language that promotes thinking and challenges children)</p>		
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> <p>→ Explore and talk about different forces they can feel. (pg.105)</p> <p><u>Physical</u></p> <p>→ Match their developing physical skills to tasks and activities in the setting such as pushing and pulling movements for ‘row row your boat’</p> <p><u>Communication and language</u></p> <p>→ Use a wider range of vocabulary. → Understand a question or instruction</p>	<p>→ Draw children’s attention to forces, explore a variety of magnets through continuous provision.</p> <p>→ Plan scientific investigations with the children, 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.</p> <p>→ 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.</p> <p>→ 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.</p> <p>→ Create tracks for pull back cars – experiment how far each can travel, for example, one car set on a ramp and one without.</p> <p>→ Create repeating patterns using variety of different materials</p>	<p>UTW Physical CL PSE Literacy</p>

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	Extend our Investigation topic looking into Forces if the children are showing continued interest	<p>that has two parts, → Understand 'why' questions, (pg.31)</p> <p><u>Personal, social and emotional development</u></p> <p>→ Play with one or more other children, extending and elaborating play ideas</p> <p><u>Literacy</u></p> <p>→ Engage in extended conversations about stories, learning new vocabulary</p>		
	Summer	<p><u>Physical</u></p> <p>→ Use large-muscle movements to wave flags and streamers, paint and make marks</p> <p>→ Use a comfortable grip with good control when holding pens and pencils.</p> <p>→ Show a preference for a dominant hand</p> <p>→ Continue to develop their movement, balancing, riding and ball skills</p>	<p>→ Ask parents to share photographs of children visiting different places for example, holidays or visiting family</p> <p>→ Set up a role-play ice cream parlour. Encourage the children to use talk to organise their play. For example, 'You be the shopkeeper and I will come and buy an ice cream.'</p> <p>→ Pay attention and listen to the sounds of summer. They might hear birds, leaves rustling, children playing or aeroplanes zooming across the sky</p> <p>→ Using cameras, encourage children to take photos of signs of summer in your outside area. Print the photos out and make a summer book for the reading area.</p> <p>→ Sort summer objects according to their initial sounds. Sort the items by their initial sound. For example, sunscreen, sunshine, sand, swimsuit and ball, beach and bucket.</p>	<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>Expressive arts and designs</u></p> <ul style="list-style-type: none"> → Listen with increased attention to sounds. → Respond to what they have heard, expressing their thoughts and feelings(pg.121) → Create their own songs or improvise a song around one they know. → Play instruments with increasing control to express their feelings and ideas.(pg.122) <p><u>Literacy</u></p> <ul style="list-style-type: none"> → Recognise words with the same initial sound, such as sun and suncream → Use some of their print and letter knowledge in their early writing <p><u>Communication and language</u></p> <ul style="list-style-type: none"> → Use a wider range of vocabulary → Start a conversation with an adult or a friend and continue it for many turns. → Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver." → Use longer sentences of four to six 	<ul style="list-style-type: none"> → Using paintbrushes and water, invite children to practise writing letters accurately on the playground. Can they then chalk the letters over the top before the letters dry and disappear? → 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 → Use Summer Display Photos as a stimulus for drawing summer pictures. Encourage children to look closely to draw with increasing complexity. Can they draw their favourite summer activity from memory → Involve children in making decisions about how to keep cool on a summer's day. The children could work together to build dens and camps to create shelter areas. They could consider making up rules for a summer's day to ensure they keep safe and healthy. → Use beach balls for children to throw and roll to each other. 	

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		<p>words</p> <p><u>Understanding the world</u></p> <ul style="list-style-type: none"> → Begin to make sense of their own life-story and family's history. → Talk about what they see, using a wide vocabulary <p><u>Mathematics</u></p> <ul style="list-style-type: none"> → Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. → Experiment with their own symbols and marks as well as numerals → Say one number for each item in order: 1,2,3,4,5. 		