

Foundation 1 - Autumn Two Curriculum Intent Celebrations and Comparisons



Walter Values

| | Showing respect towards our differences. | |
|-----------------|--|--|
| Respect | | |
| | To show empathy towards other people's feelings. | |
| E mpathy | | |
| | To show kindness when sharing and taking turns. | |
| Kindness | | |
| | To be honest when talking about my likes and dislikes. | |
| Honesty | | |
| | To demonstrate resilience when learning new skills. | |
| Resilience | | |

Intended Additional Literacy Coverage



Fireworks/ Diwali

Engaging in whole-class discussions and talking about our own experiences
Listening and learning from our friends and their experiences
Learning about traditions and celebrations
Giving meaning to the marks we make

Elmer

Listening carefully to the story with increasing attention
Answering comprehensive questions about the story
Discussing why Elmer is special and exploring what makes us unique

Goldilocks and the Three Bears

Retelling the story using words and actions Sequencing the story Recalling repeated refrains

Little Robin Red Vest

Listening to the story and answering questions
Discussing kindness and what it means (link to our school value)

Intended Additional Mathematics Coverage



Number

Number rhymes – counting in rote
Using number names in play
Exploring our 'number of the fortnight' and beginning to represent the numeral using fingers, objects and marks on paper

Shape, space and measure

Exploring simple 2D shapes and creating shape pictures
Using construction resources to support and extend shape knowledge
Positional language

PSHE and RE

Jigsaw PSHE



Discovery RE



Celebrating differences

I can identify something I am good at and understand everyone is good at different things

I understand that being different makes us all special

I know we are all different but the same in some ways

I can tell you why I think my home is special to me

I can tell you how to be a kind friend

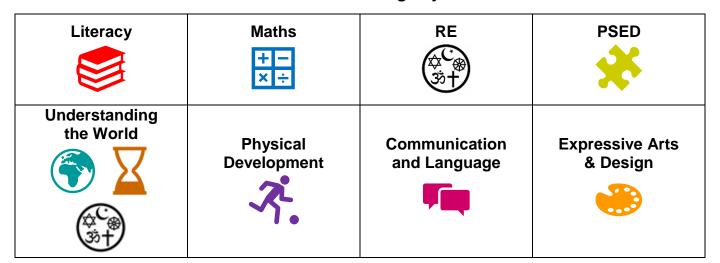
I know which words to use to stand up for myself when someone says or does something unkind

What is Christmas?

Christianity



Area of Learning Key



Subject Connectors

| Subject | Connector | |
|---|--|--|
| \sum | As enquirers we are showing interest in the lives of other people. | |
| 200 | As designers we are exploring new media and materials. | |
| ** | As citizens we are exploring and celebrating our similarities and differences. | |
| \$\frac{\(\partial \chi^{\mathbb{C}}_{\text{\chi}} \)}{30 +} | As enquirers we are learning about what we and our families celebrate. | |
| (5) | As investigators we are asking questions about the world and environment around us. | |
| 77 | As performers we are learning our school core rhymes. | |
| ₹. | As a sports person we are learning various new skills to support our fine and gross motor development. | |

Skills and Knowledge

| Subject | Skills and Knowledge | Curriculum Coverage |
|----------------------------------|---|---------------------|
| Being Imaginative and Expressive | Singing I can sing familiar songs I can learn new songs I can join in with songs and actions | ₹. |
| Maths + ×÷ | Comparing objects I can say which object is bigger/smaller I can order objects by size | +- ×÷ |
| Understand the World | Celebrations I can say what I celebrate at home I can listen to what my friends celebrate | ▼ ★ ∑ |
| Physical Development | Fine motor skills • To practise our fine and gross motor skills through a variety of activities. | |
| Communication and Langauge | I can join in with retelling a story (Goldilocks and the Three Bears) I can remember repeated refrains I can talk about the characters in the story | |

