








## Foundation 2 - Summer Two Curriculum Intent

### Off to Great Places



#### Walter Values

 <b>Respect</b>	To show respect when finding out about special places.
 <b>Empathy</b>	To show empathy towards others when talking about transition.
 <b>Kindness</b>	To show kindness when making new friends.
 <b>Honesty</b>	To be honest about how I am feeling.
 <b>Resilience</b>	To demonstrate resilience during team sports games.

## Intended Additional Literacy Coverage





<p><b>What the Ladybird Heard at the Seaside</b></p> <p>Using phonic knowledge to write words which match their spoken sounds - creating story maps, writing ice-cream recipes</p> <p>Writing simple sentences – writing about the seaside</p>
<p><b>Non-fiction Texts</b></p> <p>Linked to Olympic Dance week</p>
<p><b>Incredible You</b></p> <p>Writing simple sentences that can be read by themselves and others – writing about favourite animals, writing letters to friends</p>

## Intended Additional Mathematics Coverage











<p>Recognise and order numbers to twenty.</p> <p>Solve problems, including doubling, halving and sharing.</p>
<p>Use everyday language in relation to money.</p> <p>To recognise, create and describe simple patterns.</p>







## PSHRE and RE

<p><b>Jigsaw PSHRE</b></p> 	<p><b>Discovery RE</b></p> 
<p><b>Changing Me</b></p> <p>I understand that everyone is unique and special.</p> <p>I can express how I feel when changes happen.</p> <p>I understand and respect the changes I see – both in myself and other people.</p> <p>I know who to ask if I feel worried about changes.</p> <p>I can tell you why I look forward to changes.</p>	<p><b>What makes places special?</b></p> <p>(Christianity, Islam, Judaism)</p>







### Area of Learning Key

<b>Literacy</b> 	<b>Maths</b> 	<b>RE</b> 	<b>PSED</b> 
<b>Understanding the World</b> 	<b>Physical Development</b> 	<b>Communication and Language</b> 	<b>Expressive Arts &amp; Design</b> 

### Subject Connectors

Subject	Connector
	As investigators we are discovering new places.
	As athletes we are developing our gross motor skills in a variety of different sports.
	As part of a school community we are learning about ourselves and changes that happen.
	As enquirers we are learning about what makes places special.
	As performers we are listening and dancing to music from around the world.
	As enquirers we are exploring different cultures.

## Skills and Knowledge

Subject	Skills and Knowledge	Curriculum Coverage
<b>Physical Development</b> 	<b>Sports Games</b> <ul style="list-style-type: none"> <li>• Move safely demonstrating awareness of others</li> <li>• Take turns</li> <li>• Play cooperatively</li> <li>• Encourage your team mates</li> </ul>	
<b>Expressive arts and design</b> 	<b>Dance</b> <ul style="list-style-type: none"> <li>• Listen to a range of different music from different cultures</li> <li>• Learn different dance moves for different types of music</li> <li>• Create movement to music using imagination</li> </ul>	
<b>Understanding of the World (The World)</b> 	<b>Experiment (floating and sinking)</b> <ul style="list-style-type: none"> <li>• Making predictions – will it sink/float?</li> <li>• Testing predictions</li> <li>• Designing, making and testing a boat</li> <li>• Evaluating</li> </ul>	

## Subject Concepts

