








## Foundation 1 - Spring One Curriculum Intent

### Curious Creatures



### Walter Values

 <b>Respect</b>	<p>Showing respect to all creatures big and small.</p>
 <b>Empathy</b>	<p>To show empathy when others find reaching their goals a challenge</p>
 <b>Kindness</b>	<p>To use kind words to encourage others meet their goals.</p>
 <b>Honesty</b>	<p>To be honest about my dreams and goals.</p>
 <b>Resilience</b>	<p>Keep on trying even when I find something difficult.</p>

## Intended Additional Literacy Coverage



### **The Fish Who Could Wish**

Children will be immersed in an under the sea adventure (using their imagination) – to talk about all of the special things that could be found.  
To use their mark-making skills to draw their favourite sea animal – describing what they have drawn.

### **Dear Zoo**

To use their print and letter knowledge to write a pretend letter to the Zoo.  
To use their mark-making skills to draw the animals from the story. (Discussing the initial sounds of the animal names).

### **What the Ladybird Heard**

To look at rhyming pairs from the story and discuss other rhyming words.  
To use their mark-making skills to create their very own map.

## Intended Additional Mathematics Coverage



### **Number**

To recite numbers past 5.  
To develop fast recognition of up to 3 objects, without having to count them individually ('subitising')  
To link numerals and amounts  
Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle')

### **Pattern / Spatial**



To talk about and identify the patterns around them.  
To explore and create our own repeating patterns.  
To understand position through words alone (e.g. 'under' and 'beside').  
To use language to compare items

### **Shape**









To talk about and explore both 2d and 3d shapes.

**Maths Week:**  
***The Perfect Fit***






## PSRHE and RE

<p><b>Jigsaw PSRHE</b></p> 	<p><b>Discovery RE</b></p> 
<p><b>Dreams and Goals</b></p> <p>I know what challenge means I keep trying until I can do something I can set a goal and work towards it I know some kind words to encourage people with I can start to think about the jobs I might like to do when I'm older I can feel proud when I achieve a goal</p>	<p><b>Celebrations</b></p> <p>Key Question: How do people celebrate?</p> <ul style="list-style-type: none"><li>• New Year</li><li>• Lunar New Year</li><li>• Persian New Year<ul style="list-style-type: none"><li>• Holi</li></ul></li></ul> <p>Religion: Hinduism</p>


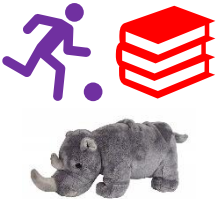
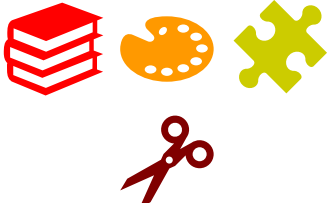
### Area of Learning Key






<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 artists we will explore and use a variety of media to produce creative work.
	As investigators we will be finding out about different animals and where they live.
	As enquirers we will be learning about different celebrations and how people celebrate festivals.
	As citizens we will be sharing our dreams and goals for the future.
	As a sports person I am learning to move in a variety of different ways safely.

### Skills and Knowledge

Subject	Skills and Knowledge	Curriculum Coverage
<b>Physical Development</b> 	<p><b>Gross Motor Skills:</b></p> <ul style="list-style-type: none"> <li>Practising ball skills - rolling, stopping, throwing and catching.</li> </ul> <p><b>Fine Motor Skills:</b></p> <ul style="list-style-type: none"> <li>To hold the pencil in a tripod grip</li> <li>To show increasing control of the pencil</li> <li>To create recognisable marks</li> </ul>	
	<ul style="list-style-type: none"> <li>Taking part in simple pretend play, using an object to represent something else</li> <li>Using our imagination to create and support role-play scenarios</li> <li>Exploring different resources and media safely – with support where necessary</li> </ul>	

<p><b>Expressive Arts and Design</b></p> 	<ul style="list-style-type: none"> <li>To describe what has been created</li> </ul>	
<p><b>People, Cultures and Communities</b></p> 	<ul style="list-style-type: none"> <li>I can talk about how I celebrate as part of a small group or larger group</li> <li>I learn about different celebrations (Lunar New Year, Persian New Year, Holi)</li> <li>I listen to what is the same and what is different</li> <li>I understand and respect we don't all celebrate the same festivals</li> </ul>	
<p><b>Communication and Language</b></p> 	<ul style="list-style-type: none"> <li>To listen carefully to the stories that we are reading and discuss them with the adults and peers</li> <li>To understand print has meaning</li> <li>To count or clap syllables in a word</li> <li>To use our imaginations in role-play scenarios</li> <li>To feel proud when I have achieved a goal and speak about this with an adult</li> <li>To use kind and motivational words towards peers</li> </ul>	

## Subject Concepts

