








## Foundation Stage 1 – Summer 1 Curriculum Intent Journeys



### Walter Values

 <b>Respect</b>	<p>To show respect when exploring different places.</p>
 <b>Empathy</b>	<p>To show empathy towards my friends.</p>
 <b>Kindness</b>	<p>To show kindness to our friends and family.</p>
 <b>Honesty</b>	<p>To show honesty when talking about how to be a good friend.</p>
 <b>Resilience</b>	<p>To demonstrate resilience when mark-making.</p>

## Intended Additional Literacy Coverage





	<p><b>The Very Hungry Caterpillar (continued)</b>            Retelling the story as a whole-class            Story sequencing (days of the week)            Spotting signs of Spring and talking about this            Discussing Easter</p>
	<p><b>You can't take an Elephant on the Bus</b>            Exploring rhyming pairs throughout the story            Giving meaning to print</p>
	<p><b>We're Going on a Bear Hunt</b>            Retelling the story using story spoons alongside actions and movements            Creating a story map – what did they come across next? (grass/ river/ mud etc)</p>
	<p><b>Non-fiction texts</b>            Texts linked to different types of transport            Drawing favourite transport and giving meaning to marks            Recalling marks and using a wider range of vocabulary            Learning facts about people who help us within the community (visitors)</p>

## Intended Additional Mathematics Coverage











<p>Recapping numbers 0-10</p> <ul style="list-style-type: none"> <li>• Counting in rote             <ul style="list-style-type: none"> <li>• Finding a specific number of objects</li> <li>• Identifying how many objects there are in a set</li> </ul> </li> <li>• Looking at numbers in our environment and saying the number name             <ul style="list-style-type: none"> <li>• Representing numerals using marks on paper and our fingers                 <ul style="list-style-type: none"> <li>• Matching numeral to quantity</li> </ul> </li> </ul> </li> <li>• Comparing quantities using mathematical language (more / less)</li> </ul>
<p>Exploring 2d and 3d shapes and using mathematical language to describe them            Combining shapes to make new ones            Describing relevant positions (e.g. 'next to' / 'behind')            Describing a familiar route</p>







## PSRHE and RE

<p><b>Jigsaw PSRHE</b></p> 	<p><b>Discovery RE</b></p> 
<p><b>Relationships</b></p> <p>I can tell you about my family. I understand how to make friends if I feel lonely.</p> <p>I can tell you some of the things I like about my friends.</p> <p>I know what to say and do if someone is mean to me.</p> <p>I can use Calm Me to manage my feelings. I can work together and enjoy being with my friends.</p>	<p><b>Stories</b></p> <p>What can we learn from stories? (Christianity, Islam, Hinduism, Sikhism)</p>










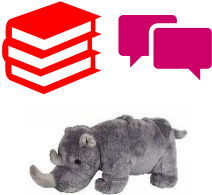
## Area of Learning Key

<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 exploring different places.
	As athletes we are moving in a variety of different ways.
	As part of a school community we are exploring friendships.
	As enquirers we are listening to different religious stories.
	As artists we are using different media to give meanings to the marks we make and to capture our experiences.
	As enquirers we are using the internet to find out more information.

## Skills and Knowledge

Subject	Skills and Knowledge	Curriculum Coverage
<p><b>Expressive Arts and Design</b></p> 	<p><b>Listening and performing</b></p> <ul style="list-style-type: none"> <li>• I can listen respectfully to a story</li> <li>• I can think about different sounds I might hear</li> <li>• I can join in with actions and sounds</li> <li>• I can retell a story using actions and sounds</li> <li>• I can listen to a range of high-quality recorded music and move in time to it (Teddy Bear's picnic song)</li> <li>• I can perform to an audience (as part of a group within class)</li> </ul>	
<p><b>Physical Development</b></p> 	<p><b>Moving with co-ordination</b></p> <ul style="list-style-type: none"> <li>• I can balance</li> <li>• I can throw with increasing accuracy</li> <li>• I am beginning to dribble a ball with increasing control</li> <li>• I can climb apparatus with increasing independence</li> <li>• I can move safely</li> </ul>	
<p><b>Understanding of the World</b></p> 	<p><b>Learning about different environments</b></p> <ul style="list-style-type: none"> <li>• I can comment on what I see</li> <li>• I am beginning to make comparisons (different places in the story e.g. river, forest)</li> <li>• I can talk about familiar places</li> </ul>	
<p><b>Expressive Arts and Design</b></p> 	<p><b>Creating representations based on experiences (different modes of transport)</b></p> <ul style="list-style-type: none"> <li>• I can select the resources I need</li> <li>• I can talk about what I have made</li> <li>• I can say what I have used to make my picture/model</li> </ul>	
<p><b>Physical Development</b></p> 	<p><b>Mark making</b></p> <ul style="list-style-type: none"> <li>• I can hold my pencil in a tripod grip</li> <li>• I can give meaning to the marks I make</li> <li>• I can form some of the letters of my name correctly</li> <li>• I can form some further letters correctly</li> </ul>	

## Subject Concepts

