








## Foundation 2 – Summer One Curriculum Intent

### Journeys



### Walter Values

 <b>Respect</b>	<p>To show respect when exploring different countries and 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 writing.</p>

## Intended Additional Literacy Coverage





<p><b>Whatever Next!</b></p> <p>Writings lists – phonetically plausible/spelt correctly</p> <p>Writing sentences that can be read by others – what can you see on your journey to the moon?</p>
<p><b>Non-fiction</b></p> <p>Learning facts about King Charles</p> <p>Creating invitations, recipes (writing for purpose)</p> <p>Learning about the Coronation</p> <p>Recording information</p> <p>Exploring London – (linked to Emma-Jane's aeroplane)</p>
<p><b>Emma-Jane's aeroplane</b></p> <p>Writings lists – phonetically plausible/spelt correctly</p> <p>Writing sentences that can be read by others – using imaginations to write about an aeroplane journey/writing post cards</p> <p>Exploring rhyme and rhyming strings</p> <p>Amelia Earhart – Little People, Big Dreams</p>

## Intended Additional Mathematics Coverage











<p><b>Number</b></p> <p>Adding and subtracting single digit-numbers using quantities and objects</p> <p>Problem solving</p>
<p><b>Numerical Patterns</b></p> <p>Using everyday language relating to distance and time – measuring</p> <p>Exploring shapes and using mathematical language to describe them</p>







## PSHE and RE

<p><b>Jigsaw PSHE</b></p> 	<p><b>Discovery RE</b></p> 
<p><b>Relationships</b></p> <p>I can identify some of the jobs I do in my family and how I feel like I belong</p> <p>I know how to make friends to stop myself from feeling lonely</p> <p>I can think of ways to solve problems and stay friends</p> <p>I am starting to understand the impact of unkind words</p> <p>I can use Calm Me time to manage my feelings</p> <p>I know how to be a good friend</p>	<p><b>Stories</b></p> <p>What can we learn from stories?</p> <p>(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 places around the world.
	As researchers we are finding out information in books.
	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 capture our experiences.
	As enquirers we are using the internet to find out more information.

## Skills and Knowledge

Subject	Skills and Knowledge	Curriculum Coverage
<b>Expressive Arts and Design</b> 	<b>Listening and performing</b> <ul style="list-style-type: none"> <li>I can listen respectfully to different types of music</li> <li>I can think about how music makes me feel</li> <li>I can adapt a song</li> <li>I can perform to an audience</li> </ul>	
<b>Physical Development</b> 	<b>Moving with coordination</b> <ul style="list-style-type: none"> <li>I can balance in a variety of ways</li> <li>I can throw with increasing accuracy</li> <li>I can dribble a ball with control</li> <li>I can climb apparatus independently and safely</li> <li>I can move safely, showing awareness of others</li> </ul>	
<b>Understanding of the World</b> 	<b>Learning about different places</b> <ul style="list-style-type: none"> <li>I can comment on what I see</li> <li>I can ask questions to find out more</li> <li>I can make comparisons (different places/countries)</li> <li>I can explore different languages</li> </ul>	
<b>Expressive Arts and Design</b> 	<b>Creating a prop for purpose (telescope)</b> <ul style="list-style-type: none"> <li>I can select the resources I need</li> <li>I can adapt my work</li> <li>I can talk about what went well and what I would do differently (evaluate)</li> </ul>	
<b>Physical Development</b> 	<b>Using the computers</b> <ul style="list-style-type: none"> <li>I can move the mouse</li> <li>I can follow the cursor and click on the icon</li> <li>I can use age appropriate software</li> </ul>	

## Subject Concepts

