








Foundation Stage 1 – Summer 1 Curriculum Intent Journeys



Walter Values

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

Intended Additional Literacy Coverage





<p>We're Going on a Bear Hunt</p> <p>Retelling the story using story spoons alongside actions and movements</p> <p>Creating a basic story map – what did they come across next? (grass/ river/ mud etc)</p>
<p>Non-fiction</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>Learning about London – transport</p>
<p>You can't take an Elephant on the Bus</p> <p>Exploring rhyming pairs throughout the story</p> <p>Drawing choice of transport and discussing initial sounds</p>

Intended Additional Mathematics Coverage











<p>Number</p> <p>Recapping 0-10 and exploring numbers beyond 10</p> <ul style="list-style-type: none"> Counting in rote Finding a specific number of objects Identifying how many objects there are in a set Looking at numbers in our environment Representing numerals using marks on paper and our fingers <ul style="list-style-type: none"> Matching numeral to quantity
<p>Shape, Space and Measure</p> <p>Exploring 2d and 3d shapes and using mathematical language to describe them</p> <p>Describing relevant positions (e.g. 'next to' / 'behind')</p>







PSHE and RE

<p>Jigsaw PSHE</p> 	<p>Discovery RE</p> 
<p>Relationships</p> <p>I can tell you about my family.</p> <p>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.</p> <p>I can work together and enjoy being with my friends.</p>	<p>Stories</p> <p>What can we learn from stories?</p> <p>(Christianity, Islam, Hinduism, Sikhism)</p>










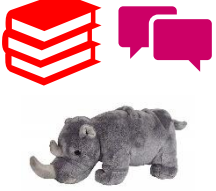
Area of Learning Key

Literacy 	Maths 	RE 	PSED 
Understanding the World 	Physical Development 	Communication and Language 	Expressive Arts & Design 

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

Subject Concepts



