






Foundation Stage 1 – Summer 2 Curriculum Intent
Off to Great Places

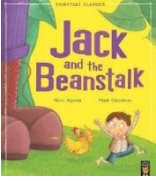


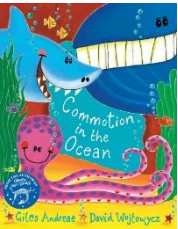
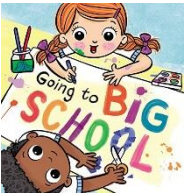


Walter Values

 Respect	<p>To show respect when finding out about special places.</p>
 Empathy	<p>To show empathy towards others when discussing transitions.</p>
 Kindness	<p>To show kindness when playing with our peers and making new friends.</p>
 Honesty	<p>To show honesty about how I am feeling.</p>
 Resilience	<p>To demonstrate resilience during team sports games.</p>

Intended Additional Literacy Coverage





	<p>Jack and the Beanstalk (link to Environment Week) Retelling the story as a whole-class Story sequencing Discussing how to look after the environment – ‘The Great Big Green Week’ - growing and protecting nature Learning about minibeasts and their habitats</p>
	<p>Refugee Week Sharing texts such as ‘My name is not Refugee’ and ‘Paddington Bear’</p>
	<p>Non-fiction texts (People in the Community) Talking about and reflecting upon our experience with the visitors in school Oral health – discussions with children about their teeth, brushing routines and healthy food choices</p>
	<p>Commotion in the Ocean (link to conservation / beaches) Creating postcards Seaside letter hunt Discussing how we look after beaches</p>
	<p>Going to Big School Drawing self-portraits Name writing practise (additional familiar graphemes / words) Talking about their next adventure Stories linked to growing and changing</p>

Intended Additional Mathematics Coverage











<p>Recapping 0-10 and exploring numbers beyond 10</p> <ul style="list-style-type: none"> • Counting in rote <ul style="list-style-type: none"> • Finding a specific number of objects • Identifying how many objects there are in a set <ul style="list-style-type: none"> • 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>Exploring 2d and 3d shapes and using mathematical language to describe them To recognise and create a simple repeating pattern</p>







PSHRE and RE

<p>Jigsaw PSRHE</p> 	<p>Discovery RE</p> 
<p style="text-align: center;">Changing Me</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>What makes places special?</p> <p>(Christianity, Islam, Judaism)</p>


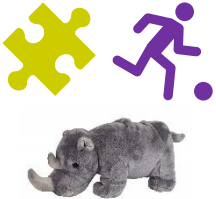





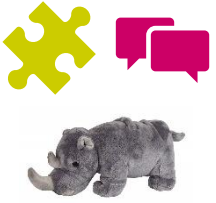
Area of Learning Key

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

Subject Connectors

Subject	Connector
	As investigators we are 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
<p>Physical Development</p> 	<p>Sports Games</p> <ul style="list-style-type: none"> • Moving safely – being aware of obstacles and other people • Taking turns • Playing cooperatively • Demonstrating correct competitiveness 	
<p>Expressive Arts and Design</p> 	<p>Exploring different instruments</p> <ul style="list-style-type: none"> • Listen to a range of different music • Learn different dance moves for different types of music • Create movement to music using our imagination • Talking about how we look after our environment – linked to beaches (seaside day) 	
<p>Understanding of the World (The Natural World)</p> 	<p>Great Places</p> <ul style="list-style-type: none"> • Describing great places • Discussing places that are important to us and why • Showing respect to our peers and listening carefully to them <p>The Great Big Green Week</p> <ul style="list-style-type: none"> • Learning about minibeasts and their habitats • Discussing features of environments • Solutions to protect nature / our environment <p>Seaside – beach conservation (environment week)</p> <ul style="list-style-type: none"> • Talk about features of the environment • Find out about the impact of pollution/waste • Talk about solutions to help save the environment 	
<p>Personal, Social and Emotional Development</p> 	<p>Transitions</p> <ul style="list-style-type: none"> • Talking about ourselves positively and why we are unique and special • To discuss how we are feeling • To listen carefully to our peers • To talk about what we like about our peers 	

Subject Concepts

