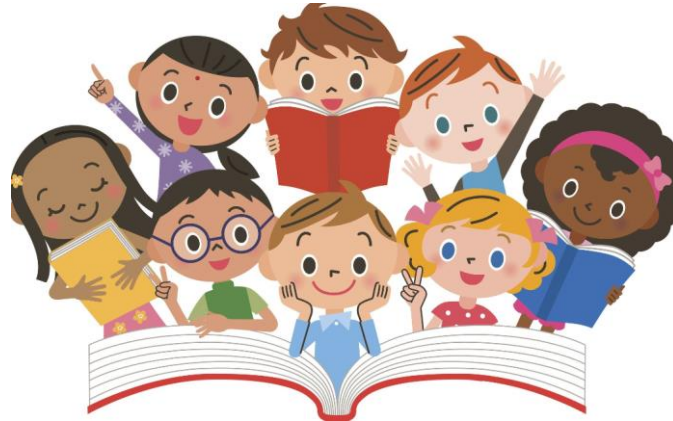









**Foundation 2 – Autumn One Curriculum Intent**  
**Starting School and Stories**



**Walter Values**

 <b>Respect</b>	<p>Showing respect for my new classroom.</p>
 <b>Empathy</b>	<p>To show empathy towards other people’s feelings.</p>
 <b>Kindness</b>	<p>To show kindness when making new friends.</p>
 <b>Honesty</b>	<p>To be honest when talking about my likes and dislikes.</p>
 <b>Resilience</b>	<p>To demonstrate resilience starting school and trying new things.</p>

## Intended Additional Literacy Coverage



### Who Are You?

Listening to a story and answering questions  
 Sharing our ideas  
 Giving meaning to marks  
 Hear and say the initial sound in words

### The Little Red Hen

Retelling a story using words and actions  
 Story sequencing  
 Recalling repeated refrains  
 Link letters to sounds  
 Bread recipe

## Intended Additional Mathematics Coverage



### Number

Count accurately 1:1  
 Recognise some numerals  
 Show an interest in number problems (number rhymes)

### Numerical patterns

Weighing and measuring  
 Using the language of more and less

## PSHE and RE

### Jigsaw PSHE



#### Being Me in My World

Similarities, differences and belonging  
 Managing my feelings  
 Everyone's right to learn  
 Caring about others' feelings  
 Working well with others (rights)  
 Our values (responsibilities)









### Discovery RE









#### Special people

What makes people special?  
 (Christianity and Judaism)











## Area of Learning Key

<p><b>Literacy</b></p> 	<p><b>Maths</b></p> 	<p><b>RE</b></p> 	<p><b>PSED</b></p> 
<p><b>Understanding the World</b></p> 	<p><b>Physical Development</b></p> 	<p><b>Communication and Language</b></p> 	<p><b>Expressive Arts &amp; Design</b></p> 

## Subject Connectors

Subject	Connector
	As investigators we are exploring the Foundation Stage and school.
	As artists we are using a range of media to create new effects.
	As citizens we learning about ourselves and our responsibilities.
	As enquirers we are learning about our new friends.
	As a sports person, we are moving in a range of different ways.
	As musicians we are singing familiar songs and exploring the sounds our voices make.

## Skills and Knowledge

Subject	Skills and Knowledge	Curriculum Coverage
<p><b>Personal, Social &amp; Emotional Development</b></p> 	<p><b>Transition</b></p> <ul style="list-style-type: none"> <li>• Meeting our new teachers</li> <li>• Exploring our classroom and the Foundation Stage</li> <li>• Building relationships</li> <li>• Getting to know our new friends</li> <li>• Learning routines</li> <li>• Describing ourselves (painting self-portraits)</li> <li>• Being independent</li> <li>• Identify and moderate feelings with support</li> </ul>	
<p><b>Communications &amp; Language</b></p> 	<p><b>Transition</b></p> <ul style="list-style-type: none"> <li>• Talk about member of their family</li> <li>• Name and describe people who are familiar</li> <li>• Identify and begin to name own feelings</li> <li>• Develop listening skills and understand why listening is important</li> </ul>	
<p><b>Expressive Arts &amp; Designs</b></p> 	<p><b>Songs and rhymes</b></p> <ul style="list-style-type: none"> <li>• Joining in with familiar songs</li> <li>• Learning new songs and actions</li> <li>• Move along to music</li> <li>• Sing cooperatively as part of a class</li> </ul>	
<p><b>PD</b></p> 	<p><b>Moving safely</b></p> <ul style="list-style-type: none"> <li>• Exploring the outdoor equipment</li> <li>• Being aware of others around us</li> <li>• Negotiating space safely</li> <li>• Following instructions</li> </ul>	
<p><b>Understanding the World</b></p> 	<p><b>Making comparisons</b></p> <ul style="list-style-type: none"> <li>• Commenting on images from the past (farming)</li> <li>• Noticing similarities and differences (past/present)</li> <li>• Talking about changes (making bread)</li> <li>• Making links between own experiences and previous knowledge</li> </ul>	

**Subject Concepts**



Tolerance of others

Physically Active

Investigating places

Myself and changes

Sing using voices

Using a range of media and tools

Starting school and stories