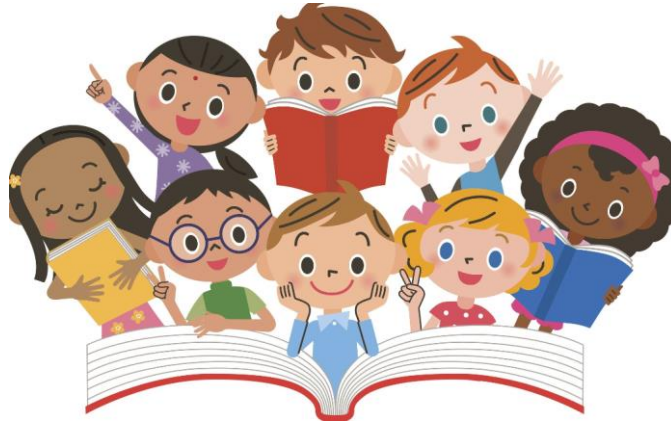









Foundation 2 – Autumn One Curriculum Intent
Starting School and Stories



Walter Values

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

Intended Additional Literacy Coverage





<p>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</p>
<p>The Little Red Hen Retelling a story using words and actions Story sequencing Recalling repeated refrains Link letters to sounds Bread recipe</p>
<p>Autumn Non-fiction – describing the changes in the seasons</p>

Intended Additional Mathematics Coverage











<p>Number Count accurately 1:1 Recognise some numerals Show an interest in number problems (number rhymes)</p>
<p>Numerical patterns Weighing and measuring Using the language of more and less</p>







PSRHE and RE

<p>Jigsaw PSRHE</p> 	<p>Discovery RE</p> 
<p>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)</p>	<p>Special people What makes people special? (Christianity and Judaism)</p>











Area of Learning Key

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

Subject Concepts

