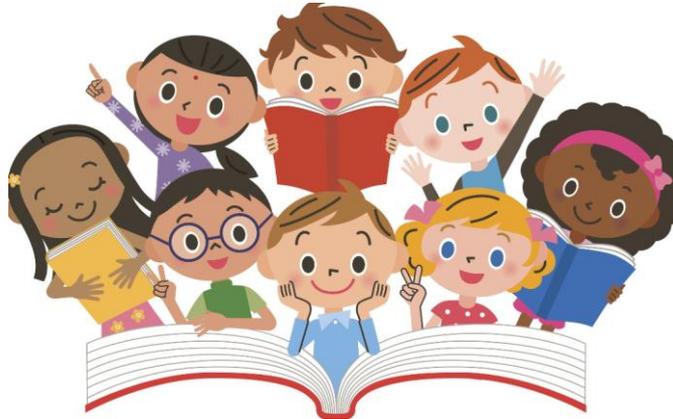




**Foundation 2 – Autumn One Curriculum Intent**  
**Starting School and Stories**



**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



<p><b>Who Are You?</b>          Listening to a story and answering questions          Sharing our ideas          Giving meaning to marks          Hear and say the initial sound in words</p>
<p><b>The Little Red Hen</b>          Retelling a story using words and actions          Story sequencing          Recalling repeated refrains          Link letters to sounds          Bread recipe</p>
<p><b>Autumn</b>          Non-fiction – describing the changes in the seasons</p>

## Intended Additional Mathematics Coverage



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

## PSRHE and RE

<p><b>Jigsaw PSRHE</b></p> 	<p><b>Discovery RE</b></p> 
<p><b>Being Me in My World</b>          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><b>Special people</b>          What makes people special?          (Christianity and Judaism)</p>

## 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 members 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>• Learning about different animals (farm visit)</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> <li>• Talking about the changing seasons</li> </ul>	

**Subject Concepts**

