








## Foundation Stage 1 – Summer 1 Curriculum Intent Journeys



### Walter Values

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

## Intended Additional Literacy Coverage



### **We're Going on a Bear Hunt**

Retelling the story using story spoons alongside actions and movements  
Creating a basic story map – what did they come across next? (grass/ river/ mud etc)

### **The Way Back Home**

Group discussion – what would you do if you found an aeroplane in your cupboard? How could you help a friend in trouble?  
Creating own aeroplanes using various media and material and giving meaning to the creations they have made

### **You can't take an Elephant on the Bus**

Exploring rhyming pairs throughout the story  
Drawing choice of transport and discussing initial sounds

### **Non-fiction texts**

Texts linked to different types of transport throughout Summer 1

## Intended Additional Mathematics Coverage



### **Number**



Recapping 0-10 and exploring numbers beyond 10

- 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
  - Matching numeral to quantity









### **Shape, Space and Measure**

Exploring 2d and 3d shapes and using mathematical language to describe them  
Describing relevant positions (e.g. 'next to' / 'behind')







## PSHE and RE

Jigsaw PSHE 	Discovery RE 
<b>Relationships</b> I can tell you about my family. I understand how to make friends if I feel lonely. I can tell you some of the things I like about my friends. I know what to say and do if someone is mean to me. I can use Calm Me to manage my feelings. I can work together and enjoy being with my friends.	<b>Stories</b> What can we learn from stories?  (Christianity, Islam, Hinduism, Sikhism)
















## Area of Learning Key

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

## 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.

## Intended Activities, Tasks and Knowledge

Activity/Task/Knowledge	Curriculum Coverage
Talking about and describing different environments. (We're going on a Bear hunt)	  
Creating actions and movement when retelling stories – using story spoons or props as aids.	 
Looking and creating different modes of transport and talking about our experiences.	 
Talking about friends and families.	  
Creating telescopes / aeroplanes and using our imaginations to go to the moon.	  
To give meaning to the marks we make and show resilience when holding a pencil in a tripod grip.	 

## Subject Concepts

