

The Cathedral School of St Mary

Explorers Class - Foundation - Autumn Term 1 2023

Happy to be ME!



Foundation	Week 1 WB: 04.09.2023	Week 2 WB: 11.09.2023	Week 3 WB: 18.09.2023	Week 4 WB: 25.09.2023	Week 5 WB: 02.10.2023	Week 6 WB: 09.10.2023	Week 7 WB 16.10.2023
Key Dates/Info	<p>04.09.2023 - EYFS in 1-3:10</p> <p>05.09.2023 - EYFS in 8:45 - 11:30</p> <p>06.09.2023 - EYFS in 8:45 - 12:30/lunch</p> <p>07.09.2023 - EYFS in 12 (inc lunch) - 3:10</p> <p>08.09.2023 - EYFS in full time</p>						
Educational Visits/ Experiences	N/A	SETTLING/BASELINE	SETTLING/BASELINE	SETTLING/BASELINE	SETTLING/BASELINE Visit the Cathedral	SETTLING/BASELINE	SETTLING/BASELINE
Weekly theme	Starting school	<p>Who Am I? All about me. Song 'I'm just happy to be me', self portraits, names, height, characteristics and features.</p>	<p>Eyes and Ears Focus on senses of sight and hearing. What would it be like to be blind/deaf? Listening carefully, wearing glasses, going to the opticians.</p>	<p>Fingers, Toesies, Mouths and Noses Focus on the sense touch, taste and smell. Using our hands and feet, balancing, food and our senses, animals and their noses.</p>	<p>Similarities and Differences Ways in which we are the same/different. Physical appearances, uniqueness, abilities and talents.</p>	<p>Who's in my Family? Family groups. Family roles, living together, playing together, family trees and family photos.</p>	<p>Belonging Groups and communities. Teamwork, uniforms, logos, what connects us, welcoming newcomers.</p>

Key Text	The Colour Monster - Anna Llenas The Colour Monster Starts School - Anna Llenas	Super Duper You - Sophie Henn	Brown bear, brown bear, what do you see - Eric Carle	Non-Fiction Senses My big book of the senses	Happy in our skin - Fran Manushkin	Families, families, families - Suzanne and Max Lang	The Rainbow Fish - Marcus Pfister
Literacy		Baseline Understand the key concepts about print Begin writing and identifying their first name with and then without a reference. Answer 'what' questions related to a story. Read individual letters by saying the sounds for them.	Baseline Understand the key concepts about print Continue writing and identifying their first name with and then without a reference. Answer 'what' questions related to a story. Write some letters. Read individual letters by saying the sounds for them. Begin to blend sounds into words so that I can read some short words.	Baseline Understand the key concepts about print Continue writing and identifying their first name with and then without a reference. Answer 'what' questions related to a story. Write some letters. Read individual letters by saying the sounds for them. Begin to blend sounds into words so that I can read some short words.	Baseline Understand the key concepts about print Continue writing and identifying their first name with and then without a reference. Answer 'what' questions related to a story. Write some letters. Read individual letters by saying the sounds for them. Begin to blend sounds into words so that I can read some short words.	Baseline Understand the key concepts about print Continue writing and identifying their first name with and then without a reference. Answer 'what' questions related to a story. Write some letters. Read individual letters by saying the sounds for them. Begin to blend sounds into words so that I can read some short words.	Baseline Understand the key concepts about print Continue writing and identifying their first name with and then without a reference. Answer 'what' questions related to a story. Write some letters. Read individual letters by saying the sounds for them. Begin to blend sounds into words so that I can read some short words.
Maths		Baseline	Baseline Unit 1: Numbers to 5	Baseline Unit 1: Numbers to 5	Baseline Unit 1: Numbers to 5	Baseline Unit 2: Comparing groups within 5	Unit 2: Comparing groups within 5
RE	Introducing the 3 school prayers	Creation and Covenant: I know that God made me.	Creation and Covenant: I know God loves me and I am part of a family.	Creation and Covenant: I know we should look after ourselves and others	Creation and Covenant: I know that God made our world.	Creation and Covenant: I know we should look after God's world.	Creation and Covenant: I know that we are all invited to be part of God's family
PSED/ Gospel Values		Belonging/ Relationships	Belonging/ Relationships	Belonging/ Relationships	Belonging/ Relationships	Belonging/ Relationships	Belonging/ Relationships
Communication & Language		Head, shoulders, knees and toes Simon Says..	Exploring feelings using images Guess emotions	Naming parts of the body Explore senses	What's the best thing about being me?	Choose a member of their family to talk about. Questioning	What does it mean to belong? What groups do we belong to? Children to share groups they belong

							to eg church, etc.
Understanding the World		Discuss what 'being me' means. Complete the 'I am...' poster	Importance of ears and eyes. Deaf/blind people	Explore animals and how they use their paws and noses to find food and survive.	Chn to bring in things that are special. Similarities and differences	Family tree - exploring and then creating their own	Discuss what other groups we belong to. Discussion around school of joy badge - belonging to the school family
Expressive Arts and Design		Painting self-portraits using mirrors to point out key features	Create a funny face using different ears and noses. Decorate the rest of the face.	Creating pictures to support people who can't see - different textures/smells	Spot the difference - create their own images and swap with a friend.	Create a family photo using media of their choice.	Create their own school emblem /family shield / group badge
Computing / Technology		Children to use ipad to take pictures of themselves	Recognise and search a range of technology used in the home.	Pupils to interact with age-appropriate computer software - exploring the keyboard and developing typing skills	Take pictures of groups, with the children deciding criteria. Pupils to create labels using a word processing tool.	Explore how families communicate with one another and keep in touch, especially with those members they don't live with eg email, text, etc.	Create a video performance of 'All join in' by Quentin Blake.
Physical Development		Fundamental Movement Skills Running and negotiating space	Fundamental Movement Skills Manipulate Equipment with care	Fundamental Movement Skills Show control of my body, equipment and emotions	Fundamental Movement Skills Balance and negotiate obstacles	Fundamental Movement Skills Work as part of a team	Fundamental Movement Skills Play fairly