

The Cathedral School of St Mary

Explorers Class - Foundation - Long Term Plan



Foundation	Autumn 1 04.09.23 - 20.10.23	Autumn 2 31.10.23 -19.12.23	Spring 1 03.01.24 - 09.02.24	Spring 2 20.02.24- 28.03.24	Summer 1 15.04.24 - 24.05.24	Summer 2 04.06.24 - 19.07.24
Themes	Happy to be Me! (01.09.2023 - 21.10.2023)	If you go down to the woods... (31.10.2023 - 27.11.2023) Christmas (04.12.2023 - 19.12.2023)	Come fly with me! Asia (03.01.2024 - 26.01.2024) Blast Off! (29.01.2024 - 24.02.2024)	Blast Off! (29.01.2024 - 24.02.2024) Help is at hand (27.02.2024 - 26.04.2024)	Help is at hand (27.02.2024 - 26.04.2024) Food Glorious Food (29.04.2024 - 24.05.2024)	What on Earth! (04.06.2024 - 19.07.2024)
Potential School Trips / Essential Learning Experiences	Visit from the library	Visit from the library Local area walk	Visit from the library	Visit to the library Visit from a member of the emergency services Local area walk	Visit to the library Visit Pizza Express	Visit to the library Visit the Aquarium Local area walk
Literacy	Name reading/writing. Mark making. Begin to learn sounds through RWInc (to be continued throughout the year and into KS1).	Read and write words. Introduce and understand new vocabulary. Experience both fiction and non-fiction texts, understanding the key differences.	Read and write simple captions/labels. Introduce and understand new vocabulary. Experience both fiction and non-fiction texts, understanding the key differences.	Read and write simple captions/labels. Introduce and understand new vocabulary. Experience both fiction and non-fiction texts, understanding the key differences.	Read and write sentences/labels. Introduce and understand new vocabulary. Experience both fiction and non-fiction texts, understanding the key differences.	Read and write sentences/labels. Introduce and understand new vocabulary. Experience both fiction and non-fiction texts, understanding the key differences.
Key Texts	The Colour Monster by Anna Llenas Super Duper You by	Goldilocks and the 3 bears, Jack and the beanstalk and other traditional tales	I love Chinese New Year by Eva Wong Nava and Li Xin	How to catch a star by Oliver Jeffers Nurse Clementine by	The Disgusting Sandwich by Gareth Edwards	I am Josephine (And I am a living thing) by Jan Thornhill

	Sophie Henn Families, families, families! by Anne and Max Lang	We're going on a bear hunt by Michael Rosen Jesus' Christmas Party - Nicholas Allen	How the camel got his hump by Rhudyard Kipling (Just so stories) There's an Alien in your book by Tom Fletcher	Simon James Thank you by Joseph Coelho	The Perfect Picnic by Ciara Flood Tasty Poems by Jill Bennett	The Smartest Giant in Town by Julia Donaldson Nothing by Mick Inkpen
Maths	Unit 1 - Numbers to 5 Unit 2 - Comparing groups within 5	Unit 3 - Shape Unit 4 - Change within 5 Unit 5 - Number bonds within 5 Unit 6 - Space	Unit 7 - Numbers to 10 Unit 8 - Comparing numbers within 10 Unit 9 - Addition to 10	Unit 10 - Measure Unit 11 - number bonds to 10 Unit 12 - Subtraction Unit 13 - Exploring patterns	Unit 14 - Counting on and counting back Unit 15 - Numbers to 20 Unit 16 - Numerical Patterns	Unit 17 - Shape Unit 18 - Measure Unit 19 - Sorting (optional) Unit 20 - Time (optional)
RE	Creation and Covenant	Prophecy and Promise	Galilee to Jerusalem	Desert to Garden	Ends of the Earth	Dialogue and Encounter
Personal, Social and Emotional Development	Belonging/ Relationships	Created to love others- Personal relationships/ Keeping safe	Created to love others- Keeping safe	Created to live in Community- Living in the wider world	Created and loved by God- Me, my body, my health	Created and loved by God- Emotional wellbeing/ Lifecycles
Communication & Language	Listening to others and taking turns to speak. Use talk to organise, sequence and clarify their thinking.	Listening and responding to ideas expressed by others. Use talk to organise, sequence and clarify thinking. Questioning. Listen to stories, anticipating key events and responding with relevant comments, Make comments to show their understanding,	Participating in small group, class and one-to-one discussions. Encourage listening to others and understanding the listeners' needs. Following instructions and teamwork - ordering planets.	Introducing storylines - being able to retell an event in the correct sequence. To be able to ask and answer how and why questions - focused on those in the community who help us.	Links statements, and sticks to a theme/description - sorting food into different categories. Use talk to clarify thought and ideas. Extend vocabulary by grouping and naming - making of A-Z of favourite foods.	Extend vocabulary by grouping and naming - making of A-Z of living things Answer how and why questions about their experiences - Looking at old and new things.
Understanding the World	Looking at similarities, differences, patterns and change	Talk about features of their immediate environment and how	Explain similarities and differences between this life in this country and that	Explain why some things occur - looking at stars and linking to nursery	Talk about change - how does food change from one form to another eg from a	Make observations about plants and animals; talk about

	<p>People and Communities - talking about the past and present events in their lives and the lives of their family.</p>	<p>it might differ from other environments Make observations about plants and animals - seed planting.</p>	<p>in another country (Asia focus) Recognise physical and human geographical features Know about similarities and differences between themselves and others Exploring space, planets, the moon and gravity.</p>	<p>rhyme Twinkle, twinkle little star. Recognising people in the community who help and support us.</p>	<p>potato to a crisp. Talk about how some things occur- talking about hot and cold food. Make observations about plants and animals - where does our food come from?</p>	<p>the features of their immediate environment - focus on animals native to our area and their habitats. Children to make observations about themselves using a mirror.</p>
Expressive Arts and Design	<p>Exploring and using media and materials - use simple tools and techniques competently and appropriately Being Imaginative - mixing colour and create simple representations of events, people and objects</p>	<p>Exploring and using media and materials - Creating collage, Leaf and bark rubbings, paper mache Choose particular colours for a purpose - Looking at Van Gogh's Sunflowers and creating their own. Explore art and design from other cultures (Asia focus)</p>	<p>Designing and making - creating their own diva lamps for Diwali. Identify a range of colours and simple art techniques - focus on the paintings of Kandinsky. Exploring different instruments and the sounds they make, focusing on The Planets by Holst.</p>	<p>Introduce a narrative or storyline in their play - focus on those in the community who help us. Exploring different sounds - how can they make a siren/emergency sound?</p>	<p>Create representations of events, people and objects - looking at food for different purposes, and designing cake decorations for birthdays. Construct with a purpose - make a model of favourite food.</p>	<p>Use simple tools and techniques competently and appropriately - making a plant pot. Children to make observations about themselves using a mirror - self portraits.</p>
Physical Development PE Passport	Fundamental Movement Skills	Dance - Nursery Rhyme	Invasion Games	An adventure with the Emergency Services	Athletics	Net and Wall game skills
Computing	<p>Techology - Recognises that a range of technology is used in school and at home. Use ICT hardware and age appropriate software.</p>	<p>Techology - Recognises that a range of technology is used in school and at home. Use ICT hardware and age appropriate software. Take photos and record sound on a</p>	<p>Techology - Recognises that a range of technology is used in school and at home. Use ICT hardware and age appropriate software. Recording videos and completing simple</p>	<p>Techology - Recognises that a range of technology is used in school and at home. Use ICT hardware and age appropriate software. Explore binoculars and telescopes.</p>	<p>Techology - Recognises that a range of technology is used in school and at home. Use ICT hardware and age appropriate software.</p>	<p>Techology - Recognises that a range of technology is used in school and at home. Use ICT hardware and age appropriate software.</p>

		local area walk	games.	Using walkie talkie - relating to people who help us in the community.		
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