

The Cathedral School of St Mary

Explorers Class - Foundation - Summer Term 1 2024

Help is at Hand and Food Glorious Food!



Foundation	Week 1 WB: 15.04.2024	Week 2 WB: 22.04.2024	Week 3 WB: 29.04.2024	Week 4 WB: 06.05.2024	Week 5 WB: 13.05.2024	Week 6 WB: 20.05.2024
Key Dates/Info		25.04.24 - Fluoride Application for EYFS and Year 1	01.05.24 - EYFS Mass	08.05.24 - Whole School Mass	SATS Week	
Educational Visits/ Experiences					16.05.24 - Visit to Pizza Express	
Weekly theme	Help is at Hand Police, Fire, Ambulance!	Help is at Hand Doctors and Nurses!	Help is at Hand Helping Others	Food Glorious Food Savoury & Sweet Food	Food Glorious Food Where does our food come from?	Food Glorious Food Favourite Foods & Food Festival
Key Text	Emergency! by Margaret Mayo	Nurse Clementine by Simon James	Thank you by Joseph Coelho	The Giant Jam Sandwich by John Vernon Lord	Oliver's Vegetables by Vivian French	The Perfect Picnic by Ciara Flood
Literacy	Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.	Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.	Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.	Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.	Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.	Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.
Maths	Unit 14 - Counting on and counting back	Unit 14 - Counting on and counting back	Unit 15 - Numbers to 20	Unit 16 - Numerical Patterns	Unit 16 - Numerical Patterns	Unit 16 - Numerical Patterns
RE	RED - Ends of the Earth 'I know that Jesus went back to his Father'	RED - Ends of the Earth 'I know that Jesus sent a special friend - the Holy Spirit'	RED - Ends of the Earth 'I know the Holy Spirit is our friend'	RED - Ends of the Earth 'I know that Jesus' friends spread the good news about him'	RED - Ends of the Earth 'I know that the Parish church is a special place'	RED - Ends of the Earth 'I know that our parish is a family and community'

PSED/ Gospel Values	Created to Live in Community: God Is Love	Created to Live in Community: God Is Love	Created to Live in Community: Loving God, Loving Others	Created to Live in Community: Loving God, Loving Others	Created to Live in Community: Me, You, Us	Created to Live in Community: Me, You, Us
Communication & Language	<p>Pupils are to listen to an audio clip of emergency vehicles. Can they say what the sound is and suggest what might be making the sound? Talk about what an emergency is and see if the pupils can identify who the emergency services are. Watch a video clip of the emergency services. Talk about what they can see. Why do emergency vehicles have blue flashing lights? Talk about 999 calls or equivalent as a means of contacting the emergency services.</p>	<p>Share with the children some of the equipment used by a doctor or nurse. Look at the equipment with the pupils and ask the children if they have seen it before? What they think it is for? Talk about any experiences they have had with them. How do doctors and nurses help us? Invite a nurse in to show the children how to use some of the equipment and to answer any questions they might have.</p>	<p>Show pupils the acronym for HELP:- H - how E - everyone L - learns P - patience Helping others is about seeing when help is needed, then being patient and caring in the situation. It is about sharing your time, energy and resources. Can the children think of, and share the times they have helped someone?</p>	<p>Ask the question 'Is all sweet food unhealthy?' Allow time for the pupils to think and talk amongst themselves. Then come back together as a class and they can explain their thoughts. Can they think of a sweet food that is healthy e.g. an apple? What makes an apple different to other sweet foods? Can they think of other more healthy sweet foods?</p>	<p>Show the pupils a carrot, a potato, an apple and an onion. Ask them to identify them and then suggest which one might be the odd one out. If they don't recognise that an apple grows on a tree whereas the others grow in the ground, point this out to them. Watch a youtube film about growing carrots. Can they name other foods that are grown (fruit and vegetables)? What do they know about growing food? Do they all come from seeds? What about where other food like cheese, meat. Etc come from?</p>	<p>As a class, complete the sheet provided called 'An A - Z of Favourite Food'. Pupils are to discuss together in groups and think of as many foods as they can starting with the different letters of the alphabet. They may need to ask Google for some of the more challenging ones!</p>
Understanding the World	<p>Invite a member of the mini police to come in and talk about what they have learnt. They could talk to the pupils about their role and allow pupils to ask questions. Ask them to talk to the pupils about this and how conflict can be avoided.</p>	<p>Think about a time they were poorly or a family member was. Share their experiences with each other. Explain that sometimes, if we don't take care of ourselves, we can become ill. Can the pupils think of some examples of how to look after themselves?</p>	<p>If possible, visit a care home for the elderly, or invite a care home manager in to talk to the children. Do the pupils know why older people sometimes have to go and be looked after? What sort of things might they struggle to do?</p>	<p>Talk together about hot food. What are the different ways you can heat food up? Make a list together. What types of food do we need to make sure are hot? Do the pupils know why we need to make food hot? What are the changes that occur when meat is</p>	<p>Looking at where food come from. Ask the pupils if they know what crisps are made from. Watch the video that explains how crisps are made. https://youtu.be/fuyyXLLlsv Pupils can then draw a story map called 'From Potato to Crisp'</p>	<p>Before this session begins, ask the pupils to bring in their favourite food. Set all the food out for the pupils to have a look at. Have some brought in the same? Allow time for them to share together their reasons as to why the food they have brought in is their favourite. What</p>

				cooked? Decide what food they will sell and how they are going to make it hot.		are the different reasons they give?
Expressive Arts and Design	<p>Look at images of fingerprints. Ask the pupils to talk about what they know about fingerprints. Pupils are to look at their own fingerprints by putting some paint onto their finger and then pressing their finger down onto a sheet of paper. They could then use magnifying glasses to look at it in more detail. They hopefully will notice that everyone's is different. They could make a picture made up of just fingerprints for a class display.</p>	<p>Listen to a siren sound. Ask the pupils to explain when we hear sirens and why they are used? Look at the range of instruments that are available to them. Allow the pupils time to explore how to play them and the kind of sound that they make. Pupils are then to create their own siren sound and record the sound to play for others to listen to.</p>	<p>Bring in a special gift that someone has given you, that you find particularly useful. Share it with the pupils and talk about it with them. They are to make a special gift specifically for an elderly person they know. Provide the pupils with a range of junk modelling materials and encourage them to think about what their grandparent or an elderly person would like. Do they have a favourite colour? A hobby? Encourage pupils to share their ideas with each other and explain why they are making it. If they could choose, which of the gifts would they like to receive? Any or none? Why?</p>	<p>Look at the images provided of some amazing cakes. Ask the pupils to select their favourite one. Can they explain why it is their favourite cake? The pupils are going to design their own ultimate cake. Can they label the cake with the different layers.</p>	<p>Look at some examples of pictures made up of food. Provide the pupils with some food e.g. bananas, rasins, blueberries, apples and some lolly sticks. Allow the pupils to make their own picture using the food provided and place onto a paper plate. Take pictures of the finished results.</p>	<p>Look at some images of food made out of junk modelling materials. Can they guess what the foods are? Provide the pupils with a paper plate and explain that the pupils can make their favourite meal using the junk modelling materials they have in front of them.</p>
Computing / Technology	<p>Show the pupils some walkie talkies. Ask them if they know what they are and when they are used. Pupils are to take turns to use the walkie talkies to talk to each other and create emergency scenarios.</p>	<p>Look at the range of technology they might use e.g. a blood pressure monitor. Find out why and how it is used. Pupils could have a go at using the technology if they are allowed.</p>	<p>Talk to the pupils about technology that has been developed to help people e.g. talking tin lids, dictation programs. If possible, allow the pupils to experience some of these. Can they say how they might be helpful to certain groups of people?</p>	<p>Using a blender or a smoothie maker, the pupils, with support from an adult, will follow a simple recipe to make smoothies. Talk about the ingredients and whether we think the smoothie will be sweet or savoury? How can we make it sweeter? How can we make it more savoury?</p>	<p>Identify the different technologies that are involved in baking. Show the pupils pictures of some electrical items that are commonly used in baking. Ask them to identify them and perhaps they could talk about a time they have used the items or say how they work.</p>	<p>Pupils are to draw a picture of their favourite food using a paint program on the computer. They can print out the pictures to create a display about their favourite foods.</p>

Physical Development	Fine and Gross motor skills Athletics - Running	Fine and Gross motor skills Athletics - Jumping	Fine and Gross motor skills Athletics - Throwing accurately	Fine and Gross motor skills Athletics - Running Races	Fine and Gross motor skills Athletics - Jumping for height	Fine and Gross motor skills Athletics - Throwing for distance
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