

# The Cathedral School of St Mary

## Explorers Class - Foundation - Summer Term 1 2024

### What on Earth...?



Foundation	Week 1 WB: 03.06.2024	Week 2 WB: 10.06.2024	Week 3 WB: 17.06.2024	Week 4 WB: 24.06.2024	Week 5 WB: 01.07.2024	Week 6 WB: 08.07.2024	Week 7 WB: 15.07.2024
<b>Key Dates/Info</b>	03.06.24 - INSET Day		Cathedral School Sports Festival Week		03.07.24 - New EYFS class in for stay and play	10.07.24 - New EYFS class in for stay and play	
<b>Educational Visits/ Experiences</b>		10.06.24 - Young Readers Project Event @ Drakes Circus 12.06.24 - Mass	18.06.24 - EYFS to Wembury Horse Riding 21.06.24 - Sports Day @ Brickfields	26.06.24 - EYFS Library Visit			19.07.24 - Whole School Mass 19.07.24 - Year 6 Leavers Assembly
<b>Weekly theme</b>	What On Earth...? Living Things	What On Earth...? Pretty Things	What On Earth...? Busy Things (Sports/PE Focus)	What On Earth...? Big Things	What On Earth...? Small Things	What On Earth...? Old Things	What On Earth...? New Things
<b>Key Text</b>	The Very Hungry Caterpillar by Eric Carle	Julian wants to be a mermaid by Jessica Love	The Busy Body Book by Lizzy Rockwell	The Smartest Giant in Town by Julia Donaldson	The Lion Inside by Rachel Bright	Nothing by Mick Inkpen	Green Eggs and Ham by Dr Suess
<b>Literacy</b>	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.	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.
<b>Maths</b>	Unit 16 - Numerical Patterns (Odds and	Unit 17 - Shape (Composing and	Unit 18 -Measure (Volume and Capacity)	Unit 18 - Measure (Volume and Capacity)	Unit 19 - Sorting	Unit 20 - Time	Unit 20 - Time

	Evens)	Decomposing Shapes)					
<b>RE</b>	RED - Dialogue and Encounter 'I know St Peter was a friend of Jesus'	RED - Dialogue and Encounter 'I know St Paul was a friend of Jesus'	RED - Dialogue and Encounter 'I know that we are all invited to be friends with Jesus'	RED - Dialogue and Encounter 'I know that we are all invited to be friends with Jesus''	RED - Dialogue and Encounter 'I know that people all over the world are friends with Jesus'	RED - Dialogue and Encounter 'Festival of Faith'	RED - Dialogue and Encounter 'Festival of Faith'
<b>PSED/ Gospel Values</b>	Focus on Laudato Si - looking after our common home. How can we care for the living things in our world?	Focus on Laudato Si - looking at and celebrating the beautiful things in our world.	Sports Week focus - How can we look after ourselves? Look at healthy eating, exercise and hygiene.	Computer safety. What do we use computers for? Signing in and using passwords	Computer safety. What do we use computers for? Gaming focus.	Computer safety. What do we use computers for? Communication focus.	Computer safety. What do we use computers for? Learning focus.
<b>Communication &amp; Language</b>	Share the idea with the children that the world is full of amazing living things. Pupils will work as a class to come up with an alphabet of living things from A - Z.	Ask the pupils to share something that they think is pretty. Is pretty just a girls' word? How do the boys feel about the word 'pretty'? Talk and listen to the pupils' thoughts and feelings in their discussions.	Share pictures of different types of sport. Ask the children - What are the ones you have tried? What are the ones you would like to try? Talk about how some sports are individual sports and some are about teamwork. What do you need for good teamwork?	Share the list of words provided with the pupils:- large, enormous, huge, gigantic, giant. Can they say what they mean? Is there a word that connects them all? Can they name any big cities, big animals, big birds etc.? Can they say who is the biggest person in their family?	Together, make a class list of other small things. Show the pupils examples of different small things made out of different materials. Talk to a partner about the different categories - small metal things, small plastic things, small wooden things. Can they find other objects to fit into these categories from the classroom?	Share some pictures of old toys. Can the children work out what they are for? How do they know the things are old? What features do most of the old things have in common?	Look at an image of new kittens. They are all slightly different. Ask the children which one they would choose and encourage them to explain why. Now, look at the different images of the kitten's collar, bowl and bed. Encourage the pupils to speak confidently about which one they would choose.
<b>Understanding the World</b>	Look at different habitats and discuss which living things you might expect to find there. Talk about what living things need to survive - shelter, food, water and air. Talk about minibeasts and the habitats they need.	Pupils are to look at mirrors. What is it called when you see yourself in a mirror? Talk about other places that you can see your reflection? Make some observations using the mirrors and then use the mirrors to draw a portrait of themselves.	Pupils are to recognise the changes in their bodies from before exercise and after exercise. Why do these changes take place? What do we need to do to look after ourselves after sport/exercise?	Compare a giant tortoise with a smaller tortoise. How is the giant tortoise different from the other tortoise? Which would be easier to keep as a pet? Why? Talk about what you would need to look after one.	Look at a selection of small flowers e.g. forget me nots, daisies, buttercups, baby's breath (gypsophila). See if they can say why it's called baby breath. Compare colour and shape. Which is the biggest? etc.	Who are the old people in the children's lives e.g. grandparents, neighbours? Ask the pupils to talk to an old person and ask them questions about when they were a child e.g. what games did they play?	Pupils are to share their own experiences of moving - maybe moving house, moving from nursery to school. Can they remember how they felt or what happened? Watch the video about moving house.

	Make a bug hotel for the outside classroom..						
<b>Expressive Arts and Design</b>	Pupils are to make a clay plant pot. Once it has dried and is hard, the pupils can then paint and decorate their own pot. They will plant some cress seeds in them and watch it grow.	Provide the pupils with a range of pretty materials and fabrics. They could describe why they think it's pretty. The pupils can design an outfit for a prince or princess on the templates provided.	<b>Big Art.</b> Using large pieces of paper outside, make art by rolling balls covered in paint over the paper. Have the children make footprints on paper - noticing the change if they walk on tiptoes.	Show the pupils some large empty boxes. Ask them to imagine what they could be used for. Explain that you are going to use large boxes to make a class giant or giantess. Allow the pupils to be involved in the designing as well as the making process. Can they think of a name for the giant?	Pupils are to be given a blank sheet of paper. Ask the pupils to create a picture using just their cotton buds to make small marks on the paper. They could explore mixing colours and forming new ones. The picture should clearly show each individual dot made from their fingertip.	Sometimes old things can be used again or recycled. Pupils are to work in groups to make birdfeeders using recycled resources. The pupils can decorate them and then hang them in the garden area. How will this help to look after the birds?	Show the images of the different gift wrap designs. The pupils are going to design and create gift wrap for a present. Give each child a blank sheet of paper. They can explore using different textures and techniques e.g.printing.
<b>Computing / Technology</b>	Pupils are to use a search engine to collect images of living things. They can create a slide show of all the images to show the rest of the class.	Use a kaleidoscope drawing game such as the one linked below. Pupils can enjoy making many pretty patterns using a mixture of colours. <a href="https://permadi.com/java/spaint/spaint.html">https://permadi.com/java/spaint/spaint.html</a>	Allow the children, with supervision, to use the ipads to take pictures of the different sports activities we undertake over the week. They can use the pictures to make a collage of our activities.	If possible, allow the pupils to look through a microscope. How does it make things look? Compare using a microscope with a magnifying glass.	Show them a piece of technology with a small switch or button on it. What are they used for? Go on a button and switch hunt around school e.g. printer and telephone. Imagine if these were 100x bigger, why do they have to be small to be useful?	Pupils will find it hard to believe that there was actually a time when TVs, computers, whiteboards and mobile phones didn't exist. What did people do before these things?	Explain to the children that there is always new technology being created. Can they think of some new gadgets? We can now speak into a phone or computer and it types for us; we can talk to a phone and it speaks back! Look at some new technology e.g. Siri, Echo.
<b>Physical Development</b>	Fine and Gross motor skills Net and Wall Game Skills - I can send and receive a ball	Fine and Gross motor skills Net and Wall Game Skills - I can strike a ball	Fine and Gross motor skills Horse riding, climbing and sports day	Fine and Gross motor skills Net and Wall Game Skills - I can strike and volley a ball	Fine and Gross motor skills Net and Wall Game Skills - I can strike a ball using an open palm	Fine and Gross motor skills Net and Wall Game Skills - I can keep a rally going with my partner	Fine and Gross motor skills Net and Wall Game Skills - I can throw with accuracy and power