## The Cathedral School of St Mary Explorers Class – Foundation – Autumn Term 2 2023

## If you go down to the woods...



Foundation	Week 1 WB: 30.10.2023 4 Day week	Week 2 WB: 06.11.2023	Week 3 WB: 13.11.2023	Week 4 WB: 20.11.2023	Week 5 WB: 27.11.2023	Week 6 WB: 04.12.2023	Week 7 WB 11.12.2023
Key Dates/Info	30.10.23 - INSET Day @ St Jo's - Trauma informed training 01.11.23 - Whole School Mass for All Saints Day 03.10.23 - Whole school RWInc training	06.11.23 - Suzie Franklin in 07.11.23 - Maths DDI's 08.11.23 - LA EP in to see AT 08/09.11.23 - Parents Evenings 09.11.23 - CIT Team into see AT	16.11.23 - Lauren Stone in to see NG and EYFS			08.12.23 - Whole School Mass for Immaculate Conception	11.12.23 - Austen from the Library into read Christmas Stories 14.12.23 - Christmas Dinner © CSOSM
Educational Visits/ Experiences				Local Area Walk	Teddy bears picnic (children to bring in their favourite bear)		Class Christmas Party
Weekly theme	If you go down to the woods Week 1 - Wood, Plants and Trees	If you go down to the woods Week 2 - Growing things	If you go down to the woods Week 3 - Woodland Creatures	If you go down to the woods Week 4 - Bears	If you go down to the woods Week 5 - Picnics	Christmas	Christmas
Key Text	This tree is just for me!! - Lucy Rowland and Laura Hughes	Jaspers Beanstalk – Nick Butterworth	Goldilocks and the Three Bears - Traditional Tale	We're Going on a Bear Hunt - Michael Rosen	The Lighthouse Keepers Picnic - Ronda and David Armitage	Jesus's Christmas Party - Nicholas Allen	Harvey Slumpfenburger's Christmas Present – John Burningham
Literacy	Read individual letters by saying the sounds for them.	Read individual letters by saying the sounds for them.	Read individual letters by saying the sounds for them.	Read individual letters by saying the sounds for them.	Read individual letters by saying the sounds for them.	Read individual letters by saying the sounds for them.	Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short

	Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.	Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.	Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.	Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.	Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.	Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.	words made up of known letter-sound correspondences.
Maths	Unit 3: Shape (3D and 2D shapes)	Unit 3: Shape (3D and 2D shapes)	Unit 4: Change within 5	Unit 4: Change within 5	Unit 5: Number Bonds to 5	Unit 5: Number Bonds to 5	Unit 6: Space
RE	RED – Prophecy and Promise	RED – Prophecy and Promise	RED – Prophecy and Promise	RED – Prophecy and Promise	RED – Prophecy and Promise	RED – Prophecy and Promise	RED - Prophecy and Promise
PSED/ Gospel Values	Created to love others- Personal relationships/ Keeping safe	Created to love others- Personal relationships/ Keeping safe	Created to love others- Personal relationships/ Keeping safe	Created to love others- Personal relationships/ Keeping safe	Created to love others- Personal relationships/ Keeping safe	Created to love others- Personal relationships/ Keeping safe	Created to love others- Personal relationships/ Keeping safe
Communication & Language	Listening to sounds of the woods - where do the noises come from? What could they be?	Children to go on a local area walk and take photos of what we see in Victoria Park. Talk about what they noticed, what they saw and what might happen over the different seasons.	Sort woodland animals. Talk about why the children have chosen to sort them as they have. Do they have any questions about the animals?	Look at different types of bear - Polar bear, Panda, etc. Which is their favourite? Why? Explore the story of goldilocks and the 3 bears - why is there a big, medium and small chair, etc.	Show the pupils a range of typical picnic food e.g. sandwiches, crisps, sausage rolls, scones, chocolate cake, lemonade. Ask the pupils which is their favourite picnic food. Can they remember a time when they had a picnic? Did they enjoy it? Who was with them? What did they have to eat?	Share the Christmas story we have learnt about so far in the RED. Can they prepare to act it out for their families next week. Talk about how the characters in the story have felt, the journey's they've been on and how they feel about baby Jesus being born.	Have a soft toy reindeer and explain the story of Rudolph and how the other reindeer wouldn't let him play. Encourage the children to talk about feelings and think about how Rudolph might be feeling. What could the children do to help?
Understanding the World	Read Hansel and Gretal. Talk about the way they got home from the witch's house, and draw a map to get home through a fictional wood.	Planting seeds and predicting what will happen. What do we need to give the plants to make sure they grow? How can we help them? Can we also plant some things in our outdoor area ?	If possible, take the pupils on a walk around a woodland or park area. What features do they notice? When you get back to school, ask the pupils to observe the ways in which the immediate school environment is different to, or	Look at where a bear would live in? What would a bear need in their habitat?	Ask the pupils to bring in a photograph of a family picnic they have been on. Encourage each pupil to talk about their experiences and allow time for the other members of the class to ask questions.	Look at how Christmas is celebrated in different countries. Compare their celebrations with our celebrations. Comp-are the different traditions within the class.	Looking at journeys – thinking about the 3 wise men's journey and Father Christmas's journey. Make a map to show the journey they both took.

			the same as, the woods / park.				
Expressive Arts and Design	Leaf rubbings, Exploring autumn colours. Andy Goldsworthy and his images using nature	Can the children choose the correct colours for their pictures? - focus being Van Gogh's Sunflowers and Poppies for remembrance day.	The pupils are to create models of owls using papier mache on a balloon. There is an image provided to show the pupils the end result. Pupils can decorate the owls as they see fit with a range of materials and fabrics.	Pupils are to experiment with printing by using forks. They can make different patterns including zig zag and wavy lines. Show the pupils a picture of a panda made out of fork prints. Each pupil is to make a panda face and then adde ars, eyes, mouth and a nose. These could be used as a class display.	Look at the images provided of patterns on picnic blankets. Each pupil is to be given a piece of white fabric about the size of an A4 paper. Then using fabric paint they can design their own picnic blanket. Once they are dried, they can use the blankets for their teddy bears picnic in continuous provision.	Make invites for their parents to come to our Advent afternoon.	Making Christmas cards and decorating our Christmas decorations
Computing / Technology	Take photos of their Andy Goldsworthy inspired art.	Use microscopes and magnifying glasses to look at different parts of a plant	Use a digital camera to take photos of the woodland or park area to print and use in a class display.	Create a class slideshow of images of different bears that the children have found, from books or on the internet (done with support)	In groups, the pupils are to make a short video about their favourite picnic food and say why they like it so much. Once everyone has been filmed, play it for each group to see each others.	Create a class slideshow showing all the different celebrations we have learnt about.	Video the children singing Christmas carols that we have been learning.
Physical Development	Fine and Gross motor skills Dance: Nursery Rhymes	Fine and Gross motor skills Dance: Nursery Rhymes	Fine and Gross motor skills Dance: Nursery Rhymes	Fine and Gross motor skills Dance: Nursery Rhymes	Fine and Gross motor skills Dance: Nursery Rhymes	Fine and Gross motor skills Dance: Nursery Rhymes	Fine and Gross motor skills Dance: Nursery Rhymes