






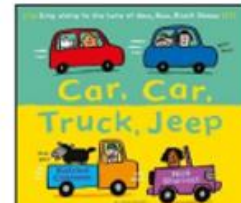
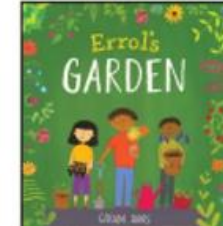










Castle Class Coverage
2024 – 2025
Summer 2



EYFS Theme: Ready Steady Grow
KS1: Circle of Life

Area of Learning	Week 1		Week 2	Week 3	Week 4	Week 5	Week 6
Little Wandle Foundations: Tuning into sounds and Rhyme Time Tuning into sounds: (5 minutes) <ul style="list-style-type: none">• 1x phonemic awareness activity• AND 1x oral blending activity• Rhyme time: (5 minutes)• 1 x Rhyme time song• 1 x Rhyme time activity	Sound	What's in the box? (Words and objects/Images)	Blend from the box (Words and objects/Images)				
		neck lock tick sock	s-o-ck d-u-ck n-e-ck r-o-ck				
		fox box wax (candle)	f-o-x b-o-x w-a-x s-i-x				
		ship shoe shark	sh-e-ll sh-ir-t sh-o-p sh-e-d				
		thumb three bath	th-u-mb t-ee-th m-o-th th-igh				
		ring king wing	r-i-ng w-i-ng k-i-ng				
		pink sink bank	p-i-nk t-a-nk w-i-nk s-i-nk				
	Five Little Speckled Frogs	Mary Had a Little Lamb	Pop! Goes the Weasel	Head, Shoulders, Knees and Toes	This Old Man	Review All Rhymes	
Little Wandle Foundations: Love of Reading Texts	Book:  All through the night by Polly Faber and Harriet Hobday		Book:  Car, Car, Truck, Jeep by Katrina Charman and Nick Sharratt		Book:  Errol's Garden written by Gillian Hibbs		
Little Wandle Foundations for Language	Nursery children will learn: <ul style="list-style-type: none">• new vocabulary.• appropriate grammatical structures.• turn-taking in conversations.• to become confident communicators. These skills are aligned with the communication and language focus outlined in Development Matters. Three- and four-year-olds should be learning to: <ul style="list-style-type: none">• Use a wider range of vocabulary.• Use longer sentences of four to six words.• Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.• Start a conversation with an adult or a friend and continue it for many turns.• Use talk to organise themselves and their play: ‘Let’s go on a bus ... you sit there ... I’ll be the driver.						

Little Wandle Reception Phonics	Long Vowel Sounds CVCC and CCVC	Long Vowel Sounds CCVC, CCCVC, CCV and CCVCC	Phase 4 words ending in: –s /s/ Phase 4 words ending in: –s /z/ Phase 4 words ending in: –es Longer Words	Root words ending in: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/	Phase 4 words ending in: –s /s/, –s /z/, –es Longer Words	Assessment Week
EYFS Key Texts (linked to theme/writing stimulus)	The Extraordinary Gardener By Sam Boughton 	Lola Plants a Garden By Anna McQuinn 	Ten Seeds By Ruth Brown 	Titch By Pat Hutchins 	Oliver's Vegetables By Vivian French 	
Communication & Language: Nursery Reception	Enjoy listening to longer stories and can remember what happened.	Enjoy listening to longer stories and can remember what happened.	Sing a large repertoire of songs.	Sing a large repertoire of songs.	Understand two-part questions/instructions.	Understand two-part questions/instructions.
	I can engage in story time. I can describe events in some detail.	I can engage in story time. Listen to and discuss the story. Talk about the characters and what happens.	I can learn new vocabulary. Link to topic vocabulary.	I can use new vocabulary throughout the day. Following on from learning new story, talk about different vocabulary.	I can retell the story once I have developed a deep familiarity with the text, some as exact repetition and some in my own words. Learn new story.	I can learn rhymes, poems and songs. Talk about and listen to ideas expressed from friends.
Reading and Writing Nursery Reception: Reading Reception: Writing	Understand page sequencing.	Understand page sequencing.	Understand that print can have different purposes.	Understand that print can have different purposes.	Form letters to represent their name.	Form letters to represent their name.
	I can read individual letters by saying the sounds for them.	I can read individual letters by saying the sounds for them.	I can read individual letters by saying the sounds for them.	I can read individual letters by saying the sounds for them.	I can read individual letters by saying the sounds for them.	I can read individual letters by saying the sounds for them.
	I can describe events in some detail.	I can read individual letters by saying the sounds for them.	I can retell the story, once I have developed a deep familiarity with the text; some as exact repetition and some in their own words.	I can retell the story, once I have developed a deep familiarity with the text; some as exact repetition and some in their own words.	I can represent a story using images.	I can represent a story using images.
Year 2 Reading and VIPERS	VIPERS The Squirrels who Squabbled by Rachel Bright 	VIPERS Pip and Egg by Alex Latimer and David Litchfield 	VIPERS How to Protect Your House from the Big Bad Wolf Grammarsaurus 	VIPERS The Duck and the Kangaroo Grammarsaurus 	VIPERS The Owl Who Was Afraid of the Dark by Jill Tomlinson 	VIPERS The Owl Who Was Afraid of the Dark by Jill Tomlinson 

KS1 Key Texts (linked to theme/writing stimulus)	Concrete Poetry – Butterfly 	Concrete Poetry – Butterfly 	Diary Entry – Trip to the Farm 	Diary Entry – Trip to the Farm 	Newspaper Report – Break-In at the House of The Three Bears 	Newspaper Report – Break-In at the House of The Three Bears 
Personal, Social & Emotional Development Jigsaw – Changing Me Nursery Reception KS1	Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.	Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.	Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.	Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.	Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.	Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
	I am starting to understand the life cycles of animals and humans. I understand that changes happen as we grow and that this is OK.	I can tell you some things about me that have changed and some things about me that have stayed the same. I know that changes are OK and that sometimes they will happen whether I want them to or not.	I can tell you how my body has changed since I was a baby. I understand that growing up is natural and that everybody grows at different rates.	I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina, vulva, anus. I respect my body and understand which parts are private.	I understand that every time I learn something new, I change a little bit. I enjoy learning new things.	I can tell you about changes that have happened in my life. I know some ways to cope with changes.
	I am starting to understand the life cycles of animals and humans. I understand that changes happen as we grow and that this is OK.	I can tell you some things about me that have changed and some things about me that have stayed the same. I know that changes are OK and that sometimes they will happen whether I want them to or not.	I can tell you how my body has changed since I was a baby. I understand that growing up is natural and that everybody grows at different rates.	I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina, vulva, anus. I respect my body and understand which parts are private.	I understand that every time I learn something new, I change a little bit. I enjoy learning new things.	I can tell you about changes that have happened in my life. I know some ways to cope with changes.
Physical Development (PE): Athletics Nursery Reception KS1	Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.	Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.	Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.	Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.	Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.	Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.
	Develop overall body-strength, balance, co-ordination and agility.	Develop overall body-strength, balance, co-ordination and agility.	Develop overall body-strength, balance, co-ordination and agility.	Develop overall body-strength, balance, co-ordination and agility.	Develop overall body-strength, balance, co-ordination and agility.	Develop overall body-strength, balance, co-ordination and agility.
	To develop the sprinting action.	To develop jumping for distance.	To develop jumping for height.	To develop throwing for distance.	To develop throwing for accuracy.	To select and apply knowledge and technique in an athletics carousel.

Mathematics: Nursery (MTC) Reception (White Rose) KS1 (White Rose and NCETM)						
	Select Shapes for a Purpose Rotate Shapes Manipulate Shapes Explain Shape Arrangements Compose Shapes	Decompose Shapes Copy 2D Shape Pictures Find 2D Shapes within 3D Shapes	Explore Sharing Sharing Explore Grouping Grouping Even and Odd Sharing	Identify Units of Repeating Patterns Create Own Pattern Rules Explore Own Pattern Rules Replicate and Build Scenes and Constructions Visualise from Different Positions	Describe Positions Give Instructions to Build Explore Mapping Represent Maps with Models Create Own Maps from Familiar Places	Deepen Understanding Patterns and Relationships
	Parts and Wholes Equal and Unequal Parts Recognise a Half Find a Half Recognise a Quarter	Find a Quarter Recognise a Third Find a Third Find the Whole Unit Fractions	Non-Unit Fractions Recognise the Equivalence of a Half and Two-Quarters Recognise Three-Quarters Find Three-Quarters Count in Fractions up to a Whole	Months and Days Hours, Minutes and Seconds O'clock and Half Past Quarter Past Tell Time Past the Hour	Quarter To Tell Time to the Hour Tell the Time to 5 Minutes Minutes in an Hour Hours in a Day	Measure in Grams Measure in Kilograms Measure in Millilitres Measure in Litres Temperature
Understanding of the World: Nursery Reception	Explore the natural world around them, making observations and drawing pictures of animals and plants.	Explore the natural world around them, making observations and drawing pictures of animals and plants.	Explore the natural world around them, making observations and drawing pictures of animals and plants.	Explore the natural world around them, making observations and drawing pictures of animals and plants.	Explore the natural world around them, making observations and drawing pictures of animals and plants.	Explore the natural world around them, making observations and drawing pictures of animals and plants.
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Science What Makes Animals Different?	What is this animal?	How are animals different?	Do all animals eat the same food?	What are our body parts called?	What are senses?	Are all humans the same?
NC Links	<ul style="list-style-type: none"> identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals identify and name a variety of common animals that are carnivores, herbivores and omnivores describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) 					
History How Have Animals Helped Throughout History?	How do we know the Egyptians kept cats as pets?	How did animals help in the First World War?	Who was Sergeant Stubby?	Why was Laika's mission important?	Who is Jane Goodall?	How do animals help us today?
NC Links	<ul style="list-style-type: none"> the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods 					
Computing Robot Algorithms	Can you give clear instructions?	What is the difference in outcomes between two sequences that consist of the same instructions?	Can you predict the outcome of a sequence?	Can you design, create and test a mat for a floor bot?	Can you use your algorithm to create a program?	What is debugging?
NC Links	<ul style="list-style-type: none"> understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions 					
RE How Should We Care for Others?	What makes us unique?	What are the responsibilities of friendship?	What special skills do you have?	How do people care for others?	What is the Golden Rule?	Can you make a thank you gift?

Expressive Arts & Design Nursery Reception	Explore different materials freely, to develop their ideas about how to use them and what to make.	Explore different materials freely, to develop their ideas about how to use them and what to make.	Explore different materials freely, to develop their ideas about how to use them and what to make.	Explore different materials freely, to develop their ideas about how to use them and what to make.	Explore different materials freely, to develop their ideas about how to use them and what to make.	Explore different materials freely, to develop their ideas about how to use them and what to make.
	Explore colour and colour mixing.	Explore colour and colour mixing.	Explore colour and colour mixing.	Explore colour and colour mixing.	Explore colour and colour mixing.	Explore colour and colour mixing.
	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used.	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used.	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used.	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used.	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used.	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used.
Art and Design Which Artists were Inspired by Animals?	Who was Henri Rousseau?	How did Henri Rousseau use shape to create lifelike scenery?	Can you develop your use of colour?	Can you create a piece in the style of Henri Rousseau?	Who was Paul Klee?	Can you use pastels to create a piece in the style of Paul Klee?
NC Links	<ul style="list-style-type: none"> to use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work 					
Music Charanga – Animal Songs	Listen and Appraise: Three Little Birds by Bob Marley a. Learn the song Two Little Dickie Birds b. Focus on pitch and melody	Listen and Appraise: The Lion Sleeps Tonight by The Tokens a. Learn the song The Animal Fair b. Focus on pulse and duration	Listen and Appraise: The Elephant Song by Erik Herman and the Invisible Band a. Learn the song I Know an Old Lady b. Focus on structure	Listen and Appraise: Old MacDonald Had a Farm (Nursery Rhyme) a. Learn the song Old Macdonald Had a Farm b. Focus on dynamics	Listen and Appraise: Run Rabbit Run by Flanagan and Allen a. Learn the song Boing b. Focus on pulse and duration	Listen and Appraise: Spider in the Bath by Kids Now a. Learn the song Incy Wincy Spider b. Focus on texture
NC Links	<ul style="list-style-type: none"> use their voices expressively and creatively by singing songs and speaking chants and rhymes listen with concentration and understanding to a range of high-quality live and recorded music 					