



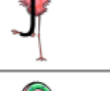

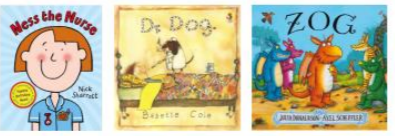


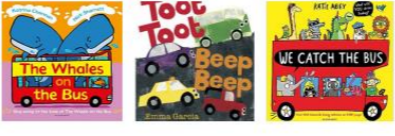


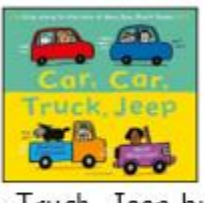



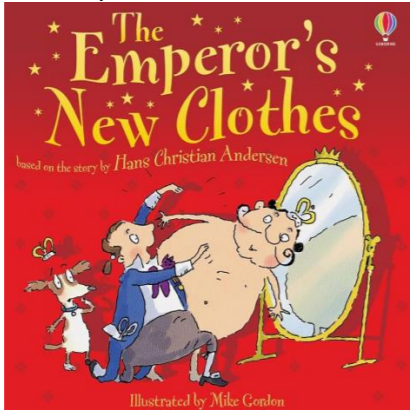
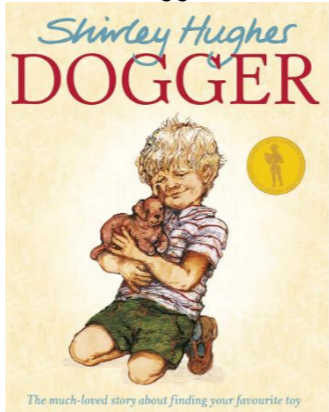
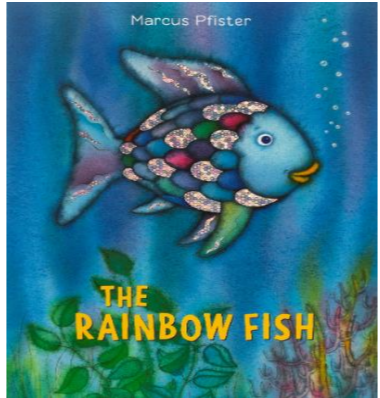
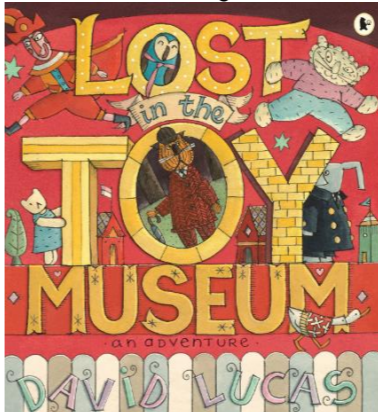
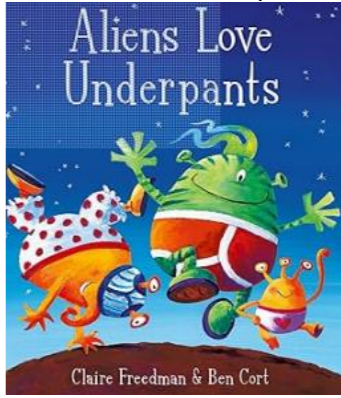
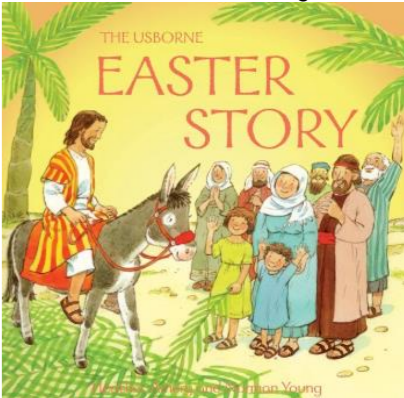


Castle Class Coverage
2024/2025
Spring Term 2



EYFS Theme: Do You Remember When...?
KS1 Theme: Dress to Impress

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) • 1 x phonemic awareness activity • AND 1 x oral blending activity • Rhyme time: (5 minutes) • 1 x Rhyme time song • 1 x Rhyme time activity	     	Open your mouth wide and say u <hr/> Show me your teeth to make a rrrr sound rrrr <hr/> Open your mouth and breathe out sharply h <hr/> Put your lips together and say b as you open them b <hr/> Open your lips a little; put your teeth on your bottom lip and push the air out to make the sound ffff <hr/> Open your mouth a little; put your tongue up to the top of your mouth, behind your teeth, and press llll					
	Miss Molly Had a Dolly Linked texts to doctors and nurses: 	One, Two, Buckle My Shoe Linked texts to counting: 	Round and Round the Garden Linked texts to bears: 	The Wheels on the Bus Linked texts to vehicles: 	Old King Cole Linked texts to kings and queens 	Review all rhymes learnt so far	
	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. 					

	<ul style="list-style-type: none"> • 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	<p>Week 1 review Phase 3: ai ee igh oa oo ar or ur oo ow oi ear</p> <p>Tricky words: Review all taught so far Secure spelling</p>	<p>Week 2 review Phase 3: er air words with double letters longer words</p> <p>Tricky words: Review all taught so far Secure spelling</p>	<p>Week 3 words with two or more digraphs</p> <p>Tricky words: Review all taught so far Secure spelling</p>	<p>Week 4 longer words words ending in -ing compound words</p> <p>Tricky words: Review all taught so far Secure spelling</p>	<p>Week 5 longer words words with s in the middle /z/ s words ending -s words with -es at end /z/</p> <p>Tricky words: Review all taught so far Secure spelling</p>	Assessment Week
EYFS Key Texts- linked to theme/writing stimulus	<p>Emperor's New Clothes</p> 	<p>Dogger</p> 	<p>The Rainbow Fish</p> 	<p>Lost in the Toy Museum</p> 	<p>Aliens Love Underpants</p> 	<p>The Easter Story</p> 
Communication & Language: Nursery	<p>Enjoy listening to longer stories and can remember what happened.</p>	<p>Enjoy listening to longer stories and can remember what happened.</p>	<p>Sing a large repertoire of songs.</p>	<p>Sing a large repertoire of songs.</p>	<p>Understand two-part questions/instructions.</p>	<p>Understand two-part questions/instructions.</p>
Reception	<p>I can engage in Storytime – throughout half term. I can describe events in some detail.</p>	<p>I can engage in Story times. Listen to and discuss the story. Talk about the characters and what happens.</p>	<p>I can learn new vocabulary. Link to topic vocabulary.</p>	<p>I can use new vocabulary throughout the day. Following on from learning new story, talk about different vocabulary.</p>	<p>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.</p>	<p>I can learn rhymes, poems and songs. Talk about and listen to ideas expressed from friends.</p>
Reading and Writing Nursery	<p>Understand page sequencing.</p>	<p>Understand page sequencing.</p>	<p>Understand that print can have different purposes.</p>	<p>Understand that print can have different purposes.</p>	<p>Form letters to represent their name.</p>	<p>Form letters to represent their name.</p>
Reception: Reading	<p>I can read individual letters by saying the sounds for them.</p>	<p>I can read individual letters by saying the sounds for them.</p>	<p>I can read individual letters by saying the sounds for them.</p>	<p>I can read individual letters by saying the sounds for them.</p>	<p>I can read individual letters by saying the sounds for them.</p>	<p>I can read individual letters by saying the sounds for them.</p>
Reception: Writing	<p>I can describe events in some detail.</p>	<p>I can read individual letters by saying the sounds for them.</p>	<p>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.</p>	<p>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.</p>	<p>I can represent a story using images.</p>	<p>I can represent a story using images.</p>
Little Wandle Year 1 Phonics	<p>Week 1 /ur/ or word /oo/ u oul awful would /air/ are share /or/ au aur oor al author dinosaur floor walk Tricky words: once laugh</p>	<p>Week 2 /ch/ tch match /ch/ ture adventure /ar/ al half* /ar/ a father* Tricky words: because eye</p>	<p>Week 3 /or/ a water Schwa in longer words: different /o/ a want /air/ ear ere bear there</p>	<p>Week 4 /ur/ ear learn /r/ wr wrist /s/ st sc whistle science Schwa at the end of words: actor</p>	<p>Week 5 /c/ ch school /sh/ ch chef /z/ /s/ ce se ze freez</p>	<p>Assessment Week</p>

<p>Year 2 Reading and VIPERS</p>	<p>VIPERS The Smartest Giant in Town (fiction)</p> 	<p>VIPERS The Smartest Giant in Town (fiction)</p> 	<p>VIPERS The Rainbow Fish (fiction)</p> 	<p>VIPERS The Rainbow Fish (fiction)</p> 	<p>VIPERS Aliens Love Under Pants (fiction)</p> 	<p>VIPERS Aliens Love Under Pants (fiction)</p> 
<p>KS1 Key Texts- linked to theme/writing stimulus</p>	<p>Emperor's New Clothes- Setting Description</p> 	<p>Emperor's New Clothes- Setting Description</p> 	<p>Emperor's New Clothes- Persuasive Letter</p> 	<p>Emperor's New Clothes- Persuasive Letter</p> 	<p>The Easter Story- Narrative</p> 	<p>The Easter Story- Narrative</p> 
<p>Personal, Social & Emotional Development (Jigsaw): Healthy Me</p> <p>Nursery</p> <p>Reception</p> <p>KS1</p>	<p>Settle into routines.</p> <p>I can set simple goals.</p> <p>I can tell you about a thing I do well.</p>	<p>Make relationships with adults and other children.</p> <p>I can set a goal and work out how to achieve it.</p> <p>I can tell you how I learn best.</p>	<p>Play with one or more other children, extending and elaborating play.</p> <p>I understand how to work well with a partner.</p> <p>I can celebrate achievement with my partner.</p>	<p>Sharing and taking turns.</p> <p>I can tackle a new challenge and understand this might stretch my learning.</p> <p>I can tell you how I feel when I am faced with a new challenge.</p>	<p>Help to find solutions to conflict and rivalry.</p> <p>I can tell you about obstacles which make it more difficult to achieve my new challenge and have ideas to overcome them.</p> <p>I can explain how I feel when I face obstacles and how I feel when I overcome them.</p>	<p>Talk with others to solve conflicts.</p> <p>I can tell you how I felt when I succeeded in a new challenge and how I celebrated it.</p> <p>I know how to store the feelings of success in my internal treasure chest.</p>
<p>Physical Development (PE): Dance</p> <p>Nursery</p>	<p>Increasingly able to use and remember sequences and patterns of movement related to music and rhythm.</p> <p>Combine different movements with ease and fluency.</p>	<p>Increasingly able to use and remember sequences and patterns of movement related to music and rhythm.</p> <p>Combine different movements with ease and fluency.</p>	<p>Increasingly able to use and remember sequences and patterns of movement related to music and rhythm.</p> <p>Combine different movements with ease and fluency.</p>	<p>Increasingly able to use and remember sequences and patterns of movement related to music and rhythm.</p> <p>Combine different movements with ease and fluency.</p>	<p>Increasingly able to use and remember sequences and patterns of movement related to music and rhythm.</p> <p>Combine different movements with ease and fluency.</p>	<p>Increasingly able to use and remember sequences and patterns of movement related to music and rhythm.</p> <p>Combine different movements with ease and fluency.</p>

Reception KS1	To explore speeds and actions in our pirate inspired dance.	To copy, remember and repeat actions that represent the theme.	To copy, repeat, create and perform actions that represent the theme.	To copy, repeat, create and perform actions that represent the theme.	To perform a pirate-themed dance.	To evaluate a pirate-themed performance.
Mathematics: Nursery (MTC) Reception (White Rose) KS1 (White Rose supported by NCETM)	Make comparisons between objects relating to length	Make comparisons between objects relating to length.	Make comparisons between objects relating to size	Make comparisons between objects relating to size	Make comparisons about time.	Make comparisons about time.
	Explore length	Compare length	Explore height	Compare height	Talk about time	Order and sequence time
	Multiplication and Division	Multiplication and Division	Multiplication and Division	Multiplication and Division	Length and Height	Length and Height
Understanding of the World: Nursery Reception	Recognise objects are made from different materials in their play.	Sort old and new toys.	Sort objects by their material.	Explore what we recycle in school.	Explore fabrics in the water tray.	Explore fabrics with torches.
	Recognise objects are made from different materials in their play.	Sort old and new toys.	Sort objects by their material.	Explore what we recycle in school.	Explore fabrics in the water tray.	Explore fabrics with torches.
Science Properties and Uses of Everyday Materials - Fabrics	What are materials?	How are materials different?	What are objects made from?	How can we sort every day materials?	What material would be best for an umbrella?	What material would be best for curtains?
NC Links	<p>Working scientifically:</p> <ul style="list-style-type: none"> asking simple questions and recognising that they can be answered in different ways observing closely, using simple equipment performing simple tests identifying and classifying using their observations and ideas to suggest answers to questions gathering and recording data to help in answering questions <p>Everyday Materials (YR1)</p> <ul style="list-style-type: none"> distinguish between an object and the material from which it is made identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock describe the simple physical properties of a variety of everyday materials compare and group together a variety of everyday materials on the basis of their simple physical properties <p>Uses of Everyday Materials (YR2)</p> <ul style="list-style-type: none"> identify and compare the suitability of a variety of everyday materials find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching 					
History Clothes Through Time	How have boy's clothes changed in the last 100 years?	How have girl's clothes changed in the last 100 years?	Did girl's really wear pyjamas to the beach?	When did fashion become important?	What did my parents used to wear?	Can I create a timeline of how clothes have changed through history?
NC Links	<ul style="list-style-type: none"> events beyond living memory that are significant nationally or globally 					
Computing Digital Photography: Digital Media/Cross Curricular	What devices can be used to take photographs and can you capture a digital photograph?	How do you take photographs in landscape and portrait formats and why might you use these?	What makes a good photograph?	What effect does light have on a photograph and can you experiment with different light sources?	How can photographs be changed?	How can we identify which photographs are real and which have been changed?
NC Links	<ul style="list-style-type: none"> use technology purposefully to create, organise, store, manipulate and retrieve digital content recognise common uses of information technology beyond school 					

	use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies					
RE Who is Jewish and how do they live?	Do you have any precious objects in your home?	What special objects might Jewish people have in their home?	How does the Shema help Jewish people worship God?	What is a mezuzah and how is it used?	What words would you like to have displayed in your home and why?	Who is Jewish and how do they live?
Expressive Arts & Design Nursery	Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.	Explore colour and colour-mixing. Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.	Explore colour and colour-mixing. Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.	Draw with increasing complexity and detail, such as representing a face with a circle and including details. Create closed shapes with continuous lines, and begin to use these shapes to represent objects.	Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.	Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.
Reception	Explore different colours of fabrics, sharing what I like.	Explore how different natural objects can create colour.	Explore inks in pens and how colours are mixed.	Create designs and talk about my ideas.	Follow instructions to create an effect.	Share what I like about my design and what I could do to make it better.
Design and Technology Fashion Show: Tie Dye	How are clothes all different colours?	Can you use plants to colour clothes?	Do we still use plants to dye our clothes?	How do I plan a design?	Can I create my own tie dye T-shirt?	How did my design turn out?
NC Links	<p>Design</p> <ul style="list-style-type: none"> use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups <p>generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>Make</p> <ul style="list-style-type: none"> select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately <p>select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p>Evaluate</p> <ul style="list-style-type: none"> investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work <p>understand how key events and individuals in design and technology have helped shape the world</p> <p>Technical knowledge</p> <p>apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p>					
Music Charanga Round And Round	Listen and Appraise: Round And Round by Joanna Mangona a. Warm-up Games b. Flexible Games (optional) c. Start to learn the song Round And Round	Listen and Appraise: Livin' La Voda Loca by Ricky Martin a. Warm-up Games b. Flexible Games (optional) c. Sing the song Round And Round d. Practise Round And Round and add instruments	Listen and Appraise: Imperial March by John Williams a. Warm-up Games b. Flexible Games (optional) c. Sing the song Round And Round d. Practise Round And Round and add instruments	Listen and Appraise: It Had Better Be Tonight by Michael Bubl� a. Warm-up Games b. Flexible Games (optional) c. Sing the song Round And Round d. Improvise Round And Round with instruments	Listen and Appraise: Why Don't You by Gramophonedzie a. Warm-up Games b. Flexible Games (optional) c. Sing the song Round And Round d. Improvise Round And Round with instruments	Listen and Appraise: Oye Como Va by Santana a. Warm-up Games b. Flexible Games (optional) c. Sing the song Round And Round d. Perform the song Round And Round
NC Links	<ul style="list-style-type: none"> use their voices expressively and creatively by singing songs and speaking chants and rhymes play tuned and untuned instruments musically listen with concentration and understanding to a range of high-quality live and recorded music experiment with, create, select and combine sounds using the inter-related dimensions of music 					