


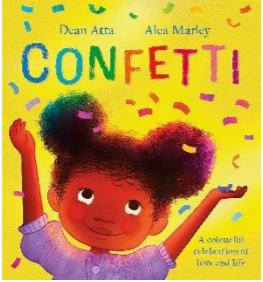

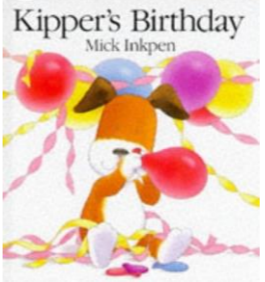
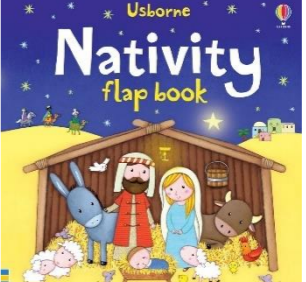
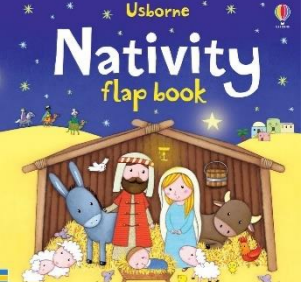


Castle Class Coverage
2024/2025
Autumn Term 2



EYFS Theme: Nice To Meet You
KS1 Theme: Who Am I?

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	Teach one sound each week, in the order listed: s a t p i n m In each session, play: • What's in the box? (Learn the sound). • One of these sound games: Voice sounds, Name play, Bertha the bus, Play with sounds (Practise the sound).						
	Pat-a-cake Suggested books linked to baking: The Gingerbread Man Pumpkin Soup by Helen Cooper Chocolate Mousse for Greedy Goose by Julia Donaldson	Row, Row, Row Your Boat Suggested books linked to boats and the sea: Hey, Water! by Antoinette Portis Commotion in the Ocean by Giles Andreae Busy Boats	Twinkle, Twinkle Little Star Suggested books linked to stars: How to Catch a Star by Oliver Jeffers Whatever Next by Jill Murphy My Little Star by Mark Sperring	Hey, Diddle, Diddle Suggested books linked to animals: What the Ladybird Heard by Julia Donaldson Oi Frog by Kes Gray & Jim Field I am a Tiger by Karl Newson	Humpty Dumpty Suggested books linked to eggs: Pip and Egg by Alex Latimer The Emperor's Egg by Martin Jenkins Green Eggs and Ham by Dr Seuss	Review all rhymes learnt so far	
Little Wandle Foundations: Love of Reading	Book: Kindness Makes Us Stronger by Sophie Beer  Linked texts 		Book: Monster Clothes by Daisy Hirst  Linked texts 		Book: Where's Lenny? By Ken Wilson-Max  Linked texts 		
Little Wandle Foundations for Language	Nursery children will learn: • 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: • 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.'						

<p>Little Wandle Reception Phonics</p>	<p>ff ll ss j New tricky words: put pull full as</p>	<p>v w x y New tricky words: and has his her</p>	<p>z zz qu words with s /s/ added at the end (hats sits) ch New tricky words: go no to into</p>	<p>sh th ng nk New tricky words: she push he of</p>	<p>words with s /s/ added at the end (hats sits) • words ending s /z/ (his) and with s /z/ added at the end (bags) New tricky words: we me be</p>	<p>Assessment Week</p>
<p>EYFS Key Texts- linked to theme/writing stimulus</p>	 <p>Confetti by Dean Atta</p>	 <p>Little Red Riding Hood</p>	 <p>Little Red Riding Hood</p>	 <p>Kipper's Birthday by Mick Inkpen</p>	 <p>The Nativity</p>	 <p>The Nativity</p>
<p>Communication & Language: Nursery</p>	<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>
<p>Reception</p>	<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>
<p>Reading and Writing Nursery</p>	<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>
<p>Reception: Reading</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>	<p>I can read individual letters by saying the sounds for them.</p>
<p>Reception: Writing</p>	<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>
<p>Little Wandle Year 1 Phonics</p>	<p>/ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn Review Phase 3 GPCs ai ee igh oa oo ar or ur oo ow oi ear Tricky words-their people oh your</p>	<p>/oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he Tricky words-Mr Mrs Ms ask</p>	<p>/ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e Tricky words-rude cute could would should our</p>	<p>/ee/ e-e these /oo/ /yoo/ ew chew new /ee/ ie shield /or/ aw Tricky words-claw Phase 5: ai/ay play ow/ou cloud oi/oy toy ee/ea each house mouse water want</p>	<p>Review longer words Grow the code: /igh/ ie i i-e /ai/ ay a a-e /oa/ oa o o-e /ee/ e ie e-e ea /oo/ /yoo/ ew u-e u ue</p>	<p>Assessment Week</p>

<p>Year 2 Reading and Phonics</p>	<p>VIPERS</p>  <p>Insects (Non-Fiction Text)</p>	<p>VIPERS</p>  <p>The Gruffalo's Child by Julia Donaldson</p>	<p>VIPERS</p>  <p>The Gruffalo's Child by Julia Donaldson</p>	<p>VIPERS</p>  <p>The Gruffalo's Child by Julia Donaldson</p>	<p>VIPERS</p> <p>The Nativity Story (Linked with Christmas Performance)</p>	<p>VIPERS</p> <p>The Nativity Story (Linked with Christmas Performance)</p>
<p>KS1 Key Texts- linked to theme/writing stimulus</p>	 <p>Confetti by Dean Atta</p>	 <p>Little Red Riding Hood</p>	 <p>Little Red Riding Hood</p>	 <p>Little Red Riding Hood</p>	 <p>The Jolly Postman by Allan Ahlberg</p>	 <p>The Jolly Postman by Allan Ahlberg</p>
<p>Personal, Social & Emotional Development (Jigsaw):</p> <p>Nursery</p> <p>Reception</p> <p>KS1</p> <p>Physical Development (PE):</p> <p>Nursery</p> <p>Reception</p>	<p>Settle into routines.</p> <p>Settle into routines. I feel special and safe in my class. <u>I can identify something I am good at and understand everyone is good at different things</u></p> <p>I can identify similarities between people in my class</p> <p>I feel special and safe in my class. <u>I can tell you some ways in which I am the same as my friends</u></p> <p>Continue to develop their movement, balancing, riding and bike skills.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p>	<p>Make relationships with adults and other children.</p> <p>I know that I belong to my class. <u>I understand that being different makes us all special</u></p> <p>I can identify differences between people in my class</p> <p>I know that I belong to my class. <u>I can tell you some ways I am different from my friends</u></p> <p>Continue to develop their movement, balancing, riding and bike skills.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p>	<p>Play with one or more other children, extending and elaborating play.</p> <p>I know how to make my class a safe place for everybody to learn. <u>I know we are all different but the same in some ways</u></p> <p>I can tell you what bullying is</p> <p>I know how to make my class a safe place for everybody to learn. <u>I understand how being bullied might feel</u></p> <p>Develop overall body-strength, balance, co-ordination, and agility.</p>	<p>Sharing and taking turns.</p> <p>I recognise how it feels to be proud of an achievement. <u>I can tell you why I think my home is special to me</u></p> <p>I know some people who I could talk to if I was feeling unhappy or being bullied</p> <p>I recognise how it feels to be proud of an achievement. <u>I can be kind to children who are bullied</u></p> <p>Develop overall body-strength, balance, co-ordination, and agility.</p>	<p>Help to find solutions to conflict and rivalry.</p> <p>I recognise the range of feelings when I face certain consequences. <u>I can tell you how to be a kind friend</u></p> <p>I know how to make new friends</p> <p>I recognise the range of feelings when I face certain consequences. <u>I know how it feels to make a new friend</u></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>Talk with others to solve conflicts.</p> <p>I understand my choices in following the Learning Charter. <u>I know which words to use to stand up for myself when someone says or does something unkind</u></p> <p>I can tell you some ways I am different from my friends</p> <p>I understand my choices in following the Learning Charter. <u>I understand these differences make us all special and unique</u></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>

KS1	To develop quality when performing and linking shapes.	To develop stability and control when performing balances.	To develop technique and control when performing shape jumps.	To develop technique and control when performing shape jumps.	To develop technique in the barrel, straight and forward roll.	To develop rolls and use them in a sequence.
Mathematics: Nursery (MTC) Reception (White Rose) KS1 (White Rose)	Number 1	Number 2 subitising	Number 2	Pattern.	Pattern	Consolidation.
	It's Me 1,2,3	It's Me 1,2,3	Talk about measure and patterns. Circles and Triangles	Talk about measure and patterns. 1,2,3,4,5	It's me 1,2,3,4,5	It's me 1,2,3. Shapes with 4 sides
	YR1- place value within 100 YR2- place value within 100	YR1- place value within 100 YR2- place value within 100	YR1- place value within 100 YR2- place value within 100	YR1- place value within 100 YR2- place value within 100	YR1- shape YR2-shape	YR1- shape YR2-shape
Understanding of the World: Nursery Reception	I can talk about my senses.	I can talk about what I can see.	I can use my listening ears.	I know how to be healthy when out in the sun.	I know why brushing my teeth is important.	I can recognise some familiar scents.
	I can talk about my senses.	I can talk about what I can see.	I can use my listening ears.	I know how to be healthy when out in the sun.	I know why brushing my teeth is important.	I can recognise some familiar scents.
Science	Identify common body parts. I can name the five main senses.	I can label the parts of the eye and explain how our eyes are used.	I can label the parts of the ear and explain how our ears are used.	I can share how to keep my skin healthy.	I can share how my mouth works and how to keep it healthy.	I can carry out an investigation using my sense of smell.
NC Links	<ul style="list-style-type: none"> describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets). notice that animals, including humans, have offspring which grow into adults. Working Scientifically: <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. YR1- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. YR2- describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene					
History	History taught last half term					
NC Link	•					
Geography	What is my classroom like?	Where is my school on my street?	Where is my village in the country?	What are the seasons like in the United Kingdom?	Where is my country in the world?	How is the weather different around the world?
NC Links	Use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. 					

Computing	I can explain technology as something that helps us and locate examples of technology in the classroom.	I can name the main parts of a computer and use a mouse to click and drag.	I can use a mouse to open a programme and create a picture.	I can say what a keyboard is for and type my name on a computer.	I can open my work from a file and use the arrow keys to move the cursor.	I can identify rules to keep us safe and healthy when we are using technology in and beyond the home and discuss how we benefit from these rules.
NC Links	<ul style="list-style-type: none"> 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 Belonging to a community	What Does It Mean to Belong to a family.	Who Am I?	What Does It Mean to Belong to the Christian Community?	What does it mean to belong to a Jewish Community?	What does it mean to be part of a Muslim Community?	I can identify symbols and practices that show belonging to a community.
Expressive Arts & Design Nursery	Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.	Create closed shapes with continuous lines, and begin to use these shapes to represent objects.	Draw with increasing complexity and detail, such as representing a face with a circle and including details.	Use drawing to represent ideas like movement or loud noises.	Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.	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.
	Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.					
Reception	Draw pictures of animals	Design a mask based on a character from a story I know well.	Explore attachments and joins	Mask Making	Explore different materials to decorate my mask.	Share what I like about my mask
Art/DT	Study native American wolf masks, discuss how these differ from real wolves and say what they like/dislike about each mask.	Find out about the work of crafts people from another culture. See how mask designs are often abstract & colourful. Link what I have learnt to my own work.	Use 2D media to plan and design my mask. Choose the materials I will make the mask from.	Create, shape, and join the different parts of my mask.	Paint, colour and decorate my mask.	Evaluate their designs and the materials they used - what materials worked best/how could they improve their design.
	<p>Design</p> <ul style="list-style-type: none"> design purposeful, functional, appealing products for themselves and other users based on design criteria. generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. <p>Make</p> <ul style="list-style-type: none"> select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]. select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. <p>Evaluate</p> <ul style="list-style-type: none"> explore and evaluate a range of existing products. evaluate their ideas and products against design criteria. 					
Music Charanga	Listen and Appraise: Rhythm in the Way We Walk by Joanna Mangona a. Warm-up Games b. Flexible Games (optional) c. Start to learn the song Rhythm in the Way We Walk	Listen and Appraise: The Planets: Mars by Gustav Holst a. Warm-up Games b. Flexible Games (optional) c. Sing the song Rhythm in the Way We Walk d. Practise Rhythm in the Way We Walk and add instruments	Listen and Appraise: Tubular Bells by Mike Oldfield a. Warm-up Games b. Flexible Games (optional) c. Sing the song Rhythm in the Way We Walk d. Practise and perform Rhythm in the Way We Walk	Listen and Appraise: Banana Rap by Jane Sebba a. Warm-up Games b. Flexible Games (optional) c. Start to learn the song Banana Rap	Listen and Appraise: Happy by Pharrell Williams a. Warm-up Games b. Flexible Games (optional) c. Start to learn the song Banana Rap	Listen and Appraise: When I'm 64 by The Beatles a. Warm-up Games b. Flexible Games (optional) c. Add instruments to the song Banana Rap and perform

NC Links

- 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.