
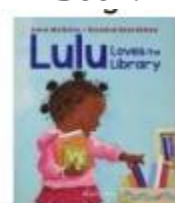
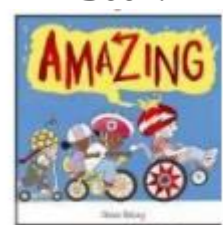


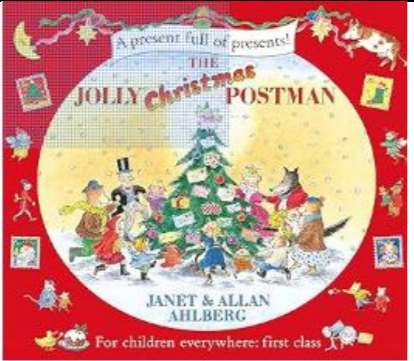
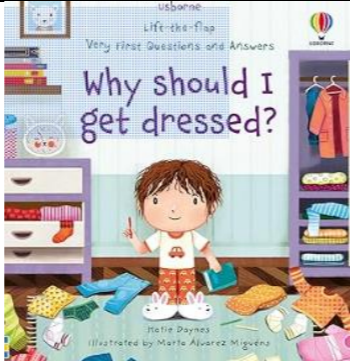
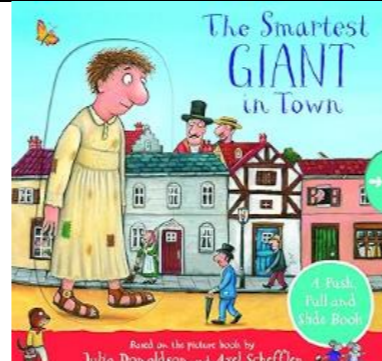
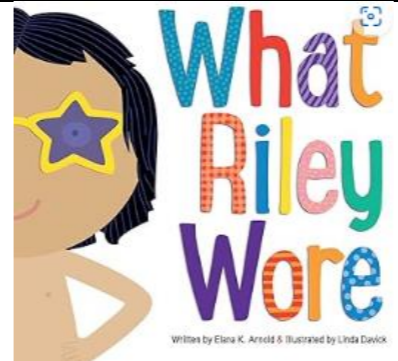
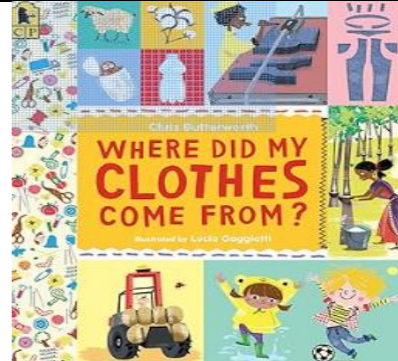
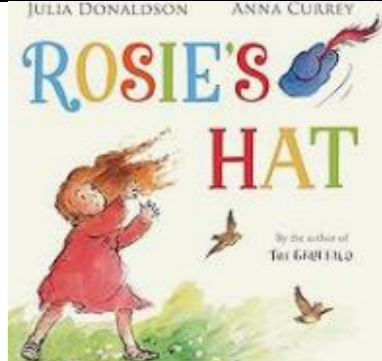


Castle Class Coverage
2024/2025
Spring Term 1



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	<table border="1"> <thead> <tr> <th>Sound</th> <th>What's in the box? (Words and objects/images)</th> <th>Blend from the box (Words and objects/images)</th> </tr> </thead> <tbody> <tr> <td></td> <td>dog door dinosaur duck</td> <td>d-o-g d-u-ck d-o-ll d-e-n</td> </tr> <tr> <td></td> <td>grapes glue glasses goat</td> <td>g-oa-t g-ai-t (gate) g-oo-se g-ir-l</td> </tr> <tr> <td></td> <td>orange otter ostrich octopus</td> <td>Omit Blend from the box for this sound.</td> </tr> <tr> <td></td> <td>car cup crown cat</td> <td>c-a-t c-u-p c-a-p c-oi-n</td> </tr> <tr> <td></td> <td>kangaroo kettle ketchup kite</td> <td>k-igh-t (kite) k-i-d k-i-t</td> </tr> <tr> <td></td> <td>egg elbow envelope elephant</td> <td>Omit Blend from the box for this sound.</td> </tr> </tbody> </table>	Sound	What's in the box? (Words and objects/images)	Blend from the box (Words and objects/images)		dog door dinosaur duck	d-o-g d-u-ck d-o-ll d-e-n		grapes glue glasses goat	g-oa-t g-ai-t (gate) g-oo-se g-ir-l		orange otter ostrich octopus	Omit Blend from the box for this sound.		car cup crown cat	c-a-t c-u-p c-a-p c-oi-n		kangaroo kettle ketchup kite	k-igh-t (kite) k-i-d k-i-t		egg elbow envelope elephant	Omit Blend from the box for this sound.					
	Sound	What's in the box? (Words and objects/images)	Blend from the box (Words and objects/images)																								
	dog door dinosaur duck	d-o-g d-u-ck d-o-ll d-e-n																									
	grapes glue glasses goat	g-oa-t g-ai-t (gate) g-oo-se g-ir-l																									
	orange otter ostrich octopus	Omit Blend from the box for this sound.																									
	car cup crown cat	c-a-t c-u-p c-a-p c-oi-n																									
	kangaroo kettle ketchup kite	k-igh-t (kite) k-i-d k-i-t																									
	egg elbow envelope elephant	Omit Blend from the box for this sound.																									
<p align="center">Ring-a-ring-a-roses</p> <p align="center">Linked texts: Sam Plants a Sunflower by Kate Petty Jasper's Beanstalk by Nick Butterworth The Tiny Seed by Eric Carle</p>	<p align="center">The Grand Old Duke of York</p> <p align="center">Linked texts: The Orchard Book of Nursery Rhymes Paddington at the Palace by Michael Bond The Queen's Knickers by Nicholas Allan</p>	<p align="center">Wind the Bobbin Up</p> <p align="center">Linked texts: Home by Carson Ellis This is Our House by Michael Rosen Usborne Very First Words at Home by Felicity Brooks</p>	<p align="center">Jack and Jill</p> <p align="center">Linked texts: All Fall Down by Helen Oxenbury One Ted Falls Out of Bed by Julia Donaldson Ten-in-the-Bed by Penny Dale</p>	<p align="center">Mary, Mary, Quite Contrary</p> <p align="center">Linked texts: Errol's Garden by Gillian Hibbs Lola Plants a Garden by Anna McQuinn A Peaceful Garden by Lucy London</p>	<p>Review all rhymes learnt so far</p>																						
Little Wandle Foundations: Love of Reading Texts	<p>Book:</p>  <p>Would You Rather ... by John Burningham</p>		<p>Book:</p>  <p>Lulu Loves the Library by Anna McQuinn</p>		<p>Book:</p>  <p>Amazing written by Steve Antony</p>																						
Little Wandle Foundations for Language	<p>Nursery children will learn:</p> <ul style="list-style-type: none"> • new vocabulary. • appropriate grammatical structures. • turn-taking in conversations. • to become confident communicators. <p>These skills are aligned with the communication and language focus outlined in Development Matters. Three- and four-year-olds should be learning to:</p> <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. 																										

	<ul style="list-style-type: none"> • 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	ai ee igh oa	oo o oar or New tricky words: was you they	ur ow oi ear New tricky words: my by all	air er and words with double letters dd mm tt bb rr gg pp ff New tricky words: are sure pure	Longer words	Assessment Week
EYFS Key Texts- linked to theme/writing stimulus	 <p>Who wears that?</p>	 <p>Why do we wear clothes?</p>	 <p>Which materials are clothes made from?</p>	 <p>How do clothes make us feel?</p>	 <p>Where did my clothes come from?</p>	 <p>What is the weather like today?</p>
Communication & Language: Nursery	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.
Reception	I can engage in Storytime – throughout half term. I can describe events in some detail.	I can engage in Story times. 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	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
Reception: Reading	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.
Reception: Writing	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.
Little Wandle Year 1 Phonics	/ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder Tricky words: any many again	/igh/ y fly /oa/ ow snow /j/ g giant /f/ ph phone Tricky words: who whole where two	/l/ le al apple metal /s/ c ice /v/ ve give Tricky words-school call different	/u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey Tricky words-thought through friend work	Grow the code: /oo/ u ew ue u-e ui ou oo fruit soup /ee/ ea e e-e ie ey y ee /s/ c se ce ss /z/ se s zz /oa/ ow oe ou o-e o oa	Assessment Week

<p>Year 2 Reading and VIPERS</p>	<p>VIPERS The Black Hat (Animation)</p> 	<p>VIPERS The Black Hat (Animation)</p> 	<p>VIPERS Materials (non-fiction)</p> 	<p>VIPERS Materials (non-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>Recount- linked to Christmas holiday break</p>	 <p>Recount- linked to Christmas holiday break</p>	 <p>Explanation text- different material types and uses.</p>	 <p>Explanation text- different material types and uses.</p>	 <p>Instruction writing- How to wash your clothes.</p>	 <p>Instruction writing- How to wash your clothes.</p>
<p>Personal, Social & Emotional Development (Jigsaw): Dreams and Goals</p> <p>Nursery</p> <p>Reception</p> <p>KS1</p> <p>Physical Development (PE):</p>	<p>Settle into routines.</p> <p>I can set simple goals I can tell you about a thing I do well</p> <p>I can set simple goals I can tell you about a thing I do well</p> <p>Increasingly able to use and remember sequences and</p>	<p>Make relationships with adults and other children.</p> <p>I can set a goal and work out how to achieve it I can tell you how I learn best</p> <p>I can set a goal and work out how to achieve it I can tell you how I learn best</p> <p>Increasingly able to use and remember sequences and</p>	<p>Play with one or more other children, extending and elaborating play.</p> <p>I understand how to work well with a partner I can celebrate achievement with my partner</p> <p>I understand how to work well with a partner I can celebrate achievement with my partner</p> <p>Increasingly able to use and remember sequences and</p>	<p>Sharing and taking turns.</p> <p>I can tackle a new challenge and understand this might stretch my learning I can tell you how I feel when I am faced with a new challenge</p> <p>I can tackle a new challenge and understand this might stretch my learning I can tell you how I feel when I am faced with a new challenge</p> <p>Increasingly able to use and remember sequences and</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 I can explain how I feel when I face obstacles and how I feel when I overcome them</p> <p>I can tell you about obstacles which make it more difficult to achieve my new challenge and have ideas to overcome them I can explain how I feel when I face obstacles and how I feel when I overcome them</p> <p>Increasingly able to use and remember sequences and</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 I know how to store the feelings of success in my internal treasure chest</p> <p>I can tell you how I felt when I succeeded in a new challenge and how I celebrated it I know how to store the feelings of success in my internal treasure chest</p> <p>Increasingly able to use and remember sequences and</p>

Nursery Reception KS1	patterns of movement related to music and rhythm.	patterns of movement related to music and rhythm.	patterns of movement related to music and rhythm.	patterns of movement related to music and rhythm.	patterns of movement related to music and rhythm.	patterns of movement related to music and rhythm.	
	Combine different movements with ease and fluency.	Combine different movements with ease and fluency.	Combine different movements with ease and fluency.	Combine different movements with ease and fluency.	- Combine different movements with ease and fluency.	Combine different movements with ease and fluency.	
	To use counts of 8 to move in time and make my dance look interesting.	To explore pathways in my dance.	To create my own dance using actions, pathways and counts.	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.	
Mathematics: Nursery (MTC) Reception (White Rose) KS1 (NCETM and White Rose)	Subitising to 3	Number 3	Number 4	Number 4 -composition	Number 5	Number 5 composition	
	Introduce zero	Find 0 to 5 Subitise 0 to 5	Represent 0 to 5	! more and 1 less	Composition	Conceptual subitising to 5	
	YR1: Addition and Subtraction Facts Within 10, Numbers 0 to 20 Year 2: Addition and Subtraction of 2-Digit Numbers (1), Addition and Subtraction of 2-Digit Numbers (2)	YR1: Addition and Subtraction Facts Within 10, Numbers 0 to 20 Year 2: Addition and Subtraction of 2-Digit Numbers (1), Addition and Subtraction of 2-Digit Numbers (2)	YR1: Addition and Subtraction Facts Within 10, Numbers 0 to 20 Year 2: Addition and Subtraction of 2-Digit Numbers (1), Addition and Subtraction of 2-Digit Numbers (2)	YR1: Addition and Subtraction Facts Within 10, Numbers 0 to 20 Year 2: Addition and Subtraction of 2-Digit Numbers (1), Addition and Subtraction of 2-Digit Numbers (2)	YR1: Addition and Subtraction Facts Within 10, Numbers 0 to 20 Year 2: Addition and Subtraction of 2-Digit Numbers (1), Addition and Subtraction of 2-Digit Numbers (2)	YR1: Addition and Subtraction Facts Within 10, Numbers 0 to 20 Year 2: Addition and Subtraction of 2-Digit Numbers (1), Addition and Subtraction of 2-Digit Numbers (2)	YR1: Multiplication and Division (White Rose) YR2: Introduction to Multiplication, Introduction to Division Structures, Multiplication and Division – Doubling, Halving, Quotative and Partitive Division
Understanding of the World: Nursery Reception	I can talk about the weather outside.	I can talk about the clothes I need to wear outside..	I can talk about the weather at different times of the year.	I can use simple symbols to represent the weather.	I can present the weather. .	I can talk about the weather in a different country.	
	I can talk about the weather outside.	I can talk about the clothes I need to wear outside..	I can talk about the weather at different times of the year.	I can use simple symbols to represent the weather.	I can present the weather.	I can talk about the weather in a different country.	
Science	When is autumn?	What is the weather like in autumn?	What events happen during autumn?	When is winter?	What is the weather like in winter?	What changes happen in each season?	
NC Links	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 Seasonal changes (YR1) <ul style="list-style-type: none"> • observe changes across the four seasons • observe and describe weather associated with the seasons and how day length varies. 						
History	History taught next half term						
NC Link	•						
Geography	What is the difference between weather and climate?	What is the weather like in my school grounds?	How can we collect weather data?	How can we collect and record weather data?	How can we present weather data?	How can we analyse our weather data?	

NC Links	<ul style="list-style-type: none"> identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles 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 open a word processor and identify and find keys on a keyboard.	I can enter text into a computer and use letter, number, Space and Backspace keys.	I can type capital letters and identify the toolbar to use bold, italic and underline.	I can select a word by double-clicking, select all of the text by clicking and dragging and can change the font.	I can say what tool I used to change the text and can use Undo to remove changes.	I can explain the differences between typing and writing and can say why I prefer typing or writing.
NC Links	<ul style="list-style-type: none"> use technology purposefully to create, organise, store, manipulate and retrieve digital content. 					
RE What do Christians believe God is like?	What does The Parable of the Lost Son mean to Christians?	How do Christians show their love for God?	Why is forgiveness important?	What are the four main types of prayer in Christianity?	What do Christians believe God is like?	How does God make a difference to how Christians live?
Expressive Arts & Design Nursery	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.	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.
Reception	Explore different patterns, discussing what they like and don't like.	Create patterns using different objects.	Explore repeating patterns.	I can use my pattern block to print a repeated pattern.	Share what I like about my design and what I could do to make it better.	
Art/DT How do you get patterns in fabrics?	Who was William Morris and what influence did he have on pattern?	How can we create patterns using objects?	I can design a pattern that can be repeated.	I can use my pattern block to print a repeated pattern.	I can evaluate my design pattern and discuss the work of others.	
	<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	Listen and Appraise: In The Groove: Blues by Joanna Mangona a. Warm-up Games b. Flexible Games (optional) c. Start to learn the song In The Groove: Blues	Listen and Appraise: Let The Bright Seraphim by Handel a. Warm-up Games b. Flexible Games (optional) c. Sing the song In The Groove: Baroque d. Practise In The Groove: Baroque and add instruments	Listen and Appraise: Livin' La Voda Loca by Ricky Martin a. Warm-up Games b. Flexible Games (optional) c. Sing the song In The Groove: Latin d. Practise In The Groove: Latin and improvise with instruments	Listen and Appraise: Jai Ho by JR Rahman a. Warm-up Games b. Flexible Games (optional) c. Sing the song In The Groove: Bhangra d. Practise In The Groove: Bhangra and compose with the song	Listen and Appraise: Lord Of The Dance by R. Hardiman a. Warm-up Games b. Flexible Games (optional) c. Sing the song In The Groove: Folk d. Practise In The Groove: Folk and add instruments	Listen and Appraise: Diggin' On James Brown by Tower of Power a. Warm-up Games b. Flexible Games (optional) c. Sing the song In The Groove: Funk d. Practise In The Groove: Funk and improvise with instruments
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. <ul style="list-style-type: none"> experiment with, create, select and combine sounds using the inter-related dimensions of music. 					