

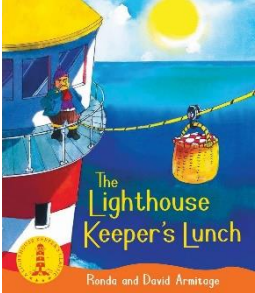
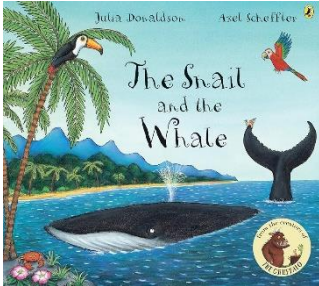
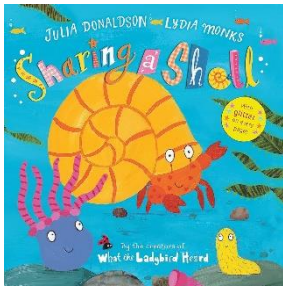
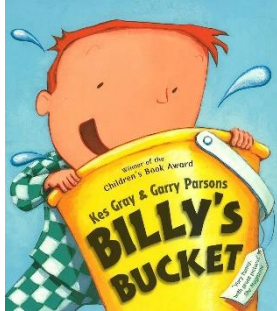
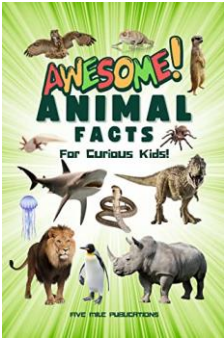
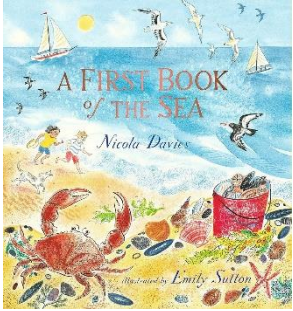


Unit Coverage- EYFS  
2023/2024  
Summer Term 1



Unit Theme: All Aboard!

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><tr><th></th><th>Phase 4</th><th>New tricky words</th></tr><tr><td>Week 1</td><td>short vowels CVCC</td><td>said so have like</td></tr><tr><td>Week 2</td><td>short vowels CVCC CCVC</td><td>some come love do</td></tr><tr><td>Week 3</td><td>short vowels CCVCC CCCVC CCCVCC longer words</td><td>were here little says</td></tr><tr><td>Week 4</td><td>longer words compound words</td><td>there when what one</td></tr><tr><td>Week 5</td><td>root words ending in: –ing, –ed /t/, –ed /d/ /ed/ –est</td><td>out today</td></tr></table>						Phase 4	New tricky words	Week 1	short vowels CVCC	said so have like	Week 2	short vowels CVCC CCVC	some come love do	Week 3	short vowels CCVCC CCCVC CCCVCC longer words	were here little says	Week 4	longer words compound words	there when what one	Week 5	root words ending in: –ing, –ed /t/, –ed /d/ /ed/ –est	out today	
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	1,2,3,4,5 Once I Caught a Fish Alive Suggested books linked to fish: <i>The Rainbow Fish</i> by Marcus Pfister <i>Hooray for Fish!</i> by Lucy Cousins <i>Tiddler: The Story-telling Fish</i> by Julia Donaldson	A Sailor went to Sea Suggested books linked to boats and the sea: <i>Hey, Water!</i> by Antoinette Portis <i>Commotion in the Ocean</i> by Giles Andreae <i>Busy Boats</i>	Baa, Baa, Black Sheep Suggested books linked to sheep: <i>Brenda is a Sheep</i> by Morag Hood <i>Car, Car, Truck, Jeep</i> by Katrina Charman <i>Where is the Green Sheep</i> by Mem Fox	Down at the Station Suggested books linked to trains: <i>The Train Ride</i> by June Crebbin <i>Busy Trains</i> <i>Trains, Trains, Trains</i> by Donna David	Hey Diddle, Diddle Suggested books linked to space: <i>Whatever Next</i> by Jill Murphy <i>Two Little Mice and the Moon Adventure</i> by Stuart James <i>Look Up</i> by Nathan Bryon	Hickory Dickory Dock Suggested books linked to mice: <i>The Gruffalo</i> by Julia Donaldson <i>Frederick</i> by Leo Lionni <i>The Lion &amp; the Mouse</i> by Jerry Pinkney																		
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	<p>Nursery children will learn:</p> <ul style="list-style-type: none"> <li>• new vocabulary</li> <li>• appropriate grammatical structures</li> <li>• turn-taking in conversations</li> <li>• to become confident communicators.</li> </ul> <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"> <li>• Use a wider range of vocabulary.</li> <li>• Use longer sentences of four to six words.</li> <li>• 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.</li> <li>• Start a conversation with an adult or a friend and continue it for many turns.</li> <li>• Use talk to organise themselves and their play: ‘Let’s go on a bus ... you sit there ... I’ll be the driver.</li> </ul>					
Little Wandle Reception Phonics	Reviewing phase 3 GPC’s.	Reviewing phase 3 GPC’s.	Reviewing phase 3 GPC’s.	Reviewing phase 3 GPC’s.	Reviewing phase 3 GPC’s.	Reviewing phase 3 GPC’s.
Key Texts- linked to All Aboard!						
<p>Nursery</p> <p>Personal, Social &amp; Emotional Development</p> <p>Reception</p>	Increasingly follow rules and understand why they are there	Do not always need an adult to remind them of a rule.	Develop appropriate ways of being assertive. Talk with others to solve conflicts.	Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’.	Begin to understand how others might be feeling.	Show more confidence in new social situations.  Play with one or more other children, extending and elaborating play ideas.
	Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.	Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.	Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly.	Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.	Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers.	Show sensitivity to their own and to others’ needs.

Physical Development	Nursery	Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.	Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils.	Start to eat independently and learning how to use a knife and fork. Show a preference for a dominant hand.	Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.	Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.	Make healthy choices about food, drink, activity and toothbrushing.
	Reception	Negotiate space and obstacles safely, with consideration for themselves and others.	Demonstrate strength, balance and coordination when playing.	Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.	Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.	Use a range of small tools, including	Begin to show accuracy and care when drawing.
Communication & Language	Nursery	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.	Can 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.”	Sing a large repertoire of songs.	Know many rhymes, be able to talk about familiar books, and be able to tell a long story.
	Reception	Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.	Make comments about what they have heard and ask questions to clarify their understanding.	Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.	Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.	Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.	Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.
Literacy	Nursery	Understand the five key concepts about print: -print has meaning -the names of the different parts of a book -print can have different purposes -page sequencing we read English text from left to right and from top to bottom	Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write ‘m’ for mummy.	Write some or all of their name.	Write some letters accurately.	Engage in extended conversations about stories, learning new vocabulary.	Develop their phonological awareness, so that they can: -spot and suggest rhymes -count or clap syllables in a word  recognise words with the same initial sound, such as money and mother
	Reception: Reading						
Reception: Writing	Reception: Writing	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary	Anticipate (where appropriate) key events in stories.  Read words consistent with their phonic	Anticipate (where appropriate) key events in stories.  Read words consistent with their phonic	Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.	Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.



	vocabulary.  Say a sound for each letter in the alphabet and at least 10 digraphs.	Say a sound for each letter in the alphabet and at least 10 digraphs.	knowledge by sound-blending.	knowledge by sound-blending.	Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
	Write recognisable letters, most of which are correctly formed.	Write recognisable letters, most of which are correctly formed.	Spell words by identifying sounds in them and representing the sounds with a letter or letters.	Spell words by identifying sounds in them and representing the sounds with a letter or letters.	Write simple phrases and sentences that can be read by others.	Write simple phrases and sentences that can be read by others.
<b>Nursery</b>  <b>Mathematics:</b> <b>Mastering the Curriculum</b>  <b>Reception</b>	Make comparisons between objects relating to size, length, weight and capacity.	Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.	Combine shapes to make new ones – an arch, a bigger triangle etc.	Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like ‘pointy’, ‘spotty’, ‘blobs’ etc.	Extend and create ABAB patterns – stick, leaf, stick, leaf.	Notice and correct an error in a repeating pattern. Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...’ Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5 Solve real world mathematical problems with numbers up to 5. Compare quantities using language: ‘more than’, ‘fewer than’.
	Have a deep understanding of number to 10, including the composition of each number.	Subitise (recognise quantities without counting) up to 5.	Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.	Verbally count beyond 20, recognising the pattern of the counting system.	Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.	Understand the past through settings, characters and events encountered in books read in class and storytelling.
<b>Nursery</b>  <b>Understanding of the World</b>	Plant seeds and care for growing plants.	Plant seeds and care for growing plants.	Understand the key features of the life cycle of a plant and an animal.  Begin to understand the need to respect and care	Understand the key features of the life cycle of a plant and an animal.  Begin to understand the need to respect and care	Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.	Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

Reception			for the natural environment and all living things.  Explore and talk about different forces they can feel.	for the natural environment and all living things.  Explore and talk about different forces they can feel.	Continue to develop positive attitudes about the differences between people.	Continue to develop positive attitudes about the differences between people.
	Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.	Understand the past through settings, characters and events encountered in books read in class and storytelling.	Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.	Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.	Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.	Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.
Nursery  Expressive Arts & Design  Reception	Listen with increased attention to sounds.	Respond to what they have heard, expressing their thoughts and feelings.	Remember and sing entire songs.	Sing the pitch of a tone sung by another person ('pitch match').	Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.	Create their own songs, or improvise a song around one they know. Play instruments with increasing control to express
	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.	Make use of props and materials when role playing characters in narratives and stories.	Invent, adapt and recount narratives and stories with peers and their teacher.	Sing a range of well-known nursery rhymes and songs.	Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.



**Unit Coverage- EYFS/Year 1/2**  
**2023/2024**  
**Summer term 1**



**Unit Theme: The Big Build**

Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6														
Reading Weekly VIPERS Focus Little Wandle daily focus and lessons. Daily spelling practice. 3 x Little Wandle reading with class teacher.	<table><tr><td></td><td>Review Phase 5 GPCs for phonics screening check</td></tr><tr><td>Week 1</td><td>ay play a-e shake ea each e he</td></tr><tr><td>Week 2</td><td>le pie l-e time o go o-e home</td></tr><tr><td>Week 3</td><td>ue blue rescue ew chew new u-e rude cute aw claw</td></tr><tr><td>Week 4</td><td>ea head ir bird ou cloud oy toy</td></tr><tr><td>Week 5</td><td>l tiger a paper ow snow u unicorn</td></tr><tr><td>Week 6</td><td>ph phone wh wheel le shield g giant</td></tr></table>							Review Phase 5 GPCs for phonics screening check	Week 1	ay play a-e shake ea each e he	Week 2	le pie l-e time o go o-e home	Week 3	ue blue rescue ew chew new u-e rude cute aw claw	Week 4	ea head ir bird ou cloud oy toy	Week 5	l tiger a paper ow snow u unicorn	Week 6	ph phone wh wheel le shield g giant
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Writing																				
Instructions.	The children will be learning to write instructions for seed packs. They will learn all the relevant grammar needed to successfully write instructions. They will start off by learning about the important of correctly ordering instructions. Then they will be planning to write their own instructions and finally, they will independently write some instructions on how to plan seeds.	The children will be learning to write instructions for seed packs. They will learn all the relevant grammar needed to successfully write instructions. They will start off by learning about the important of correctly ordering instructions. Then they will be planning to write their own instructions and finally, they will independently write some instructions on how to plan seeds.	During our non-chronological report topic, the children will be making use of our nature garden to find the different insects and plants that call the garden their home. The children will then pick an insect or plant to further research. Once they have found out everything there is about their chosen plant or insect, they will independently write a non-chronological report about their chosen plant or insect.	During our non-chronological report topic, the children will be making use of our nature garden to find the different insects and plants that call the garden their home. The children will then pick an insect or plant to further research. Once they have found out everything there is about their chosen plant or insect, they will independently write a non-chronological report about their chosen plant or insect.	During our poetry topic, the children will be looking at the poem the Owl and the pussycat. The children will learn to retell the poem through role play. They will also be focusing on rhyming couplets and will use their prior knowledge of poems to help them. The children will be planning to write their own poem based on two animals of their choice. They will be planning their adventure and creating a word bank of rhyming words to help them with their final independent write.	During our poetry topic, the children will be looking at the poem the Owl and the pussycat. The children will learn to retell the poem through role play. They will also be focusing on rhyming couplets and will use their prior knowledge of poems to help them. The children will be planning to write their own poem based on two animals of their choice. They will be planning their adventure and creating a word bank of rhyming words to help them with their final independent write.														
Non-chronological Reports.																				
Poetry																				

NC Links	<p><u>Year 1</u></p> <p><b>Handwriting:</b></p> <ul style="list-style-type: none"><li>• sit correctly at a table, holding a pencil comfortably and correctly.</li><li>• begin to form lower-case letters in the correct direction, starting and finishing in the right place.</li><li>• form capital letters</li><li>• form digits 0-9</li><li>• understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these.</li></ul> <p><b>Writing:-</b></p> <p><u>Punctuation and Grammar:</u></p> <ul style="list-style-type: none"><li>• Use the personal pronoun ‘I’.</li><li>• Leave spaces between words.</li><li>• Use a capital letter at the start of a sentence.</li></ul> <p><u>Composition:</u></p> <ul style="list-style-type: none"><li>• Write sentences by saying out loud what they are going to write about.</li><li>• Write sentences by orally rehearsing before writing it.</li><li>• Plan writing by saying what they are going to write about.</li></ul> <p><u>Spelling:</u></p> <ul style="list-style-type: none"><li>• To spell some words in a phonically plausible way, even if sometimes incorrect.</li><li>• To read words that they have spelt.</li></ul> <p><u>Year 2</u></p> <p><b>Handwriting:</b></p> <ul style="list-style-type: none"><li>• Use some of the diagonal and horizontal strokes needed to join letters.</li><li>• Understand which letters, when adjacent one another are best left un-joined.</li><li>• Write capital letters (and digits) of the correct size/orientation to one another.</li></ul> <p><b>Writing:-</b></p> <p><u>Punctuation and Grammar:</u></p> <ul style="list-style-type: none"><li>• Make thoughtful and ambitious word choices including specific or technical vocabulary used in non-narrative writing.</li><li>• Use full stops and capital letters mostly correctly.</li><li>• Mostly use exclamation and question marks accurately to demarcate sentences.</li></ul> <p><u>Composition:</u></p> <ul style="list-style-type: none"><li>• Write for different purposes with an awareness of an increased amount of fiction and non-fiction structures.</li><li>• Encapsulate what they want to say, sentence by sentence.</li></ul> <p><u>Spelling:</u></p> <ul style="list-style-type: none"><li>• Segment spoken words into phonemes and to represent these with graphemes, spelling many of these words correctly and making phonically plausible attempts at others.</li><li>• To write, from memory, simple sentences dictated by the teacher that include words using the GPCs (grapheme phoneme correspondence), common exception words and punctuation taught so far.</li></ul>						
	Science	I can identify that fruit, vegetables and herbs are a type of plant that we eat.	I can observe and describe how seeds grow into mature plants.	I know what plants need to grow and stay healthy.	I know what plants need to grow and stay healthy.	I can explain the life cycle of plants.	End of unit assessment quiz.
	NC Links	<ul style="list-style-type: none"><li>• identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</li><li>• identify and describe the basic structure of a variety of common flowering plants, including trees.</li></ul>					
	History	NOT APPLICABLE.					

<b>NC Link</b>						
<b>Geography</b>	<b>Our school grounds</b> Which features in our school grounds encourage plant life?	<b>Our school grounds</b> Which features in our school grounds encourage plant life?	<b>Our school grounds</b> How can we share the locations in the school where we can encourage plant life?	<b>Our Local Park</b> Where is our local park, and how do people get there?	<b>Our Local Park</b> How can we collect data about the key features of our local park?	<b>Our Local Park</b> How can we present data about our local park's facilities?
<b>NC Link</b>	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>					
<b>Art/DT</b>	What is transient art?	Transient art with a focus on Tony Plant – Trip to St Mawes beach.	Transient art with a focus on Andy Goldsworthy. What pictures has he created? What materials did he use?	Plan their transient art peice based on work by Andy Goldsworthy.	Create their art using objects they collect from the nature garden.	Evaluation of their art and how they improve upon it if they were to redo their art.
<b>NC Links</b>	<ul style="list-style-type: none"> <li>to use a range of materials creatively to design and make products.</li> <li>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</li> <li>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.</li> </ul>					
<b>RE</b>	I can retell a faith story from the Bible about caring for others and understand its importance to Christians.	I can retell a faith story from the Bible about caring for others and understand its importance to Christians.	To retell a faith story from the Bible and understand its importance to Christians.	To understand the rules and values that guide Christians in their lives and where these come from	To explain how a Christian shows commitment through pilgrimage and what this means.	To understand why some questions have no answer and consider possible responses.
<b>Computing</b>	To label objects -I can describe objects using labels -I can match objects to groups -I can identify the label for a group of objects	To identify that objects can be counted -I can count objects -I can group objects -I can count a group of objects	To describe objects in different ways -I can describe an object -I can describe a property of an object -I can find objects with similar properties	To count objects with the same properties -I can group similar objects -I can group objects in more than one way I can count how many objects share a property	To compare groups of objects -I can choose how to group objects -I can describe groups of objects -I can record how many objects are in a group	To answer questions about groups of objects -I can decide how to group objects to answer a question -I can compare groups of objects -I can record and share what I have found
<b>NC Links</b>	<ul style="list-style-type: none"> <li>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> <li>Use technology safely and respectfully</li> </ul>					
<b>Music</b> <b>Charanga</b>	Listen and Appraise (a song about friendship)	Using music to learn beats and rhythms.	Learning to sing the friendship song.	Learning to use instruments to play along with the friendship song.	Rehearse the friendship song. Singing or using instruments.	Perform the friendship song.
<b>NC Links</b>	<ul style="list-style-type: none"> <li>use their voices expressively and creatively by singing songs and speaking chants and rhymes.</li> <li>listen with concentration and understanding to a range of high-quality live and recorded music.</li> <li>experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>					
<b>PE</b>	To move at different speeds over various distances.	To develop balance.	To develop changing direction quickly.	To explore hopping leaping and jumping for distance.	To develop throwing for distance.	To develop throwing for accuracy.
<b>NC Links</b>	<ul style="list-style-type: none"> <li>master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</li> </ul>					



PSHE Jigsaw	I can identify the members of my family and understand that there are lots of different types of families.	I can identify what being a good friend means to me.				
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