

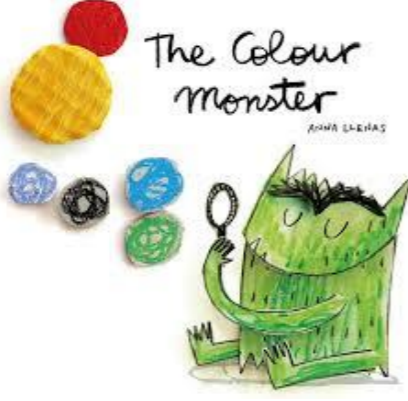
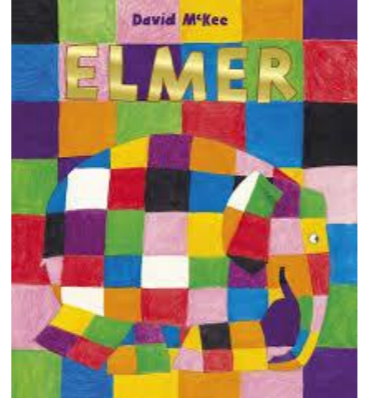
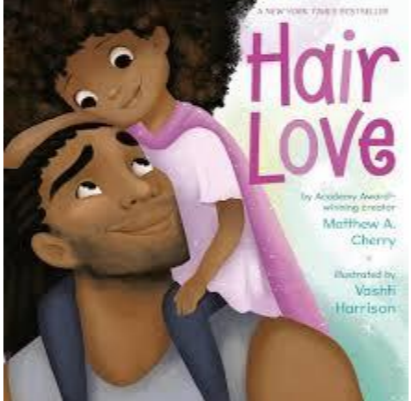
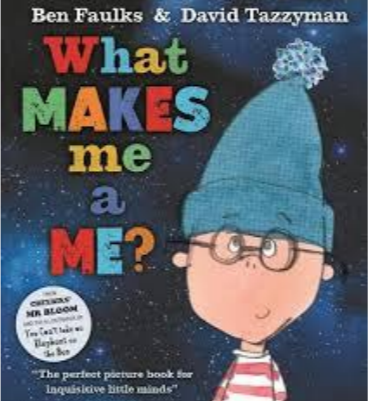
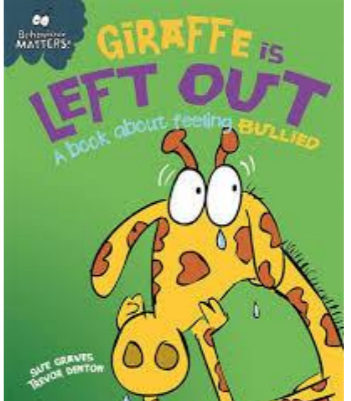
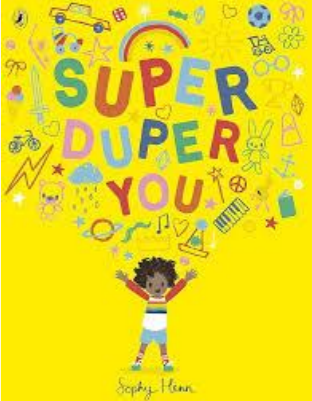


Castle Class Coverage
2024/2025
Autumn Term 1



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 | Autumn 1 No sounds - focus on Rhyme time and settling children into your setting's routines. | | | | | |
| | 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 & 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 | 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.' | | | | | |

| Little Wandle Reception Phonics | s a t p | i n m d | g o c k New tricky words: is | c k e u r New tricky words: I | h b f l New tricky words: the | Assessment Week |
|--|--|---|---|--|--|--|
| EYFS Key Texts- linked to theme/writing stimulus |  <p>The Colour Monster Anna Llenas</p> |  <p>Elmer David McKee</p> |  <p>Hair Love Matthew. A Cherry</p> |  <p>What Makes Me A Me? Ben Faulks</p> |  <p>Giraffe is Left Out Sue Graves</p> |  <p>Super Duper You Sophy Henn</p> |
| 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 2 part questions/instructions. | Understand 2 part questions/instructions. |
| | 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 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. | |
| Little Wandle Year 1 Phonics | review Phase 3 GPCs ai ee igh oa oo ar or ur oo ow oi ear | ir er /z/ s –es words with two or more digraphs e.g. queen thicker | Phase 4: CVCC CCVC CCVCC CCCVC Phase 4 with long vowels | Phase 5 /ai/ ay play /ow/ ou cloud /oi/ oy toy /ee/ ea each | review longer words | Assessment Week |
| Year 2 Reading and Phonics | Review of Summer Term Little Wandle objectives ready to move to VIPERS and Spellings next half term | | | | | |

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|---|---|--|--|---|---|---|---|---|---|--------------|--|---|---|--|--------------|--|--|--|--|--|--|--|--|--|---|---|
| KS1 Key Texts- linked to theme/writing stimulus | <p style="text-align: center;">PVPG unit</p> <table border="1" style="margin: auto; text-align: center;"> <tr> <td style="background-color: #f9e79f;">Noun focus <small>Common nouns</small></td> <td style="background-color: #e79f9f;">Noun focus <small>Proper nouns</small></td> <td style="background-color: #9fe7e7;">Noun focus <small>Common or proper noun?</small></td> <td style="background-color: #f9e79f;">Nouns review</td> <td style="background-color: #9fe79f;">Verb focus <small>Being verbs + to have</small></td> </tr> <tr> <td style="background-color: #9fe79f;">Verb focus <small>Regular action verbs</small></td> <td style="background-color: #f9e79f;">Verb focus <small>Action verb or being verb?</small></td> <td style="background-color: #e79f9f;">Verb focus <small>Irregular action verbs & verb phrases</small></td> <td style="background-color: #9fe79f;">Verbs review</td> <td style="background-color: #9fe79f;">Subject focus <small>What is a subject?</small></td> </tr> <tr> <td style="background-color: #f9e79f;">Subject/verb focus <small>Stage 1: Building single-clause sentences</small></td> <td style="background-color: #e79f9f;">Subject/verb focus (pronoun focus) <small>Stage 1: Building single-clause sentences</small></td> <td style="background-color: #9fe79f;">Subject/verb focus <small>Stage 2: Building single-clause sentences</small></td> <td style="background-color: #f9e79f;">Subject/verb focus (pronoun focus) <small>Stage 2: Building single-clause sentences</small></td> <td style="background-color: #f9e79f;">Subject/verb focus <small>Stage 3: Building single-clause sentences</small></td> </tr> <tr> <td style="background-color: #f9e79f;">Subject/verb focus (pronoun focus) <small>Stage 3: Building single-clause sentences</small></td> <td style="background-color: #9fe79f;">Subject/verb focus <small>Application</small></td> <td style="background-color: #f9e79f;">Subject/verb focus (pronoun focus) <small>Application</small></td> <td style="background-color: #e79f9f;">Subject/verb focus <small>Co-ordinating conjunctions to join clauses</small></td> <td style="background-color: #9fe79f;">Subject/verb focus <small>Co-ordinating conjunctions to join clauses and compound subjects</small></td> </tr> </table> | | | | | | Noun focus <small>Common nouns</small> | Noun focus <small>Proper nouns</small> | Noun focus <small>Common or proper noun?</small> | Nouns review | Verb focus <small>Being verbs + to have</small> | Verb focus <small>Regular action verbs</small> | Verb focus <small>Action verb or being verb?</small> | Verb focus <small>Irregular action verbs & verb phrases</small> | Verbs review | Subject focus <small>What is a subject?</small> | Subject/verb focus <small>Stage 1: Building single-clause sentences</small> | Subject/verb focus (pronoun focus) <small>Stage 1: Building single-clause sentences</small> | Subject/verb focus <small>Stage 2: Building single-clause sentences</small> | Subject/verb focus (pronoun focus) <small>Stage 2: Building single-clause sentences</small> | Subject/verb focus <small>Stage 3: Building single-clause sentences</small> | Subject/verb focus (pronoun focus) <small>Stage 3: Building single-clause sentences</small> | Subject/verb focus <small>Application</small> | Subject/verb focus (pronoun focus) <small>Application</small> | Subject/verb focus <small>Co-ordinating conjunctions to join clauses</small> | Subject/verb focus <small>Co-ordinating conjunctions to join clauses and compound subjects</small> |
| Noun focus <small>Common nouns</small> | Noun focus <small>Proper nouns</small> | Noun focus <small>Common or proper noun?</small> | Nouns review | Verb focus <small>Being verbs + to have</small> | | | | | | | | | | | | | | | | | | | | | | |
| Verb focus <small>Regular action verbs</small> | Verb focus <small>Action verb or being verb?</small> | Verb focus <small>Irregular action verbs & verb phrases</small> | Verbs review | Subject focus <small>What is a subject?</small> | | | | | | | | | | | | | | | | | | | | | | |
| Subject/verb focus <small>Stage 1: Building single-clause sentences</small> | Subject/verb focus (pronoun focus) <small>Stage 1: Building single-clause sentences</small> | Subject/verb focus <small>Stage 2: Building single-clause sentences</small> | Subject/verb focus (pronoun focus) <small>Stage 2: Building single-clause sentences</small> | Subject/verb focus <small>Stage 3: Building single-clause sentences</small> | | | | | | | | | | | | | | | | | | | | | | |
| Subject/verb focus (pronoun focus) <small>Stage 3: Building single-clause sentences</small> | Subject/verb focus <small>Application</small> | Subject/verb focus (pronoun focus) <small>Application</small> | Subject/verb focus <small>Co-ordinating conjunctions to join clauses</small> | Subject/verb focus <small>Co-ordinating conjunctions to join clauses and compound subjects</small> | | | | | | | | | | | | | | | | | | | | | | |
| Personal, Social & Emotional Development (Jigsaw): Nursery Reception KS1 | Settle into routines | Make relationships with adults and other children | Play with one or more other children, extending and elaborating play. | Sharing and taking turns | Help to find solutions to conflict and rivalry. | Talk with others to solve conflicts. | | | | | | | | | | | | | | | | | | | | |
| | Settle into routines I feel special and safe in my class | Make relationships with adults and other children. I know that I belong to my class | Play with one or more other children, extending and elaborating play. I know how to make my class a safe place for everybody to learn | Sharing and taking turns. I recognise how it feels to be proud of an achievement | Help to find solutions to conflict and rivalry. I recognise the range of feelings when I face certain consequences | Talk with others to solve conflicts. I understand my choices in following the Learning Charter | | | | | | | | | | | | | | | | | | | | |
| | I feel special and safe in my class | I know that I belong to my class | I know how to make my class a safe place for everybody to learn | I recognise how it feels to be proud of an achievement | I recognise the range of feelings when I face certain consequences | I understand my choices in following the Learning Charter | | | | | | | | | | | | | | | | | | | | |
| Physical Development (P.E): Nursery Reception KS1 | Continue to develop their movement, balancing, riding and bike skills. | Continue to develop their movement, balancing, riding and bike skills. | Go up steps/climb equipment using alternate feet. | Go up steps/climb equipment using alternate feet. | Increasingly able to use and remember sequences and patterns of movement related to music and rhythm. | Increasingly able to use and remember sequences and patterns of movement related to music and rhythm. | | | | | | | | | | | | | | | | | | | | |
| | Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. | Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. | Develop overall body-strength, balance, co-ordination, and agility. | Develop overall body-strength, balance, co-ordination, and agility. | Combine different movements with ease and fluency. | Combine different movements with ease and fluency. | | | | | | | | | | | | | | | | | | | | |
| | To explore travelling movements. | To develop and combine travelling movements. | To develop quality when performing and linking shapes. | To develop quality when linking shapes. | To develop stability and control when performing balances. | To develop stability and control when performing balances. | | | | | | | | | | | | | | | | | | | | |

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| Mathematics: Nursery (MTC) Reception (White Rose) KS1 (White Rose) | Recognise the colour red. | Recognise the colour red. | Recognise the colour blue. | Recognise the colour blue. | Recognise the colour yellow. | Recognise the colour yellow. |
| | Match, sort and compare. | Match, sort and compare. | Talk about measure and patterns | Talk about measure and patterns | It's me 1,2,3 | It's me 1,2,3 |
| | YR1- place value within 20 YR2- place value within 200 | YR1- place value within 20 YR2- place value within 200 | YR1- place value within 20 YR2- place value within 200 | YR1- addition and subtraction within 20, recognising money YR2- addition and subtraction within 100, including money | YR1- addition and subtraction within 20, recognising money YR2- addition and subtraction within 100, including money | YR1- addition and subtraction within 20, recognising money YR2- addition and subtraction within 100, including money |
| Understanding of the World: Nursery Reception | I can talk about members of my family. | I can describe people who are familiar to me. | I can talk about my family and places we have been. | I can show an interest in different occupations. | I can talk about how my family is different to the family of others. | I can ask questions about my family history. |
| | I can talk about members of my family. | I can describe people who are familiar to me. | I can talk about my family and places we have been. | I can show an interest in different occupations. | I can talk about how my family is different to the family of others. | I can ask questions about my family history. |
| Science | Identify common body parts | Identify and label less commonly known body parts. | Compare animal and human body parts. | Recognise all animals have a life cycle and these can vary between animal groups. | Recognise some animals change appearance completely during their lifecycle. | Match adults and their offspring |
| NC Links | <p>Year 1:</p> <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) identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. <p>Year 2:</p> <ul style="list-style-type: none"> notice that animals, including humans, have offspring which grow into adults | | | | | |
| History | What is living memory? | How do we find out about the past? | Are all families the same? | What is a family tree? | Who is important to me? | Who was important in St Mawes? |
| NC Link | <ul style="list-style-type: none"> changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life significant historical events, people and places in their own locality. | | | | | |
| Geography | Geography to be taught second half term | | | | | |
| NC Link | <ul style="list-style-type: none"> | | | | | |
| Computing | To understand that the information I put online leaves a digital footprint. | To use keywords in an online search to find out about a topic. | To recognise whether a website is appropriate for children. | To rate and review informative websites. | To be able to identify kind and unkind behaviour online | To apply our knowledge of safe and sensible online activities to different situations. |
| 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 | What is a creator? | Who made the world? | How do Christians say thank you to their creator? | What is the Christian creation story about? | How do Christians look after the world? | How do other cultures and beliefs look after the world? |
|---|---|---|---|--|--|--|
| 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. |
| | Draw pictures of myself. | Draw pictures of others. | Represent my family through drawing and painting. | Represent my family using different media. | Discuss the emotions of the characters in my drawings. | Mix colours, naming the new colours I make. |
| Reception | | | | | | |
| Art and Design | Know the three primary colours | Mix the three primary colours to make and name secondary colours, | Discuss and share opinions on the works of Mark Rothko. | Use brush and sponge techniques to mix colours. | Create a colour field. | Create own piece of work in the style of Rothko. |
| | <ul style="list-style-type: none"> to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination about the work of a range of artists, craftsmen and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work | | | | | |
| DT | | | | | | |
| | DT to be taught second half term. | | | | | |
| Music Charanga | Hey You! by Joanna Mangona a. Warm-up Games b. Flexible Games (optional) c. Start to learn the song Hey You! | Me, Myself And I by De La Soul Hey You! a. Warm-up Games b. Flexible Games (optional) c. Sing the song Hey You! d. Play instrumental parts | Fresh Prince of BelAir by Will Smith Hey You! a. Warm-up Games b. Flexible Games (optional) c. Sing the song Hey You! d. Play instrumental parts e. Improvise (optional extension activities for improvisation) | Rapper's Delight by The Sugarhill Gang Hey You! a. Warm-up Games b. Flexible Games (optional) c. Sing the song Hey You! d. Play instrumental parts e. Improvise option (optional extension activities for improvisation) f. Compose | U Can't Touch This by MC Hammer Hey You! a. Warm-up Games b. Flexible Games (optional) c. Sing the song Hey You! d. Play instrumental parts e. Improvise option (optional extension activities for improvisation) f. Play your composition(s) within the song | It's Like That by Run DMC Hey You! a. Warm-up Games b. Flexible Games (optional) c. Sing the song Hey You! d. Play instrumental parts . Play your composition(s) within the song |
| 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. | | | | | |