





















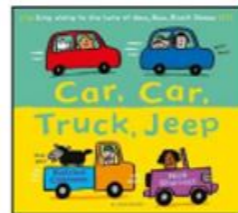
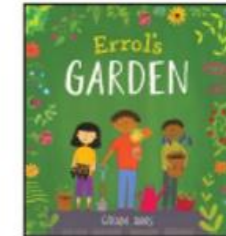


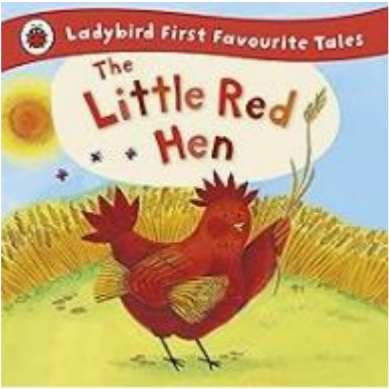
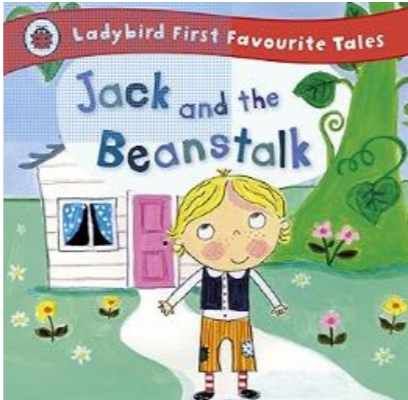
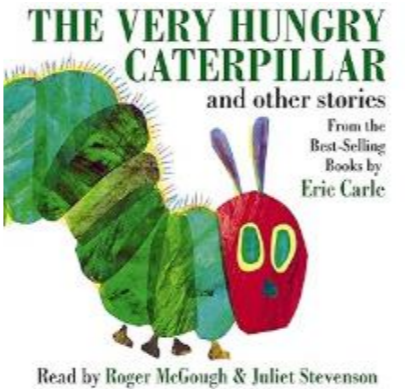
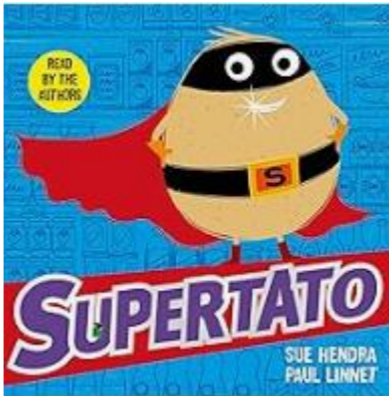
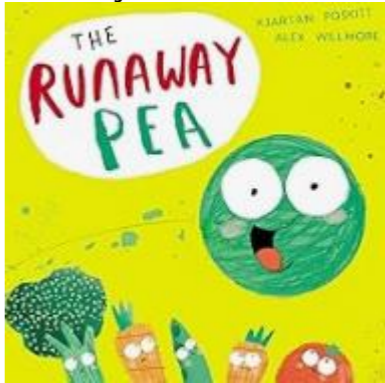
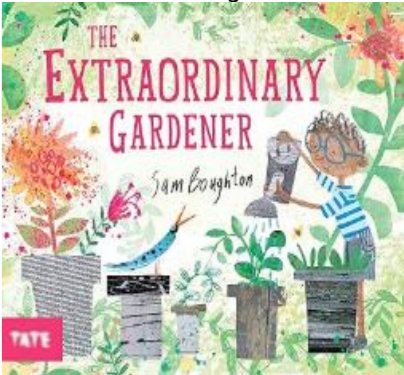


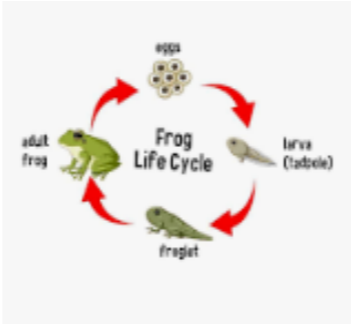

Castle Class Coverage  
2024/2025  
Summer 1



EYFS Theme: Ready, steady, grow?  
KS1 Circle of Life

Area of Learning	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6																								
<div>Little Wandle Foundations: Tuning into sounds and Rhyme Time</div> <div>Tuning into sounds: (5 minutes)</div> <div>• 1 x phonemic awareness activity</div> <div>• AND 1 x oral blending activity</div> <div>• Rhyme time: (5 minutes)</div> <div>• 1 x Rhyme time song</div> <div>• 1 x Rhyme time activity</div>	<table><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><tr><td></td><td>jam jug jellyfish</td><td>j-a-m j-u-g j-e-t j-ee-p</td></tr><tr><td></td><td>volcano van vegetable</td><td>v-a-n v-e-t</td></tr><tr><td></td><td>wave wig web</td><td>w-i-g w-e-b w-ai-v (wave)</td></tr><tr><td></td><td>yellow yap (dog) yo-yo</td><td>y-a-p</td></tr><tr><td></td><td>zebra zip zoo</td><td>z-i-p z-oo</td></tr><tr><td></td><td>queen quack (duck) quick (action)</td><td>qu-ee-n qu-a-ck qu-i-ck</td></tr><tr><td></td><td>cheese chick chips</td><td>ch-i-ck ch-i-n ch-o-p ch-i-p</td></tr></table>	Sound	What's in the box? (Words and objects/images)	Blend from the box (Words and objects/images)		jam jug jellyfish	j-a-m j-u-g j-e-t j-ee-p		volcano van vegetable	v-a-n v-e-t		wave wig web	w-i-g w-e-b w-ai-v (wave)		yellow yap (dog) yo-yo	y-a-p		zebra zip zoo	z-i-p z-oo		queen quack (duck) quick (action)	qu-ee-n qu-a-ck qu-i-ck		cheese chick chips	ch-i-ck ch-i-n ch-o-p ch-i-p					
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	<div>Old Mother Hubbard</div> <div>Suggested books linked with dogs: Some Dogs Do- Jez Allborough Oi Dog!- Kes and Claire Gray Hairy Maclary- Lynley Dodd</div>	<div>There Was an Old Lady</div> <div>Suggested books linked with eating: Handa's Surprise- Eileen Browne Oliver's Vegetables-Vivian French Avocado Baby- Jon Burningham</div>	<div>I'm A Little Teapot</div> <div>Suggested books linked with tea parties: The Tiger Who Came to Tea- Judith Kerr How to Invite An Elephant to Tea- Genellyn Driver Miss Spider's Tea Party-David Kirk</div>	<div>If You're happy and You Know it</div> <div>Suggested books linked with happy: Augustus And His Smile-Catherine Rayner We Feel Happy – Katie Abey The Jar of Happiness- Ailsa Burrows</div>	<div>It's Raining, Its Pouring</div> <div>Suggested books linked with the rain: Elmer and the Rainbow-David Mckee Cyril the Lonely Cloud-Tim Hopgood Lila and the Secret of Rain- David Conway &amp; Jude Daly</div>	<div>Review all rhymes learnt so far</div>																								
<div>Little Wandle Foundations: Love of Reading Texts</div>	<div>Book:</div> <div></div> <div>All through the night by Polly Faber and Harriet Hobday</div>		<div>Book:</div> <div></div> <div>Car, Car, Truck, Jeep by Katrina Charman and Nick Sharratt</div>		<div>Book:</div> <div></div> <div>Errol's Garden written by Gillian Hibbs</div>																									

<b>Little Wandle Foundations for Language</b>	<b>Nursery children will learn:</b> <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> <b>These skills are aligned with the communication and language focus outlined in Development Matters. Three- and four-year-olds should be learning to:</b> <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>					
<b>Little Wandle Reception Phonics</b>	<b>ai ee igh oa</b>	<b>oo o oar or</b> New tricky words: was you they	<b>ur ow oi ear</b> New tricky words: my by all	<b>air er and words with double letters dd mm tt bb rr gg pp ff</b> New tricky words: are sure pure	<b>Longer words</b>	<b>Assessment Week</b>
<b>EYFS Key Texts- linked to theme/writing stimulus</b>	The Little Red Hen- Traditional 	Jack and the Beanstalk - Traditional 	The Very Hungry Caterpillar - Eric Carle 	Supertato – Paul Linnet/Susan Hendra 	The Runaway Pea – Kjartan Poskitt 	The Extraordinary Gardener - Sam Boughton 
<b>Communication &amp; Language:</b> Nursery  Reception	<b>Enjoy listening to longer stories and can remember what happened.</b>	<b>Enjoy listening to longer stories and can remember what happened.</b>	<b>Sing a large repertoire of songs.</b>	<b>Sing a large repertoire of songs.</b>	<b>Understand two-part questions/instructions.</b>	
	<b>I can engage in Storytime – throughout half term. I can describe events in some detail.</b>	<b>I can engage in Story times.</b> Listen to and discuss the story. Talk about the characters and what happens.	<b>I can learn new vocabulary.</b> Link to topic vocabulary.	<b>I can use new vocabulary throughout the day.</b> Following on from learning new story, talk about different vocabulary.	<b>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.</b> Learn new story.	
<b>Reading and Writing</b>  Nursery	<b>Understand page sequencing.</b>	<b>Understand page sequencing.</b>	<b>Understand that print can have different purposes.</b>	<b>Understand that print can have different purposes.</b>	<b>Form letters to represent their name</b>	
<b>Reception: Reading</b>	<b>I can read individual letters by saying the sounds for them.</b>	<b>I can read individual letters by saying the sounds for them.</b>	<b>I can read individual letters by saying the sounds for them.</b>	<b>I can read individual letters by saying the sounds for them.</b>	<b>I can read individual letters by saying the sounds for them.</b>	

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.	
Little Wandle Year 1 Phonics	Week 1 ay play a-e shake ea each e he	Week 2 ie pie i-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 i tiger a paper ow snow u unicorn ph phone wh wheel ie shield g giant	
Year 2 Reading and VIPERS	<b>VIPERS</b> Let's go to the zoo (poetry) 	<b>VIPERS</b> The Wind in the Willows by Kenneth Grahame 	<b>VIPERS</b> Animal Lifecycles (non-fiction) 	<b>VIPERS</b> The Squirrels who Squabbled by Rachel Bright 	<b>VIPERS</b> Pip and Egg By Alex Latimer David Litchfield 	<b>VIPERS</b>
KS1 Key Texts- linked to theme/writing stimulus	Non-Chronological Report- Minibeast 	Non-Chronological Report- Minibeast 	Explanation Text- The Lifecycle of a Butterfly 	Explanation Text- The Lifecycle of a Butterfly 	Assessment Week	
Personal, Social & Emotional Development Jigsaw- Relationships  Nursery  Reception	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.	
	I can set simple goals  I can tell you about a thing I do well	I can set a goal and work out how to achieve it  I can tell you how I learn best	I understand how to work well with a partner  I can celebrate achievement with my partner	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	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	

<b>KS1</b>	I can set simple goals  I can tell you about a thing I do well	I can set a goal and work out how to achieve it  I can tell you how I learn best	I understand how to work well with a partner  I can celebrate achievement with my partner	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	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	
<b>Physical Development (PE):</b> Athletics  <b>Nursery</b> <b>Reception</b> <b>KS1</b>	Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.	Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.	Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.	Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.	Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.	
	Develop overall body-strength, balance, co-ordination and agility.	Develop overall body-strength, balance, co-ordination and agility.	Develop overall body-strength, balance, co-ordination and agility.	Develop overall body-strength, balance, co-ordination and agility.	Develop overall body-strength, balance, co-ordination and agility.	
	To move at different speeds over varying distances.	To develop balance.	To develop changing direction quickly.	To explore hopping, jumping and leaping for distance.	To develop throwing for distance.	
<b>Mathematics:</b>  <b>Nursery (MTC)</b>  <b>Reception (White Rose)</b>  <b>KS1 (NCETM and White Rose)</b>	Sequence a nursery rhyme	Use positional language- in, out, on, under	Fewer and more than	2d shapes	3d shapes	
	Build numbers beyond 10 (10–13) Continue patterns beyond 10 (10–13) Build numbers beyond 10 (14–20)	Continue patterns beyond 10 (14–20) Verbal counting beyond 20 Verbal counting patterns	Add more -How many did I add? Take away -How many did I take away?	Select shapes for a purpose Rotate shapes Manipulate shapes Explain shape arrangements	Compose shapes Decompose shapes Copy 2-D shape pictures Find 2-D shapes within 3-D shapes	
	Recognise coins and notes Count money – pence Count money – pounds Count money – pounds and pence	Choose notes and coins Compare amounts of money Calculate with money Make a pound Find change	Parts and wholes Equal and unequal parts Recognise a half Find a half Recognise a quarter	Find a quarter Recognise a third Find a third Find the whole Unit fractions	Non-unit fractions Recognise the equivalence of a half and two-quarters Recognise three-quarters Find three-quarters Count in fractions up to a whole	
<b>Understanding of the World:</b> <b>Nursery</b>  <b>Reception</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 for the natural environment and all living things.	Begin to understand the need to respect and care for the natural environment and all living things.	
	Explore the natural world around them. Describe what they see, hear and feel whilst outside. • Recognise some environments that are different to the one in which they live.	Explore the natural world around them. Describe what they see, hear and feel whilst outside. • Recognise some environments that are different to the one in which they live.	Explore the natural world around them. Describe what they see, hear and feel whilst outside. • Recognise some environments that are different to the one in which they live.	Explore the natural world around them. Describe what they see, hear and feel whilst outside. • Recognise some environments that are different to the one in which they live.	Explore the natural world around them. Describe what they see, hear and feel whilst outside. • Recognise some environments that are different to the one in which they live.	
<b>Science</b> How do we know if something is alive?	Is it living, dead or never been alive?	What is a microhabitat?	How are habitats different around the world?	How are living things adapted to their habitats?	What habitat do woodlice prefer?	
<b>NC Links</b>	Working scientifically: <ul style="list-style-type: none"> <li>asking simple questions and recognising that they can be answered in different ways</li> <li>observing closely, using simple equipment</li> </ul>					

	<ul style="list-style-type: none"> <li>performing simple tests</li> <li>identifying and classifying</li> <li>using their observations and ideas to suggest answers to questions</li> <li>gathering and recording data to help in answering questions</li> </ul> <p>Animals, including humans YR1</p> <ul style="list-style-type: none"> <li>identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</li> <li>identify and name a variety of common animals that are carnivores, herbivores and omnivores</li> <li>describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</li> </ul> <p>Living things and their habitats YR2</p> <ul style="list-style-type: none"> <li>explore and compare the differences between things that are living, dead, and things that have never been alive</li> <li>describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food</li> </ul>					
<b>Geography</b> What habitats can be found in our school grounds?	Which features in our school support life?	Where on our school grounds could we encourage animal life?	How can we share the locations in the school where we can encourage animal life?	Why do we need to attract animals to our school grounds?	Cross link with DT- building a bug hotel	
<b>NC Links</b>	<p>Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> <li>key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</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>Computing</b> Digital Painting	How can we paint using computers?	Can you create shapes and lines using a computer?	Which tools will help you to make careful choices when producing a digital painting?	Can you choose appropriate paint tools and colours to recreate the work of an artist?	Can you use dots of colour to create a picture in the style of an artist on your own?	
<b>NC Links</b>	<ul style="list-style-type: none"> <li>use technology purposefully to create, organise, store, manipulate and retrieve digital content.</li> </ul>					
<b>RE</b> Who is Jewish and how do they live? (part 2)	What do Jewish people do in their homes on Shabbat?	What does the Tenakh teach Jewish people about God?	How do you celebrate and remember?	How do Jewish people celebrate and remember?	How do Jewish people live?	
<b>Expressive Arts &amp; Design</b>  <b>Nursery</b>	<p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</p> <p>Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park.</p>	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.	
<b>Reception</b>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills</p>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills</p>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills</p>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills</p>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills</p>	

<b>Design and Technology</b> Why do we need to build bug hotels?	What is a bug hotel?	What should I include in my bug hotel design?	How do I plan to make a bug hotel?	What resources will I need for my bug hotel?	Cross link with geography- build a bug hotel.	
<b>NC links</b>	.					
<b>Music</b> Charanga – Your Imagination	Listen and Appraise: Your Imagination by Joanna Mangona and Pete Readman a. Warm-up Games b. Flexible Games (optional) c. Start to learn the song Your Imagination	Listen and Appraise: Supercalifragilisticexpialidocious by Mary Poppins a. Warm-up Games b. Flexible Games (optional) c. Sing the song Your Imagination d. Practise Your Imagination and add glockenspiels	Listen and Appraise: Pure Imagination from Willy Wonka & The Chocolate Factory Soundtrack a. Warm-up Games b. Flexible Games (optional) c. Sing the song Your Imagination d. Practise Your Imagination with glockenspiels	Listen and Appraise: Daydream Believer by The Monkees a. Warm-up Games b. Flexible Games (optional) c. Sing the song Your Imagination d. Improvise Your Imagination with glockenspiels	Listen and Appraise: Rainbow Connection from The Muppet Movie a. Warm-up Games b. Flexible Games (optional) c. Sing the song Your Imagination d. Perform Your Imagination with glockenspiels	
<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>• play tuned and untuned instruments musically.</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>					