


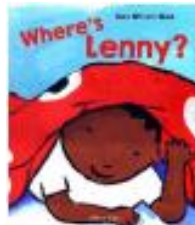


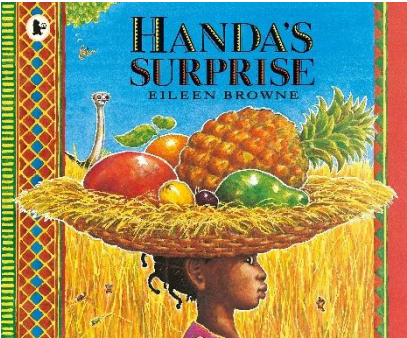
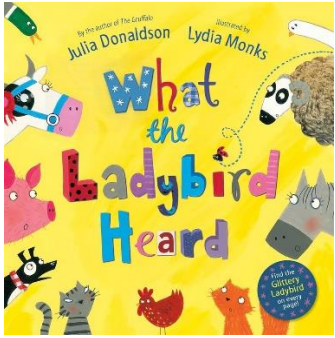
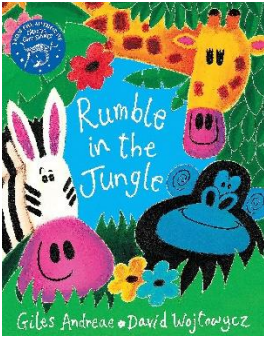
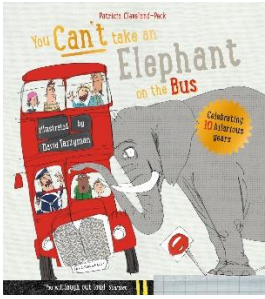

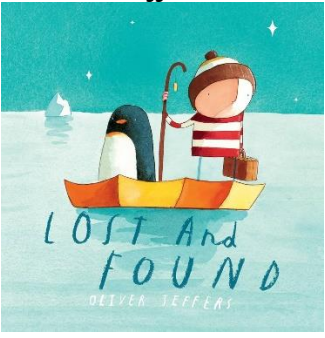


Castle Class Coverage  
2025 – 2026  
Autumn 1

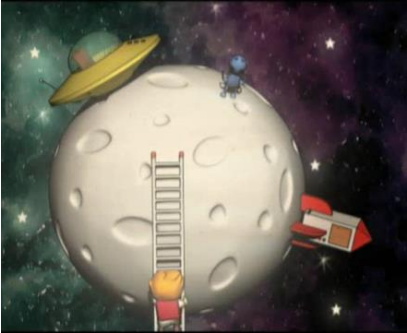
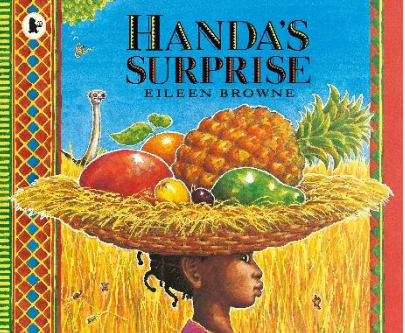
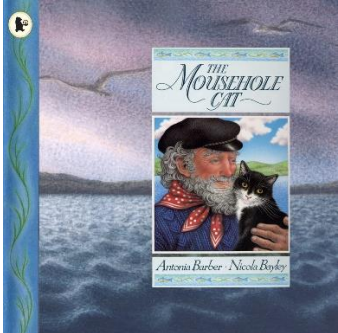
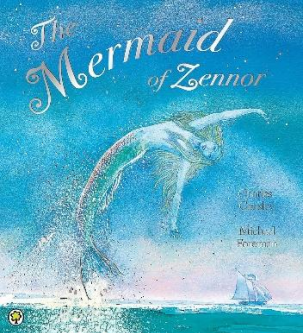




EYFS Theme: Big Adventures with Little Feet  
KS1: Home and Away

Area of Learning	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>Little Wandle Foundations: Tuning into Sounds and Rhyme Time</b> Tuning into sounds: (5 minutes) • 1x phonemic awareness activity • AND 1x oral blending activity • Rhyme time: (5 minutes) • 1 x Rhyme time song • 1 x Rhyme time activity	<div><div>No sounds in Autumn 1. Focus on Rhyme time and settling children into your setting's routines.</div><div>You will find everything you need to teach Rhyme time, including planning, videos and illustrated rhymes, in the Phonics area of the Foundations Programme content. The nursery rhymes included are: <div><div>1, 2, 3, 4, 5 Once I Caught a Fish Alive Baa, Baa, Black Sheep Hey, Diddle, Diddle Humpty Dumpty Jack and Jill Miss Molly Had a Dolly Pat-a-cake Round and Round the Garden The Grand Old Duke of York Twinkle, Twinkle, Little Star A Sailor Went to Sea Down at the Station</div><div>Hickory, Dickory, Dock Incy Wincy Spider Mary, Mary, Quite Contrary One, Two, Buckle My Shoe Ring-a-ring-a-roses Row, Row, Row Your Boat The Wheels on the Bus Wind the Bobbin Up</div></div><div></div></div></div>					
	<b>1,2,3,4,5 Once I Caught a Fish Alive</b> 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	<b>A Sailor Went to Sea</b> 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>	<b>Baa, Baa, Black Sheep</b> 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	<b>Down at the Station</b> 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	<b>Hey Diddle, Diddle</b> 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	<b>Review All Rhymes</b>
<b>Little Wandle Foundations: Love of Reading Texts</b>	<b>Book:</b>  <b>Kindness Makes Us Strong by Sophie Beer</b>		<b>Book:</b>  <b>Monster Clothes by Daisy Hirst</b>		<b>Book:</b>  <b>Where's Lenny by Ken Wilson-Max</b>	
<b>Little Wandle Foundations for Language</b>	<b>Nursery children will learn:</b> • new vocabulary. • appropriate grammatical structures. • turn-taking in conversations. • to become confident communicators.					

	<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>s, a, t, p</b>	<b>i, n, m, d</b>	<b>g, o, c, k</b>  <b>New Tricky Word: is</b>	<b>ck, e, u, r</b>  <b>New Tricky Word: I</b>	<b>h, b, f, l</b>  <b>New Tricky Word: the</b>	<b>Assessment Week</b>
<b>Little Wandle Year 1 Phonics</b>	<b>Review Phase 3 GPCs</b> <b>ai ee igh</b> <b>oa oo ar</b> <b>or ur oo</b> <b>ow oi ear</b>	<b>air er /z/ s –es</b> <b>Words with Two or More Digraphs e.g. queen, thicker</b>	<b>Phase 4 CVCC CCVC CCVCC CCCVC</b> <b>Phase 4 with Long Vowels</b>	<b>Phase 5</b> <b>/ai/ ay play</b> <b>/ow/ ou cloud</b> <b>/oi/ oy toy</b> <b>/ee/ ea each</b>	<b>Review Longer Words</b>	<b>Assessment Week</b>
<b>EYFS Key Texts (linked to theme/writing stimulus)</b>	Handa’s Surprise by Eileen Browne 	What the Ladybird Heard by Julia Donaldson 	Rumble in the Jungle by Giles Andreae 	You Can’t Take an Elephant on the Bus by Patricia Cleveland-Peck 	One Day On Our Blue Planet... In the Savannah by Ella Bailey 	Lost and Found by Oliver Jeffers 
<b>Communication &amp; Language: Nursery Reception</b>	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.
	I can engage in story time. I can describe events in some detail.	I can engage in story time. 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 stories.	I can learn rhymes, poems and songs. Talk about and listen to ideas expressed from friends.
<b>Reading and Writing Nursery</b>	I can use large-muscle movements to wave flags and streamers, paint and make marks.	I can use large-muscle movements to wave flags and streamers, paint and make marks.	I can use a comfortable grip with good control when holding pens and pencils.	I can use a comfortable grip with good control when holding pens and pencils.	I can write some or all of my name.	I can write some or all of my name.
	I can show a preference for a book, song or rhyme.	I can show a preference for a book, song or rhyme.	I can talk about events and characters in a story read to me.	I can talk about events and characters in a story read to me.	I can join in with rhymes and stories.	I can join in with rhymes and stories.
	Dominant hand, tripod grip, mark making, giving meaning to marks and labelling.	Name writing and shopping lists.	Writing initial sounds and simple captions.	Use initial sounds to label characters and images.	Name labels.	Writing for a purpose in role play.



<b>KS1</b> <b>Reading and VIPERS</b>	<b>VIPERS</b> <b>The Way Back Home</b> Literacy Shed Short Animation 	<b>VIPERS</b> <b>Handa's Surprise</b> by Eileen Browne 	<b>VIPERS</b> <b>The Mousehole Cat</b> by Antonia Barber 	<b>VIPERS</b> <b>The Mermaid of Zennor</b> by Charles Causley 	<b>VIPERS</b> <b>The Tiger</b> by William Blake 	<b>VIPERS</b> <b>Come on safari!</b> Grammarsaurus 
<b>KS1 Key Texts</b> <b>(linked to</b> <b>theme/writing</b> <b>stimulus)</b>	Grammarsaurus PVPG Unit	Grammarsaurus PVPG Unit	Grammarsaurus PVPG Unit	Grammarsaurus PVPG Unit	Non-Chronological Report	Non-Chronological Report
<b>Personal, Social &amp; Emotional Development</b> Jigsaw – Being in My World  <b>Nursery</b>  <b>Reception</b>  <b>KS1</b>	Small circle time explore feelings. Model empathy	Through day model rules and responsibilities of class eg a team effort to tidy up	Throughout day model consequences based on choices eg more time at a chosen activity for good team work	Throughout day model consequences based on choices eg more time at a chosen activity for good team work	Model team work at play and throughout the lesson times	Show fairness in the ways rules are applied and discuss concept of fairness both through talk and stories
	Show understanding of feelings and those of others Showing sensitivity to others needs.	Explain the reason for rules and knowing right from wrong	Explain the reason for rules and knowing right from wrong	Explain the reason for rules and knowing right from wrong	Working and playing cooperatively	Explain the reason for rules and knowing right from wrong
	Hopes and Fears for the year  I can identify if I feel worries and know how and who to ask for help	Rights and Responsibilities  I understand the rights and responsibilities for being a member of my class and school, and the importance of making contributions  I know how to help myself and others feel like we belong	Rewards and Consequences – thinking  I listen to other people and contribute my own ideas about rewards and consequences. I help make my class a safe and fair place	Rewards and Consequences – caring  I listen to other people and contribute my own ideas about rewards and consequences. I help make my class a safe and fair place	I understand how following the class rules will help me and others learn  I work co-operatively	Owning our class rules  I recognise the choices I make and understand the consequences  I can follow the Learning Charter
<b>Physical Development (PE):</b> Team Building  <b>Nursery</b> <b>Reception</b> <b>KS1</b>	Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.  Start taking part in some group activities which they make up for themselves, or in teams.	Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.  Start taking part in some group activities which they make up for themselves, or in teams.	Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.  Start taking part in some group activities which they make up for themselves, or in teams.	Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.  Start taking part in some group activities which they make up for themselves, or in teams.	Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.  Start taking part in some group activities which they make up for themselves, or in teams.	Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.  Start taking part in some group activities which they make up for themselves, or in teams.
	Negotiate space and obstacles safely, with consideration for themselves and others.	Negotiate space and obstacles safely, with consideration for themselves and others.	Negotiate space and obstacles safely, with consideration for themselves and others.	Negotiate space and obstacles safely, with consideration for themselves and others.	Negotiate space and obstacles safely, with consideration for themselves and others.	Negotiate space and obstacles safely, with consideration for themselves and others.
	To co-operate with a partner to complete challenges.	To explore and develop working as a team.	To develop talking, listening and sharing skills.	To use speaking and listening skills to lead a partner.	To plan with a partner and small group to	To use talking, listening and sharing skills to complete

					complete challenges.	challenges.
<b>Mathematics:</b>  <b>Nursery (Master the Curriculum)</b>  <b>Reception (White Rose)</b>  <b>KS1 (White Rose)</b>	Colours – Red Colours – Blue Colours – Yellow	Colours – Green Colours – Purple Colours – Assorted Colours	Matching – Buttons Matching – Shoes Matching – Towers	Matching – Number Shapes Matching – Hand Prints Matching – Shape Match	Sorting – Colour Sorting – Size Sorting – Shape	Sorting – What do you notice? Sorting – Guess the Rule Sorting – Guess the Rule (2)
	Match Objects Match Pictures and Objects Identify a Set Sort Objects to a Type Explore Sorting Techniques	Compare Size Compare Mass Compare Capacity Explore Simple Patterns Copy and Continue Simple Patterns	Find 1, 2 and 3 Subitise 1, 2 and 3 Represent 1, 2 and 3 1 More 1 Less	Identify and Name Circles and Triangles Compare Circles and Triangles Shapes in the Environment Describe Position	Find 4 and 5 Subitise 4 and 5 Represent 4 and 5 1 More 1 Less	Identify and Name Shapes with 4 Sides Combine Shapes with 4 Sides Shapes in the Environment My Day and Night
	Count Objects Within 10 Represent Numbers to 10 Count On and Back Within 20 Understand 10 Understand 11 – 15	Understand 16 – 20 1 More 1 Less Number Lines Estimate on Number Lines	Less Than, Greater Than, Equal To Compare Numbers Order Numbers	Parts and Wholes Systematic Number Bonds Within 10 Number Bonds to 10 Number Bonds to 20 Addition – Add Together	Addition – Add More Doubles Near Doubles Add Three 1-Digit Numbers Find a Part	Fact Families – The Eight Facts Take Away (How Many Left?) Find the Difference Missing Number Problems
<b>Understanding of the World:</b> <b>Nursery</b>  <b>Reception</b>	Encouraging children to explore the natural world. Building sentences and sharing thoughts with an adult and other children	Encouraging children to explore the natural world, by looking at the parts of a living plant. .Building sentences and sharing thoughts with an adult and other children	Encourage children to engage with their natural world by planting a seed and monitoring its growth. Building sentences and sharing thoughts with an adult and other children h .	Building sentences and sharing thoughts with an adult and other children	Encouraging children to explore the natural world Building sentences and sharing thoughts with an adult and other children.	Encouraging children to explore the natural world. Building sentences and sharing thoughts with an adult and other children
	Listening and responding to science discussion and involved in small group discussions.  Know some similarities and differences between different religious and cultural communities	Listening and responding to science discussion and involved in small group discussions.	Listening and responding to science discussion and involved in small group discussions.  Explore the natural world making drawings and pictures	Listening and responding to science discussion and involved in small group discussions.  Exploring the natural world.  Know some similarities and differences in the natural world and a contrasting environment	Listening and responding to science discussion and involved in small group discussions.  Exploring the natural world.  Understand the processes and changes in the natural world including the seasons and how it influences our plants.  Know some similarities and differences in the natural world and a contrasting environment	Listening and responding to science discussion and involved in small group discussions.  Exploring the natural world  Know some similarities and differences between different religious and cultural communities  Know some differences between this country and another country draw knowledge from a variety of sources including maps
<b>Science</b> Which plants live in our local environment?	What is a plant? What is living and what is not Collect what we know about plants?	What are the key parts of a plant?	Are plants growing and can we grow and monitor a plant?	I can name a variety of local plants	I know the difference between deciduous and evergreen plants	I am a plant hunter -what can I find in our school and what have I learnt about plants.
<b>NC Links</b>	<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>					
<b>Geography</b> What are the differences between the UK and Kenya?	What is a globe What is a map? What are the 7 continents? What are the 5 oceans?	What is human geography? What is physical geography? Let's look at maps.	UK – St Mawes and Cornwall – human and Physical geography	UK – The Lake District– human and Physical geography	We are flying to Kenya- Human and physical geography of Kenya	Kenya and the UK, compare a holiday in three places we have studied
<b>NC Links</b>	<ul style="list-style-type: none"> <li>name and locate the world's seven continents and five oceans</li> </ul>					

	<ul style="list-style-type: none"> <li>understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</li> </ul>					
<b>Computing</b> IT Around Us	What is IT?	What IT do we use in school?	What IT is used beyond school?	How does IT help us?	How can we use IT safely?	How do we use IT in different ways?
<b>NC Links</b>	<ul style="list-style-type: none"> <li>recognise common uses of information technology beyond school</li> <li>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</li> </ul>					
<b>RE</b> Who is Muslim? (part 1)	What do Muslims think about God?	What do some of the Muslim 99 Beautiful Names for God mean?	What does the Shahadah say about Muslim beliefs?	Who was the Prophet Muhammad and what do Muslims believe he was like?	Why is the Prophet Muhammad so important to Muslims?	What do Muslims do because they love to treat the Quran with respect?
<b>Expressive Arts &amp; Design</b>  <b>Nursery</b>  <b>Reception</b>	Become familiar with characteristics and processes of different tools. Noticing the changes in different media. Support children in what they want to create	Become familiar with characteristics and processes of different tools. Noticing the changes in different media. Support children in what they want to create	Listen to music and encourage children to notice the change in the music and use this the way they use the media. Become familiar with characteristics and processes of different tools. Noticing the changes in different media. Support children in what they want to create	Become familiar with characteristics and processes of different tools. Noticing the changes in different media. Support children in what they want to create	Become familiar with characteristics and processes of different tools. Noticing the changes in different media. Support children in what they want to create	Become familiar with characteristics and processes of different tools. Noticing the changes in different media. Support children in what they want to create
	Listening attentively and participate in group discussions about an artist. Safely use oil pastels and experiment with their use. Work on fine motor skills holding pastels. Share and discuss their work	Listening attentively and participate in group discussions about an artist. Safely use paints and experiment with their use. Work on fine motor skills holding brushes Share and discuss their work	Listening attentively and participate in group discussions about music and how it makes us feel Safely use charcoal and experiment with their use. Work on fine motor skills with charcoal Share and discuss their work	Listening attentively and participate in group discussions Safely use pencils and experiment with their use. Work on fine motor skills Share and discuss their work	Listening attentively and participate in group discussions Safely use paints and experiment with their use. Work on fine motor skills holding brushes Share and discuss their work	Listening attentively and participate in group discussions Safely use paints and experiment with their use. Work on fine motor skills holding brushes Share and discuss their work
<b>Art and Design</b> Painting on a Large Scale – Georgia O’Keefe	Composition Who was Geogia O’Keefe and why was she a pioneer?  Let’s look and discuss her paintings – what do we notice?  Let’s try with oil pastels some composition- looking at open and closed composition.  Use a view finder	Colour Recall last week work on composition  How did Georgia O’Keefe use colour  How are colours made  Using paints effectively  Build a simple colour wheel	Emotion and Music Recall on Composition and colour  Examine how Georgia O’Keefe painted with music and emotions  Listen to music and move our line with feeling  Try charcoal and pastels	The details; choosing a subject Recall on composition colour and emotion  Choosing a subject  Take a photograph of our subject  Using pencil to sketch our composition  Preparation for next week	Mid scale draw and paint Choosing colours  Mixing paint  Using paint effectively	Make it large Recall on composition colour and emotion and choosing a subject  Loosely sketch up our large scale canvas to paint  Choosing our brushes  Choosing colours  Mixing paint  Using paint effectively
<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 use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</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>Music</b> Charanga – Hands, Feet, Heart	Listen and Appraise: Hands, Feet, Heart by Joanna Mangona a. Warm Up Games b. Learn to Sing the Song Hands, Feet, Heart c. Practise the Song Hands, Feet, Heart	Listen and Appraise: The Click Song by Miriam Makeba a. Warm Up Games b. Practise the Song Hands, Feet, Heart c. Play Glockenspiels with the Song Hands, Feet, Heart	Listen and Appraise: Mbube by Soweto Gospel Choir a. Warm Up Games b. Practise the Song Hands, Feet, Heart c. Play Glockenspiels with the Song Hands, Feet, Heart	Listen and Appraise: Bring Him Back Home (Nelson Mandela) by Hugh Masekela a. Warm Up Games b. Practise the Song Hands, Feet, Heart c. Improvise with the Song Hands, Feet, Heart	Listen and Appraise: You Can Call Me All by Paul Simon a. Warm Up Games b. Practise the Song Hands, Feet, Heart c. Compose with the Song Hands, Feet, Heart	Listen and Appraise: Hlokoloza by Arthur Mofokate a. Warm Up Games b. Practise Compositions of Hands, Feet, Heart c. Perform Compositions of Hands, Feet, Heart
<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>					