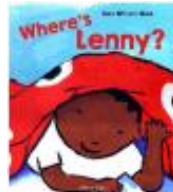


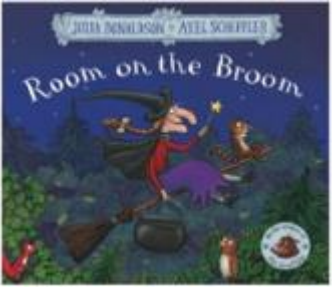
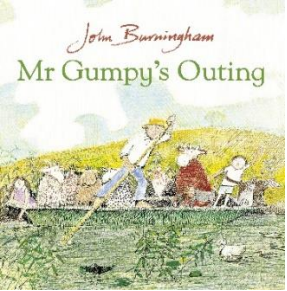
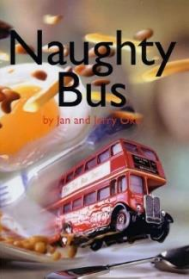
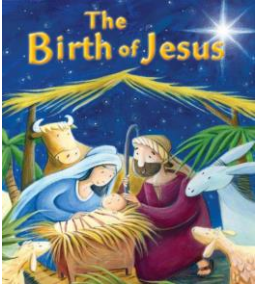
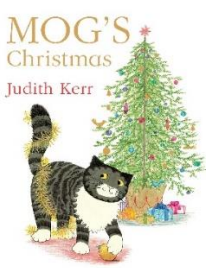


Castle Class Coverage
2025 – 2026 Autumn 2



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																								
Little Wandle Foundations: Tuning into Sounds and Rhyme Time 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	Autumn 2 <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>sock sun star snake</td><td>s-o-ck s-u-n s-oa-p s-a-ck</td></tr><tr><td></td><td>ant apple arrow astronaut</td><td>Omit Blend from the box for this sound.</td></tr><tr><td></td><td>teddy toast teeth tiger</td><td>t-ee-th t-i-n t-a-p t-o-p</td></tr><tr><td></td><td>pencil pizza peg penguin</td><td>p-e-n p-e-g p-i-n p-a-n</td></tr><tr><td></td><td>insect invitation igloo iguana</td><td>Omit Blend from the box for this sound.</td></tr><tr><td></td><td>nurse nose nest net</td><td>n-e-t n-oa-z (nose) n-e-ck n-u-t</td></tr><tr><td></td><td>moon marble monkey mouse</td><td>m-oo-n m-ou-se m-a-p m-a-n</td></tr></table>						Sound	What's in the box? (Words and objects/Images)	Blend from the box (Words and objects/Images)		sock sun star snake	s-o-ck s-u-n s-oa-p s-a-ck		ant apple arrow astronaut	Omit Blend from the box for this sound.		teddy toast teeth tiger	t-ee-th t-i-n t-a-p t-o-p		pencil pizza peg penguin	p-e-n p-e-g p-i-n p-a-n		insect invitation igloo iguana	Omit Blend from the box for this sound.		nurse nose nest net	n-e-t n-oa-z (nose) n-e-ck n-u-t		moon marble monkey mouse	m-oo-n m-ou-se m-a-p m-a-n
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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	Humpty Dumpty Suggested Books Linked to Eggs: <i>We're Going on an Egg Hunt</i> by Martha Mumford <i>Who's in the Egg?</i> by Dean Gray <i>The Odd Egg</i> by Emily Gravett	Incy Wincy Spider Suggested Books Linked to Spiders: <i>The Very Busy Spider</i> by Eric Carle <i>Aaaaaarrgghh! Spider!</i> by Lydia Monks <i>Spinderella</i> by Julia Donaldson	Jack and Jill Suggested Books Linked to Falling: <i>All Fall Down</i> by Helen Oxenbury <i>One Ted Falls Out of Bed</i> by Julia Donaldson <i>Ten-in-the-Bed</i> by Penny Dale	Mary, Mary, Quite Contrary Suggested Books Linked to Gardens: <i>Errol's Garden</i> by Gillian Hibbs <i>Lola Plants a Garden</i> by Anna McQuinn <i>A Peaceful Garden</i> by Lucy London	Review All Rhymes																									
Little Wandle Foundations: Love of Reading Texts	Book:  Kindness Makes Us Strong by Sophie Beer		Book:  Monster Clothes by Daisy Hirst		Book:  Where's Lenny by Ken Wilson-Max																									
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	ff, ll, ss, j New Tricky Words: put, pull, full, as	v, w, x, y New Tricky Words: and, has, his, her	z zz qu Words with s /s/ added at the end (hats sits) ch New Tricky Words: go, no, to, into	sh, th, ng, nk New Tricky Words: she, push, he, of	Words with s /s/ added at the end (hats sits) Words ending s /z/ (his) and with s /z/ added at the end (bags) New Tricky Words: we, me, be	Assessment Week
Little Wandle Year 1 Phonics	/ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn New Tricky Words: their, people, oh, your	/oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he New Tricky Words: Mr, Mrs, Ms, ask	/ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute New Tricky Words: could, would, should, our	/ee/ e-e these /oo/ /yoo/ ew chew new /ee/ ie shield /or/ aw claw New Tricky Words: house, mouse, water, want	Grow the Code: /igh/ ie i i-e /ai/ ay a a-e /oa/ oa o o-e /ee/ e ie e-e ea /oo/ /yoo/ ew u-e u ue	Assessment Week
EYFS Key Texts (linked to theme/writing stimulus)	Room on the Broom by Julia Donaldson 	Mr Gumpy’s Outing by John Burningham 	Naughty Bus by Jan and Jerry Oke 	The Birth of Jesus by Katherine Sully 	The Snowman by Raymond Briggs 	Mog’s Christmas by Judith Kerr 
Communication & Language: Nursery Reception	Enjoy listening to longer stories and can remember much of what happens.	Use a wider range of vocabulary.	Understand a question or instruction that has two parts, such as “Get your coat and wait at the door”.	Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”	Sing a large repertoire of songs.	Sing a large repertoire of songs.
	Understand how to listen carefully and why listening is important.	Learn new vocabulary.	Use new vocabulary through the day.	Listen to and talk about stories to build familiarity and understanding.	Listen carefully to rhymes and songs, paying attention to how they sound.	Learn rhymes, poems and songs.
Reading and Writing Nursery Reception: Reading Reception: Writing	Understand that print has meaning.	Identify the names of the different parts of a book.	Understand that print can have different purposes.	Understand page sequencing.	Know that we read English text from left to right and from top to bottom.	Write some or all of my name.
	Read individual letters by saying the sounds for them.	Read individual letters by saying the sounds for them.	Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.	Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.	Read some letter groups that each represent one sound and say sounds for them.	Read some letter groups that each represent one sound and say sounds for them.
	Form lower-case and capital letters correctly.	Form lower-case and capital letters correctly.	Form lower-case and capital letters correctly.	Spell words by identifying the sounds and then writing the sound with letter/s.	Spell words by identifying the sounds and then writing the sound with letter/s.	Spell words by identifying the sounds and then writing the sound with letter/s.

Nursery	make up for themselves, or in teams.	make up for themselves, or in teams.	make up for themselves, or in teams.	make up for themselves, or in teams.	make up for themselves, or in teams.	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 follow instructions and work with others.	To co-operate and communicate in a small group to solve challenges.	To create a plan with a group to solve challenges.	To communicate effectively and develop trust.	To use teamwork skills to work as a group to solve problems.	To work with a group to copy and create a basic map.
Mathematics: Nursery (Master the Curriculum)	Number 1 – Subitising 1 Number 1 – Counting 1 Number 1 – Numeral 1	Number 2 – Dice Pattern Number 2 – Different Patterns Number 2 – Different Sizes	Number 2 – Counting 2 Number 2 – Numeral 2 Number 2 – Numeral 2 Number Hunt and Match	Pattern – Extending AB Patterns Pattern – AB Outdoor Patterns Pattern – AB Movement Patterns	Pattern – Fix My Pattern Pattern – Colour ABC Patterns Pattern – ABC Patterns with Outdoor Materials	Consolidation – Counting Consolidation – Pattern Consolidation – Sorting and Matching
	Identify and Name Shapes with 4 Sides Combine Shapes with 4 Sides Shapes in the Environment My Day and Night	Introduce 0 Find 0 to 5 Subitise 0 to 5 Represent 0 to 5 1 More	1 Less Composition Conceptual Subitising to 5	Compare Mass Find a Balance Explore Capacity Compare Capacity	Find 6, 7 and 8 Represent 6, 7 and 8 1 More 1 Less Composition of 6, 7 and 8	Make Pairs – Odd and Even Double to 8 (Find a Double) Double to 8 (Make a Double) Combine 2 Groups Conceptual Subitising
	Count Beyond 20 Count Tens Groups of Tens and Ones Partition into Tens and Ones Use a Place Value Chart	Flexible Partitioning Number Lines Estimate on Number Lines 1 More and 1 Less Compare Numbers with the Same Number of Tens	Compare Any Two Numbers Order Objects and Numbers	Recognise and Name 2D and 3D Shapes Count Sides on 2D Shapes Count Vertices on 2D Shapes Draw 2D Shapes Vertical Lines of Symmetry	Count Faces on 3D Shapes Count Edges on 3D Shapes Count Vertices on 3D Shapes Sort 2D and 3D Shapes Patterns with 2D and 3D Shapes	Consolidation
Understanding of the World: Nursery	Talk about what they see, using a wide vocabulary. Comment on what they notice about the natural world (plants, animals, materials). Show interest in different occupations and how they help us.	Explore and talk about different environments they know (park, beach, woodland). Begin to understand that different animals and plants live in different places.	Begin to understand that different animals and plants live in different places.	Explore the natural world around them. Recognise familiar places and talk about what they see outdoors (garden, woodland, school grounds). Observe living things closely, using all their senses. Begin to notice patterns, like where minibeasts live. Develop their sense of right and wrong.	Begin to notice patterns, like where minibeasts live.	Begin to understand that different animals and plants live in different places.
	Children explore the natural world around them. They understand some important processes and changes in the natural world. Talk about the lives of people around them and their roles in society. Know some similarities and differences between things in the past and now.	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. Talk about the lives of people around them and their roles in society. Know some similarities and differences between things in the past and now.	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. Talk about the lives of people around them and their roles in society. Know some similarities and differences between things in the past and now.	Make observations of animals and plants and explain why some things occur, and talk about changes. Talk about the lives of people around them and their roles in society. Know some similarities and differences between things in the past and now.	Understand some important processes and changes in the natural world, including the seasons and changing states of matter. Talk about the lives of people around them and their roles in society. Know some similarities and differences between things in the past and now.	Children explore the natural world around them. 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. Recall stories and talk about significant people from the past.

Science Which animals live in our local environment?	Living, dead, or never alive?	What is a microhabitat and what lives in my local area?	What living things can be found in different habitats?	What conditions do woodlice prefer?	How do living things adapt to their environment?	End Point Task
NC Links	- explore and compare the differences between things that are living, dead, and things that have never been alive - identify and name a variety of plants and animals in their habitats, including micro habitats					
History Which famous people came from Cornwall?	Who were Humphry Davy and John Couch Adams, and what did they discover? Humphry Davy & John Couch Adams	How did Cornish inventors help people travel and work? Richard Trevithick & Goldsworthy Gurney	How have Cornish artists and builders shared creativity with the world? Rowena Cade & Bernard Leach	How did people from Cornwall make life fairer and kinder for others? Emily Hobhouse & Selina Cooper	How did Cornish women show courage and determination in sport? Ann Glanville, Helen Glover & Melissa Reid	End Point Task- Who inspires me? What makes these people from Cornwall special?
NC Links	significant historical events, people and places in their own locality					
Computing How do I stay safe online?	When should we speak to a trusted adult?	How can the internet be used to communicate?	What information should not be put online without talking to a trust adult first?	How should we behave online?	Which devices can we use to access information on the internet?	How can we keep safe when using technology?
NC Links	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 Why Does Christmas Matter to Christians?	Who was Jesus?	What happened in the story of the birth of Jesus?	Was Jesus born where people would have expected?	Why is waiting and preparing for Christmas important for many Christians?	What do some people like to say thank you for at Christmas?	How do people use the story of the nativity to guide their beliefs at Christmas?
Expressive Arts & Design Nursery Reception	Recognise familiar places.	Explore collections of materials.	Explore collections of materials.	Explore colour and design freely.	Explore colour and design freely.	Talk about what they have made.
	Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Use these reference points to inform the design process	Understand past through objects.	Use tools and materials to express ideas. Begin to show accuracy and care when drawing. Use talk to help work out problems and organise thinking and activities.	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	Share ideas and feelings.
Design and Technology What is a souvenir?	Where do we live and what makes Cornwall special?	What is a souvenir and why do people buy them?	How can we design our own Cornish souvenir?	How can we make our souvenirs? (part1)	How can we make our souvenirs? (part2)	End Point Task-How can we share and talk about what we made?
NC Links	- design purposeful, functional, appealing products for themselves and other users based on design criteria - generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology - select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing) - select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics					
Music Charanga – Ho Ho Ho	Listen and Appraise: Ho Ho Ho by Joanna Mangona a. Warm Up Games b. Learn to Sing the Song Ho Ho Ho c. Practise the Song Ho Ho Ho	Listen and Appraise: The Click Song by Miriam Makeba a. Warm Up Games b. Practise the Song Ho Ho Ho c. Play Recorders with the Song Ho Ho Ho	Listen and Appraise: Bring Him Back Home (Nelson Mandela) by Hugh Masekela a. Warm Up Games b. Practise the Song Ho Ho Ho c. Play Recorders with the Song Ho Ho Ho	Listen and Appraise: Suspicious Minds by Elvis Presley a. Warm Up Games b. Practise the Song Ho Ho Ho c. Improvise with the Song Ho Ho Ho	Listen and Appraise: Sir Duke by Stevie Wonder a. Warm Up Games b. Practise the Song Ho Ho Ho c. Compose with the Song Ho Ho Ho	Listen and Appraise: Fly Me To The Moon by Frank Sinatra a. Warm Up Games b. Practise Compositions of Ho Ho Ho c. Perform Compositions of Ho Ho Ho
NC Links	- 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					

