


















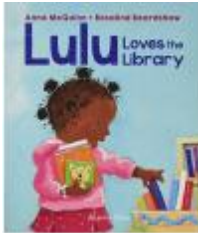
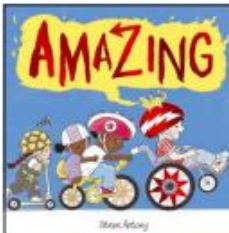


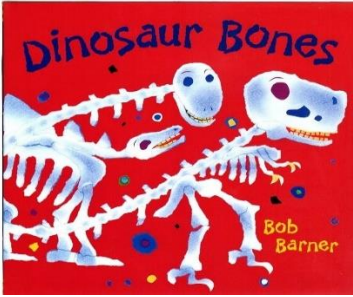
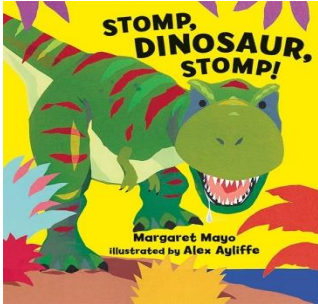
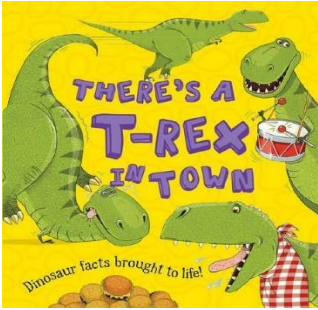
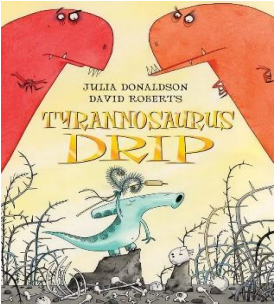


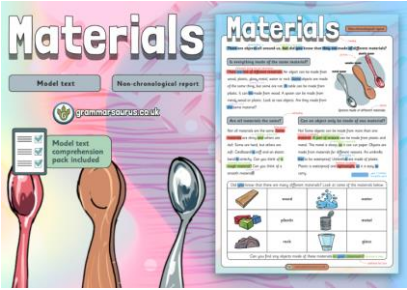
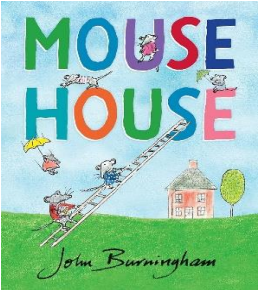
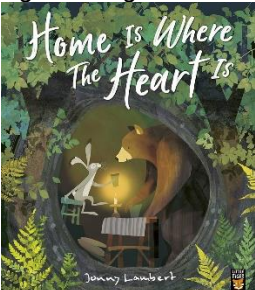
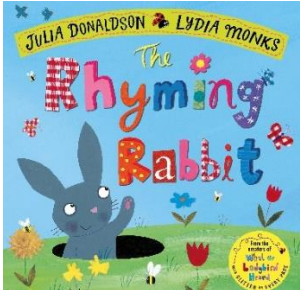
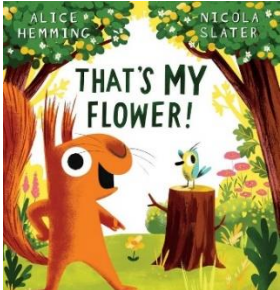







Castle Class Coverage
2025 – 2026
Spring 1



EYFS: Theme: How Big is Big?
KS1: The Big Build

| 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 | Spring 1 <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>dog door dinosaur duck</td><td>d-o-g d-u-ck d-o-ll d-e-n</td></tr><tr><td></td><td>grapes glue glasses goat</td><td>g-oa-t g-ai-t (gate) g-oo-se g-ir-l</td></tr><tr><td></td><td>orange otter ostrich octopus</td><td>Omit Blend from the box for this sound.</td></tr><tr><td></td><td>car cup crown cat</td><td>c-a-t c-u-p c-a-p c-oi-n</td></tr><tr><td></td><td>kangaroo kettle ketchup kite</td><td>k-igh-t (kite) k-i-d k-i-t</td></tr><tr><td></td><td>egg elbow envelope elephant</td><td>Omit Blend from the box for this sound.</td></tr></table> | | | | | | Sound | What's in the box? (Words and objects/Images) | Blend from the box (Words and objects/Images) |  | dog door dinosaur duck | d-o-g d-u-ck d-o-ll d-e-n |  | grapes glue glasses goat | g-oa-t g-ai-t (gate) g-oo-se g-ir-l |  | orange otter ostrich octopus | Omit Blend from the box for this sound. |  | car cup crown cat | c-a-t c-u-p c-a-p c-oi-n |  | kangaroo kettle ketchup kite | k-igh-t (kite) k-i-d k-i-t |  | egg elbow envelope elephant | Omit Blend from the box for this sound. |
| | Sound | What's in the box? (Words and objects/Images) | Blend from the box (Words and objects/Images) | | | | | | | | | | | | | | | | | | | | | | | | |
|  | dog door dinosaur duck | d-o-g d-u-ck d-o-ll d-e-n | | | | | | | | | | | | | | | | | | | | | | | | | |
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|  | egg elbow envelope elephant | Omit Blend from the box for this sound. | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Miss Molly Had a Dolly Suggested Books Linked to Doctors and Nurses: <i>Ness the Nurse</i> by Nick Sharratt <i>Doctor Dog</i> by Babette Cole <i>Zog</i> by Julia Donaldson | One, Two, Buckle My Shoe Suggested Books Linked to Counting: <i>One Fox</i> by Kate Read <i>Stanley's Stick</i> by John Hegley <i>The Very Hungry Caterpillar</i> by Eric Carle | Pat-a-Cake Suggested Books Linked to Cooking: <i>The Gingerbread Man</i> by Gail Yerrill <i>My First Cook Book</i> by David Atherton <i>The Great Dragon Bake Off</i> by Nicola O'Byrne | Ring-a-Ring-a-Roses Suggested Books Linked to Growing: <i>Sam Plants a Sunflower</i> by Kate Petty <i>Jasper's Beanstalk</i> by Nick Butterworth <i>The Tiny Seed</i> by Eric Carle | Round and Round the Garden Suggested Books Linked to Bears: <i>Bears Don't Read</i> by Emma Chichester <i>Brown Bear, Brown Bear, What Do You See?</i> by Eric Carle <i>This Bear, That Bear!</i> by Sian Wheatcroft | Review All Rhymes | | | | | | | | | | | | | | | | | | | | | |
| Little Wandle Foundations: Love of Reading Texts | Book:  Would You Rather... by John Burningham | | Book:  Lulu Loves the Library by Anna McQuinn | | Book:  Amazing by Steve Antony | | | | | | | | | | | | | | | | | | | | | | |
| Little Wandle Foundations for Language | Nursery children will learn: • new vocabulary • appropriate grammatical structures • turn-taking in conversations • to become confident communicators | | | | | | | | | | | | | | | | | | | | | | | | | | |

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| | These skills are aligned with the communication and language focus outlined in Development Matters. Three and four-year-olds should be learning to: <ul style="list-style-type: none">• 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 | ai, ee, igh, oa | oo, oo , ar, or New Tricky Words: was, you, they | ur, ow, oi, ear New Tricky Words: my, by, all | air, er, words with double letters: dd mm tt bb rr gg pp ff New Tricky Words: are, sure, pure | Longer Words | Assessment Week |
| Little Wandle Year 1 Phonics | /ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder New Tricky Words: any, many, again | /igh/ y fly /oa/ ow snow /j/ g giant /f/ ph phone New Tricky Words: who, whole, where, two | /l/ le al apple metal /s/ c ice /v/ ve give New Tricky Words: school, call, different | /u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey New Tricky Words: thought, through, friend, work | Grow the Code: /oo/ u ew ue u-e ui ou oo fruit soup /ee/ ea e e-e ie ey y ee /s/ c se ce ss /z/ se s zz /oa/ ow oe ou o-e o oa | Assessment Week |
| EYFS Key Texts (linked to theme/writing stimulus) | Dinosaur Bones by Bob Barner  | Stomp, Dinosaur, Stomp! by Margaret Mayo  | How to Catch a Star by Oliver Jeffers  | How Many Mice Make an Elephant? by Tracey Turner  | There’s a T-Rex in Town by Ruth Symons  | Tyrannosaurus Drip by Julia Donaldson  |
| Communication & Language: Nursery Reception | I can sing a large repertoire of songs. | I can sing a large repertoire of songs. | I can remember and sing entire songs. | I can remember and sing entire songs. | I know many rhymes. I can talk about familiar books and I can tell a long story. | I know many rhymes. I can talk about familiar books and I can tell a long story. |
| | 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. | Know that we read English text from left to right and from top to bottom. | Understand that print can have different purposes. | Understand page sequencing. | I am beginning to show a preference for a dominant hand. | I can use a comfortable grip with good control when holding pens and pencils. |
| | I can fill in missing words from well-known rhymes. | I can say rhymes by heart I can sometimes notice errors. | I can repeat words or phrases to check my reading. | I can repeat words or phrases to check my reading. | I am beginning to notice if my reading makes sense and looks right. | I am beginning to notice if my reading makes sense and looks right. |
| | I can form numbers. | I can form letters. | I can write my name. | I can write tricky words such as: I, me, my, like, to and the. | I can write CVC words. | I can label using CVC, CVCC and CCVC words. |

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| KS1 Reading and VIPERS | VIPERS Materials Grammarsaurus | VIPERS Mouse House by John Burningham | VIPERS Home is Where the Heart Is by Johnny Lambert | VIPERS The Rhyming Rabbit by Julia Donaldson | VIPERS That's MY Flower! by Alice Hemming | VIPERS The Way Back Home by Oliver Jeffers |
| |  |  |  |  |  |  |
| KS1 Key Texts (Linked to Theme/Writing Stimulus) | Recount Diary – Escape the Fire!  | Recount Diary – Escape the Fire!  | Recount Diary – Escape the Fire!  | Instructions – How to Prepare Wolf Soup  | Instructions – How to Prepare Wolf Soup  | Instructions – How to Prepare Wolf Soup  |
| Personal, Social & Emotional Development Jigsaw – Dreams & Goals | Talk about their feelings | Increasing confidence in their own care needs. Making healthy choices | Play with one or more other children finding solutions to conflict and rivalries | Develop a sense of responsibility and membership of a community | Increasing confidence in their own care needs | Talk about their feelings. Understand gradually how others may be feeling particularly when we share our successes |
| | See themselves as a valuable individual | Know and talk about the different factors that support their overall health and well being | Express their feelings and consider the feelings of others | Think about the perspectives of others. Show resilience and perseverance in the face of challenge | Identify and moderate their own feelings socially and emotionally | |
| | To be able to list things I have achieved and say how that makes me feel. To be able to choose a realistic goal and think about how to achieve it | To know what to do to keep motivated and to persevere to reach my goals. | To recognise who I work well with and why. To identify how working with other people helps you to learn | To work well in a group to create an end product and learning how to work with other people in a group to solve problems | To understand what relaxed means and be able to identify some things that make me feel relaxed and some that make me feel stressed. To identify when a feeling is weak and when a feeling is strong | To know how to share success with other people. To understand how contributing to the success of a group feels and be able to store those feelings in my internal treasure chest (proud) |
| Physical Development (PE): Fitness | Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. | Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. | Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. | Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. | Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. | Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. |
| | 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. | Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. | Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. |
| Nursery Reception KS1 | | | | | | |

| | To develop my understanding of how exercise can make you feel. | To develop my understanding of how exercise can make you strong and healthy. | To develop my understanding of how exercise relates to breathing. | To develop my understanding of how exercise helps my brain. | To develop my understanding of how exercise helps my muscles. | To develop my understanding of the importance of daily exercise. |
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| Mathematics: Nursery (Master the Curriculum) Reception (White Rose) KS1 (White Rose) | Number 3 – Subitising 3 Number 3 – Different Patterns Number 3 – Different Sizes | Number 3 – Counting 3 Number 3 – Numeral 3 Number 3 – Composition of 3 Number 3 - Triangles | Number 4 – Counting 4 Number 4 – Numeral 4 Number 4 – Squares and Rectangles | Number 4 – Frogs and a Log Number 4 – The Ladybird with 4 Spots Number 4 – Number 4's Sports Day | Number 5 – Counting 5 Number 5 – Numeral 5 Number 5 – Pentagon | Number 5 – Sammy Snail Number 5 – Number 5's House Number 5 – Spots and Dots |
| | Make Pairs – Odd and Even Double to 8 (Find a Double) Double to 8 (Make a Double) Combine 2 Groups Conceptual Subitising | Explore Length Compare Length Explore Height Compare Height | Talk About Time Order and Sequence Time | Find 9 and 10 Compare Numbers to 10 Represent 9 and 10 Conceptual Subitising to 10 1 More | 1 Less Composition to 10 Bonds to 10 (2 Parts) Make Arrangements of 10 Bonds to 10 (3 Parts) | Doubles to 10 (Find a Double) Doubles to 10 (Make a Double) Explore Even and Odd |
| | Related Facts Add and Subtract 1s Add to the Next 10 | Add to a 10 Add Across a 10 Subtract to a 10 Subtract from a 10 Subtract Across a 10 | Add 10s Subtract 10s Add Two 2-Digit Numbers (Not Across a 10) Add Two 2-Digit Numbers (Across a 10) | Subtract Two 2-Digit Numbers (Not Across a 10) Subtract Two 2-Digit Numbers (Across a 10) Mixed Addition and Subtraction Compare Number Sentences Missing Number Problems | Count in 2s, 5s and 10s Count in 3s Recognise Equal Groups Make Equal Groups Add Equal Groups | Make Arrays Multiplication Sentences Commutativity Make Equal Groups – Grouping Make Equal Groups – Sharing |
| Understanding of the World: Nursery Reception | Use their senses to explore natural and manmade materials | Explore different materials and develop understanding of how they can be used Know that there are different countries | Explore and talk about different forces they can feel. Talk about different materials and the changes they can notice | Explore collections of materials and talk about what they see with a wide range of vocabulary | Explore collections of materials and talk about what they see with a wide range of vocabulary | |
| | Describe what they see and feel and exploring the natural world | Learn new vocabulary to describe materials and their properties Recognise some environments are different from where they live. | Describe what they see and feel Explore the world around them. | Create collaboratively sharing ideas, resources and skills Draw information from a simple map | Create collaboratively sharing ideas, resources and skills Draw information from a simple map | |
| Science How do materials help us build? | What are materials? | What do we use materials for and how is this related to their properties? | How can we change materials? | Which materials can the pigs (or us) build houses from? | What would protect Humpty Dumpty? | End of Unit Check |
| NC Links | <ul style="list-style-type: none"> distinguish between an object and the material from which it is made identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock describe the simple physical properties of a variety of everyday materials compare and group together a variety of everyday materials on the basis of their simple physical properties identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching | | | | | |
| Geography What are the human features of St Mawes? | INSET | What are the four countries in the UK and what do we call the places we live in and why (city, town, village, hamlet) ? | What human features can we find in St Mawes and why are they important? | How can we recognise human features on a map of St Mawes? | How can we draw a simple map showing human features? | End of Unit check |
| NC Links | <ul style="list-style-type: none"> key human features, including city, town, village, factory, farm, house, office, port, harbour and shop use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage | | | | | |

| Computing Grouping Data | Can you describe, match and label objects? | Can you count and group objects? | Can you describe an object, including its properties? | How can we make different groups? | Can you compare groups? | How can we group objects to answer a question? |
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| NC Links | <ul style="list-style-type: none"> use technology purposefully to create, organise, store, manipulate and retrieve digital content use technology safely and respectfully | | | | | |
| RE Who is Muslim and how do they live? (part 2) | Who was the Prophet Muhammad and why is he important to Muslims? | What difference does worshipping God make to Muslims? | What difference does worshipping God make to Muslims? | What difference does worshipping God make to Muslims? | What difference does worshipping God make to Muslims? | End of Unit Check |
| Expressive Arts & Design Nursery Reception | | Explore different materials freely to develop their ideas about how to use them and what to make | Use drawings to represent ideas | Explore different materials freely to develop their ideas about how to use them and what to make | Explore colour and colour mixing Join different materials and explore textures | Speak about what they have made and appraise |
| | | Explore, use and refine a variety of artistic effects. | Return and build on previous learning refining ideas and establishing how to represent them | Create collaboratively sharing ideas resources and skills Explore, use and refine a variety of artistic effects. | Create collaboratively sharing ideas resources and skills Explore, use and refine a variety of artistic effects. | Speak about what they have made .and appraise |
| Art and Design Can you design a clay pot? | INSET | What is clay; let's explore materials tools and techniques. Can we make a thumb pot? | Plan, Design, Make and Review - let's research what we want to make? | Make 1- Can we make a coil pot? | Make 2- How can we finish pots, inspired by Clarice Cliff? | Evaluate our designs and put final touches and glaze– |
| NC Links | <ul style="list-style-type: none"> to use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 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 | | | | | |
| Music Charanga – I Wanna Play In A Band | Listen and Appraise: I Wanna Play In A Band by Joanna Mangon A Warm Up Games B Learn to Sing the Song I Wanna Play In A Band C Practise the Song I Wanna Play In A Band | Listen and Appraise: We Will Rock You by Queen A Warm Up Games B Practise the Song I Wanna Play In A Band C Play Glockenspiels with the Song I Wanna Play In A Band | Listen and Appraise: Smoke On The Water by Deep Purple A Warm Up Games B Practise the Song I Wanna Play In A Band C Play Glockenspiels with the Song I Wanna Play In A Band | Listen and Appraise: Rockin' All Over the World by Status Quo A Warm Up Games B Practise the Song I Wanna Play In A Band C Improvise with the Song I Wanna Play In A Band | Listen and Appraise: Johnny B. Goode by Chuck Berry A Warm Up Games B Practise the Song I Wanna Play In A Band C Compose with the Song I Wanna Play In A Band | Listen and Appraise: I Saw Her Standing There by The Beatles A Warm Up Games B Practise Compositions of I Wanna Play In A Band C Perform Compositions of I Wanna Play In A Band |
| 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 | | | | | |