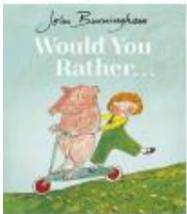
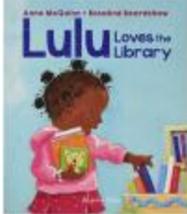
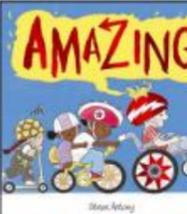


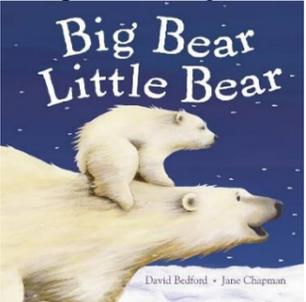
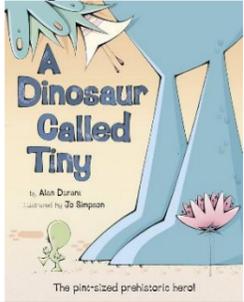
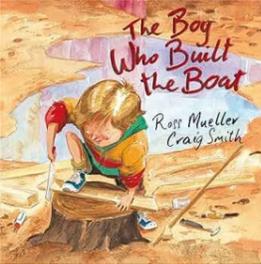
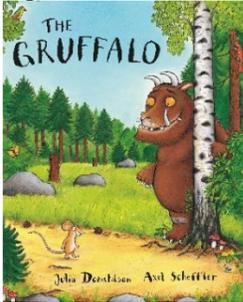


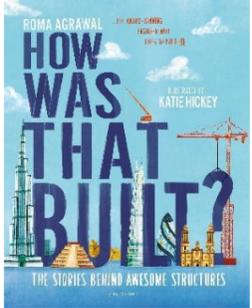
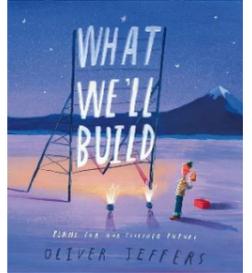
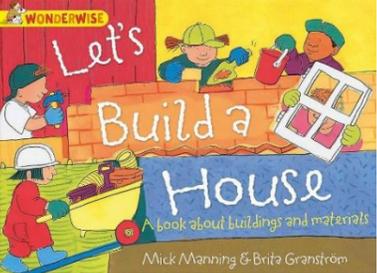
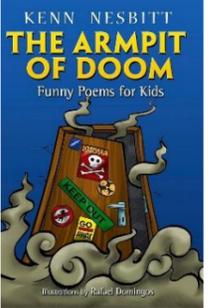
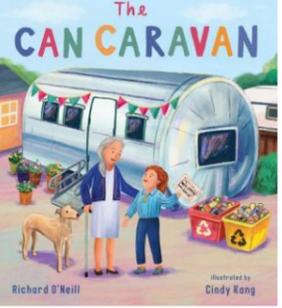
**Castle Class Coverage
2025 – 2026
Spring 2**



**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	<p align="center">Spring 2</p> <table border="1"> <thead> <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> </thead> <tbody> <tr> <td></td> <td>under (something under a table) upset umbrella</td> <td>Omit Blend from the box for this sound.</td> </tr> <tr> <td></td> <td>rocket rabbit rice rainbow</td> <td>r-a-t r-e-d r-o-a-d r-i-ng</td> </tr> <tr> <td></td> <td>hat hammer house helicopter</td> <td>h-a-t h-ou-se h-or-se h-ea-d</td> </tr> <tr> <td></td> <td>ball bus bird bear</td> <td>b-oo-k b-u-s b-ir-d b-a-g</td> </tr> <tr> <td></td> <td>fish frog flower flamingo</td> <td>f-i-sh f-a-n f-oo-t f-ar-m</td> </tr> <tr> <td></td> <td>leaf lips lemon lollipop</td> <td>l-ea-f l-i-d l-o-ck l-o-g</td> </tr> </tbody> </table>						Sound	What's in the box? (Words and objects/images)	Blend from the box (Words and objects/images)		under (something under a table) upset umbrella	Omit Blend from the box for this sound.		rocket rabbit rice rainbow	r-a-t r-e-d r-o-a-d r-i-ng		hat hammer house helicopter	h-a-t h-ou-se h-or-se h-ea-d		ball bus bird bear	b-oo-k b-u-s b-ir-d b-a-g		fish frog flower flamingo	f-i-sh f-a-n f-oo-t f-ar-m		leaf lips lemon lollipop	l-ea-f l-i-d l-o-ck l-o-g
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<p>Row, Row, Row Your Boat Suggested Books Linked to Boats: <i>Lost and Found</i> by Oliver Jeffers <i>A Sailing Boat in the Sky</i> by Quentin Blake <i>Busy Boats</i> by Tony Mitton and Ant Parker</p>	<p>The Grand Old Duke of York Suggested Books Linked to Soldiers: <i>The Orchard Book of Nursery Rhymes</i> by Orchard Books <i>Paddington at the Palace</i> by Michael Bond <i>The Queen's Knickers</i> by Nicholas Allan</p>	<p>The Wheels on the Bus Suggested Books Linked to Vehicles: <i>The Whales on the Bus</i> by Katrina Charman and Nick Sharratt <i>Toot, Toot, Beep, Beep</i> by Emma Garcia <i>We Catch the Bus</i> by Katie Abey</p>	<p>Twinkle, Twinkle Little Star Suggested Books Linked to the Nighttime Sky: <i>Rumble, Rumble, Dinosaur</i> by Katrina Charman and Nick Sharratt <i>How to Catch a Star</i> by Oliver Jeffers <i>Night Monkey, Day Monkey</i> by Julia Donaldson</p>	<p>Wind the Bobbin Up Suggested Books Linked to Home: <i>Home</i> by Carson Ellis <i>This is Our House</i> by Michael Rosen <i>Usborne Very First Words at Home</i> by Felicity Brooks</p>	<p align="center">Review All Rhymes</p>																						
<p>Little Wandle Foundations: Love of Reading Texts</p>	<p align="center">Book:</p>  <p align="center">Would You Rather... by John Burningham</p>		<p align="center">Book:</p>  <p align="center">Lulu Loves the Library by Anna McQuinn</p>		<p align="center">Book:</p>  <p align="center">Amazing by Steve Antony</p>																						
<p>Little Wandle Foundations for Language</p>	<p>Nursery children will learn:</p> <ul style="list-style-type: none"> • new vocabulary • appropriate grammatical structures • turn-taking in conversations • to become confident communicators 																										

	<p>These skills are aligned with the communication and language focus outlined in Development Matters. Three and four-year-olds should be learning to:</p> <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	Review Phase 3: ai, ee, igh, oa, oo, ar, or, ur, oo , ow, oi, ear	Review Phase 3: er, air Words with Double Letters Longer Words	Words with Two or More Digraphs	Longer Words Words ending in -ing Compound Words	Longer Words Words with s in the middle /z/ s Words ending -s Words with -es at end /z/	Assessment Week
Little Wandle Year 1 Phonics	/ur/ or word /oo/ u oul awful would /air/ are share /or/ au aur oor al author dinosaur floor walk New Tricky Words: once, laugh	/ch/ tch match /ch/ ture adventure /ar/ al half* /ar/ a father* New Tricky Words: because, eye	/or/ a water Schwa in Longer Words: different /o/ a want /air/ ear ere bear there	/ur/ ear learn /r/ wr wrist /s/ st sc whistle science Schwa at the End of Words: actor	/c/ ch school /sh/ ch chef /z/ /s/ ce se ze freeze	Assessment Week
EYFS Key Texts (linked to theme/writing stimulus)	Big Bear, Little Bear by David Bedford 	A Dinosaur Called Tiny by Alan Durant 	The Boy Who Built the Boat by Ross Mueller 	The Little Storm Cloud by Chuck Goodwin 	Giant Tess by Dan Yaccarino 	The Gruffalo by Julia Donaldson 
Communication & Language: Nursery	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	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.

<p>KS1 Reading and VIPERS</p>	<p>VIPERS The Three Little Pigs Traditional Tale</p> 	<p>VIPERS How Was That Built? by Roma Agrawal</p> 	<p>VIPERS What We'll Build: Plans For Our Together Future by Oliver Jeffers</p> 	<p>VIPERS Let's Build a House by Mick Manning</p> 	<p>VIPERS Here is the House by Kenn Nesbitt</p> 	<p>VIPERS The Can Caravan by Richard O'Neill</p> 
<p>KS1 Key Texts (Linked to Theme/Writing Stimulus)</p>	<p>Narrative – The Three Little Pigs: A Twisted Tale</p> 	<p>Narrative – The Three Little Pigs: A Twisted Tale</p> 	<p>Narrative – The Three Little Pigs: A Twisted Tale</p> 	<p>Persuasive – Come and Visit Heavenly Haven Sands</p> 	<p>Persuasive – Come and Visit Heavenly Haven Sands</p> 	<p>Persuasive – Come and Visit Heavenly Haven Sands</p> 
<p>Personal, Social & Emotional Development Jigsaw – Healthy Me How can I stay safe and healthy?</p> <p>Nursery Reception KS1</p>	<p>Knows some foods are better for us than others; names common fruits/veg.</p> <p>Understand the importance of healthy food choices.</p> <p>What types of food are there and what does healthy mean?</p>	<p>Follows instructions to help prepare a simple snack with an adult.</p> <p>Use a range of small tools, including cutlery, safely and with control.</p> <p>How do I make a healthy snack?</p>	<p>Understands "no" or "stop" when near a danger like a hot stove.</p> <p>Explain the reasons for rules and know right from wrong.</p> <p>How do I stay safe at home?</p>	<p>Stays close to an adult; notices traffic and basic hazards.</p> <p>Negotiate space and obstacles safely (e.g., on the pavement).</p> <p>How do I stay safe outside?</p>	<p>Knows that medicine comes from a "special adult" to help them feel better</p> <p>Manage their own basic hygiene and personal needs safely.</p> <p>What are medicines for and how are they used safely?</p>	<p>Can picky healthy option</p> <p>Confident to try new activities and show independence.</p> <p>End Point I can make healthy choices and keep myself safe.</p>
<p>Physical Development (PE): Dance</p> <p>Nursery Reception KS1</p>	<p>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>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.</p> <p>To remember, repeat and link actions to tell the story of my dance.</p>	<p>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>Develop overall body-strength, balance, co-ordination and agility.</p> <p>To develop an understanding of dynamics and how they can show an idea.</p>	<p>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>Combine different movements with ease and fluency.</p> <p>To use counts of 8 to help you stay in time with the music.</p>	<p>Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.</p> <p>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.</p> <p>To copy, remember and repeat actions using facial expressions to show different characters.</p>	<p>Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.</p> <p>Develop overall body-strength, balance, co-ordination and agility.</p> <p>To explore pathways and levels.</p>	<p>Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.</p> <p>Combine different movements with ease and fluency.</p> <p>To remember and rehearse our circus dance showing expression and character.</p>

Mathematics: Nursery (Master the Curriculum) Reception (White Rose) KS1 (White Rose)	Consolidation – Subitising Consolidation – Counting Consolidation – Numerals	Number 6 – Counting 6 Number 6 – Counting 6 Number 6 – 6 on a Tens Frame	Length and Height – Tall and Short Length and Height – Long and Short Length and Height	Mass – Balance Scales Mass – Balance Scale Mass – Balance Scales and Numicon	Capacity – Full and Empty Capacity – Nearly Full and Nearly Empty Capacity – More and Less	Consolidation – Length and Height Consolidation – Mass Consolidation – Capacity
	Recognise and Name 3D Shapes Find 2D Shapes Within 3D Shapes Use 3D Shapes for Tasks 3D Shapes in the Environment Identify More Complex Patterns	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 2D Shape Pictures Find 2D Shapes Within 3D Shapes
	Make Equal Groups - Sharing The 2 Times Table Divide by 2 Doubling and Halving Odd and Even	The 10 Times Table Divide by 10 The 5 Times Table Divide by 5 The 5 and 10 Times Tables	Measure Length Using Objects Measure Length in Centimetres Measure Length in Metres Compare Lengths and Heights Order Lengths and Heights	Tally Charts Tables Block Diagrams Draw Pictograms Interpret Pictograms	Recognise Coins and Notes Count Money – Pence Count Money – Pounds (Notes and Coins) Count Money – Pounds and Pence Choose Notes and Coins	Compare Amounts of Money Calculate with Money Make a Pound Find Change
Understanding of the World: Nursery Reception	Knows that animals need water and food; shows care for living things	Understands that animals eat (e.g., "the bunny eats carrots"). Builds with wooden blocks and "straw."	Notifies that different animals might eat the same thing. Listens to a story about a man named Samuel.	Uses natural materials to make a "home" for a toy animal. Can retell the story using small world toys/puppets.	Places animals near their food in a play setting. Knows we call 999 today; knows firemen help us.	
	Understand some important processes and changes in the natural world. Talk about the lives of people around them and their roles in society.	Understand some important processes and changes in the natural world. Use a range of materials to build models of old London.	Understand some important processes and changes in the natural world. Describe figures from the past using stories read in class.	Safely use and explore a variety of materials, tools, and techniques Know some similarities and differences between things in the past and now.	Share their creations, explaining the process they have used. Explain the reasons for rules (fire safety).	
Science What is a food chain?	What do animals need to live ?	What are food chains?	What are food webs ?	How can I create a habitat for an animal?	How can I create a food chain in a habitat?	
NC Links	<ul style="list-style-type: none"> 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 					
History What changes did The Great Fire of London bring?	When and where did the fire start?	How do we know what happened?	What happened during the fire?	Why did the fire spread so quickly?	How did London change after the fire?	How did the events change fire safety? End of Unit check
NC Links	<ul style="list-style-type: none"> events beyond living memory that are significant nationally or globally 					
Computing Pictograms	Can you record data in a tally chart?	How can we use computers to record data?	What does a pictogram show?	What is an attribute?	Can you draw conclusions from a pictogram?	Can you use a computer program to present data in different ways?
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, 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 Easter matter to Christians?	What are the main events of the Bible story of Holy Week and Easter?	What are the six biggest moments in the story of Easter?	How do Christians feel about the main events of the Bible stories of Holy Week and Easter?	Why do Christians say 'Good Friday' for the day Jesus died?	What impact does the Easter story have on many Christians?	End of Unit Check
Expressive Arts & Design	Notices different buildings; names basic parts (roof, door).	Draws with some detail; talks about what they want to make.	Explores different textures (hard, soft, crunchy, smooth).	Joins things together using tape or glue; builds simple towers	Keeps playing and building; tries again if something falls down.	Says if they like what they made.
Nursery	Describe their immediate environment and know some similarities/differences.	Share their creations, explaining the process they have used.	Use a range of materials and tools, experimenting with colour, design, and texture.	Use a range of small tools, including scissors and tape dispensers, with control..	Be confident to try new activities and show resilience/perseverance when a build is tricky.	Make use of props and materials when role playing; explain how they improved their work.
Reception						
Design and Technology Can you make a house that is strong and stable?	What different types of houses are there?	What do you need to include in a house design?	What materials can we use and what properties do these have?	How do I follow a design to build a model?	Can we follow our design to build?	Have I successfully followed my product against my plan and design ?
NC Links	<ul style="list-style-type: none"> 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 build structures, exploring how they can be made stronger, stiffer and more stable explore and evaluate a range of existing products evaluate their ideas and products against design criteria 					
Music Charanga – Zootime	Listen and Appraise: Zootime by Joanna Mangona a. Warm Up Games b. Learn to Sing the Song Zootime c. Practise the Song Zootime	Listen and Appraise: Kingston Town by UB40 a. Warm Up Games b. Practise the Song Zootime c. Play Recorders with the Song Zootime	Listen and Appraise: Shine by Aswad a. Warm Up Games b. Practise the Song Zootime c. Play Recorders with the Song Zootime	Listen and Appraise: I.G.Y. (What a Beautiful World) by Donald Fagen a. Warm Up Games b. Practise the Song Zootime c. Improvise with the Song Zootime	Listen and Appraise: Feet Like Jumping by Marcia Griffiths a. Warm Up Games b. Practise the Song Zootime c. Compose with the Song Zootime	Listen and Appraise: I Can See Clearly Now by Jimmy Cliff a. Warm Up Games b. Practise Compositions of Zootime c. Perform Compositions of Zootime
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 					