




















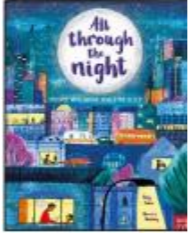


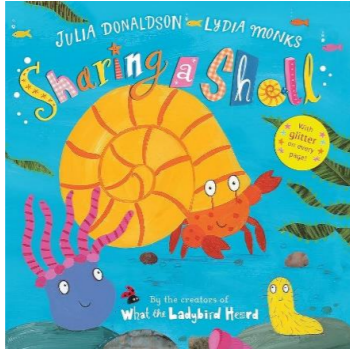
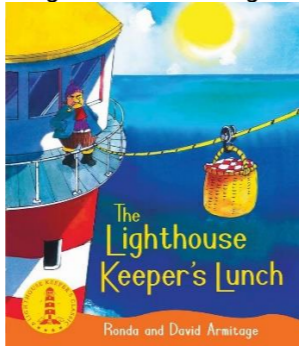
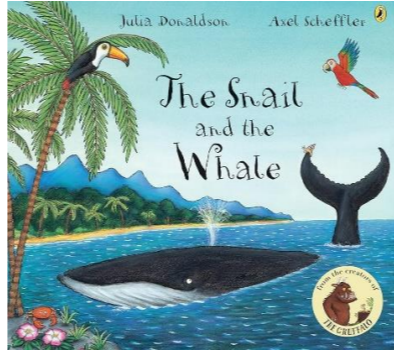
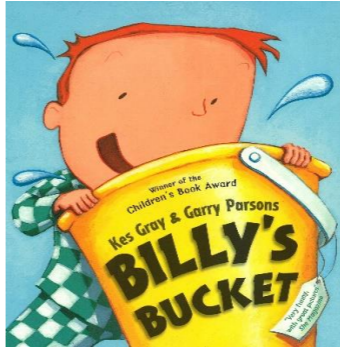
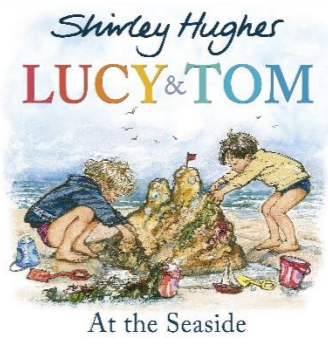
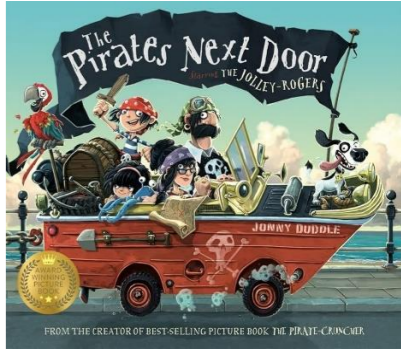




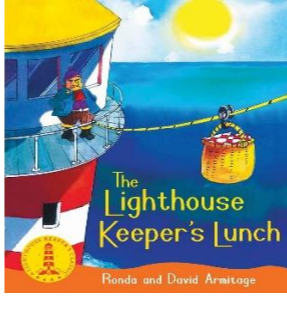
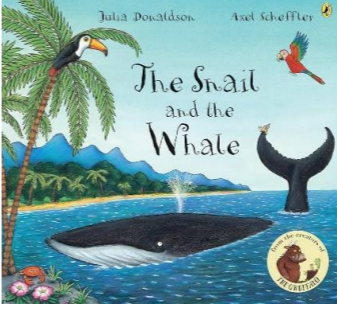
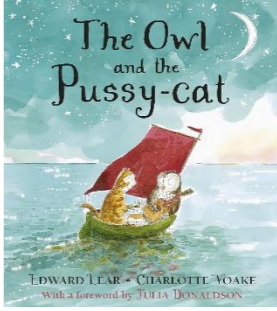
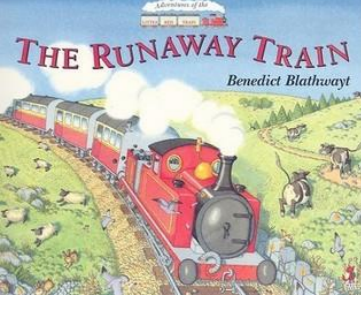



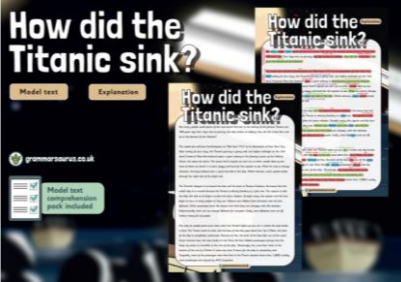
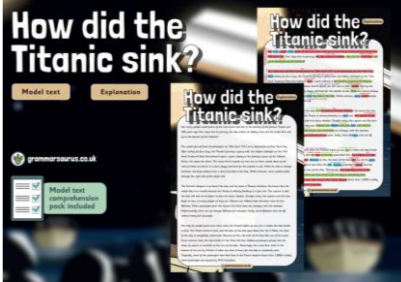
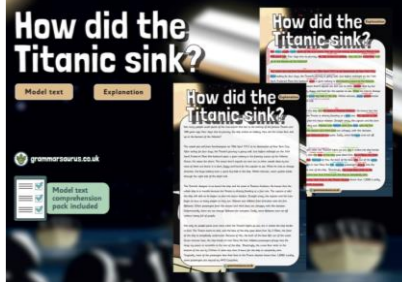
Castle Class Coverage
2025 – 2026
Summer 1

EYFS: Theme: I Wonder What's at the Seaside?
KS1: All Aboard



Area of Learning	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6																								
<p>Little Wandle Foundations: Tuning into Sounds and Rhyme Time</p> <p>Tuning into sounds: (5 minutes)</p> <ul style="list-style-type: none"> • 1x phonemic awareness activity • AND 1x oral blending activity • Rhyme time: (5 minutes) • 1 x Rhyme time song • 1 x Rhyme time activity 	<p>Summer 1</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>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> </tbody> </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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<p>1, 2, 3, 4, 5, Once I Caught a Fish Alive</p> <p>Suggested Books Linked to Fish:</p> <p><i>The Rainbow Fish</i> by Marcus Pfister</p> <p><i>Hooray for Fish!</i> by Lucy Cousins</p> <p><i>Tiddler: The Story-telling Fish</i> by Julia Donaldson</p>	<p>A Sailor Went to Sea</p> <p>Suggested Books Linked to Boats and the Sea:</p> <p><i>Hey, Water!</i> by Antoinette Portis</p> <p><i>Commotion in the Ocean</i> by Giles Andreae</p> <p><i>Busy Boats</i> by Campbell Books</p>	<p>Baa, Baa, Black Sheep</p> <p>Suggested Books Linked to Sheep:</p> <p><i>Brenda is a Sheep</i> by Morag Hood</p> <p><i>Car, Car, Truck, Jeep</i> by Katrina Charman</p> <p><i>Where is the Green Sheep?</i> by Mem Fox</p>	<p>Down at the Station</p> <p>Suggested Books Linked to Trains:</p> <p><i>The Train Ride</i> by June Crebbin</p> <p><i>Busy Trains</i> by Campbell Books</p> <p><i>Trains, Trains, Trains</i> by Donna David</p>	<p>Hey, Diddle, Diddle</p> <p>Suggested Books Linked to Space:</p> <p><i>Whatever Next</i> by Jill Murphy</p> <p><i>Two Little Mice and the Moon Adventure</i> by Stuart James</p> <p><i>Look Up</i> by Nathan Bryon</p>	<p>Review All Rhymes</p>																									
<p>Little Wandle Foundations: Love of Reading Texts</p>	<p>Book:</p>  <p>All Through the Night by Polly Faber</p>		<p>Book:</p>  <p>Car, Car, Truck, Jeep by Katrina Charman</p>		<p>Book:</p>  <p>Errol's Garden by Gillian Hibbs</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 																													

	<ul style="list-style-type: none"> • 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	Short Vowels CVCC New Tricky Words: said, so, have, like	Short Vowels CVCC CCVC New Tricky Words: some, come, love, do	Short Vowels CCVCC CCCVC CCCVCC Longer Words New Tricky Words: were, here, little, says	Longer Words Compound Words New Tricky Words: there, when, what, one	Root Words Ending In: -ing, -ed /t/, -ed /d/ /ed/ -est New Tricky Words: out, today	Assessment Week
Little Wandle Year 1 Phonics	ay play a-e shake ea each e he	ie pie i-e time o go o-e home	ue blue rescue ew chew new u-e rude cute aw claw	ea head ir bird ou cloud oy toy	i tiger a paper ow snow u unicorn	ph phone wh wheel ie shield g giant Assessment Week
EYFS Key Texts (linked to theme/writing stimulus)	Sharing a Shell by Julia Donaldson 	The Lighthouse Keeper's Lunch by David Armitage 	The Snail and the Whale by Julia Donaldson 	Billy's Bucket by Kes Gray 	Lucy and Tom at the Seaside Shirley Hughes 	The Pirates Next Door by Jonny Duddle 
Communication & Language: Nursery Reception	I can engage in extended conversations about stories, learning new vocabulary.	I can engage in extended conversations about stories, learning new vocabulary.	I can engage in extended conversations about stories, learning new vocabulary.	I am developing my phonological awareness so that I can: -spot and suggest rhymes -count or clap syllables in a word -recognise words with the same initial sound, such as money and mother.	I am developing my phonological awareness so that I can: -spot and suggest rhymes -count or clap syllables in a word -recognise words with the same initial sound, such as money and mother.	I am developing my phonological awareness so that I can: -spot and suggest rhymes -count or clap syllables in a word -recognise words with the same initial sound, such as money and mother.
	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	I can draw with increasing complexity and detail, such as representing a face with a circle and including details.	I can write some letters accurately.	I can use some of my print and letter knowledge in my early writing.	I can use some of my print and letter knowledge in my early writing.	I can write a pretend shopping list that starts at the top of the page.	I can write a pretend shopping list that starts at the top of the page.
	I use words that I know to check my reading makes sense.	I can show interest and answer simple questions about the text.	I can demonstrate understanding of what has been read to me by retelling stories and narratives using my own words and recently introduced vocabulary.	I can demonstrate understanding of what has been read to me by retelling stories and narratives using my own words and recently introduced vocabulary.	I can use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.	I can use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.
	Creating own story maps, writing captions and labels.	Writing simple sentences.	Writing simple sentences.	Writing short sentences to accompany story maps.	Labels and captions – sea creatures.	Character descriptions

<p>KS1 Reading and VIPERS</p>	<p>VIPERS Bubbles Short Animation</p> 	<p>VIPERS Grace Darling Grammarsaurus</p> 	<p>VIPERS The Lighthouse Keeper's Lunch by David Armitage</p> 	<p>VIPERS The Snail and the Whale by Julia Donaldson</p> 	<p>VIPERS The Owl and the Pussycat by Edward Lear</p> 	<p>VIPERS The Runaway Train by Benedict Blathwayt</p> 
<p>KS1 Key Texts (Linked to Theme/Writing Stimulus)</p>	<p>Setting Description – Trimpolli's Tower</p> 	<p>Setting Description – Trimpolli's Tower</p> 	<p>Setting Description – Trimpolli's Tower</p> 	<p>Explanation – How Did the Titanic Sink?</p> 	<p>Explanation – How Did the Titanic Sink?</p> 	<p>Explanation – How Did the Titanic Sink?</p> 
<p>Personal, Social & Emotional Development Jigsaw – Relationships</p> <p>Nursery</p> <p>Reception</p> <p>KS1</p>	<p>Develop a sense of community</p> <p>Form positive attachments with adults and peers</p> <p>Who is in my family and who is in yours?</p>	<p>Talk about their feelings</p> <p>Know right from wrong</p> <p>What touch feels okay and what doesn't?</p>	<p>Develop appropriate ways of being assertive. Talk with others to solve conflict.</p> <p>Working and playing cooperatively – how can I do this?</p> <p>What causes conflict with friend and how can I resolve this?</p>	<p>Talk about their feelings</p> <p>Form positive attachments with adults and peers. Know right from wrong</p> <p>When is it right to keep a secret and when is it not?</p>	<p>Talk about their feelings</p> <p>Form positive attachments with adults and peers</p> <p>Who can help me and who do I trust?</p>	
<p>Physical Development (PE): Target Games</p> <p>Nursery</p> <p>Reception</p> <p>KS1</p>	<p>Continue to develop their ball skills.</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p>To develop underarm throwing towards a target.</p>	<p>Continue to develop their ball skills.</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p>To develop throwing for accuracy.</p>	<p>Continue to develop their ball skills.</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p>To develop underarm and overarm throwing at a target.</p>	<p>Continue to develop their ball skills.</p> <p>Further develop and refine a range of ball skills including throwing, catching, and aiming.</p> <p>To develop throwing for accuracy and distance using underarm and overarm.</p>	<p>Continue to develop their ball skills.</p> <p>Further develop and refine a range of ball skills including throwing, catching, and aiming.</p> <p>To select the correct throw for the target.</p>	<p>Continue to develop their ball skills.</p> <p>Further develop and refine a range of ball skills including throwing, catching, and aiming.</p> <p>To develop throwing for accuracy and distance.</p>
<p>Mathematics:</p> <p>Nursery (Master the Curriculum)</p>	<p>Sequencing – Nursery Rhyme Sequencing Sequencing – Daily Sequencing Sequencing – Hungry Caterpillar</p>	<p>Positional Language – On or Under Positional Language – In or Out Positional Language – In Front or Behind</p>	<p>More and Fewer – More More and Fewer – Fewer More and Fewer – More or Fewer</p>	<p>2D Shapes – Circles 2D Shapes – Triangles 2D Shapes – Rectangles</p>	<p>3D Shapes – Cubes and Cuboids 3D Shapes – Cylinders 3D Shapes – Spheres</p>	<p>Consolidation – Sequencing Consolidation – Positional Language Consolidation – More and Fewer</p>

Reception (White Rose)	Explore Sharing Sharing Explore Grouping Grouping Even and Odd Sharing	Identify Units of Repeating Patterns Create Own Pattern Rules Explore Own Pattern Rules	Replicate and Build Scenes and Constructions Visualise from Different Positions Describe Positions	Give Instructions to Build Explore Mapping Represent Maps with Models	Create Own Maps from Familiar Places Create Own Maps and Plans from Story Situations	Deepen Understanding Patterns and Relationships
KS1 (White Rose)	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	Months and Days Hours, Minutes and Seconds O'clock and Half Past Quarter Past Tell Time Past the Hour	Quarter To Tell Time To the Hour Tell the Time to 5 Minutes Minutes in an Hour Hours in a Day	Consolidation
Understanding of the World: Nursery	Shows curiosity about living things by exploring plants in outdoor and indoor environments. Begins to recognise and name common plants and talks about where they grow.	Observes changes in plants, noticing how seeds and bulbs grow with care.	Observes changes in plants, noticing how seeds and bulbs grow with care.	Talks about what plants need to grow, beginning to understand the importance of water, light and warmth.		
Reception	Children explore the natural world around them, making observations of plants, animals and their habitats, including microhabitats such as soil, bark and leaves. They identify and describe common plants, including flowering plants and trees, and talk about their basic structures such as roots, stems, leaves and flowers.	Children observe and describe how plants grow from seeds and bulbs over time.	Children observe and describe how plants grow from seeds and bulbs over time.	They explain that plants need water, light and warmth to grow and stay healthy.		
Science What do plants need to grow?	What is a plant and where does it come from?	When does a seed start to grow?	How do plants grow from bulbs?	Which conditions help a plant grow well?	End of Unit Assess	
NC Links	<ul style="list-style-type: none"> identify and describe the basic structure of a variety of common flowering plants, including trees identify and name a variety of plants and animals in their habitats, including micro habitats Observe and describe how seeds and bulbs grow Find out and describe how plants need water light and a suitable temperature to grow and stay healthy. 					
Geography How can we use aerial photographs to identify landmarks?	What are aerial photographs? What are landmarks? What is the difference between human and physical features on a map?	Can I circle and label at least three landmarks, three human features and three physical features on an aerial map?	What is a compass and what is it used for?	Can I follow a set of directional instructions to navigate a map?	End of Unit Assessment I can use aerial photographs to identify landmarks. I can follow directional instructions to navigate a map.	
NC Links	<ul style="list-style-type: none"> use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key 					
Computing Programming Animations	What is a command?	Can you use a 'start' block to run a program?	Can you make a change in a program?	How can we add programming blocks to create instructions?	Can you create an algorithm for a program and test it ?	
NC Links	<ul style="list-style-type: none"> understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions create and debug simple programs 					

	<ul style="list-style-type: none"> use logical reasoning to predict the behaviour of simple programs 					
RE What is the 'good news' Christians believe Jesus brings? (part 1)	What did Jesus' good news mean for Matthew in the Bible story?	What might a Christian say was the good news that Jesus brought to Matthew?	What do many Christians believe is the good news that Jesus brings about forgiveness?	What do many Christians believe is the good news that Jesus brings about peace?	What might Christians do to follow the life of Jesus and bring 'good news' to people?	How might Christian prayer link to saying sorry and forgiveness? End of Unit Check
Expressive Arts & Design Nursery Reception	Listen to descriptions of art and artists and look at pictures. Express their thoughts and feelings	Explore different materials freely and develop ideas about what to make. Join different materials and explore different textures to create their art. Use all their senses in the exploration of different materials	Explore different materials freely and develop ideas about what to make. Join different materials and explore different textures to create their art. Use all their senses in the exploration of different materials	Work with other children finding solutions Taking part in a group activity	Share their creations and talk about how they made them.	
	Listen to descriptions of art and artists and look at pictures. Evaluate what they like and don't and be able to express their opinions	Explore a wider range of materials exploring texture form. Explore the natural world around them and use their observations to make choices about materials to use in their art	Explore a wider range of materials exploring texture form. Explore the natural world around them and use their observations to make choices about materials to use in their art	Work as part of a team realising their value and contribution, persevering and working with others to create a joint piece	Share creations explaining the process they have used	
Art and Design Transient Art – Tony Plant and Andy Goldsworthy	How can art change or disappear?	What can we make from nature?	What can we make from sand?	What can we make together?	How does art stay with us even when its gone?	
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 – Friendship Song	Listen and Appraise: Friendship Song by Joanna Mangona and Pete Readman a. Warm Up Games b. Learn to Sing the Song Friendship Song c. Practise the Song Friendship Song	Listen and Appraise: Count on Me by Bruno Mars a. Warm Up Games b. Practise the Song Friendship Song c. Play Glockenspiels with the Song Friendship Song	Listen and Appraise: We Go Together from 'Grease' Soundtrack a. Warm Up Games b. Practise the Song Friendship Song c. Play Glockenspiels with the Song Friendship Song	Listen and Appraise: You Give a Little Love from 'Bugsy Malone' Soundtrack a. Warm Up Games b. Practise the Song Friendship Song c. Improvise with the Song Friendship Song	Listen and Appraise: That's What Friends Are For by Dionne Warwick, Stevie Wonder, Elton John and Gladys Knight a. Warm Up Games b. Practise the Song Friendship Song c. Compose with the Song Friendship Song	Listen and Appraise: You've Got a Friend in Me by Randy Newman a. Warm Up Games b. Practise Compositions of Friendship Song c. Perform Compositions of Friendship Song
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 					