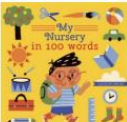
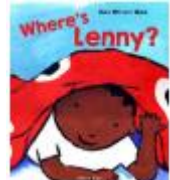
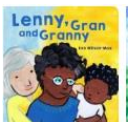
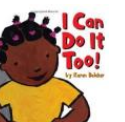
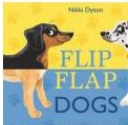


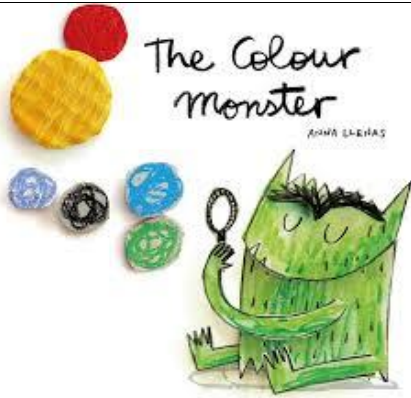
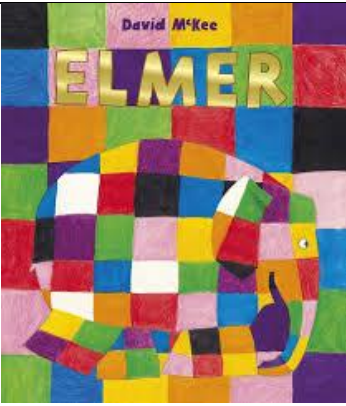
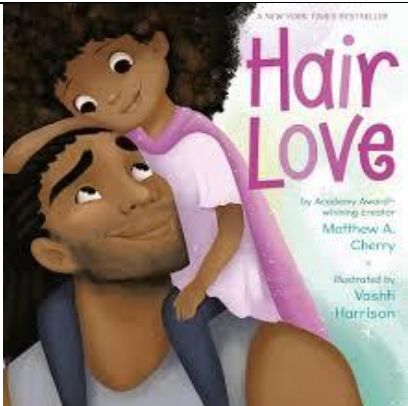
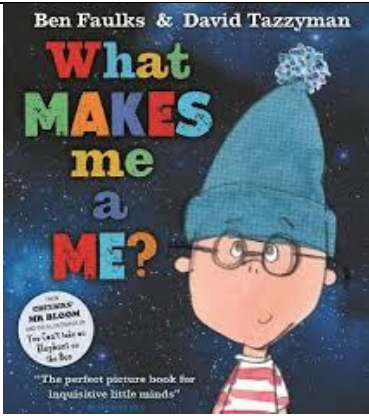
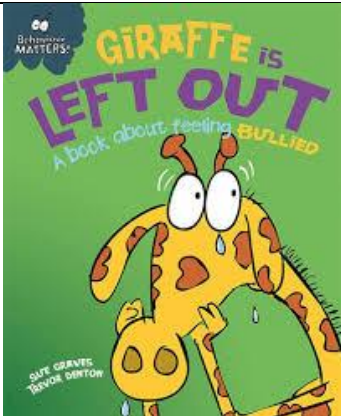
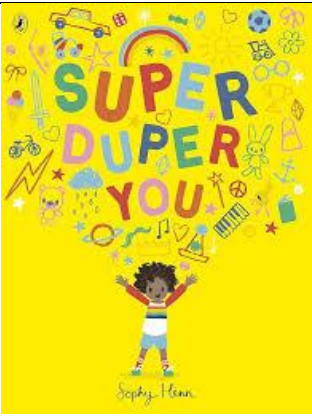


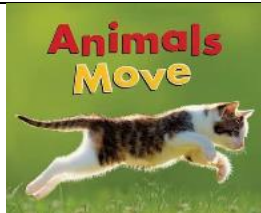
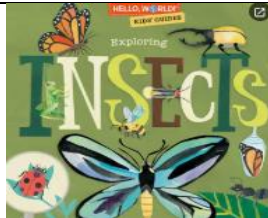
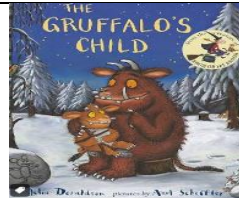
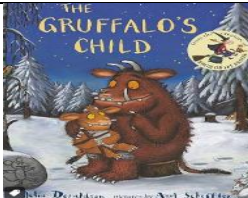
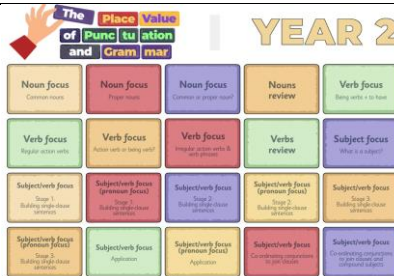
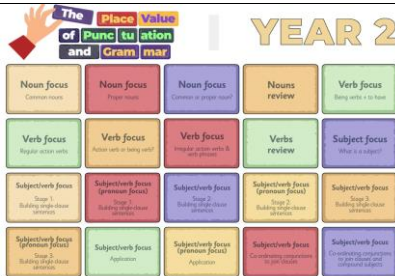
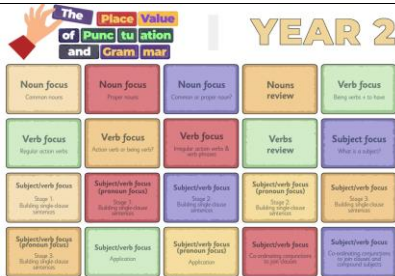
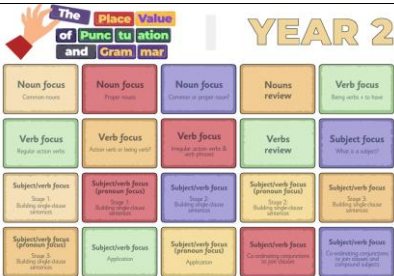
Castle Class Coverage
2026
Autumn Term 1



EYFS Theme: Nice To Meet You
KS1 Theme: Who Am I ?

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) • 1 x phonemic awareness activity • AND 1 x oral blending activity • Rhyme time: (5 minutes) • 1 x Rhyme time song • 1 x Rhyme time activity	Autumn 1 No sounds – focus on Rhyme time and settling children into your setting's routines.					
	1,2,3,4,5 Once I Caught a Fish Alive 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	A Sailor went to Sea 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>	Baa, Baa, Black Sheep 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	Down at the Station 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	Hey Diddle, Diddle 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	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
Little Wandle Foundations: Love of reading	Book: Kindness Makes Us Stronger by Sophie Beer  Linked texts       		Book: Monster Clothes by Daisy Hirst  Linked texts       		Book: Where's Lenny? By Ken Wilson-Max  Linked texts       	
	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	s a t p	i n m d	g o c k New tricky words: is	ck e u r New tricky words: I	h b f l New tricky words: the	Assessment Week
EYFS Key Texts- linked to theme/writing stimulus	 The Colour Monster Anna Llenas	 Elmer David McKee	 Hair Love Matthew. A Cherry	 What Makes Me A Me? Ben Faulks	 Giraffe is Left Out Sue Graves	 Super Duper You Sophy Henn
Communication & Language: Nursery	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 2 part questions/instructions.	Understand 2 part questions/instructions.
Reception	I can engage in Storytime – throughout half term. I can describe events in some detail.	I can engage in Story times. 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 story	I can learn rhymes, poems and songs. Talk about and listen to ideas expressed from friends.
Reading and Writing Nursery	Understand page sequencing.	Understand page sequencing.	Understand that print can have different purposes.	Understand that print can have different purposes.	Form letters to represent their name	Form letters to represent their name
Reception: Reading	I can read individual letters by saying the sounds for them.	I can read individual letters by saying the sounds for them.	I can read individual letters by saying the sounds for them.	I can read individual letters by saying the sounds for them.	I can read individual letters by saying the sounds for them.	I can read individual letters by saying the sounds for them.
Reception: Writing	I can describe events in some detail.	I can read individual letters by saying the sounds for them.	I can retell the story, once I have developed a deep familiarity with the text; some as exact repetition and some in their own words.	I can retell the story, once I have developed a deep familiarity with the text; some as exact repetition and some in their own words.	I can represent a story using images.	I can represent a story using images.
Little Wandle Year 1 Phonics	review Phase 3 GPCs ai ee igh oa oo ar or ur oo ow oi ear	ir er /z/ s –es words with two or more digraphs e.g. queen thicker	Phase 4: CVCC CCVC CCVCC CCCVC Phase 4 with long vowels	Phase 5 /ai/ ay play /ow/ ou cloud /oi/ oy toy /ee/ ea each	Review longer words	Assessment Week
Year 2 Spelling	Initial assessments Vowels and Consonants Introduction to Morphology	The suffixes s and es to create plurals	The suffix y	The suffixes er and est	Revist and Review	

KS1 VIPERS	 The Present (Animation)	 Supertato by Sue Hendra	 Animal Movement	 Insects	 The Gruffaalo's Child by Julia Donaldson	 The Gruffaalo's Child by Julia Donaldson	
KS1 Key Texts (Linked to Theme/Writing Stimulus)							
Personal, Social & Emotional Development (Jigsaw):	Nursery	Settle into routines	Make relationships with adults and other children	Play with one or more other children, extending and elaborating play.	Sharing and taking turns	Help to find solutions to conflict and rivalry.	Talk with others to solve conflicts.
	Reception	Settle into routines I feel special and safe in my class	Make relationships with adults and other children. I know that I belong to my class	Play with one or more other children, extending and elaborating play. I know how to make my class a safe place for everybody to learn	Sharing and taking turns. I recognise how it feels to be proud of an achievement	Help to find solutions to conflict and rivalry. I recognise the range of feelings when I face certain consequences	Talk with others to solve conflicts. I understand my choices in following the Learning Charter
		KS1	I feel special and safe in my class	I know that I belong to my class	I know how to make my class a safe place for everybody to learn	I recognise how it feels to be proud of an achievement	I recognise the range of feelings when I face certain consequences
Physical Development (P.E):	Nursery	Continue to develop their movement, balancing, riding and bike skills.	Continue to develop their movement, balancing, riding and bike skills.	Go up steps/climb equipment using alternate feet.	Go up steps/climb equipment using alternate feet.	Increasingly able to use and remember sequences and patterns of movement related to music and rhythm.	Increasingly able to use and remember sequences and patterns of movement related to music and rhythm.
	Reception	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.	Combine different movements with ease and fluency.	Combine different movements with ease and fluency.
	KS1 Target games	To develop underarm throwing towards a target.	To develop throwing for accuracy.	To develop underarm and overarm throwing.	To develop throwing for accuracy and distance using underarm and overarm.	To choose the best throw for the target.	To develop throwing for accuracy and distance.

Mathematics: Nursery (MTC) Reception (White Rose) KS1 (White Rose)	Recognise the colour red.	Recognise the colour red.	Recognise the colour blue.	Recognise the colour blue.	Recognise the colour yellow.	Recognise the colour yellow.
	Match, sort and compare.	Match, sort and compare.	Talk about measure and patterns	Talk about measure and patterns	It's me 1,2,3	It's me 1,2,3
	place value within 20	place value within 20	place value within 20	addition and subtraction within 20	addition and subtraction within 20	addition and subtraction within 20
Understanding of the World: Nursery Reception	Learn and use new vocabulary. Articulate ideas and thoughts. Engage in back-and-forth discussions.	Explore the natural world using observation. Make sense of their physical world through first-hand experiences.	Make sense of their physical world through first-hand experiences.	Make sense of their physical world through first-hand experiences.	Make sense of their physical world through first-hand experiences.	Make sense of their physical world through first-hand experiences. Describe similarities and differences
	Express ideas using recently introduced vocabulary.	Explore the natural world around them. Make observations.	Explore the natural world around them. Make observations.	Explore the natural world around them. Make observations.	Explore the natural world around them. Make observations.	Explore the natural world around them. Make observations.
Science What are our Senses?	What body parts do we have and what are they for?	Can you see like a scientist?	Can you be a sound detective?	Can you sniff and solve?	Can you be a taste investigator?	Are you a touch and texture expert?
NC Links	Year 1: - identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. Year 2: - Working scientifically skills. - Observation and recording. - Using evidence from investigations.					
History Who am I?	What is living memory?	How do we find out about the past?	Are all families the same?	What is a family tree?	Who is important to me?	Who was important in St Mawes?
NC Link	- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life - significant historical events, people and places in their own locality.					
Geography	Geography to be taught second half term					
NC Link						
Computing Moving a robot/Robot Algorithms	Identify and use the buttons on a robot	Explore directions a robot can move through	Move a robot forwards and backwards	Turn a robot to the left or right	Move a robot through a sequence of directions	Follow a route

NC Links	- recognise common uses of information technology beyond school - 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	Who do Christians say made the world? I know who Christians say made the world. Identify the core beliefs and concepts studied and give a simple description of what they mean.	What happens in Genesis? I know what happens in Genesis 1:1-2:3 Give examples of how stories show what people believe (e.g. the meaning behind a festival).	Why do Christians look after the world? I know why looking after the world is so important to Christians. Give examples of how people use stories, texts and teachings to guide their beliefs and actions.	What happens at Harvest and why? I know what happens at Harvest? Think, talk and ask questions about whether the ideas they have been studying have something to say to them.	How do artists show the Creation? I know some ways that the artists represent the creation. Give examples of ways in which believers put their beliefs into action	Who do Christians say made the world? I know who Christians believe made the world. Identify the core beliefs and concepts studied and give a simple description of what they mean.
Expressive Arts & Design Nursery	Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.	Create closed shapes with continuous lines, and begin to use these shapes to represent objects.	Draw with increasing complexity and detail, such as representing a face with a circle and including details.	Use drawing to represent ideas like movement or loud noises.	Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.	Explore colour and colour-mixing.
Reception	Draw pictures of myself.	Draw pictures of others.	Represent my family through drawing and painting.	Represent my family using different media.	Discuss the emotions of the characters in my drawings.	Mix colours, naming the new colours I make.
Art and Design Who is John Dyer and what does he paint?	Who is John Dyer?	How can I use pencil techniques in the style of John Dyer?	How can I mix primary colours to create a colour palette in the style of John Dyer?	What landscapes did John Dyer paint?	What painting techniques does John Dyer use?	How can I create a landscape painting in the style of John Dyer?
	- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination - about the work of a range of artists, craftsmen and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work					
DT						
	DT to be taught second half term.					
Music Charanga Let Your Spirit Fly	Let Your Spirit Fly by Joanna Mangona a. Warm-up Games b. Flexible Games (optional) c. Start to learn the song Let Your Spirit Fly Sing the song	Let Your Spirit Fly a. Warm-up Games b. Flexible Games (optional) c. Sing the song Let Your Spirit Fly d. Play instrumental parts Sing the song and play instrumental parts within the song	Colonel Bogey March by Kenneth Alford Let Your Spirit Fly a. Warm-up Games b . Flexible Games (optional) c. Sing the song Let Your Spirit Fly d. Play instrumental parts e. Improvise	Consider Yourself from the musical 'Oliver!' Let Your Spirit Fly a. Warm-up Games b . Flexible Games (optional) c. Sing the song Let Your Spirit Fly d. Play instrumental parts e. Improvise option	Ain't No Mountain High Enough by Marvin Gaye a. Warm-up Games b . Flexible Games c. Sing the song Let Your Spirit Fly d. Play instrumental parts e. Improvise option f. Play your composition(s) within the	You're the First, the Last, My Everything by Barry White Let Your Spirit Fly a. Warm-up Games b. Flexible Games (optional) c. Sing the song Let Your Spirit Fly d. Play instrumental parts . Improvise option

			Sing the song and improvise using voices and/or instruments within the song	f..Compose Sing the song and perform composition(s) within the song	song to prepare for the end-of-unit performance	Play your composition(s) within the song Choose and play any of the options, then decide which one to practise for the end-of-unit performance Prepare for the end-of-unit performance
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.					