Castle Class Coverage
2026/2027
Autumn Term 2

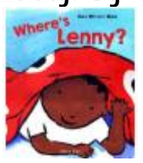
EYFS Theme: Nice To Meet You
KS1 Theme: Who Am I?

<table>
<tr><th>Area of Learning</th><th>Week 1</th><th>Week 2</th><th>Week 3</th><th>Week 4</th><th>Week 5</th><th>Week 6</th></tr>
<tr><td rowspan="2">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</td><td colspan="6">Teach one sound each week, in the order listed: s a t p i n m
In each session, play:
• What's in the box? (Learn the sound).
• One of these sound games: Voice sounds, Name play, Bertha the bus, Play with sounds (Practise the sound).</td></tr>
<tr><td>Pat-a-cake
Suggested books linked to baking:
The Gingerbread Man
Pumpkin Soup by Helen Cooper
Chocolate Mousse for Greedy Goose by Julia Donaldson</td><td>Row, Row, Row Your Boat
Suggested books linked to boats and the sea:
Hey, Water! by Antoinette Portis
Commotion in the Ocean by Giles Andreae
Busy Boats</td><td>Twinkle, Twinkle Little Star
Suggested books linked to stars:
How to Catch a Star by Oliver Jeffers
Whatever Next by Jill Murphy
My Little Star by Mark Sperring</td><td>Hey, Diddle, Diddle
Suggested books linked to animals:
What the Ladybird Heard by Julia Donaldson
Oi Frog by Kes Gray & Jim Field
I am a Tiger by Karl Newson</td><td>Humpty Dumpty
Suggested books linked to eggs:
Pip and Egg by Alex Latimer
The Emperor's Egg by Martin Jenkins
Green Eggs and Ham by Dr Seuss</td><td>Review all rhymes learnt so far</td></tr>
<tr><td>Little Wandle Foundations: Love of Reading</td><td>Book: Kindness Makes Us Stronger by Sophie Beer


Linked texts

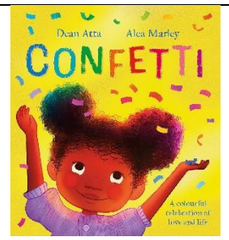
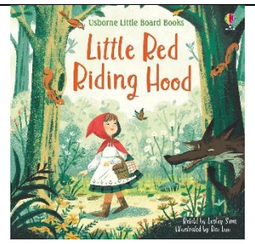
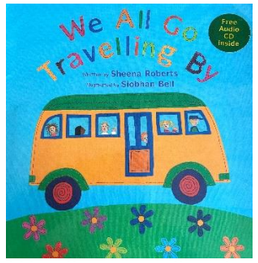
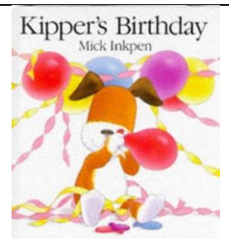
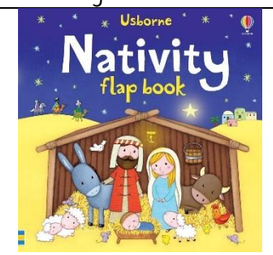
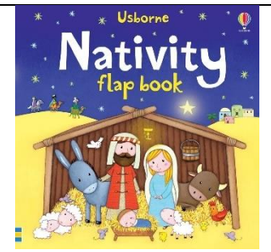
</td><td colspan="2">Book: Monster Clothes by Daisy Hirst

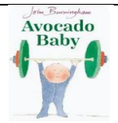
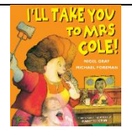
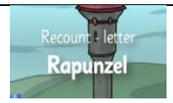

Linked texts

</td><td colspan="2">Book: Where's Lenny? By Ken Wilson-Max


Linked texts

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<tr><td>Little Wandle Foundations for Language</td><td colspan="6">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.</td></tr>
</table>

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**
EYFS Key Texts- linked to theme/writing stimulus	 Confetti by Dean Atta	 Little Red Riding Hood	 We all go travelling by	 Kipper's Birthday by Mick Inkpen	 The Nativity	 The Nativity
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 two-part questions/instructions.**	**Understand two-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	/ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn Review Phase 3 GPCs ai ee igh oa oo ar or ur oo ow oi earTricky words-their people oh your	/oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he Tricky words-Mr Mrs Ms ask	/ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e Tricky words-rude cute could would should our	/ee/ e-e these /oo/ /yoo/ ew chew new /ee/ ie shield /or/ aw Tricky words-claw Phase 5: ai/ay play ow/ou cloud oi/oy toy ee/ea eachhouse mouse water want	Review longer wordsGrow 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

Year 2 Vipers	 Our Teacher's not a Zombie by Kenn Nesbitt	 Avocado Baby by John Burningham	 I'll Take You To Mrs Cole by Nigel Gray and Michael Foreman	 After the Fall by Dan Santat	 Something Else by Kathryn Cave and Chris Riddell	 Sulwe by Nupita Nyong
KS1 Key Texts- linked to theme/writing stimulus						
Personal, Social & Emotional Development (Jigsaw): **Nursery**	Settle into routines. Know how I am the same as others.	Settle into routines. Know how I am different from others	I know what feels good in play Sharing and taking turns.	Make relationships with adults and other children.	Help to find solutions to conflict and rivalry.	Make relationships with adults and other children.
Reception	I know that I have lots of thing in common with people in my class	.I understand that being different makes us all special	I know what being unkind is	I know that I can talk with special adults	I can tell you how to be a kind friend	I know we are all different but the same in some ways
KS1	I can identify similarities between people in my class	I can identify differences between people in my class	I can tell you what bullying is	I know who could talk to if I was unhappy or being bullied.	I know how to make new friends	I can tell you some ways I am different from my friends
Physical Development (PE): **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	To explore travelling movements.	To develop and combine travelling movements.	To develop quality when performing and linking shapes.	To develop quality when linking shapes.	To develop stability and control when performing balances.	To develop stability and control when performing balances
Mathematics: **Nursery (MTC)**	Number 1	Number 2 subitising	Number 2	Pattern.	Pattern	Consolidation.
	It's Me 1,2,3	It's Me 1,2,3	Talk about measure and patterns.Circles and Triangles	Talk about measure and patterns.1,2,3,4,5	It's me 1,2,3.,4,5	It's me 1,2,3.Shapes with4 sides

Reception (White Rose) **KS1 (White Rose)**	YR1- place value within 100 YR2- place value within 100	YR1- place value within 100 YR2- place value within 100	YR1- place value within 100 YR2- place value within 100	YR1- place value within 100 YR2- place value within 100	YR1- shape YR2-shape	YR1- shape YR2-shape
Understanding of the World: **Nursery**	I can talk about my body and senses.	I can talk about what humans need	I can make healthy choices	I know it is important to brush my teeth and keeping clean.	I know animals have babies	I know animals change as they grow and that I am changing too.
Reception	I can talk about my body and senses	I can talk about what humans need and know that this is different than want	I can tell what I do to keep healthy and strong	I know why brushing my teeth and keeping clean is important.	I know animals have babies. I can say what's the same and what different between animals as adults and their offspring.	I know animals change as they grow and that I am changing too.
Science **How do living things grow and stay alive?**	How do the different parts of my body help me every day?	What do humans need to survive and why?	How can we keep our bodies healthy and strong?	Why is it important to keep ourselves clean?	How are baby animals and humans similar to their parents?	How do animals and humans change as they grow?
NC Links	Working Scientifically: • asking simple questions and recognising that they can be answered in different ways • observing closely, using simple equipment • performing simple tests • identifying and classifying • using their observations and ideas to suggest answers to questions • gathering and recording data to help in answering questions. YR 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. YR 2: • find out about and describe the basic needs of animals, including humans, for • survival (water, food and air). • describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. • Notice thar animals, including humans, have offspring which grow into adults.					
History	History taught last half term					
NC Link	•					
Geography The World and my School	What is my classroom like?	What Street is my school on?	Where is my village in the country?	What are the seasons like in the United Kingdom?	Where is my country in the world?	How is the weather different around the word?
NC Links	Use basic geographical vocabulary to refer to: • key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather • key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop • 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 • use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.					

Computing KS1 Digital Writing	Lesson 1 Exploring the keyboard	Lesson 2 Adding and removing text	Lesson 3 Exploring the toolbar	Lesson 4 Making changes to text	Lesson 5 Explaining my choices	Lesson 5 Pencil or keyboard
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 Belonging to a community	What Does It Mean to Belong to a family.	Who Am I?	What Does It Mean to Belong to the Christian Community?	What does it mean to belong to a Jewish Community?	What does it mean to be part of a Muslim Community?	I can identify symbols and practices that show belonging to a community.
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. Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.
Reception	Explore images of lighthouses and discuss	Design a lighthouse using the images I have seen.	Model Making	Model Making	Light up my model	Share what I like about my model
Art/DT	What is a lighthouse and why are they important to coastal counties like Cornwall?	What does a lighthouse look like and what will I need to build a model?	How do I recreate my plan with the resources available?	How do I recreate my plan with the resources available?	How do I make my model light up?	Does my model work as I planned? What could I do to improve?
	Design • 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. **Make** • 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. **Evaluate** • explore and evaluate a range of existing products. • evaluate their ideas and products against design criteria. **Technical knowledge** • build structures, exploring how they can be made stronger, stiffer and more stable					
Music **Charanga** **Glockenspiel 1**	•Easy E - Player 2/Group 2 •Easy E - Player1/group 1 •Easy E •Easy E theory - the language of music •Easy E (notation) •Strictly D •Strictly D (Note-names) •Strictly D (Note-names and notes) •Strictly D Theory - the language of music •Strictly D (notation) •Copyback 1	•Play your music •Play your music(note-names) •Play your music (notes and note-names) •Play your music theory- the language of music •Play your music (notation) •Drive •Drive (note-names) •Drive (note-names and notes) •Drive theory - the language of music •Drive (notation	•DeeCee's Blues •DeeCee's Blues (note-names) •DeeCee's Blues (notes + note-names) •DeeCee's Blues theory - the language of music •DeeCee's Blues (notation) • Improvising to DeeCee's Blues •DeeCee's Blues and your improvisation •Copy Back 2 •What's up? •What's Up?	•D-E-F-inately •D-E-Finately (note-names) •D-E-Finately(notes + note-names) •D-E-Finately theory - the language of music •D-E-Finately(notation)	•Roundabout •March of the Golden Guards •March of the Golden Guards (note-names) •March of the Golden Guards (note-names + notes) •March of the Golden Guards theory - the language of music •March of the Golden Guards (notation) •Theory - the language of music •Portsmouth	Composition

			(note-names) •What's Up? (note-names + notes) •What's up? theory - the language of music •What's Up? (notation)			
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.					