

Capenhurst CEP Curriculum Overview – Summer (1) 2021 - Whole school theme - Local Area Study (Geography focus Summer 1, History focus Summer 2)

English	Week 1 w/c 19 th April	Week 2 w/c 26 th April	Week 3 w/c 3 rd May	Week 4 w/c 10 th May	Week 5 w/c 17 th May	Week 6 w/c 24 th May	Whit half term
Handwriting	<p>Y1: Sit correctly at a table and hold a pencil comfortably and correctly. Begin to write letters correctly. Write capital letters and numbers 0-9. Know which letters to form in similar ways.</p>						
Year 1	<p><u>Reading</u></p> <p>Shared reading Comprehension Knights and Dragons</p> <p>CGP exercise book.</p>	<p><u>Reading</u></p> <p>Shared reading Comprehension Lion and the Mouse.</p> <p>CGP exercise book.</p>	<p><u>Reading</u></p> <p>Shared reading Comprehension Deep Sea Explorers</p> <p>CGP exercise book.</p>	<p><u>Reading</u></p> <p>Shared reading Comprehension Wake Up On Bumble Farm.</p> <p>CGP exercise book.</p>	<p><u>Reading</u></p> <p>Shared reading Comprehension Tale of two feathers.</p> <p>CGP exercise book.</p>	<p><u>Reading</u></p> <p>Shared reading Comprehension Bats</p> <p>CGP exercise book.</p>	
	<p><u>Writing (units from The Literacy Company)</u></p> <p><u>Key texts</u> Jack and the Baked Beanstalk – By Colin Simpson The Owl who was afraid of the dark – Jill Tomlinson Owl Babies – Martin Waddel</p> <p><u>Outcomes</u> <u>Narrative</u> Use role play to explore imaginative ideas based on a theme from reading and devise a class story. Use photographs images as a story plan.</p>						

<p>Children to write their own version of a story.</p> <p><u>Information texts</u> Children create a page for an information book.</p> <p><u>Key activities</u> Story writing based on predictions Diary entry Letter writing Description of scene Character description Write own version of story</p> <p><u>Sentence-level activities</u> Write short sentences in meaningful contexts. Apply taught digraphs and trigraphs into writing. Use capital letters and full stops accurately. Joining words and joining clauses using and.</p>			
<p><u>Spelling</u> Begin to write words with adjacent consonants. Phase 4/5 Letters and Sounds tricky words.</p>		<p><u>Spelling</u> Adding the prefix un- without any change to the root word. Unhappy Undo unfair</p>	<p><u>Spelling</u> Use plural noun suffixes –s and –es. Compound words – Football, playground, farmyard.</p>

	<p><u>Grammar & punctuation</u> Write simple sentences which can be read by themselves and others. Use of capital letters, full stops question marks and exclamation marks to demarcate sentences.</p>	<p><u>Grammar & punctuation</u> Understand the job of an adjective and are beginning to use them to create simple noun phrases.</p>	<p><u>Grammar & punctuation</u> Recognise verbs as action/ doing words and use them appropriately.</p>	
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English	Week 1 w/c 19 th April	Week 2 w/c 26 th April	Week 3 w/c 3 rd May	Week 4 w/c 10 th May	Week 5 w/c 17 th May	Week 6 w/c 24 th May	Whit half term
Handwriting	<p>Y2: Write lower-case letters to the correct size. Start to use some of the diagonal and horizontal strokes needed to join letters. Write capital letters (and numbers) correctly, making sure they are clearly bigger than the lower case letters. Leave spaces between my words.</p>						
Year 2	<u>Reading</u> Shared reading Comprehension Knights and Dragons CGP exercise book.	<u>Reading</u> Shared reading Comprehension Lion and the Mouse. CGP exercise book.	<u>Reading</u> Shared reading Comprehension Deep Sea Explorers CGP exercise book.	<u>Reading</u> Shared reading Comprehension Wake Up On Bumble Farm. CGP exercise book.	<u>Reading</u> Shared reading Comprehension Tale of two feathers. CGP exercise book.	<u>Reading</u> Shared reading Comprehension Bats CGP exercise book.	
	<u>Writing (units from The Literacy Company)</u> <u>Key texts</u> Jack and the Baked Beanstalk – By Colin Simpson The Owl who was afraid of the dark – Jill Tomlinson Owl Babies – Martin Waddel <u>Outcomes</u> <u>Narrative</u> Use role play to explore imaginative ideas based on a theme from reading and devise a class story.						

<p>Use photographs images as a story plan. Children to write their own version of a story. <u>Information texts</u> Children create a page for an information book.</p> <p><u>Key activities</u> Story writing based on predictions Diary entry Letter writing Description of scene Character description Write own version of story</p> <p><u>Sentence-level activities</u> Write short sentences in meaningful contexts. Apply taught digraphs and trigraphs into writing. Use capital letters and full stops accurately. Joining words and joining clauses using and.</p>		
<p><u>Spelling</u> Babcock Spelling programme. Block 3 – ‘y’ sound , Contractions, can’t, didn’t,it’s etc -le at the end of words and following a consonant. Ing, ed, -er, est, Adding ‘y’to words ending in e with a consonant before. ey – wr, Spell a after ‘w’ and ‘qu’ Spell ‘s’ Homophones Adding es to nouns and verbs ending in y. Possessive apostrophe . Adding suffixes full less and ly .</p>		<p><u>Spelling</u> Y2 - Common exception words . Move, prove , improve .</p>

	Words ending in- tion.			
	<u>Grammar & punctuation</u> Sequence sentences to form short narratives (link ideas or events by pronoun). Use a capital letter for places and days of the week. Punctuate sentences with a capital letter, full stop, question mark or exclamation mark.	<u>Grammar & punctuation</u> Recognise verbs as doing words and being words. Begin to use present/ past tenses correctly, including the past progressive form.	<u>Grammar & punctuation</u> Recognise regular and irregular verbs. Begin to follow the rules of Standard English, e.g. subject-verb agreement, consistency of tense.	

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Handwriting	Y3: I can use the diagonal and horizontal strokes that are needed to join letters. I can improve the quality of my own handwriting.						
Year 3	<u>Reading</u> Shared reading comprehension	<u>Reading</u> Shared reading comprehension	<u>Reading</u> Shared reading comprehension	<u>Reading</u> Shared reading comprehension	<u>Reading</u> Shared reading comprehension	<u>Reading</u> Shared reading comprehension	
	<u>Writing (Diary writing and adventure story – Pathways to Write)</u> <u>Key text</u> “Leon and the Place Between” by Grahame Baker-Smith; “Journey” by Aaron Becker (Pathways to Write Unit) Beaver Towers series by Nigel Hinton (class reader) <u>Outcome</u> To write Leon’s secret diary about what really happened in ‘the place between’, including conversation between Leon and the boy. (GD – to write from a different POV). To write an adventure story based on Journey using the language of Berlie Doherty. (GD – include a new setting route to lead from one place to another). <u>Key activities</u> Write a 1 st person account of a scene using conjunctions and adverbs to express time, place and cause.						

Identify features of a diary entry.

Write a secret diary of what happened in The Place Between from Leon's POV.

Letter writing

Setting description using prepositional phrases and accurate use of apostrophes for possession.

Writing a speech sandwich within a scene.

To write a character description in the style of Berlie Doherty.

To write a story based on 'Journey'.

Sentence-level activities

Y3 - Use conjunctions and adverbs to express, time, place and cause; Use a or an according to whether the next word begins with a vowel or consonant; In narratives, create settings, characters and plot; Build a varied and rich vocabulary; Indicate possession by using the possessive apostrophe with singular nouns.

Y4 - Use Standard English forms for verb inflections; Extend the range of sentences with more than one clause by using a wider range of conjunctions including when, if, because, although; Build a varied and rich vocabulary; Indicate possession by using the possessive apostrophe with plural nouns; Recognise the difference between plural and possessive 's'.

Text-level activities

Diary writing. Letter writing. Setting description. Character description. Scene writing. Adventure story.

Spellings

Words with short i sound spelt with y
e.g. myth, hymn.

Spellings

Suffixes that do not double the final consonant
e.g. limited, limiting.

Spellings

Suffixes that double the last consonant
e.g. forgetting, forgotten.

Spellings

Prefix miss- that creates negative meanings e.g. misheard, misuse.

Spellings

Prefix dis- that creates negative meanings e.g. dislike, disobey.

Spellings

Words with a 'k' sound spelt with 'ch'
e.g. chorus, echo.

English	Week 1 w/c 19 th April	Week 2 w/c 26 th April	Week 3 w/c 3 rd May	Week 4 w/c 10 th May	Week 5 w/c 17 th May	Week 6 w/c 24 th May	Whit half term
Handwriting	Y4: I understand which letters are best left unjoined. I can improve the quality of my own handwriting.						
Year 4	<u>Reading</u> Shared reading comprehension	<u>Reading</u> Shared reading comprehension	<u>Reading</u> Shared reading comprehension	<u>Reading</u> Shared reading comprehension	<u>Reading</u> Shared reading comprehension	<u>Reading</u> Shared reading comprehension	
	<u>Writing (Diary writing and adventure story – Pathways to Write)</u> <u>Key text</u> “Leon and the Place Between” by Grahame Baker-Smith; “Journey” by Aaron Becker (Pathways to Write Unit) Beaver Towers series by Nigel Hinton (class reader) <u>Outcome</u> To write Leon’s secret diary about what really happened in ‘the place between’, including conversation between Leon and the boy. (GD – to write from a different POV). To write an adventure story based on Journey using the language of Berlie Doherty. (GD – include a new setting route to lead from one place to another). <u>Key activities</u> Write a 1 st person account of a scene using conjunctions and adverbs to express time, place and cause.						

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Letter writing

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Sentence-level activities

Y3 - Use conjunctions and adverbs to express, time, place and cause; Use a or an according to whether the next word begins with a vowel or consonant; In narratives, create settings, characters and plot; Build a varied and rich vocabulary; Indicate possession by using the possessive apostrophe with singular nouns.

Y4 - Use Standard English forms for verb inflections; Extend the range of sentences with more than one clause by using a wider range of conjunctions including when, if, because, although; Build a varied and rich vocabulary; Indicate possession by using the possessive apostrophe with plural nouns; Recognise the difference between plural and possessive 's'.

Text-level activities

Diary writing. Letter writing. Setting description. Character description. Scene writing. Adventure story.

Spellings

Homophones and near homophones e.g. accept, except.

Spellings

Homophones and near homophones e.g. cereal, serial.

Spellings

Nouns ending in the suffix -ation e.g. location, education.

Spellings

Nouns ending in the suffix -ation e.g. creation, vibration.

Spellings

Words with the suffixes sub- & super- e.g. subway, supervise.

Spellings

Plural possessive apostrophe e.g. boys' people'.

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Handwriting	Y5: I can write legibly, fluently and with increasing speed. I can choose to write in pen or pencil, depending on the task.						
Year 5	<u>Reading</u> Shared reading comprehension	<u>Reading</u> Shared reading comprehension	<u>Reading</u> Shared reading comprehension	<u>Reading</u> Shared reading comprehension	<u>Reading</u> Shared reading comprehension	<u>Reading</u> Shared reading comprehension	
	<u>Writing (units from The Literacy Company)</u> <u>Key texts</u> Star of Fear, Star of Hope by Jo Hoestlandt <u>Outcomes</u> To write a story with a flashback from another character's point of view. <u>Key activities</u> Participate in discussions and role play. Write a short story. Describe a setting. Write a diary. Write a thank you letter. <u>Sentence-level activities</u>						

Use fronted adverbials.
 Use expanded noun phrases to convey complicated information concisely.
 Commas after fronted adverbials.
 Use of inverted commas and other punctuations to punctuate direct speech.
 Use passive verbs.
 Link ideas across paragraphs using a range of cohesive devices.
 Integrate dialogue to convey character and advance the action.

Grammar & Punctuation

Apostrophes for contraction and possession.
 Use of inverted commas and other punctuation to punctuate direct speech.
 Use a variety of verb forms consistently and correctly.
 Use devices to build cohesion within a paragraph.
 Link ideas across paragraphs using adverbials of time, place and number.
 Use consistent and correct tense.
 Use expanded nouns phrases to convey complicated information concisely.
 Use passive verbs.
 Integrate dialogue to convey character and advance the action.

Spelling

Words with the letter string 'ough'.

Spelling

Words with silent letters in them.

Spelling

Words ending in 'able'.

Spelling

Words ending in 'ible'.

Spelling

Words from Year 5/6 statutory spelling list.

Spelling

Words from Year 5/6 statutory spelling list.

English	Week 1 w/c 19 th April	Week 2 w/c 26 th April	Week 3 w/c 3 rd May	Week 4 w/c 10 th May	Week 5 w/c 17 th May	Week 6 w/c 24 th May	Whit half term
Handwriting	Y6: I can write legibly, fluently and with increasing speed, deciding whether or not to join specific letters.						
Year 6	<u>Reading</u> Shared reading comprehension	<u>Reading</u> Shared reading comprehension	<u>Reading</u> Shared reading comprehension	<u>Reading</u> Shared reading comprehension	<u>Reading</u> Shared reading comprehension	<u>Reading</u> Shared reading comprehension	
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Sentence-level activities

Use fronted adverbials.
Use expanded noun phrases to convey complicated information concisely.
Commas after fronted adverbials.
Use of inverted commas and other punctuations to punctuate direct speech.
Use passive verbs.
Link ideas across paragraphs using a range of cohesive devices.
Integrate dialogue to convey character and advance the action.

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Apostrophes for contraction and possession.
Use of inverted commas and other punctuation to punctuate direct speech.
Use a variety of verb forms consistently and correctly.
Use devices to build cohesion within a paragraph.
Link ideas across paragraphs using adverbials of time, place and number.
Use consistent and correct tense.
Use expanded nouns phrases to convey complicated information concisely.
Use passive verbs.
Integrate dialogue to convey character and advance the action.

Spelling

Words with the suffix '-cious'.

Spelling

Words with the suffix 'tious'.

Spelling

Words ending in 'tion'.

Spelling

Words ending in 'ssion'.

Spelling

Words ending in 'cian'.

Spelling

Words from the Year 5/6 statutory spelling list.

Maths		Week 1 w/c 19 th April	Week 2 w/c 26 th April	Week 3 w/c 3 rd May	Week 4 w/c 10 th May	Week 5 w/c 17 th May	Week 6 w/c 24 th May	Whit half term
Class 2	Y1	<p>Please see White Rose lesson by lesson overview for Y1/2: https://wrm-13b48.kxcdn.com/wp-content/uploads/2020/10/Year-1-and-2-Lesson-by-Lesson-Autumn-Spring.pdf</p> <p>Links to the Schemes of Learning can be found towards the bottom of the following page: https://whiterosemaths.com/resources/mixed-age-resources/</p>						
	Y2							
Class 3	Y3	<p>Please see White Rose lesson by lesson overview for Y3/4: https://wrm-13b48.kxcdn.com/wp-content/uploads/2020/10/Year-3-and-4-Lesson-by-Lesson-Autumn-Spring.pdf</p> <p>Links to the Schemes of Learning can be found towards the bottom of the following page: https://whiterosemaths.com/resources/mixed-age-resources/</p>						
	Y4							
		<p>NB. Every Monday of this half term the children in Class 3 will be taught: 3NF – 2 Recall of multiplication tables 4NF – 1 Recall of multiplication tables; 4NF – 2 Division problems with remainders</p>						
Class 4	Y5	<p>Please see White Rose lesson by lesson overview for Y5/6: https://wrm-13b48.kxcdn.com/wp-content/uploads/2020/10/Year-5-and-6-Lesson-by-Lesson-Autumn-Spring.pdf</p> <p>Links to the Schemes of Learning can be found towards the bottom of the following page: https://whiterosemaths.com/resources/mixed-age-resources/</p>						
	Y6							

Whole school theme – Local Area Study (Geography focus in Summer 1 with History focus in Summer 2)							
Foundation subjects	Week 1 w/c 19 th April	Week 2 w/c 26 th April	Week 3 w/c 3 rd May	Week 4 w/c 10 th May	Week 5 w/c 17 th May	Week 6 w/c 24 th May	Whit half term
	Geography	Geography	Science	Science	History Joint Worship Week https://www.archbishopofyorkyouthtrust.co.uk/resource/journey-of-discovery	Art Joint Art project	
Year 1/2	<p>Local area study <u>Locational knowledge</u> I can tell someone my address. I can say what I like about my locality.</p> <p><u>Place knowledge</u> I can say which country of the UK I live in.</p> <p><u>Geographical skills & fieldwork</u> I can find where I live on a map, in an atlas and on a globe. I can use a map to</p>	<p>Local area study <u>Place knowledge</u> I can talk about the differences between the village of Capenhurst and town of Ellesmere Port.</p> <p><u>Human & physical geography</u> I can describe key human & physical features of my locality (e.g. village, orchard, farm, church). I can name the key</p>	<p>Y2 POS – Animals including humans I can notice that animals, including humans, have offspring which grow into adults. (Human life cycle etc.)</p>	<p>Y2 POS – Animals including humans I can notice that animals, including humans, have offspring which grow into adults. (Animal life cycles etc.)</p>	<p>Significant historical event/person from the locality E.g. Thomas Telford & canals (prep in readiness for summer 2)</p> <p><u>Chronological Understanding</u> I can match objects to people of different ages. I can sequence 3 or 4 artefacts (e.g. bridges) from different periods of</p>	<p>Collaborative art based on our Christian values and distinctiveness Discover together how to represent our values and Xian distinctiveness in a visual form. A class sketchbook may be used to gather these exploratory ideas before committing them to a quarter piece of the large jigsaw.</p>	

	<p>find where Capenhurst is. I can look carefully at my school and its grounds and talk about what I can see.</p>	<p>features associated with a town or village.</p>			<p>time.</p> <p>A wealth of resources from https://canalrivertrust.org.uk/explorers/learning-bundles Can be used this half term and next.</p>		
Year 3/4	<p>Local area study <u>Locational knowledge</u> I can find my local area on a map of the UK. I can name and locate the main cities of the UK in relation to Capenhurst <u>Place knowledge</u> I can describe how Capenhurst is similar and different to Liverpool in relation to its key human and physical features. <u>Geographical skills & fieldwork</u> I can use maps, aerial photos and plans of Liverpool as</p>	<p>Local area study <u>Geographical skills & fieldwork</u> I can draw a map of the surrounding area and include on it some key Ordnance Survey symbols with a key. I can collect data and present it in a graph e.g. traffic survey. I can find out how the village has changed over time.</p>	<p>Y3 POS – Plants (focus on plants and their needs and how they grow) I can identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. I can investigate the way in which water is transported within plants</p>	<p>Y3 POS – Plants (focus on plants and their needs and how they grow) I can explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant.</p>	<p>Romans inc. local history How did the Romans influence Chester? (prep in readiness for summer 2)</p> <p><u>Chronological Understanding</u> I can place the time studied on a timeline (relate to Iron Age and Greeks). I can sequence several events or artefacts. I can understand more complex terms, including BCE and CE (BC and AD). I can place events from the Roman period on a timeline.</p>	<p>Collaborative art based on our Christian values and distinctiveness I can use my sketchbook to express my feelings about our values and Xian distinctiveness I can use my sketchbook to adapt and improve my ideas, keeping notes about my thoughts, observations and preferences. I can work with class mates to produce a quarter of the large jigsaw.</p>	

	well as web resources to describe what the locality might be like.				<u>Range and Depth</u> I can identify key features and events of time due to be studied.		
Year 5/6	<p>Local area study <u>Locational knowledge</u> I can name and locate the counties of the UK. I can find my local area on a map of the UK and understand how the land use has changed over time.</p> <p><u>Place knowledge</u> I can describe how some places are similar and others are different in relation to their human and physical features e.g. a rural county like Cheshire vs a densely populated county such as Greater Manchester.</p> <p><u>Human & physical geography</u></p>	<p>Local area study <u>Geographical skills & fieldwork</u> I can use maps, aerial photos, plans and webs resources to describe what different counties are like. I can use maps to understand what scale means and how it affects the representation of different places including the level of detail. I can recognise and use the key OS symbols on my own maps. I can accurately use a 6-figure grid reference.</p>	<p>Y6 POS - Animals including humans. I can identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. I can describe the ways in which nutrients and water are transported within animals, including humans.</p>	<p>Y6 POS - Animals including humans. I can recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. (links with PSHE in week 6 where this will be revisited)</p>	<p>Vikings Including local history/place names etc. Did the Vikings and Anglo Saxons get on? (prep in readiness for summer 2)</p> <p><u>Chronological Understanding</u> I can know and sequence key events of the time studied. I can use relevant dates and terms. I can make comparisons with different times in the past. I can understand more complex terms, including BCE and CE (BC and AD). <u>Range and depth</u></p>	<p>Collaborative art based on our Christian values and distinctiveness I can use my sketchbook to express my feelings about our values and Xian distinctiveness I can use my sketchbook to adapt and improve my ideas, keeping notes about my thoughts, observations and preferences. I can work with class mates to produce a quarter of the large jigsaw.</p>	

	I can explain what a place might be like in the future taking account of issues impacting on human features				I can identify key features and events of time due to be studied and begin to explore that different people from that time will have been impacted on in different ways depending on sex, beliefs and characteristics.		
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Whole school theme – Local Area Study (Geography focus in Summer 1 with History focus in Summer 2)							
EYFS	Week 1 w/c 19 th April	Week 2 w/c 26 th April	Week 3 w/c 3 rd May	Week 4 w/c 10 th May	Week 5 w/c 17 th May Joint Worship Week	Week 6 w/c 24 th May Joint Art project	Whit half term
PSED	I can differentiate between words that are true and untrue.	I can be kind and encouraging to others.	I can understand that it is important to be honest and always tell the truth.	I can understand that being yourself is the best you can be.	I can list the things I am thankful for.	I can tell others something special about my home and family.	
CLL	<p>I can maintain concentration in large and small groups.</p> <p>I can listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions</p> <p>I can answer 'how' and 'why' questions about their experiences and in response to stories or events</p>						
PD	<p>I can handle equipment and tools effectively, including pencils for writing</p> <p><u>EYFS - Striking and Fielding Games:</u></p> <p>I can stay within a safe boundary when moving. I can move in a variety of ways safely.</p> <p>I can throw and catch a bean bag on my own and with a partner, demonstrating good coordination. I can show control for striking a balloon with my hand. I can kick a ball into space.</p> <p>I can use new equipment safely and understand how to use it correctly.</p> <p>I can manage space safely, showing an awareness of others in the classroom, village hall, field and on the playground.</p>						
Literacy	Phonics phase 4 <i>Jasper's Beanstalk by Nick Butterworth</i>	Phonics phase 4 <i>Jasper's Beanstalk by Nick Butterworth</i>	Phonics phase 4 <i>Jasper's Beanstalk by Nick Butterworth</i>	Phonics phase 4 <i>Eddie's Garden by Sarah Garland</i>	Phonics phase 4 <i>Eddie's Garden by Sarah Garland</i>	Phonics phase 4 <i>Eddie's Garden by Sarah Garland</i>	

Maths	Teen numbers 10 and some more	Exploring 100	Equivalence	Bonds of 10	Talking about shapes	Sorting (shapes)	
UTW	I can identify key places in my locality – the school, the church, the library, clubs that I attend.	I can show an interest in an atlas, globe or map.	The living world - plants, humans and animals.	The living world - plants, humans and animals	I can talk about significant events in my own life and that of my family. I can put events from my own life in time order.	Art focus this week – see below.	
EAD	<p>Collaborative art based on our Christian values and distinctiveness - Discover together how to represent our values and Xian distinctiveness in a visual form. A class sketchbook may be used to gather these exploratory ideas before committing them to a quarter piece of the large jigsaw.</p> <p><u>Performing</u> I can sing a wide range of songs and perform them confidently.</p> <p><u>Composing</u> I can make music in a variety of ways and experiment with ways of changing my music.</p> <p><u>Appraising</u> I can talk about the music I have made. I can talk about the music my peers have made.</p>						

<p style="text-align: center;">Fake is a Mistake https://church.heartsmart.school/sign-in (and select 300+ lessons) C2 – follow Y1, there is a lesson for each week to cover the identified objective. C3 – follow Y3, there is a lesson for each week to cover the identified objective. C4 – follow Y5, there is a lesson for each week to cover the identified objective.</p>							
PSHE	Week 1 w/c 19 th April	Week 2 w/c 26 th April	Week 3 w/c 3 rd May	Week 4 w/c 10 th May	Week 5 w/c 17 th May	Week 6 w/c 24 th May	Whit half term
EYFS	I can differentiate between words that are true and untrue.	I can be kind and encouraging to others.	I can understand that it is important to be honest and always tell the truth.	I can understand that being yourself is the best you can be.	I can list the things I am thankful for.	I can tell others something special about my home and family.	
Year 1/2	I can understand why I don't need to lie about myself.	I can understand that being myself is always best.	I can describe that what 'being see-through' is and why being 'see-through' in friendship is important.	I can identify people I can talk to when I feel sad, worried or angry.	I can understand that small lies can have a big impact.	I can understand the importance of good oral hygiene and dental health. I can reflect on ways that Fake is a Mistake!	
Year 3/4	I can understand why I don't need to lie about myself.	I can accept that the real me is the best me.	I can spot examples of shame.	I can talk to adults I trust if I am worried about unsafe or inappropriate contact.	I can explain why truth is important to build a friendship.	I can keep myself and my friends with allergies safe. I can reflect on ways that Fake is a Mistake!	

Year 5/6	I can understand why I don't need to lie about myself and can list 5 great things about myself.	I can discuss the fact that the images we see on social media and in magazines are not always real.	I can explain what to do when I feel like I need to hide how I really feel.	I can choose those I trust to be vulnerable with.	I can understand how to receive feedback.	I can find out the risks associated with alcohol use in young people. I can reflect on ways that Fake is a Mistake!	
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