

Capenhurst CEP Curriculum Overview – Spring (1) 2023 - Whole school theme – Our World

English	Week 1 w/c 2 nd Jan	Week 2 w/c 9 th Jan	Week 3 w/c 16 th Jan	Week 4 w/c 23 rd Jan	Week 5 w/c 30 th Jan	Week 6 w/c 6 th Feb	Week 7 w/c 13 th Feb
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> Group reading</p>	<p><u>Reading</u> Group reading</p>	<p><u>Reading</u> Group reading</p>	<p><u>Reading</u> Group reading</p>	<p><u>Reading</u> Group reading</p>	<p><u>Reading</u> Group reading</p>	<p><u>Reading</u> Group reading</p>
	<p><u>Writing (units from The Literacy Company)</u> Key text: The Dragon Machine Outcome: Fiction: story with adventure focus – change character and machine Additional texts: The Dragonsitter Disasters</p>						
	<p><u>Spelling</u> Begin to write words with adjacent consonants. Phase 5 Letters and Sounds tricky words.</p>						

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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	<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> Key text: The Dragon Machine Outcome: Fiction: story with adventure focus – change character and machine Additional texts: The Dragonsitter Disasters						
	<u>Spelling</u> Add the suffix-ly to turn adjectives into adverbs Add suffixes where no change is needed to the root of the word: -ing, -ed, -er, -est Use homophones and near homophones. Common exception words						

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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>Reading</u> Shared reading comprehension
	<u>Writing (units from The Literacy Company)</u> Key text: Stone Age Boy Outcome: Write a story set in the Stone Age Additional texts: The Iron Man by Ted Hughes (Class novel)						
	<u>Spelling</u> Words with short i sound spelt with y e.g. myth, hymn.	<u>Spelling</u> Adding suffixes that do not double the final consonant e.g. limited, limiting.	<u>Spelling</u> Adding suffixes that double the final consonant e.g. forgetting, forgotten.	<u>Spelling</u> Creating negative meanings using the prefix mis- e.g. mislead, mistreat.	<u>Spelling</u> Creating negative meanings using the prefix dis- e.g. dislike, disappear.	<u>Spelling</u> Words with a k sound spelt with ch e.g. scheme, echo.	<u>Spelling</u> Statutory spelling words.

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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>Reading</u> Shared reading comprehension
	<u>Writing (units from The Literacy Company)</u> Key text: Stone Age Boy Outcome: Write a story set in the Stone Age Additional texts: The Iron Man by Ted Hughes (Class novel)						
	<u>Spelling</u> Homophones and near homophones e.g. aloud, allowed.	<u>Spelling</u> Homophones and near homophones e.g. threw, through.	<u>Spelling</u> Nouns ending in the suffix -ation e.g. sensation, location.	<u>Spelling</u> Nouns ending in the suffix -ation e.g creation, radiation.	<u>Spelling</u> Adding the prefix sub- e.g. submerge, subway.	<u>Spelling</u> Words with a k sound spelt with ch e.g. scheme, echo.	<u>Spelling</u> Statutory spelling words.

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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>Reading</u> Shared reading comprehension
	<u>Writing (units from The Literacy Company)</u> Key text: 'The Selfish Giant' by Oscar Wilde Outcome: Fiction – Classic narrative Additional texts: 'Jonathan Swift's Gulliver' retold by Martin Jenkins (class novel)						
	<u>Spelling</u> None this week due to Bank Holiday	<u>Spelling</u> Words with the -ity suffix e.g. ability, community.	<u>Spelling</u> Words with the -ness suffix e.g. madness, tidiness.	<u>Spelling</u> Words with the -ship suffix e.g. citizenship.	<u>Spelling</u> Homophones e.g. stationary, stationery.	<u>Spelling</u> Homophones e.g. alter, altar.	<u>Spelling</u> Homophones e.g. profit, prophet.

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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	<u>Reading</u> Shared reading comprehension
	<u>Writing (units from The Literacy Company)</u> Key text: 'The Selfish Giant' by Oscar Wilde Outcome: Fiction – Classic narrative Additional texts: 'Jonathan Swift's Gulliver' retold by Martin Jenkins (class novel)						
	<u>Spelling</u> None this week due to Bank Holiday	<u>Spelling</u> Family words with the suffix -fer e.g. referred, referral	<u>Spelling</u> Words with a long 'e' sound spelt with 'ie' e.g. siege, achieve.	<u>Spelling</u> Words with a long 'e' sound spelt with 'ei' e.g. deceive, seize.	<u>Spelling</u> Word families based on common words e.g. emit, committee	<u>Spelling</u> Words based on common words e.g. interrupt, interfere.	<u>Spelling</u> Statutory spelling words e.g. average, especially.

Maths		Week 1 w/c 2 nd Jan	Week 2 w/c 9 th Jan	Week 3 w/c 16 th Jan	Week 4 w/c 23 rd Jan	Week 5 w/c 30 th Jan	Week 6 w/c 6 th Feb	Week 7 w/c 13 th Feb
Class 1	EYFS	Alive in 5!			Growing 6, 7, 8			Consolidation
	Y1	<p style="text-align: center;">Links to the Schemes of Learning can be found towards the bottom of the following page: https://whiterosemaths.com/resources/mixed-age-resources/</p> <p>NB. Every Friday of this half term the children in Class 2 will be taught Shape (including reasoning and problem-solving activities) using White Rose planning</p>						
Y2								
Class 3	Y3	<p style="text-align: center;">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							
Class 4	Y5	<p style="text-align: center;">Links to the Schemes of Learning can be found towards the bottom of the following page: https://whiterosemaths.com/resources/mixed-age-resources/</p> <p>NB. Every Monday of this half term the children in Class 4 will be taught Perimeter, Area & Volume (including reasoning and problem-solving activities) using White Rose planning</p>						
	Y6							

Whole school theme – Our World							
Foundation subjects	Week 1 w/c 2 nd Jan	Week 2 w/c 9 th Jan Science	Week 3 w/c 16 th Jan Science	Week 4 w/c 23 rd Jan DT - Textiles	Week 5 w/c 30 th Jan Geography	Week 6 w/c 6 th Feb Geography	Week 7 w/c 13 th Feb Music
Year 1/2	<p><u>Review and reflect</u> Time to re-set routines after the Christmas break and cover any missing objectives from the previous half term.</p>	<p><u>Y1 POS – Plants</u> I can identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. I can identify and describe the basic structure of a variety of common flowering plants, including trees.</p> <p><u>Y2 POS – Plants</u> I can observe and describe how seeds and bulbs grow into mature plants. I can find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p>		<p><u>Design</u> I can design a product to match a given title. I can share my design through talking, drawing and mock-ups.</p> <p><u>Make</u> I can cut, shape, join and finish when making a product. I can select the best method to make a product of an appropriate standard.</p> <p><u>Evaluate</u> I can evaluate my own finished product against the starting title and my own design. <u>Technical knowledge</u> I can sew and/or weave a simple item for a shared piece.</p>	<p>Cold and hot areas of the world in relation to the Equator and the North and South Poles <u>Locational knowledge</u> I can name and locate the world’s seven continents. I can name and locate the world’s five oceans. <u>Place knowledge</u> I can describe the jobs people may do in another part of the world. I can think of questions to ask about a different locality. <u>Human & physical geography</u> I can explain the main features of a hot and cold place. I can identify the features of Winter & Spring and their impact on people’s lives and on their environment. I can answer questions about the weather and explain the ways in which the weather is different depending on the seasons. I can locate hot and cold areas of the world in relation to the Equator and the North and South Poles. I can explain the main features of a hot and cold place. <u>Geographical skills & fieldwork</u> I can point to the North and South Pole and the Equator on a map of the world or on a globe.</p>	<p><u>Performing</u> I can sing and follow a melody. <u>Composing</u> I can make a sequence of sounds to create an effect. <u>Appraising</u> I can say whether I like/dislike a piece of music.</p>	

Review and reflect

Time to re-set routines after the Christmas break and cover any missing objectives from the previous half term.

Y3 POS – Forces and Magnets

I can compare how things move on different surfaces.

I can notice that some forces need contact between two objects, but magnetic forces can act at a distance.

I can observe how magnets attract or repel each other and attract some materials and not others.

I can compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials.

I can describe magnets as having two poles.

I can predict whether two magnets will attract or repel each other, depending on which poles are facing.

Design

I can design a product to a given criteria.

I can share my design through annotated drawings, mock-ups and discussion.

Make

I can cut, shape, join and finish with increasing accuracy when making a product.

I can select the best method and materials to make a product of a good standard.

Evaluate

I can evaluate my own finished product and identify how it could be improved.

I can identify key individuals that have shaped the world with their designs and products.

Technical knowledge

I can sew and/or weave a simple item for a shared piece.

Frozen Planet

Locational knowledge

I can identify and name the Equator, the Tropics of Cancer and Capricorn as well as the Arctic Circle and Antarctica.

Place knowledge

I can describe how some places are similar and others are different in relation to both their physical and human geography (Arctic Circle vs Antarctica).

I can locate the North and South Poles on a map, a globe and in an atlas.

I can begin to understand how the North and South Poles became isolated from their closest landmasses (Pangea).

Human & physical geography

I can give extended descriptions (using the correct geographical vocabulary learnt in KS1) of the physical and human features of different places around the world.

Geographical skills & fieldwork

I can use the 8 points of a compass.

I can collect data about a place and create graphs relating to that data.

Performing

I can perform a simple part rhythmically.

Composing

I can use simple structures when composing music, e.g. verse, chorus, verse (A,B,A).

I can create compositions on different instruments (tuned and untuned).

Appraising

I can listen to the music of different orchestras and use musical terms to say what I like/dislike

Review and reflect

Time to re-set routines after the Christmas break and cover any missing objectives from the previous half term.

Y6 POS – Living things and their habitats

I can describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals.
I can give reasons for classifying plants and animals based on specific characteristics.

Design

I can design a product, using in-depth research, to a given criteria. I can generate designs that can be shared with others through annotated drawings and discussion.

Make

I can cut, shape, join and finish accurately, selecting the most appropriate to match my original design.

I can select the best method and materials, according to their functional properties and aesthetics to make a product of a high standard.

Evaluate

I can evaluate my own finished product against the original criteria, considering the suggestions of others.

I can identify key individuals and products and explain how they have shaped the world.

Technical knowledge**South America – focus on Chile**Locational knowledge

I can identify and name the Tropics of Cancer and Capricorn as well as the Arctic Circle and Antarctica.

I can explain how time zones work. I can name the largest desert in the world.

Place knowledge

I can describe how some places are similar and others are different in relation to both their physical and human geography (UK vs Chile).

Human & physical geography

I can give extended descriptions of the physical features of different places around the world e.g. Atacama Desert, Torres del Paine National Park – desert vs glaciers).

I can describe the key physical features of the driest place on Earth (Atacama Desert).

I can describe the distribution of natural resources and how it affects settlement and land use (copper mining in Chile).

I can begin to understand the distribution of minerals (e.g. copper).

Geographical skills & fieldwork

I can locate Chile on a map of South America and a map of the world and describe its location relative to other countries in South America using the 4 points of the compass.

I can use aerials maps and web resources to describe what a location might be like.

Performing

I can perform using my understanding of the meaning of the music to add expression.

Composing

I can change sounds or re-organise them to change the effect of the music.

Appraising

I can listen to the music of different orchestras and compare/contrast the music of the different composers played.

			I can sew and/or weave a simple item for a shared piece.		
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	Whole school theme – Our World						
EYFS	Week 1 w/c 2 nd Jan	Week 2 w/c 9 th Jan	Week 3 w/c 16 th Jan	Week 4 w/c 23 rd Jan	Week 5 w/c 30 th Jan	Week 6 w/c 6 th Feb	Week 7 w/c 13 th Feb
PSED		I can suggest special things I like to do with special people.	I can understand that all families are important and special and that others people's families can look different to my family.	I can begin to explain how someone is feeling based on their expression or behaviour.	I can demonstrate appropriate ways to show care and affection for others.	I can show love to others when they need help and can respond to the needs of others.	Be thankful for the people who help us at school.
CLL	I can make comments about what they have heard and ask questions to clarify their understanding. I can offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.						
PD	Dance Pupils represent their own ideas, thoughts and feelings through dance. I can compose a simple dance based on my thoughts and feelings. I can perform my basic dance movements with confidence, control and coordination. I can notice the physical changes to my body that happen when I dance and exercise. I can explain my thoughts and feelings behind my dance.						
Literacy	<i>Literacy company The naughty bus Recounts of the naughty bus's adventures</i>	<i>Literacy company The naughty bus Recounts of the naughty bus's adventures</i>	<i>Literacy company The naughty bus Recounts of the naughty bus's adventures</i>	<i>Literacy company The naughty bus Recounts of the naughty bus's adventures</i>	<i>Literacy company The naughty bus Recounts of the naughty bus's adventures</i>	<i>Literacy company The naughty bus Recounts of the naughty bus's adventures</i>	<i>Literacy company The naughty bus Recounts of the naughty bus's adventures</i>
Maths	White rose Alive in 5		White rose Alive in 5	white rose 6,7,8	White Rose 6,7,8		Consolidation

UTW/EAD	<p><u>Review and reflect</u> Time to re-set routines after the Christmas break and cover any missing objectives from the previous half term.</p>	<p>Science I can ask questions about how things are made. I can identify and name everyday materials, such as wood, plastic, glass and metal. I can group everyday objects by their features and the material they are made from. I can talk about Winter and its features. I can talk about Spring and its features.</p>	<p>D&T - Textiles <u>Design</u> I can share my design through talking and drawing. <u>Make</u> I can cut, shape and join materials to make a product. <u>Evaluate</u> I can evaluate my own finished product and share how it could be better. <u>Technical knowledge</u> I can sew and/or weave a simple item for a shared piece.</p>	<p>Geography I can talk about buildings and features that I pass on my way to school. I know my school is in a village and how it is different from a town.</p>	<p>Music <u>Performing</u> I can expand my repertoire of songs and tunes and perform to larger groups of people. <u>Composing</u> I can explore the different sounds of different instruments. <u>Appraising</u> I can explain why have used different instruments to make different sounds.</p>
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PSHE	<p align="center">'Too Much Selfie isn't Healthy' https://www.heartsmartv.com/browse (and scroll down for 'Written Curriculum - Church Schools') 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>						
	Week 1 w/c 2 nd Jan	Week 2 w/c 9 th Jan	Week 3 w/c 16 th Jan	Week 4 w/c 23 rd Jan	Week 5 w/c 30 th Jan	Week 6 w/c 6 th Feb	Week 7 w/c 13 th Feb
EYFS		I can suggest special things I like to do with special people.	I can understand that all families are important and special and that others people's families can look different to my family.	I can begin to explain how someone is feeling based on their expression or behaviour.	I can demonstrate appropriate ways to show care and affection for others.	I can show love to others when they need help and can respond to the needs of others.	Be thankful for the people who help us at school.
Year 1/2	I can suggest ways to show love for others. I can demonstrate loving others.	I can notice the people around me.	I can consider ways that I can help others and recall ways that I have been helped.	I can show appreciation for the people who look after me.	I can work as part of a team to complete some relay races/challenges.	I can understand some simple rules to keep me safe online.	I can reflect on how I show love for others.
Year 3/4	I can suggest ways to show love for others. I can demonstrate loving others.	I can consider ways that I can help others and the effect of doing so.	I can demonstrate how to respond in an emergency.	I can recognise and celebrate the impact kindness can have on another person.	I can work together, listen to one another's ideas and respect each other's views.	I can understand that there is some information that can identify me and it's important to keep this information private.	I can reflect on how I show love for others.

Year 5/6	I can suggest ways to show love for others. I can demonstrate loving others.	I can suggest who to go to if I feel lonely and can suggest things to do to avoid feeling lonely.	I can list the skills needed to listen to others well.	I can suggest people who should be honoured and ways I can honour them.	I can investigate the purpose and role of different groups.	I can think of things that I should and shouldn't share online.	I can reflect on how I show love for others.
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