

Capenhurst CEP Curriculum Overview – Spring (2) 2023 - Whole school theme – Our World

English	Week 1 w/c 27 th Feb	Week 2 w/c 6 th March	Week 3 w/c 13 th March	Week 4 w/c 20 th March	Week 5 w/c 27 th March	Week 6	Week 7
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>Writing (units from The Literacy Company)</u> Key text: The Dragon Machine Outcome: Fiction: story with adventure focus – change character and machine; recount/diary entry 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>						

English	Week 1 w/c 27 th Feb	Week 2 w/c 6 th March	Week 3 w/c 13 th March	Week 4 w/c 20 th March	Week 5 w/c 27 th March	Week 6	Week 7
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>Writing (units from The Literacy Company)</u> Key text: The Dragon Machine Outcome: Fiction: story with adventure focus – change character and machine; recount/diary entry 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						

English	Week 1 w/c 27 th Feb	Week 2 w/c 6 th March	Week 3 w/c 13 th March	Week 4 w/c 20 th March	Week 5 w/c 27 th March	Week 6	Week 7
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>Writing (units from The Literacy Company)</u> Key text: Big Blue Whale by Nicola Davies Outcome: Write a persuasive informative article about whales for the protection of the blue whale Additional texts: Kensuke's Kingdom by Michael Morpurgo (Class novel)						
	<u>Spelling</u> Homophones and near homophones e.g. rain, reign.	<u>Spelling</u> Homophones and near homophones e.g. sent, scent	<u>Spelling</u> Words with the prefixes bi-and re- e.g. bicycle, reappear.	<u>Spelling</u> Words ending in the g sound spelt gue and the k sound spelt que e.g. vague, unique.	<u>Spelling</u> Words with a sh sound spelt with ch e.g. chef, machine.		

English	Week 1 w/c 27 th Feb	Week 2 w/c 6 th March	Week 3 w/c 13 th March	Week 4 w/c 20 th March	Week 5 w/c 27 th March	Week 6	Week 7
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>Writing (units from The Literacy Company)</u> Key text: Big Blue Whale by Nicola Davies Outcome: Write a persuasive informative article about whales for the protection of the blue whale Additional texts: Kensuke's Kingdom by Michael Morpurgo (Class novel)						
	<u>Spelling</u> Words with the s sound spelt sc e.g. science, descent.	<u>Spelling</u> Words with a soft c spelt with ce e.g. centre, recent.	<u>Spelling</u> Words with a soft c spelt with ci e.g. circle, decide.	<u>Spelling</u> Words families e.g. phone, phonics, telephone.	<u>Spelling</u> Words families e.g. solve, solution, dissolve.		

English	Week 1 w/c 27 th Feb	Week 2 w/c 6 th March	Week 3 w/c 13 th March	Week 4 w/c 20 th March	Week 5 w/c 27 th March	Week 6	Week 7
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>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) SPaG						
	<u>Spelling</u> Words with the 'or' sound spelt 'au' e.g. pause, applaud.	<u>Spelling</u> Words with the -ate suffix e.g. activate, communicate.	<u>Spelling</u> Words with the -ise suffix e.g. criticise, advertise.	<u>Spelling</u> Words with the -ify suffix e.g. notify, intensify.	<u>Spelling</u> Words with the -en suffix e.g. brighten, shorten.		

English	Week 1 w/c 27 th Feb	Week 2 w/c 6 th March	Week 3 w/c 13 th March	Week 4 w/c 20 th March	Week 5 w/c 27 th March	Week 6	Week 7
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>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) SPaG						
	<u>Spelling</u> Words with ending - tial e.g. partial, confidential.	<u>Spelling</u> Words with a soft 'c' spelt 'ce' e.g. cemetery, necessary.	<u>Spelling</u> Word families based on common words e.g. accuse, accommodate.	<u>Spelling</u> Word families based on common words e.g. assign, signature.	<u>Spelling</u> Statutory spelling words e.g. foreign, determined.		

Maths		Week 1 w/c 27 th Feb	Week 2 w/c 6 th March	Week 3 w/c 13 th March	Week 4 w/c 20 th March	Week 5 w/c 27 th March	Week 6	Week 7
Class 1	EYFS	Building 9 and 10			Building 9 and 10 3D shape Patterns		Consolidation	
Class 2	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 27 th Feb History	Week 2 w/c 6 th March History	Week 3 w/c 13 th March Art Residential (KS2)	Week 4 w/c 20 th March Computing Science (KS2)	Week 5 w/c 27 th March Computing Science (KS2)	Week 6	Week 7	
Year 1/2	<p>Events beyond living memory e.g. The Great Fire of London</p> <p><u>Chronological Understanding</u> I can sequence artefacts closer together in time.</p> <p><u>Range and depth</u> I can identify differences between ways of life then and now.</p> <p><u>Interpretations</u> I can use stories to distinguish between fact and fiction. I can compare 2 versions of a past event. I can discuss reliability of different stories.</p> <p><u>Historical enquiry</u> I can use observations about a source to answer questions about the past.</p> <p><u>Organisation & Communication</u> I can present information in a range of ways.</p>		<p>Artistic study I can describe what I can see in the work of an artist. I can express likes and dislikes about different pieces of art. I can find out about the life and work of an artist.</p> <p>Collage I can gather and sort the materials I need for my work. I can create individual and group pieces of work. I can explain why I have used different materials and textures in my collage. I can use abstract placement and repetition in my collage.</p>		<p>Data Retrieving and Organising I can capture images with a camera/device. I can print out a photograph from a camera/device with help. I can record a sound and play it back. I can enter information into a template to make a graph. I can talk about the results shown on a graph.</p>			

Greeks

Influences on today & the western world

Chronological Understanding

I can place events from the period studied on a timeline.

I can sequence several events or artefacts.

I can use dates and terms related to the study unit and passing of time.

Range and depth

I can compare with our life today.

I can look for links and effects in the time studied.

I can identify reasons for and results of people's actions.

I can recognise how the Ancient Greeks have had an influence on life today (e.g. art, architecture etc).

Interpretations

I can identify and give reasons for different ways in which the past is represented.

I can begin to evaluate the usefulness of different sources.

Historical enquiry

I can observe small details from artefacts and pictures.

I can use the library and internet for research.

I can select and record information relevant to the study.

I can ask relevant questions.

Organisation & Communication

I can recall, select and organise historical information.

I can communicate my knowledge and understanding.

Apply computing skills within History or English where possible

Artistic study

I can describe what I can see in the work of an artist and compare with artists around at the same time.

I can express opinions about different pieces of art and why an artist may have chosen to create it in that way.

I can find out about the life and work of an artist and begin to understand the period in art history that their work represents.

Collage

I can cut material accurately.

I can use mosaic and montage techniques.

I can combine visual and tactile qualities, combining colours for different effects.

I can be more selective in my materials and techniques giving sensible reasons for my choices.

Y3 POS – Light

I can recognise that they need light in order to see things and that dark is the absence of light.

I can notice that light is reflected from surfaces.

I can recognise that light from the sun can be dangerous and that there are ways to protect their eyes.

I can recognise that shadows are formed when the light from a light source is blocked by a solid object.

I can find patterns in the way that the size of shadows change.

Apply computing skills within Science or English where possible

Data Retrieving and Organising

I can review images on a camera/device and delete unwanted images.

I have experienced downloading images from a camera/device into files on the computer.

I can use photo editing software to crop photos and add effects.

I can manipulate sound when using simple recording story boarding

	<p>Using the Internet I can find relevant information by browsing a menu. I can search for an image, then copy and paste it into a document. I can use 'Save picture as' to save an image to the computer. I can copy and paste text into a document. I can begin to use note making skills to decide what text to copy</p>				
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Year 5/6</p>	<p>Local History Changing farms Link to Anglo Saxons</p> <p>Chronological Understanding I can use relevant terms and periods labels. I can make comparisons between different times in the past. <u>Range and depth</u> I can compare life in early and late 'times' studied. I can compare an aspect of life with the same aspect in another period. <u>Interpretations</u> I can consider ways of checking the accuracy of interpretations – fact or fiction or opinion. I can offer some reasons for different versions of events. <u>Historical enquiry</u> I can begin to identify primary and secondary sources. I can select relevant sections of information. <u>Organisation & Communication</u> I can select and organise information to produce structured work, making appropriate use of dates and terms.</p>	<p>Artistic study I can describe what I can see in the work of an artist and identify commonalities between it and the work of other artists around at the same time. I can express opinions about different pieces of art and say what influenced the artist to create. I can find out about the life and work of an artist, using a variety of sources, and identify the period in art history that their work represents. Collage I can use ceramic mosaic techniques. I can combine patterns, tones and shapes to express mood and emotions.</p>	<p>Y6 POS – Evolution and inheritance I can recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. I can recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. I can identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p> <p><i>Apply computing skills within Science or English where possible</i></p> <p>Data Retrieving and Organising I can listen to streaming audio such as online radio. I can download and listen to podcasts. I can select music from open sources and incorporate it into multimedia presentations. I can work on simple film editing</p>		

Apply computing skills within History or English where possible

Using the Internet

I can use a search engine using keyword searches.

I can compare the results of different searches.

I can decide which sections are appropriate to copy and paste from at least two web pages.

I can save stored information following simple lines of enquiry.

I can download a document and save it to the computer.

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	Whole school theme – Our World						
EYFS	Week 1 w/c 27 th Feb	Week 2 w/c 6 th March	Week 3 w/c 13 th March	Week 4 w/c 20 th March	Week 5 w/c 27 th March	Week 6	Week 7
PSED	I can describe how to be a superfriend. I can think of ways to ensure everyone is included in my class.	I can listen to one another.	I can use words that are kind when talking to my friends.	I can choose to be kind to others even when they are not.	I can understand why it is important to say sorry.		
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 Journey Home</i>	<i>Literacy company The journey home</i>	<i>Literacy company The Journey Home</i>	<i>Literacy company The Journey Home</i>	<i>Literacy company The Journey Home</i>		
Maths	White rose Building 9 & 10 Shape & Pattern		White rose Building 9 & 10 Shape & Pattern		White Rose Building 9 & 10 Shape & Pattern		
UTW/EAD	Faiths, traditions and cultures locally and globally. I can talk about cultures and traditions from different countries. I can understand that people have different beliefs to my own.		<u>Artistic study</u> I can say what I like or dislike about the work of different artists. I can say is the same or different about	I can complete a simple, age appropriate program on a computer. I can select and use technology for particular purposes.			

		<p>two pieces of art. <u>Collage</u> I can combine different materials and textures to make a finished piece</p>			
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PSHE	<p align="center">'Don't hold on to what's wrong' 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 27 th Feb	Week 2 w/c 6 th March	Week 3 w/c 13 th March	Week 4 w/c 20 th March	Week 5 w/c 27 th March	Week 6	Week 7
EYFS	I can describe how to be a superfriend. I can think of ways to ensure everyone is included in my class.	I can listen to one another.	I can use words that are kind when talking to my friends.	I can choose to be kind to others even when they are not.	I can understand why it is important to say sorry.		
Year 1/2	I can understand the importance of forgiveness. I can think about how my behaviour affects others and how I can make amends when I have hurt/upset someone.	I can understand that forgiveness helps our hearts.	I can suggest different ways to handle negative emotion.	I can explore different ways to handle disappointment.	I can explain how the words I use affect other people. I can reflect on ways I can erase negative emotion.		
Year 3/4	I can understand the importance of forgiveness. I can describe how an apology can help mend a situation.	I can think about and describe the difference between forgiving and not.	I can understand that letting go of hurt is best for my heart.	I can consider how to build trust between friends and consider the effects of a betrayal of trust.	I can recognise and challenge stereotypes. I can reflect on ways I can erase negative emotion.		

Year 5/6	I can describe forgiveness and why it keeps our hearts healthy. I can develop simple strategies to resolve conflict.	I can explain what Nelson Mandela's life teaches me about forgiveness.	I can describe different emotions and discuss the importance of them.	I can respond well to my own mistakes.	I can recognise bullying in all its forms and list strategies for dealing with bullying. I can reflect on ways I can erase negative emotion.		
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