

Capenhurst CEP Curriculum Overview – Summer (1) 2023 - Whole school theme – Significant Symbols

English	Week 1 w/c 17 th April	Week 2 w/c 24 th April	Week 3 w/c 1 st May	Week 4 w/c 8 th May (KS2 SATs)	Week 5 w/c 15 th May (KS1 SATs)	Week 6 w/c 22 nd May (assessment week)	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>Reading</u> Group reading</p>	
	<p><u>Writing (units from The Literacy Company)</u> Key text: The Last Wolf – Mini Grey Outcome: Persuasive letter in role Additional texts: Mr Majeika series</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>Writing (units from The Literacy Company)</u> Key text: The Last Wolf – Mini Grey Outcome: Persuasive letter in role Additional texts: Mr Majeika series						
	<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>Writing (units from The Literacy Company)</u> Key text: Journey by Aaron Becker Outcome: Adventure story Additional texts: Kensuke's Kingdom by Michael Morpurgo (Class novel)						
	<u>Spelling</u> Words ending in -ary e.g. February, library	<u>Spelling</u> Words with a short /u/ sound spelt with 'o' e.g. women, wonder	<u>Spelling</u> Words with a short /u/ sound spelt with 'ou' e.g. enough, young	<u>Spelling</u> Word families based on common words, showing how words are related in form and meaning e.g. instruct, structure, construction, instruction, instructor	<u>Spelling</u> Word families based on common words, showing how words are related in form and meaning e.g. scope, telescope, microscope, horoscope, periscope	<u>Spelling</u> Word families based on common words, showing how words are related in form and meaning e.g. press, suppress, express, compress, impress	

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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>Writing (units from The Literacy Company)</u> Key text: Journey by Aaron Becker Outcome: Adventure story Additional texts: Kensuke's Kingdom by Michael Morpurgo (Class novel)						
	<u>Spelling</u> Adding the prefix inter- (meaning 'between' or 'among') e.g. interact, interfere	<u>Spelling</u> Adding the prefix anti-(meaning 'against') e.g. antiseptic, anticlockwise	<u>Spelling</u> Adding the prefix auto- (meaning 'self' or 'own') e.g. autograph, autobiography	<u>Spelling</u> Adding the prefix ex- (meaning 'out') e.g. exit, extend	<u>Spelling</u> Adding the prefix non- (meaning 'not') e.g. nonsense, non- profit	<u>Spelling</u> Words ending in -ar/ -er e.g. calendar, consider	

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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> Key text: Manfish by Jennifer Berne Outcome: Biography, recount Additional texts: Dolphin Song by Lauren St John						
	<u>Spelling</u> Words with the letter string 'ough' e.g. though, rough.	<u>Spelling</u> Words with the letter string 'ough' e.g. bough, ought.	<u>Spelling</u> Adverbials of time e.g. yesterday, later.	<u>Spelling</u> Adverbials of place e.g. nearby, inside.	<u>Spelling</u> Words with an 'ear' sound spelt 'ere' e.g. sincere, austere.	<u>Spelling</u> Statutory spelling words e.g. ancient, recognise.	

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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>Writing (units from The Literacy Company)</u> Key text: Manfish by Jennifer Berne Outcome: Biography, recount Additional texts: Dolphin Song by Lauren St John						
	<u>Spelling</u> Words families e.g. telegram, parallelogram .	<u>Spelling</u> Words that can be nouns and verbs e.g. protest, challenge.	<u>Spelling</u> Words that can be nouns and verbs e.g. reason, produce.	<u>Spelling</u> Words with a long 'o' sound spelt 'ou' or 'ow' e.g. soul, blown.	<u>Spelling</u> Words ending in 'ible' e.g. possible, visible.	<u>Spelling</u> Words ending in 'ibly' e.g. possibly, visibly.	

Maths		Week 1 w/c 17 th April	Week 2 w/c 24 th April	Week 3 w/c 1 st May	Week 4 w/c 8 th May (KS2 SATs)	Week 5 w/c 15 th May (KS1 SATs)	Week 6 w/c 22 nd May (assessment week)	Week 7
Class 1	EYFS	White rose -to 20 and beyond			White rose -first then and now			
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 – Significant Symbols							
Foundation subjects	Week 1 w/c 17 th April Science	Week 2 w/c 24 th April Science	Week 3 w/c 1 st May The Coronation https://www.rct.uk/discover/school-resources/school-resources-for-the-coronation-2023	Week 4 w/c 8 th May (KS2 SATs) Design and Technology	Week 5 w/c 15 th May (KS1 SATs) Art and Design	Week 6 w/c 22 nd May (assessment week) Geography (local area study – Capenhurst)	Week 7
Year 1/2	<p><u>Y2 POS – Animals including humans</u> I can notice that animals, including humans, have offspring which grow into adults. I can find out about and describe the basic needs of animals, including humans, for survival (water, food and air). I can describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</p>	<p>I can name a number of British Monarchs and place them in chronological order. I can identify facts about King Charles III, his family and events in his life. I can remember key facts about a coronation – its symbolism, significant people and events, the songs and music used in the ceremony and celebrations. I can talk about related events such as ‘The Big Help Out’ and other community events.</p>	<p><u>Mechanisms</u> – product linked to the theme being studied or the coronation <u>Design</u> I can design a product to match a given title. I can share my design through talking, drawing and mock-ups. <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. <u>Evaluate</u> I can talk about how something works.</p>	<p><u>3D work/Sculpture</u> I can cut, roll and coil materials such as clay, dough and plasticine. I can add texture to my work using a range of tools. I can make a range of artefacts from clay pots to figurative representations of chosen items. I can make sensible comments about the work of a sculptor/pottery maker.</p>	<p><u>Locational knowledge</u> I can tell someone my address. I can say what I like about my locality. <u>Place knowledge</u> I can say which country of the UK I live in. I can talk about the differences between the village of Capenhurst and town of Ellesmere Port. <u>Human & physical geography</u> I can identify the features of Summer and their impact on people’s lives and on their environment. I can describe key human & physical features of my</p>		

			<p>I can explore and evaluate different existing products. I can evaluate my own finished product against the starting title and my own design.</p> <p><u>Technical knowledge</u> I can build structures and products. I can explore how to make structures stronger, stiffer and more stable. I can use levers, sliders, wheels and axles in my products.</p>		<p>locality (e.g. village, orchard, farm, church). I can name the key features associated with a town or village.</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 find where Capenhurst is. I can describe where I live compared to other places in the UK using simple compass directions. I can give simple directions using directional language and/or simple compass directions. I can use aerial photographs to draw a simple plan of my village using symbols to represent the key features. I can look carefully at my school and its grounds and talk about what I can see.</p>	
Year 3/4	<p><u>Y4 POS – Sound</u> I can identify how sounds are made, associating some of them with something vibrating.</p>	I can name a number of British Monarchs and place them in chronological order.	<p><u>Mechanisms</u> – product linked to the theme being studied or the coronation</p> <p><u>Design</u></p>	<p><u>3D work/Sculpture</u> I can begin to sculpt clay and other mouldable materials.</p>	<p><u>Locational knowledge</u> I can find my local area on a map of the UK.</p>	

	<p>I can recognise that vibrations from sounds travel through a medium to the ear.</p> <p>I can find patterns between the pitch of a sound and features of the object that produced it.</p> <p>I can find patterns between the volume of a sound and the strength of the vibrations that produced it.</p> <p>I can recognise that sounds get fainter as the distance from the sound source increases.</p>	<p>I can identify facts about King Charles III, his family and events in his life.</p> <p>I can remember key facts about a coronation – its symbolism, significant people and events, the songs and music used in the ceremony and celebrations.</p> <p>I can talk about related events such as ‘The Big Help Out’ and other community events.</p>	<p>I can design a product to a given criteria.</p> <p>I can share my design through annotated drawings, mock-ups and discussion.</p> <p><u>Make</u></p> <p>I can cut, shape, join and finish with a range of tools and increasing accuracy when making a product.</p> <p>I can select the best method, products, materials and ingredients to make a product of a good standard.</p> <p><u>Evaluate</u></p> <p>I can explain to my peers how something works and how it was made.</p> <p>I can explore and evaluate different existing products, identifying how I can make something similar.</p> <p>I can evaluate my own finished product and identify how it could be improved.</p> <p>I can identify key individuals that have</p>	<p>I can make additions to my work to enhance the texture and shape.</p> <p>I can combine materials and processes to make a 3D form.</p> <p>I can begin to make critical observations about the work of a sculptor/potter and include some of their techniques in my own work.</p>	<p>I can name and locate the main cities of the UK in relation to Capenhurst</p> <p><u>Place knowledge</u></p> <p>I can describe how Capenhurst is similar and different to Liverpool in relation to its key human and physical features.</p> <p><u>Human & physical geography</u></p> <p>I can talk about the key human and physical similarities and differences between Capenhurst and Liverpool using the correct geographical vocabulary.</p> <p><u>Geographical skills & fieldwork</u></p> <p>I can use maps, aerial photos and plans of Liverpool as well as web resources to describe what the locality might be like.</p> <p>I can accurately use a 4-figure grid reference.</p> <p>I can draw a map of the surrounding area and include on it some key Ordnance</p>	
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			<p>shaped the world with their designs and products.</p> <p><u>Technical knowledge</u></p> <p>I can use my knowledge of how to make structures stronger, stiffer and more stable in my own work.</p> <p>I can use levers, sliders, wheels and axles, gears and pulleys in my products.</p> <p>I can begin to use electrical components in my products.</p> <p>I can explore how products can be monitored or controlled by computing systems.</p>		<p>Survey symbols with a key.</p> <p>I can collect data and present it in a graph e.g. traffic survey.</p> <p>I can find out how the village has changed over time.</p>	
<p>Year 5/6</p>	<p><u>Y5 POS – Animals, including humans</u></p> <p>I can describe the changes as humans develop to old age.</p>	<p>I can name a number of British Monarchs and place them in chronological order.</p> <p>I can identify facts about King Charles III, his family and events in his life.</p> <p>I can remember key facts about a coronation – its symbolism, significant people and events, the songs and music used</p>	<p><u>Mechanisms</u> – product linked to the theme being studied or the coronation</p> <p><u>Design</u></p> <p>I can design a product, using in-depth research, to a given criteria that is appealing to an identified end-user.</p> <p>I can generate designs that can be shared with others</p>	<p><u>3D work/Sculpture</u></p> <p>I can confidently sculpt clay and other mouldable materials.</p> <p>I can create 3D forms on different scales.</p> <p>I can include visual and tactile elements in my work.</p> <p>I can begin to explore free-form sculpture.</p> <p>I can make critical observations about the work of a</p>	<p><u>Locational knowledge</u></p> <p>I can name and locate the counties of the UK.</p> <p>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></p> <p>I can describe how some places are similar and others</p>	

		<p>in the ceremony and celebrations. I can talk about related events such as 'The Big Help Out' and other community events.</p>	<p>through annotated drawings, exploded cross-sections, prototypes and discussion. <u>Make</u> I can cut, shape, join and finish accurately with a range of tools, selecting the most appropriate to match my original design. I can select the best method, products, materials and ingredients, according to their functional properties and aesthetics to make a product of a high standard. <u>Evaluate</u> I can investigate and analyse a range of existing products, using my findings to inform my own designs. 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</p>	<p>sculptor/potter and include their techniques in my own work.</p>	<p>are different in relation to their human and physical features e.g. a rural county like Cheshire vs a densely populated county like Greater Manchester. <u>Human & physical geography</u> I can explain what a place might be like in the future taking account of issues impacting on human features. <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 choose the best way to collect required data and decide upon the most appropriate units of measure.</p>	
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			<p>shaped the world.</p> <p><u>Technical knowledge</u></p> <p>I can use my knowledge of how to make structures stronger, stiffer and more stable to make more complex structures.</p> <p>I can use levers, sliders, wheels and axles, gears, pulleys and cams in my products.</p> <p>I can use electrical components in my products.</p> <p>I can apply my understanding of computing to begin to program, monitor and control my products.</p>		<p>I can recognise and use the key OS symbols on my own maps.</p> <p>I can collect information about a place and use it in a report.</p> <p>I can accurately use a 6-figure grid reference.</p>	
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	Whole school theme – Significant Symbols						
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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	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	Gymnastics I can travel safely and confidently in different ways. I can perform large and small shapes with control and coordination. I can rock backwards and forwards with control. I can link basic gymnastic shapes (star/pencil/tuck) with control and accuracy. I can manage space safely, showing an awareness of the mats. I can control my large and small shapes so I can stay on the mat. I can repeat teacher actions with accuracy as a whole group						
Literacy	<i>Gigantosaurus</i> By Jonny Duddle	<i>Gigantosaurus</i> By Jonny Duddle	<i>Gigantosaurus</i> By Jonny Duddle	<i>Gigantosaurus</i> By Jonny Duddle	<i>Gigantosaurus</i> By Jonny Duddle	<i>Gigantosaurus</i> By Jonny Duddle	
Maths	White rose -to 20 and beyond		White rose -to 20 and beyond	White rose- first, then and now	White rose, First then and now		
UTW/EAD	Science I can identify and name a variety of common animals. I can identify the similarities and differences between humans and animals.		The Coronation I can identify facts about King Charles III, his family and events in his life.	Design and Technology (Mechanisms) <u>Design</u>	Art and design 3D/Sculpture I can construct and build with a variety of resources.	Geography – local study I can identify key places in my locality – the school, the	

	<p>I can identify the life cycle of a human, an insect and an animal.</p> <p>I can identify parts of a body – human, animal or insect.</p>	<p>I can remember key facts about a coronation – its symbolism, significant people and events, the songs and music used in the ceremony and celebrations.</p>	<p>I can share my design through talking and drawing.</p> <p><u>Make</u> I can cut, shape and join materials and construction kits together to make a product.</p> <p><u>Evaluate</u> I can talk about how something works. I can evaluate my own finished product and share how it could be better.</p> <p><u>Technical knowledge</u> I can build structures and products using different construction kits.</p>	<p>I can experiment with dough and other mouldable materials.</p>	<p>church, the library, clubs that I attend.</p> <p>I can show an interest in an atlas, globe or map</p>	
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PSHE	<p align="center">'Fake is a Mistake'</p> <p align="center">https://www.heartsmartv.com/browse (and scroll down for 'Written Curriculum - Church Schools')</p> <p align="center">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>						
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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!	