

Capenhurst CEP Curriculum Overview – Summer (2) 2023 - Whole school theme – Significant Symbols

English	Week 1 w/c 5 th June	Week 2 w/c 12 th June (KS1 residential)	Week 3 w/c 19 th June	Week 4 w/c 26 th June	Week 5 w/c 3 rd July	Week 6 w/c 10 th July	Week 7 w/c 17 th July
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: Zeraffa Giraffa by Diane Hoffmeyer Outcome: Persuasive Writing Additional texts: Kensuke's Kingdom by Michael Morpurgo (Class novel)						
	<u>Spellings</u> <u>Week 1</u> Words ending in -al e.g. natural, actual.	<u>Spellings</u> <u>Week 2</u> Words with a 'zhuh' sound spelt 'sure' e.g. closure, pressure.	<u>Spellings</u> <u>Week 3</u> Words with a 'chuh' sound spelt 'ture' e.g. nature, future.	<u>Spellings</u> <u>Week 4</u> Words with a 'cher' sound spelt 'ture' e.g. lecture, mixture.	<u>Spellings</u> <u>Week 5</u> Word with silent letters e.g. island, answer.	<u>Spellings</u> <u>Week 6</u> Word with silent letters e.g. build, guide.	

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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: Zeraffa Giraffa by Diane Hoffmeyer Outcome: Persuasive Writing Additional texts: Kensuke's Kingdom by Michael Morpurgo (Class novel)						
	<u>Spellings</u> <u>Week 1</u> Adding the suffix -ous. Root word not changed e.g. joyous.	<u>Spellings</u> <u>Week 2</u> Adding the suffix -ous. No root word e.g. serious.	<u>Spellings</u> <u>Week 3</u> Adding the suffix -ous. Change to root word e.g. various.	<u>Spellings</u> <u>Week 4</u> Adding the suffix -ous e.g. famous, nervous.	<u>Spellings</u> <u>Week 5</u> Adverbials of frequency and possibility e.g. occasionally, perhaps.	<u>Spellings</u> <u>Week 6</u> Adverbials of manner e.g. rapidly, curiously.	

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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 Additional work on SPAG once unit has finished.						
	<u>Spelling</u> Unstressed vowels in polysyllabic e.g. definite, familiar.	<u>Spelling</u> Adding prefixes 'de-' and 're-' e.g. deflate, revisit.	<u>Spelling</u> Adding prefix 'over-' e.g. overuse, overpaid.	<u>Spelling</u> Words with the suffix '-ful' e.g. pitiful, beautiful.	<u>Spelling</u> Words with the suffix '-ive' e.g. creative, abusive.	<u>Spelling</u> Words with the suffix '-al' e.g. musical, global.	

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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 Additional work on SPAG once unit has finished.						
	<u>Spelling</u> Synonyms and Antonyms e.g. sighed, bellowed.	<u>Spelling</u> Synonyms and Antonyms e.g. vast, miniature.	<u>Spelling</u> Synonyms and Antonyms e.g. jovial, ecstatic.	<u>Spelling</u> Synonyms and Antonyms e.g. blaring, silent.	<u>Spelling</u> Synonyms and Antonyms e.g. scorching, chilly.	<u>Spelling</u> Synonyms and Antonyms e.g. ambled, sprinted.	

Maths		Week 1 w/c 5 th June	Week 2 w/c 12 th June (KS1 residential)	Week 3 w/c 19 th June	Week 4 w/c 26 th June	Week 5 w/c 3 rd July	Week 6 w/c 10 th July	Week 7 w/c 17 th July
Class 1	EYFS	White rose -Find my pattern Doubling, sharing, odd and even Spatial reasoning			White rose -on the move Deeper understanding Patterns and relationships mapping			
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>						
	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>						
	Y6							

Whole school theme – Significant Symbols							
Foundation subjects	Week 1 w/c 5 th June Science	Week 2 w/c 12 th June (KS1 residential) KS2 Science	Week 3 w/c 19 th June History	Week 4 w/c 26 th June History	Week 5 w/c 3 rd July Music	Week 6 w/c 10 th July Computing	Week 7 w/c 17 th July Catch up/Review
Year 1/2	<p><u>Practical Science – conduct an experiment of own design/choosing</u></p> <p>I can ask simple questions and recognise that they can be answered in different ways.</p> <p>I can observe closely, using simple equipment.</p> <p>I can perform simple tests. I can identify and classify.</p> <p>I can use my observations and ideas to suggest answers to questions.</p> <p>I can gather and record data to help in answering questions.</p>	<p>Forest school activities during residential trip.</p> <p>I can be independent and spend time away from own with my peers.</p>	<p><u>Significant historical event/person from the locality</u></p> <p>Why are canals important to Ellesmere Port?</p> <p><u>Chronological Understanding</u></p> <p>I can match objects to people of different ages.</p> <p>I can sequence 3 or 4 artefacts (e.g. bridges) from different periods of time.</p> <p><u>Range and depth</u></p> <p>I can recognise why people did things and what happened as a result.</p> <p><u>Interpretations</u></p> <p>I can compare pictures or photographs of people or events in the past. (E.g. how is a canal used)</p> <p><u>Historical enquiry</u></p> <p>I can find answers to simple questions about the past using sources.</p> <p><u>Organisation & Communication</u></p> <p>I can present information in a range of ways.</p>		<p><u>Performing</u></p> <p>I can recognise repeated sections in music, e.g. the chorus.</p> <p><u>Composing</u></p> <p>I can represent sounds using pictures.</p> <p>I can explain my reasons for choosing an instrument.</p> <p><u>Appraising</u></p> <p>I can tell the different between fast and slow tempo and loud and quiet dynamics.</p>	<p><u>Communicating</u></p> <p>I can recognise what an email address looks like.</p> <p>I can join in sending a class email.</p> <p>I can word process ideas using a keyboard.</p> <p>I can use the spacebar, back space, enter, shift and arrow keys.</p> <p>I can print out a page from the internet.</p>	<p>Time to reflect on the year – identify areas for development and celebrate successes.</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 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.
 I can investigate the way in which water is transported within plants.

Romans inc. local history

How did the Romans influence Chester?

Chronological Understanding

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.

Range and depth

I can compare with our life today.
 I can identify reasons for and results of people's actions.
 I can identify key features and events of time studied.
 I can offer a reasonable explanation for some events.
 I can understand why people may have wanted to do something.

I can recognise how Chester has been influenced by the Romans.

Interpretations

I can distinguish between different sources – compare different versions of the same story.
 I can identify and give reasons for different ways in which the past is represented.
 I can look at the evidence available (Grosvenor Museum Resource Box).
 I can begin to evaluate the usefulness of different sources.
 I can look at representations of the period e.g. museum.

Historical enquiry

I can use a range of sources to find out about a period.
 I can use evidence to build up a picture of a past event.

Performing

I can learn and perform songs for a KS2 performance, singing in parts.

Composing

I can use musical elements such as tempo, pitch and dynamic to create effects in my compositions.
 I can use my own symbols to represent my music.

Appraising

I can recognise that music moves in steps and leaps.
 I can recognise the work of at least one composer and say where they fit in a historical period.

Communicating

I can use an email address book.
 I can open and send an attachment.

Presentation

I can create a presentation that moves from slide to slide and is aimed at a specific audience.
 I can combine text, images and sounds and show awareness of audience.
 I know how to manipulate text, underline text, centre text, change font and size and save text to a folder.

Time to reflect on the year – identify areas for development and celebrate successes.

		<p>I can use the library and internet for research. I can select and record information relevant to the study. I can ask relevant questions. <u>Organisation & Communication</u> I can recall, select and organise historical information. I can communicate my knowledge and understanding.</p>			
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Year 5/6</p>	<p><u>Y6 POS - Animals including humans</u> 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 recognise the impact of diet, exercise, drugs and lifestyle on the way their body's function. I can describe the ways in which nutrients and water are transported within animals, including humans.</p>	<p><u>Vikings Including local history/place names etc.</u> Did the Vikings and Anglo Saxons get on? <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. <u>Range and depth</u> I can study different aspects of different people – differences between men and women. I can find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings. <u>Interpretations</u> I can offer some reasons for different versions of events. I can confidently use books and the internet for research. <u>Historical enquiry</u> I can use books and the internet for research with increasing confidence. I can recognise primary and secondary sources. <u>Organisation & Communication</u> I can select and organise information to produce structured work, making appropriate use of dates and terms.</p>	<p><u>Performing</u> I can learn and perform songs for a KS2 performance and perform in small groups, duets or solo. I can improvise within a group using melodic and rhythmic phrases. I can perform with an orchestra (Come and Play with Halle) <u>Composing</u> I can compose music in response to different stimuli and begin to use standard notation to record it. <u>Appraising</u> I can contrast the work of different composers and explain my preferences using musical terminology such as timbre, pitch, etc</p>	<p><u>Communicating</u> I can use instant messaging to communicate with class members. I can conduct a video chat with someone elsewhere in the school or in another school. <u>Presentation</u> I can use a range of presentation applications. I can consider audience when editing a simple film. I know how to prepare and then present a simple film. I can use ICT to record sounds and capture both still and video images. I can capture sounds, images and video. I can use the word count tool to check</p>	<p>Time to reflect on the year – identify areas for development and celebrate successes.</p>

				<p>the length of a document. I can use bullets and numbering tools</p>	
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Whole school theme – Significant Symbols							
EYFS	Week 1 w/c 5 th June	Week 2 w/c 12 th June (KS1 residential)	Week 3 w/c 19 th June	Week 4 w/c 26 th June	Week 5 w/c 3 rd July	Week 6 w/c 10 th July	Week 7 w/c 17 th July
PSED	I can understand that making mistakes is normal and helps us to learn.	I can have a go at and complete a series of different challenges.	I can keep trying when something is difficult.	I understand that I can do anything if I work hard and don't give up.	I can keep going to complete an activity.	I can express how we feel about change.	I can pull together all my learning from the year.
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>Supertato</i> <i>By sue Hendre</i> <i>Posters</i> <i>Character descriptions</i>	<i>Supertato</i> <i>By sue Hendre</i> <i>Posters</i> <i>Character descriptions</i>	<i>Supertato</i> <i>By sue Hendre</i> <i>Posters</i> <i>Character descriptions</i>	<i>Supertato</i> <i>By sue Hendre</i> <i>Posters</i> <i>Character descriptions</i>	<i>Supertato</i> <i>By sue Hendre</i> <i>Posters</i> <i>Character descriptions</i>	<i>Supertato</i> <i>By sue Hendre</i> <i>Posters</i> <i>Character descriptions</i>	
Maths	White rose -Find my pattern Doubling, sharing, odd and even		White rose -Find my pattern Spatial awareness	White rose- on the move Deeper understanding	White rose- on the move Patterns and relationships Mapping		

UTW/EAD	<p>Science (plants)</p> <p>I can identify and name a variety of plants and where they grow.</p> <p>I can identify parts of a plant.</p> <p>I can talk about how a plant grows and what it needs to grow.</p>	<p>History – myself and significant events</p> <p>I can talk about significant events in my own life and that of my family.</p> <p>I can put events from my own life in time order.</p> <p>I can talk about customs and traditions that my family enjoy together.</p>	<p>Music</p> <p><u>Performing</u></p> <p>I can sing a wide range of songs and perform them confidently.</p> <p><u>Composing</u></p> <p>I can make music in a variety of ways and experiment with ways of changing my music.</p> <p><u>Appraising</u></p> <p>I can talk about the music I have made.</p> <p>I can talk about the music my peers have made.</p>	<p>Computing</p> <p>I can use technology appropriate applications to complete a specific task, e.g., deciding how best to make a record of a special event in my life.</p>	<p><u>Catchup/Review</u></p> <p>Time to reflect on the year – identify areas for development and celebrate successes.</p>
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PSHE	<p align="center">'No Way Through, Isn't True!' 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>						
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EYFS	I can understand that making mistakes is normal and helps us to learn.	I can have a go at and complete a series of different challenges.	I can keep trying when something is difficult.	I understand that I can do anything if I work hard and don't give up.	I can keep going to complete an activity.	I can express how we feel about change.	I can pull together all my learning from the year.
Year 1/2	I can describe situations where I get stuck and can suggest ways to persevere when I am stuck. I can keep trying when things are difficult.	I can learn to differentiate between secrets I should and shouldn't keep.	I can understand what to do if someone asks me to keep a secret that makes me feel uncomfortable.	I can suggest ways I can have impact in my class, family and community.	I can identify dreams in my heart.	I can think about change, loss and the associated feelings.	I can recall a time when I was stuck but found a way through.
Year 3/4	I can describe situations where I get stuck and can suggest ways to persevere when I am stuck.	I can identify areas of my life where I am doing well as well as areas of my life where there have been setbacks.	I can understand the importance of getting back up when I fail and trying again.	I can demonstrate basic first aid skills.	I can consider the impact that my attitude can have with achieving my dreams.	I can describe ways to manage change well.	I can recall a time when I was stuck but found a way through.
Year 5/6	I can describe situations where I get stuck and can suggest ways to persevere when I am stuck.	I can understand that there is always a way through seemingly impossible situations.	I can celebrate internal success.	I can describe the key facts about puberty and the changing adolescent body, particularly	I can describe some of the tools that can help me live life full of hope. I can describe ways to look after my	I can recall a time when I was stuck but found a way through.	I can suggest strategies to deal with times when I am stuck.

				<p>from 9 – 11 (Year 4, lesson 6). I can explain key facts about the menstrual cycle (Year 5, lesson 5). I can describe the changes in the brain as I go through adolescence. (Year 6, lesson 6)</p>	<p>health and wellbeing as I grow up.</p>		
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