

Capenhurst CEP Curriculum Overview – Autumn (1) 2023 - Whole school theme – Our Planet, Our World

English	Week 1 w/c 4 th Sept	Week 2 w/c 11 th Sept	Week 3 w/c 18 th Sept	Week 4 w/c 25 th Sept	Week 5 w/c 2 nd Oct	Week 6 w/c 9 th Oct	Week 7 w/c 16 th Oct
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: Lost and Found Outcomes: Adventure Story Additional texts: Penguins by Emily Bone, The Penguin Who Wanted to Find Out - Jill Tomlinson</p>						
	<p><u>Spelling</u> Begin to write words with adjacent consonants. Review Phase 4 Little Wandle Phase 5 Little Wandle and 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: Lost and Found Outcomes: Adventure Story Additional texts: Penguins by Emily Bone, The Penguin Who Wanted to Find Out - Jill Tomlinson						
	<u>Spelling</u> Add the prefix un- and suffixes -ed, -ing, -er, -est. Use homophones and near homophones.						

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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: Gorilla by Anthony Browne Outcome: To write a narrative based on the story of 'Gorilla' Additional texts: Ape by Martin Jenkins and Vicky White; Gorilla Journal by Carolyn Franklin						
	<u>Spelling</u> Suffixes from Year 2 ('-s', '-es', '-er', '-ed', '-ing') Revise prefix 'un-' Teach prefix 'dis-' (disappoint, disagree, disobey)	<u>Spelling</u> Words with the long vowel sound /a/ spelt with ey	<u>Spelling</u> Words with the long vowel sound /a/ spelt with ai	<u>Spelling</u> Words with the sound /ur/ spelt with ear. earth, early	<u>Spelling</u> Homophones (brake/ break, grate/great, eight/ ate, weight/wait, son/sun)	<u>Spelling</u> Homophones (brake/ break, grate/great, eight/ ate, weight/wait, son/sun)	<u>Spelling</u> Words from statutory and personal spelling lists Words spelt incorrectly taken from the children's books.

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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
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<u>Spelling</u> Strategies at the point of writing: Have a go Strategies for learning words: words from statutory spelling list	<u>Spelling</u> Adding the prefix in- (meaning 'not' or 'into')	<u>Spelling</u> Adding the prefix im- (before a root word starting with 'm' or 'p')	<u>Spelling</u> Adding the prefix il- (before a root word starting with 'l') and the prefix ir (before a root word starting with 'r')	<u>Spelling</u> Homophones and near homophones e.g. medal, meddle.	<u>Spelling</u> words with /shun/ endings spelt with 'sion' (if root word ends in 'se', 'de' or 'd')	<u>Spelling</u> Words from statutory and personal spelling lists Words spelt incorrectly taken from the children's books.	

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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: Queen of the Falls by Chris Van Allsburg Outcome: Recount: series of diary entries Additional texts: Goodnight Stories for Rebel Girls: 100 Tales of Extraordinary Women by Elena Favilli and Francesca Cavallo; The Amazing Tale of Ali Pasha by Michael Foreman; The Boy who Swam with Piranhas by David Almond (class novel to link)						
	<u>Spelling</u> Words with the letter string 'ough'.	<u>Spelling</u> Words with silent letters.	<u>Spelling</u> Words ending in 'able'.	<u>Spelling</u> Words ending in 'ible'.	<u>Spelling</u> Homophones	<u>Spelling</u> Statutory words from Year 5 / 6 list.	<u>Spelling</u> Statutory words from Year 5 / 6 list.

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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: Queen of the Falls by Chris Van Allsburg Outcome: Recount: series of diary entries Additional texts: Goodnight Stories for Rebel Girls: 100 Tales of Extraordinary Women by Elena Favilli and Francesca Cavallo; The Amazing Tale of Ali Pasha by Michael Foreman; The Boy who Swam with Piranhas by David Almond (class novel to link)						
	<u>Spelling</u> Words ending in 'able'.	<u>Spelling</u> Words ending in 'ably'.	<u>Spelling</u> Words ending in 'ible'.	<u>Spelling</u> Words ending in 'ibly'.	<u>Spelling</u> Words ending in 'fer'.	<u>Spelling</u> Homophones and near-homophones.	<u>Spelling</u> Year 5 / 6 statutory words.

Maths		Week 1 w/c 4 th Sept	Week 2 w/c 11 th Sept	Week 3 w/c 18 th Sept	Week 4 w/c 25 th Sept	Week 5 w/c 2 nd Oct	Week 6 w/c 9 th Oct	Week 7 w/c 16 th Oct
Class 1	EYFS	Baseline assessment		White Rose – Match, sort and compare		White Rose – talk about measures and patterns White rose – It's me 1,2,3		
	Y1	White Rose – Place Value (within 10)					White Rose - Addition & Subtraction (within 10)	
Class 2	Y2	White Rose – Place Value				White Rose – Addition & Subtraction		
	Y3	White Rose – Place Value			White Rose – Addition & Subtraction			
Class 3	Y4	White Rose – Place Value				White Rose – Addition & Subtraction		
	Y5	White Rose – Place Value			White Rose - Addition & Subtraction		White Rose – Multiplication & Division A	
Class 4	Y6	White Rose – Place Value		White Rose – Four Operations				

Whole school theme – Our Planet, Our World							
Foundation subjects	Week 1 w/c 4 th Sept	Week 2 w/c 11 th Sept Science	Week 3 w/c 18 th Sept Science	Week 4 w/c 25 th Sept Design and Technnology	Week 5 w/c 2 nd Oct Geography	Week 6 w/c 9 th Oct Geography	Week 7 w/c 16 th Oct Music
Year 1/2	New Class – getting to know you activities; settling in	Year 2 POS - Living things and their habitats I can explore and compare the differences between things that are living, dead, and things that have never been alive. I can identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. I can identify and name a variety of plants and animals in their habitats, including micro-habitats. I can describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.	Food I can use the basic principles of a healthy and balanced diet to prepare different dishes. I know where food comes from. I know basic food hygiene so that my food can be eaten safely by others.	Food I can use the basic principles of a healthy and balanced diet to prepare different dishes. I know where food comes from. I know basic food hygiene so that my food can be eaten safely by others.	Continents, Oceans and Seas <u>Locational Knowledge</u> I can name and locate the world’s seven continents. I can name the continent where I live. I can name and locate the world’s five oceans. I can name and locate the UK’s surrounding seas. <u>Human & Physical Geography</u> I can identify seasonal and daily weather patterns of Autumn in the UK. I can identify the features of Autumn and their impact on people’s lives and on their environment. <u>Geographical Skills & Fieldwork</u> I can use maps, atlases and a globe to identify the UK and its countries.	Continents, Oceans and Seas <u>Locational Knowledge</u> I can name and locate the world’s seven continents. I can name the continent where I live. I can name and locate the world’s five oceans. I can name and locate the UK’s surrounding seas. <u>Human & Physical Geography</u> I can identify seasonal and daily weather patterns of Autumn in the UK. I can identify the features of Autumn and their impact on people’s lives and on their environment. <u>Geographical Skills & Fieldwork</u> I can use maps, atlases and a globe to identify the UK and its countries.	Sing Up unit – Magical Musical Aquarium
Year 3/4	New Class – getting to know you activities; settling in	Y4 POS - Living things and their habitats I can recognise that living things can be grouped in a variety of ways. I can explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. I can recognise that environments can change and that this can sometimes pose dangers to living things	Control (linked to theme where possible) <u>Design</u> I can design a product to a given criteria. <u>Evaluate</u> I can explain to my peers how something works and how it was	Control (linked to theme where possible) <u>Design</u> I can design a product to a given criteria. <u>Evaluate</u> I can explain to my peers how something works and how it was	Rainforests <u>Locational Knowledge</u> I can find the same place on a globe and in an atlas. I can use longitude and latitude to describe a location. <u>Place knowledge</u> I can understand the similarities and differences through the study of human and physical geography of a region in the UK and the rest of the world e.g. Trough of Bowland, UK and the Amazon Rainforest, South America.	Rainforests <u>Locational Knowledge</u> I can find the same place on a globe and in an atlas. I can use longitude and latitude to describe a location. <u>Place knowledge</u> I can understand the similarities and differences through the study of human and physical geography of a region in the UK and the rest of the world e.g. Trough of Bowland, UK and the Amazon Rainforest, South America.	Sing Up unit – Chilled Out Clap Rap

			<p>made.</p> <p><u>Technical knowledge</u> I can explore how products can be monitored or controlled by computing systems.</p>	<p><u>Human & Physical Geography</u> I can find out about the geographical characteristics of rainforests. I can investigate the different uses of rainforests. I can find different views about an environmental issue e.g. deforestation of the Amazon. I can suggest different ways that a locality could be changed and improved.</p> <p><u>Geographical Skills & Fieldwork</u> I can use maps, aerial photos, plans and web resources to describe what a locality might be like. I can use maps and atlases appropriately using contents & indexes.</p>	
<p style="text-align: center;">Year 5/6</p>	<p>New Class – getting to know you activities; settling in</p>	<p>Y5 POS - Living things and their habitats I can describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. I can describe the life process of reproduction in some plants and animals.</p>	<p>Control (linked to theme where possible) <u>Design</u> I can design a product, using in-depth research, to a given criteria that is appealing to an identified end-user. <u>Evaluate</u> I can evaluate my own finished product against the original criteria, considering the suggestions of others. <u>Technical knowledge</u> I can apply my understanding of computing to begin to program, monitor</p>	<p>Modern Europe <u>Locational knowledge</u> I can locate and name a number of countries in the Northern Hemisphere e.g. Russia, Norway, Sweden, Finland and the countries of the EU. <u>Place knowledge</u> I can understand geographical similarities and differences through the study of human and physical geography of a region in the UK and a region in Europe. <u>Human & Physical geography</u> I can consider and describe the 4 different biomes within a European country. I can describe the human features in a locality. I can explain why a place is like it is. I can explain how a locality has changed over time with reference to human features. I can describe the main physical features of a well-known European city. <u>Geographical skills & fieldwork</u> I can locate in an atlas and on a map the countries which make up Scandinavia as well as the countries of the European Union.</p>	<p>Sing Up unit – Intro to Song writing</p>

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Whole school theme – Our Planet, Our World

EYFS	Week 1 w/c 4 th Sept	Week 2 w/c 11 th Sept	Week 3 w/c 18 th Sept	Week 4 w/c 25 th Sept	Week 5 w/c 2 nd Oct	Week 6 w/c 9 th Oct	Week 7 w/c 16 th Oct
PSED	Settling in to the school routine	I can suggest ways that I am HeartSmart.	I can work together with my friends, share ideas and listen to one another.	I can play co-operatively and take turns.	I can read characters' facial expressions.	I can talk about things I love and describe how those things make me feel.	I can work with my friends to find the missing hearts.
CLL	I can listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. I can participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.						
PD	Multi-Skills / Net and Wall Games I can stay within a safe boundary when moving. I can move in a variety of ways safely. 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. I can use new equipment safely and understand how to use it correctly.						
Literacy	Baseline assessment	Baseline assessment	<u>Writing (units from The Literacy Company)</u> Key text: The Gingerbread Man - Mara Outcome: Retell and labels Additional texts: Little Wandle Letters and Sounds – Autumn 1				
Maths	Baseline assessment	White Rose- match, sort and compare	White Rose - match, sort and compare	White rose – talk about measure and patterns	White rose – talk about measure and patterns	White Rose- It's me 1,2,3	White Rose- It's me 1,2,3
UTW/EAD	Getting to know you activities; settling in	<u>Science</u> I can talk about the features of the four seasons and how it impacts on my daily life. I can put the seasons in order. I can talk about Autumn and its features.		<u>Food</u> I can make sensible choices during snack time. I know what to eat and drink to keep me healthy.	<u>Geography</u> I can say where I live. I know the name of the road I live on. I can talk about the features of the locality where I live.		<u>Music</u> Sing up unit – Witch, Witch

PSHE	<p align="center">'Intro – Get HeartSmart (Meet Boris)' https://www.heartsmartv.com/browse (and scroll down for 'Written Curriculum - Church Schools')</p> <p align="center">C2 – follow Y2, there is a lesson for each week to cover the identified objective. C3 – follow Y4, there is a lesson for each week to cover the identified objective. C4 – follow Y6, there is a lesson for each week to cover the identified objective.</p>						
	Week 1 w/c 4 th Sept	Week 2 w/c 11 th Sept	Week 3 w/c 18 th Sept	Week 4 w/c 25 th Sept	Week 5 w/c 2 nd Oct	Week 6 w/c 9 th Oct	Week 7 w/c 16 th Oct
EYFS	Settling in to the school routine	I can suggest ways that I am HeartSmart.	I can work together with my friends, share ideas and listen to one another.	I can play co-operatively and take turns.	I can read characters' facial expressions.	I can talk about things I love and describe how those things make me feel.	I can work with my friends to find the missing hearts.
Year 1/2	I can understand that many choices I make can help or hurt my own and others hearts.	I can identify sources of power (including myself!) I can describe ways I can use my power in positive and negative ways.	I can understand that the decisions we make can affect our reputation.	I can make the link between my heart and my actions, words and behaviours.	I can understand that families may all look different but they should all be places of love and security.	I can make healthy choices to contribute to a healthy diet.	I can reflect on how the choices I make can help or hurt my own and other's hearts.
Year 3/4	I can identify ways to show love to myself and others.	I can consider the consequences of the words I use.	I can suggest ways to grow a desired characteristic e.g. kindness.	I can understand that I need to be careful who I trust.	I can understand that there are many different characteristics of a healthy family life.	I can recognise what affects my mental wellbeing.	I can reflect on how I care for my own and other's hearts.
Year 5/6	I can make HeartSmart decisions.	I can understand that my body language can help me to feel more powerful.	I can suggest ways to keep my heart soft but strong.	I can recognise when it is right to keep a secret and when secrets should be shared.	I can understand that marriage is a commitment of two people to each other.	I can plan a healthy meal using the EatWell plate.	I can reflect on how I protect my own and other's hearts.