

**Capenhurst CEP Curriculum Overview – Autumn (2) 2023 - Whole school theme – Our Planet, Our World**

<b>English</b>	<b>Week 1 w/c 30<sup>th</sup> October</b>	<b>Week 2 w/c 6<sup>th</sup> November</b>	<b>Week 3 w/c 13<sup>th</sup> Nov</b>	<b>Week 4 w/c 20<sup>th</sup> Nov</b>	<b>Week 5 w/c 27<sup>th</sup> Nov</b>	<b>Week 6 w/c 4<sup>th</sup> Dec</b>	<b>Week 7 w/c 11<sup>th</sup> Dec</b>
<b>Handwriting</b>	<p><b>Y1:</b>                  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>						

<b>Year 1</b>	<u>Reading</u>	<u>Reading</u>	<u>Reading</u>	<u>Reading</u>	<u>Reading</u>	<u>Reading</u>	<u>Reading</u>
	Group reading	Group reading	Group reading	Group reading	Group reading	Group reading	Group reading
	<p><u>Writing (units from The Literacy Company)</u>                  Key text: Nibbles by Emma Yarlett                  Outcomes: Diary                  Additional texts: Goldilocks and the three bears, Little Red Riding Hood, The Gruffalo, Where the Wild Things Are</p>						
<p><u>Spelling</u>                  Begin to write words with adjacent consonants.                  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: Nibbles by Emma Yarlett Outcomes: Diary Additional texts: Goldilocks and the three bears, Little Red Riding Hood, The Gruffalo, Where the Wild Things Are						
	<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: Leon and the Place Between by Grahame Baker-Smith and Angela McAllister Outcome: To write Leon’s secret diary about what really happened in ‘the place between’, including conversation between Leon and the boy Greater depth writing outcome: To write a diary from a different point of view. Pupils write the diary as above from the point of view of the boy in ‘the place between’ Additional texts: The Nowhere Emporium by Ross Mackenzie						
	<u>Spelling</u> Words with the suffix -ly with no change to the root word e.g. kindly, safely.	<u>Spelling</u> Words with the suffix -ly when the root word ends in y e.g. happily, easily.	<u>Spelling</u> Words with the suffix -ly when the root word ends in -le e.g. probably, simply.	<u>Spelling</u> Words with the suffix -ly when the root word ends in -ic e.g. basically, actually.	<u>Spelling</u> Words with the suffix -ly (exceptions to the rule) e.g. truly, daily.	<u>Spelling</u> Statutory Spelling Words e.g. believe, often, describe.	<u>Spelling</u> Words spelt incorrectly taken from individual 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> Words ending with a shun sound spelt with -sion e.g. expansion, persuasion.	<u>Spelling</u> Words ending with a shun sound spelt with -ssion e.g. possession, expression.	<u>Spelling</u> Words ending with a shun sound spelt with -tion e.g. question, mention.	<u>Spelling</u> Words ending with a shun sound spelt with -cian e.g. musician, magician.	<u>Spelling</u> Words with ‘ough’ e.g. although, thought.	<u>Spelling</u> Statutory Spelling Words e.g. interest, minute, increase.	<u>Spelling</u> Words spelt incorrectly taken from individual 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; then Lost Happy Endings by Carol Ann Duffy & Jane Ray Outcome: Recount: series of diary entries; Traditional tales 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) Jinnie Ghost by Jane Ray and Berlie Doherty Hansel and Gretel by Neil Gaiman (class novel to link)						
	<u>Spelling</u> Homophones	<u>Spelling</u> Plurals – adding -s, -es, and -ies	<u>Spelling</u> Use of the hyphen	<u>Spelling</u> Words from the statutory Y5/6 list.	<u>Spelling</u> Words from the statutory Y5/6 list.	<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; then Lost Happy Endings by Carol Ann Duffy & Jane Ray Outcome: Recount: series of diary entries; Traditional tales 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) Jinnie Ghost by Jane Ray and Berlie Doherty Hansel and Gretel by Neil Gaiman (class novel to link)						
	<u>Spelling</u> Homophones ('ce'/'se')	<u>Spelling</u> Endings spelt -cious or -tious	<u>Spelling</u> Words from statutory Y5/6 list.	<u>Spelling</u> Year 5/6 statutory words	<u>Spelling</u> Year 5/6 statutory words	<u>Spelling</u> Year 5/6 statutory words	<u>Spelling</u> Year 5 / 6 statutory words.

Maths		Week 1 w/c 30 <sup>th</sup> October	Week 2 w/c 6 <sup>th</sup> November	Week 3 w/c 13 <sup>th</sup> Nov	Week 4 w/c 20 <sup>th</sup> Nov	Week 5 w/c 27 <sup>th</sup> Nov	Week 6 w/c 4 <sup>th</sup> Dec	Week 7 w/c 11 <sup>th</sup> Dec	
Class 1	EYFS	White rose - Circles and triangles		White Rose –1,2,3,4,5,		White Rose – shapes with 4 sides			
	Y1	White Rose - Addition & Subtraction (within 10)					White Rose - shape		
Class 2	Y2	White Rose – Addition & Subtraction				White Rose - shape			
	Y3	White Rose – Addition & Subtraction				White Rose – Multiplication & Division			
Class 3	Y4	White Rose – Addition & Subtraction			White Rose - Area	White Rose – Multiplication & Division			
	Y5	White Rose – Place Value	White Rose - Addition & Subtraction		White Rose – Multiplication & Division		Fractions A		
Class 4	Y6	White Rose - Four Operations				White Rose - Fractions A & B			

Whole school theme – Our Planet, Our World							
Foundation subjects	Week 1 w/c 30 <sup>th</sup> October Languages	Week 2 w/c 6 <sup>th</sup> November History	Week 3 w/c 13 <sup>th</sup> Nov History	Week 4 w/c 20 <sup>th</sup> Nov Computing	Week 5 w/c 27 <sup>th</sup> Nov Art	Week 6 w/c 4 <sup>th</sup> Dec The Christmas Story	Week 7 w/c 11 <sup>th</sup> Dec Jack and the Beanstalk and the traditions of pantomime
Year 1/2	<p><u>Listening and responding</u> I can understand simple questions and answer them.</p> <p><u>Speaking</u> I can answer with a single word.</p> <p><u>Reading and responding</u> I can read and understand single words.</p> <p><u>Writing</u> I can label items.</p>	<p><b>Changes in living memory – Toys</b></p> <p><u>Chronological Understanding</u> I can sequence events in my life. I can describe memories of key events in my life.</p> <p><u>Range and depth</u> I can recognise the difference between the past and present in my own life. I can identify differences between ways of lives at different times.</p> <p><u>Interpretations</u> I can compare adults talking about the past and suggest how reliable their memories are. I can discuss reliability of photos/accounts and stories.</p> <p><u>Historical enquiry</u> I can find answers to simple questions about the past from sources of information. I can observe or handle sources to answer questions about the past.</p> <p><u>Organisation &amp; Communication</u> I can present information in a range of ways</p>		<p><u>Algorithms and Programs</u> I can predict the outcomes of a set of instructions and/or a simple program. I can use right angle turns. I can use the repeat commands. I can test and amend a set of instructions. I can write a simple program and test it.</p>	<p>Artist - Georgia O'Keefe</p> <p><b>Painting</b> I can paint a picture of something I can see. I can name all primary and secondary colours and mix paint to create the secondary colours. I can use a range of brushes for different effects in my painting. I can make tints by adding white and tones by adding black. I can create a painting in response to a painting by an artist.</p>	<p>I can use my understanding of the Christmas Story to represent it in different ways including a performance of the Nativity.</p>	<p>I know the story of 'Jack and the Beanstalk'. I know the traditions of a pantomime such as the role of the dame. I know how to behave in a theatre.</p>



Listening and responding

I can listen to songs about the days of the week and the months of the year.

Speaking

I can sing a song about the days of the week and the months of the year.

Reading and responding

I can recognise the days of the week and the months of the year in a piece of text and read them out loud using the correct pronunciation.

Writing

I can write the days of the week and the months of the year and try to spell them correctly

**Non-European civilisation – Maya**

Chronological Understanding

I can use dates and terms relating to the Maya civilisation and the passing of time.  
I can place events from the Maya civilisation on a timeline.

Range and depth

I can find out about everyday lives of people in the Maya.  
I can use evidence to reconstruct life in the Maya.  
I can compare with our life today. I can understand why people may have wanted to do something.

Interpretations

I can identify and give reasons for different ways in which the past is represented.  
I can look at the evidence available.  
I can begin to evaluate the usefulness of different sources.

Historical enquiry

I can use the library and internet for research.  
I can choose relevant material to present a picture of one aspect of life in time past.  
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

Algorithms and Programs

I can use repeat instructions to draw regular shapes on screen, using commands.

I can experiment with variables to control models.

I can make turns specifying the degrees.

I can give an on-screen robot specific directional instructions that takes them from x to y.

I can make accurate predictions about the outcome of a program I have written.

Artist – Vincent van Gogh

**Painting**

I can state where primary and secondary colours sit on a colour wheel.

I can accurately mix my own colours.

I can use a wash to create a background to my work.

I can use shades and tones to create moods and emotions in my work.

I can identify shades and tones in an artist’s painting and create a similar effect in my own work.

I can use my understanding of the Christmas Story to represent it in different ways including a Carol Service.

I know the story of ‘Jack and the Beanstalk’.

I know the traditions of a pantomime such as the role of the dame and how pantomimes began.

I know how to behave in a theatre and can demonstrate this to others.

Listening and responding  
I can listen to familiar stories and recognise familiar words and phrases.

Speaking  
I can use short phrases to give a short presentation about myself to the class.

Reading and responding  
I can use context to work out the meaning of unfamiliar words.

Writing  
I can adapt set phrases by substituting individual words.

**British History – Crime and Punishment**  
Chronological Understanding  
I can make comparisons between different times in the past.  
I can sequence up to 10 events on a timeline.

Range and depth  
I can compare life in early and late ‘times’ studied.  
I can compare an aspect of life with the same aspect in another period.  
I can write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation.

Interpretations  
I can consider ways of checking the accuracy of interpretations – fact or fiction or opinion.  
I can be aware that different evidence will lead to different conclusions.  
I can confidently use books and the internet for research.

Historical enquiry  
I can select relevant sections of information.  
I can use books and the internet for research with increasing confidence.  
I can suggest omissions and the means of finding out.

Organisation & Communication  
I can select and organise information to produce structured work, making appropriate use of dates and terms.

**Algorithms and Programs**  
I can explain how an algorithm works.  
I can detect errors in a program and correct them.  
I can use an ICT program to control a number of events for an external device.  
I can use ICT to measure sound, light or temperature using sensors and interpret the data.  
I can explore ‘what if’ questions by planning different scenarios for controlled devices.  
I can use input from sensors to trigger events.  
I can check and refine a series of instructions.

**Artist - Lubaina Himid**  
**Painting**  
I can create all the colours I need for my work.  
I can use a range of mark-making/painting techniques in my work.  
I can accurately express emotions and moods in my work.  
I can make critical observations about the paintings of a chosen artist and explain how I will use similar techniques in my own work.

I can use my understanding of the Christmas Story to represent it in different ways including leading a Carol Service.

I know the story of ‘Jack and the Beanstalk’.  
I know the traditions of a pantomime such as the role of the dame and can explain how pantomimes began.  
I know how to behave in a theatre and model this behaviour to my younger school friends.

**Whole school theme - Our Planet, Our World**

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<b>EYFS</b>							
<b>PSED</b>	I can understand that each one of us is loved, special and important.	I can understand that we all like different things and that is one of the ways we are unique.	I can talk about how I demonstrate different emotions.	I can understand that we are all special.	I can tell other people about me and the things I like.	I can accept that we all have different talents and skills.	I can accept praise and encouragement from others.
<b>CLL</b>	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.						
<b>PD</b>	<b>Multi-Skills / Net and Wall Games</b> 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.						
<b>Literacy</b>			<u>Writing (units from The Literacy Company)</u> Key text: I'm going to eat this ant Outcome: Retell and labels Additional texts:  Little Wandle Letters and Sounds – Autumn 2				
<b>Maths</b>	White rose- circles and triangles	White rose 1,2,3,4,5	White rose 1,2,3,4,5	White rose 1,2,3,4,5	White rose – shapes with 4 sides	White rose – shapes with 4 sides	Consolidation and reviews checkpoints
<b>UTW/EAD</b>	<u>Languages</u> I know that people can speak different languages. I can say simple phrases or sing simple songs in	<u>History – family customs and traditions</u> I can talk about some of the things that make me unique. I can talk about some of the similarities and differences in between myself and my friends or family.		<u>Computing</u> I can operate simple equipment. I show an interest in technological toys with knobs or pulleys, or real	<u>Painting</u> I can choose to use particular colours for a purpose. I can explore what happens when colours mix.	<u>The Christmas Story</u> I can retell the Christmas Story in the correct order and know who the main characters are.	<u>Pantomime</u> I know the story of 'Jack and the Beanstalk'. I know what a pantomime is all about.

	another language.		objects such as cameras or mobile phones. I know that information can be retrieved from computers.		I can prepare for a Nativity performance in the village hall.	I know how to behave in a theatre.
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PSHE	<p align="center"> <b>'Don't Forget to Let Love in (I am special)'</b>  <a href="https://www.heartsmartv.com/browse">https://www.heartsmartv.com/browse</a> (and scroll down for 'Written Curriculum - Church Schools')            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>						
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EYFS	I can understand that each one of us is loved, special and important.	I can understand that we all like different things and that is one of the ways we are unique.	I can talk about how I demonstrate different emotions.	I can understand that we are all special.	I can tell other people about me and the things I like.	I can accept that we all have different talents and skills.	I can accept praise and encouragement from others.
Year 1/2	I can understand how to let love into my heart.	I can recognise and celebrate my strengths and the ways in which we are all unique.	I can differentiate between the truths and lies that I hear or speak about ourselves.	I can write an acrostic poem for my name by selecting words that describe me.	I can understand that to be thankful for what I have, helps me develop a gratitude attitude.	I can notice the difference in my heart rate after physical activity.	I can reflect on ways to let love into my heart.
Year 3/4	I can understand how to let love into my heart.	I can identify ways I feel loved.	I can celebrate my strengths and achievements.	I can compare our class measurements to determine our uniqueness.	I can be grateful for the amazing things my body can do.	I can love myself and others by stopping the spread of bacteria.	I can reflect on ways to let love into my heart.
Year 5/6	I can understand how to let love into my heart.	I can consider what I am worth.	I can encourage one another with kind and positive words and can accept encouragement from others.	I can recall significant events and people in my life so far.	I can list things I am grateful for.	I can spot early signs of physical illness.	I can reflect on ways to let love into my heart.