

Capenhurst CEP Curriculum Overview – Spring (1) 2024 - Whole school theme – All Change!

English	Week 1 w/c 2 nd Jan (3 days)	Week 2 w/c 8 th Jan	Week 3 w/c 15 th Jan	Week 4 w/c 22 nd Jan	Week 5 w/c 29 th Jan	Week 6 w/c 5 th Feb	Week 7 w/c 12 th Feb
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: The Lion Inside Outcomes: Adventure Story Additional texts: <i>How to be a lion</i> by Ed Vere <i>The tiger who came to tea</i> by Judith Kerr <i>Mog the forgetful cat</i> by Judith Kerr <i>Zoo-ology</i> by Joelle Jolivet <i>Aesops Fables</i> by Michael Rosen (class novel to link)</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: The Lion Inside Outcomes: Adventure Story Additional texts: <i>How to be a lion</i> by Ed Vere <i>The tiger who came to tea</i> by Judith Kerr <i>Mog the forgetful cat</i> by Judith Kerr <i>Zoo-ology</i> by Joelle Jolivet <i>Aesops Fables</i> by Michael Rosen (class novel to link)						
<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: Escape from Pompeii by Christina Balit Outcome: Fiction – Historical Narrative from characters’ point of view Additional texts: Pompeii: A Roman Girl’s Diary by Sue Reid						
	<u>Spelling</u> Words with short i sound spelt with y e.g. myth, hymn.	<u>Spelling</u> Adding suffixes that do not double the final consonant e.g. limited, limiting.	<u>Spelling</u> Adding suffixes that double the final consonant e.g. forgetting, forgotten.	<u>Spelling</u> Creating negative meanings using the prefix mis- e.g. mislead, mistreat.	<u>Spelling</u> Creating negative meanings using the prefix dis- e.g. dislike, disappear.	<u>Spelling</u> Words with a k sound spelt with ch e.g. scheme, echo.	<u>Spelling</u> Statutory spelling words.

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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> Homophones and near homophones e.g. aloud, allowed.	<u>Spelling</u> Homophones and near homophones e.g. threw, through.	<u>Spelling</u> Nouns ending in the suffix -ation e.g. sensation, location.	<u>Spelling</u> Nouns ending in the suffix -ation e.g creation, radiation.	<u>Spelling</u> Adding the prefix sub- e.g. submerge, subway.	<u>Spelling</u> Words with a k sound spelt with ch e.g. scheme, echo.	<u>Spelling</u> Statutory spelling words.

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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: Arthur and the Golden Rope by Joe Todd-Stanton Outcome: Fiction - Myth Additional texts: Myths of the Norsemen by Roger Lancelyn Green (class novel to link); DK Avengers: The Ultimate guide; Norse myths: Tales of Odin, Thor and Loki by Kevin Crossley-Holland						
	<u>Spelling</u> Apostrophe for possession	<u>Spelling</u> Rare GPCs	<u>Spelling</u> Words ending in 'ably' and 'ibly'	<u>Spelling</u> Homophones	<u>Spelling</u> Statutory words from Year 5 / 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: Arthur and the Golden Rope by Joe Todd-Stanton Outcome: Fiction - Myth Additional texts: Myths of the Norsemen by Roger Lancelyn Green (class novel to link); DK Avengers: The Ultimate guide; Norse myths: Tales of Odin, Thor and Loki by Kevin Crossley-Holland						
	<u>Spelling</u> Words from Y5/6 Statutory Words list	<u>Spelling</u> Homophones	<u>Spelling</u> Words from Y5/6 Statutory Words list	<u>Spelling</u> Words from prefixes and roots	<u>Spelling</u> Words from Y5/6 Statutory Words list	<u>Spelling</u> Words from Y5/6 Statutory Words list	<u>Spelling</u> Words from Year 5/6 Statutory Words list

Maths		Week 1 w/c 2 nd Jan (3 days)	Week 2 w/c 8 th Jan	Week 3 w/c 15 th Jan	Week 4 w/c 22 nd Jan	Week 5 w/c 29 th Jan	Week 6 w/c 5 th Feb	Week 7 w/c 12 th Feb	
Class 1	EYFS	White rose- Alive in 5		White Rose –Mass and capacity White rose – Growing 6,7,8		White rose – Growing 6,7,8 White rose – Length, height and Time			
	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 – Addition and Subtraction			White Rose – Multiplication and Division				
Class 3	Y4	White Rose - Measurement - Area		White Rose - Multiplication and Division A		White Rose – Multiplication and Division B			
	Y5	White Rose – Addition & Subtraction	White Rose – Multiplication & Division A			White Rose – Fractions A		Multiplication & Division	
Class 4	Y6	White Rose – Four Operations		White Rose - Fractions A		White Rose - Fractions B		Ratio	

Whole school theme – All Change!							
Foundation subjects	Week 1 w/c 2 nd Jan (3 days)	Week 2 w/c 8 th Jan History	Week 3 w/c 15 th Jan History	Week 4 w/c 22 nd Jan Art	Week 5 w/c 29 th Jan Science	Week 6 w/c 5 th Feb Science	Week 7 w/c 12 th Feb Music
Year 1/2	<p>Questful unit trial – Prayer Unit S2: The Lords Prayer – Questful RE questful-re.org.uk With a focus on knowing it</p>	<p>Significant person in History - Florence Nightingale (compare FN to another medical person in another time period) <u>Chronological Understanding</u> I can sequence 3 or 4 artefacts from different periods of time. I can sequence artefacts closer together in time. <u>Range and depth</u> I can recognise the difference between past and present between their own and others' lives (e.g. comparing nursing now and then). I can recognise why people did things, why events happened and what happened as a result. <u>Interpretations</u> I can use stories to distinguish between fact and fiction. I can discuss reliability to photos/accounts/stories. <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. <u>Organisation & Communication</u> I can present information in a range of ways.</p>		<p>Artist - Printing I can print with sponges, vegetables and fruit. I can print onto paper and textiles. I can create my own printing block. I can create a repeating pattern with my printing block. I can create a print using pressing, rolling, rubbing and stamping. I can talk about the work of a famous printer, e.g William Morris</p>	<p>Y1 POS - Everyday materials I can distinguish between an object and the material from which it is made. I can identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. I can describe the simple physical properties of a variety of everyday materials. I can compare and group together a variety of everyday materials on the basis of their simple physical properties.</p>		<p>Sing Up unit – Who Stole my Chickens or my Hens?</p>
Year 3/	<p>Questful unit trial – Prayer</p>	<p>Liverpool - Changes over time e.g. fashion, buildings, trade etc.</p>		<p>Artist - Printing</p>	<p>Y3 POS - Animals, including humans</p>		<p>Sing Up unit – From a Railway</p>

	<p>Unit 4.6: Prayer – Questful RE (questful-re.org.uk)</p>	<p><u>Chronological Understanding</u> I can place events from 1900 to the present day on a timeline. I can sequence several events or artefacts. I can use terms related to the period and begin to date events. <u>Range and depth</u> I can compare with our life today. I can find out about everyday lives of people in the time studied (then and now). I can look for links and effects in the time studied. I can offer a reasonable explanation for some events. I can understand why people may have wanted to do something. <u>Interpretations</u> I can distinguish between different sources – compare different versions of the same story. I can begin to evaluate the usefulness of different sources. I can look at the evidence available. <u>Historical enquiry</u> I can use a range of sources to find out about a period. I can observe small details, 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. <u>Organisation & Communication</u> I can recall, select and organise historical information. I can communicate my knowledge and understanding.</p>	<p>I can make a printing block of increasing complexity of design. I can create a print using at least four colours. I can print onto a range of different materials. I can replicate the work of a notable printer.</p>	<p>I can identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. I can identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p>	<p>Carriage</p>
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Questful unit trial – Prayer
[Unit S2: The Lords Prayer – Questful RE \(questful-re.org.uk\)](#)

With a focus on deepening understanding

Ancient Egypt - The achievements of the earliest civilizations

Chronological Understanding

I can know and sequence key events of the Egyptians.

I can make comparisons between different times in the past.

I can use relevant dates and terms.

Range and depth

I can find out beliefs, behaviour and characteristics of the Ancient Egyptians.

I can compare beliefs and behaviour with another time studied.

I can know key dates, characters and events of the Ancient Egyptians.

Interpretations

I can compare accounts of events from different sources – fact or fiction.

I can link sources and work out how conclusions were arrived at.

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 use evidence to build up a picture of a past event.

I can use books and the internet for research with increasing confidence.

I can bring knowledge gathered from several sources together in a fluent account.

Organisation & Communication

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

Artist -

Printing

I can create an accurate printing block that matches given criteria.

I can print with a number of colours, retaining individual purity of colour.

I can overprint without blurring my original print design.

I can evaluate the effectiveness of the work of a notable printer and re-imagine a piece of their work in my own style.

Y5 POS - Properties & changes of materials

I can compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets.

I can know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.

I can use my knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.

I can give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.

I can demonstrate that dissolving, mixing and changes of state are reversible changes.

I can explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.

Sing Up unit –

Epoca

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PSED	Reflection activity from worship plan	I can suggest special things I like to do with special people.	I can understand that all families are important and special and that others people's families can look different to my family.	I can begin to explain how someone is feeling based on their expression or behaviour.	I can demonstrate appropriate ways to show care and affection for others.	I can show love to others when they need help and can respond to the needs of others.	I can be thankful for the people who help us at school.
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	<u>Writing (units from The Literacy Company)</u> Key text: The Naughty Bus Outcome: Recount Additional texts: Little Wandle Letters and Sounds -Spring 1						
Maths	White rose- alive in 5	White rose- alive in 5	White Rose – mass and capacity	White rose – growing 6,7,8	White rose – growing 6,7,8	White Rose- length, height and time	White Rose- length, height and time

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">UTW/EAD</p>	<p>Questful unit trial – Prayer EYFS 10: Prayer – Questful RE questful-re.org.uk</p>	<p>Faiths, traditions and cultures locally and globally. Which festivals and traditions can I talk about? I can talk about cultures and traditions from different countries. I can understand that people have different beliefs to my own.</p>	<p>Artist - Printing I can print with different items. I can experiment with colours to create a finished piece.</p>	<p>Science – how things are made I can ask questions about how things are made. I can identify and name everyday materials, such as wood, plastic, glass and metal. I can group everyday objects by their features and the material they are made from.</p>	<p>Music Sing up unit – Up and Down</p>
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PSHE	<p align="center">'Too Much Selfie Isn't Healthy (I love others)' https://www.heartsmartv.com/browse (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	Reflection activity from worship plan	I can suggest special things I like to do with special people.	I can understand that all families are important and special and that others people's families can look different to my family.	I can begin to explain how someone is feeling based on their expression or behaviour.	I can demonstrate appropriate ways to show care and affection for others.	I can show love to others when they need help and can respond to the needs of others.	I can be thankful for the people who help us at school.
Year 1/2	Reflection activity from worship plan	can suggest ways to show love for others. I can demonstrate loving others. I can be more aware of my surroundings and the people around me.	I can look for opportunities to do something kind for others.	I can recognise and appreciate the important work that people in my community do.	I can consider ways that we are all different and similar.	I can understand that the rules I follow online to keep safe are similar to the rules I follow in real life.	I can reflect on how I show love for others.
Year 3/4	Reflection activity from worship plan	I can suggest ways to show love for others. I can demonstrate loving others.	I can be more aware of my surroundings and the people around me by noticing differences. I can suggest how someone is feeling based on their facial expressions and body language.	I can appreciate the unseen heroes of my community.	I can recognise that I sometimes need help from others.	I can suggest ways to use mobile phones and tablets responsibly.	I can reflect on how I show love for others.

Year 5/6	Reflection activity from worship plan	I can suggest ways to show love for others. I can demonstrate loving others.	I can acknowledge that there are ways we are different and ways we are the same. I can be a good listener.	I can consider the generations that have gone before me and how they have overcome challenges that children benefit from today.	I can suggest ways to be a good friend.	I can list the benefits and dangers of social media.	I can reflect on how I show love for others.
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