

Capenhurst CEP Curriculum Overview – Spring (2) 2024 - Whole school theme – All Change!

English	Week 1 w/c 26 th February	Week 2 w/c 4 th March (KS2 Conway)	Week 3 w/c 11 th March	Week 4 w/c 18 th March	Week 5 w/c 25 th March (3 days)		
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>Writing (units from The Literacy Company)</u> Key text: The Curious Case of the Missing Mammoth Outcomes: Adventure Story Additional texts: Lost in the Toy Museum by David Lucas Woolly Mammoth by Mick Manning How to Wash a Woolly Mammoth by Michelle Robinson and Kate Hindley A Great Big Cuddle by Michael Rosen Claude in the city by Alex T Smith (class novel to link)</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>Writing (units from The Literacy Company)</u> Key text: The Curious Case of the Missing Mammoth Outcomes: Adventure Story Additional texts: Lost in the Toy Museum by David Lucas Woolly Mammoth by Mick Manning How to Wash a Woolly Mammoth by Michelle Robinson and Kate Hindley A Great Big Cuddle by Michael Rosen Claude in the city by Alex T Smith (class novel to link)							

Spelling

Little Wandle Bridge to spelling

English	Week 1 w/c 26 th February	Week 2 w/c 4 th March (KS2 Conway)	Week 3 w/c 11 th March	Week 4 w/c 18 th March	Week 5 w/c 25 th March (3 days)		
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>Writing (units from The Literacy Company)</u> Key text: When the Giant Stirred: Legend of a Volcanic Island by Celia Godkin Outcome: Fiction – Adventure. Writing Outcome: To write their own version of ‘When the Giant Stirred’ in the first person from the point of view of the boy in the story. Additional texts: Continuing with class novel - Pompeii: A Roman Girl’s Diary by Sue Reid Moana (DVD) Journey to the Centre of the Earth by Jules Verne						
	<u>Spellings</u> <u>Week 1</u> Homophones and near homophones e.g. rain, reign.	<u>Spellings</u> <u>Week 2</u> Homophones and near homophones e.g. sent, scent	<u>Spellings</u> <u>Week 3</u> Words with the prefixes bi-and re- e.g. bicycle, reappear.	<u>Spellings</u> <u>Week 4</u> Words ending in the g sound spelt gue and the k sound spelt que e.g. vague, unique.	<u>Spellings</u> <u>Week 5</u> Words with a sh sound spelt with ch e.g. chef, machine.		

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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>Writing (units from The Literacy Company)</u> Key text: When the Giant Stirred: Legend of a Volcanic Island by Celia Godkin Outcome: Fiction – Adventure. Writing Outcome: To write their own version of ‘When the Giant Stirred’ in the first person from the point of view of the boy in the story. Additional texts: Continuing with class novel - Pompeii: A Roman Girl’s Diary by Sue Reid Moana (DVD) Journey to the Centre of the Earth by Jules Verne						
	<u>Spellings</u> <u>Week 1</u> Words with the s sound spelt sc e.g. science, descent.	<u>Spellings</u> <u>Week 2</u> Words with a soft c spelt with ce e.g. centre, recent.	<u>Spellings</u> <u>Week 3</u> Words with a soft c spelt with ci e.g. circle, decide.	<u>Spellings</u> <u>Week 4</u> Words families e.g. phone, phonics, telephone.	<u>Spellings</u> <u>Week 5</u> Words families e.g. solve, solution, dissolve.		

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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>Writing (units from The Literacy Company)</u> Key text: The Darkest Dark by Chris Hadfield Outcome: Recount - Biography Additional texts: Holes by Louis Sachar (class novel)						
	<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 Y5/6 Statutory Words list	<u>Spelling</u> Words from Y5/6 Statutory Words list	<u>Spelling</u> Words from Y5/6 Statutory Words 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>Writing (units from The Literacy Company)</u> Key text: The Darkest Dark by Chris Hadfield Outcome: Recount - Biography Additional texts: Holes by Louis Sachar (class novel)						
	<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 Y5/6 Statutory Words list	<u>Spelling</u> Words from Y5/6 Statutory Words list	<u>Spelling</u> Words from Y5/6 Statutory Words list		

Maths		Week 1 w/c 26 th February	Week 2 w/c 4 th March (KS2 Conway)	Week 3 w/c 11 th March	Week 4 w/c 18 th March	Week 5 w/c 25 th March (3 days)		
Class 1	EYFS	White rose – Building 9 and 10		White Rose – Building 9 and 10 White rose – Exploring 3D shape		White rose- Exploring 3D shape		
	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 - Multiplication and Division A	White Rose – Multiplication and Division B		Length and Perimeter			
Class 3	Y4	White Rose - Multiplication and Division A	White Rose – Multiplication and Division B		Length and Perimeter			
	Y5	White Rose – Fractions A		Multiplication & Division B		Fractions B		
Class 4	Y6	White Rose - Fractions A		White Rose - Fractions B		Decimals, fractions & percentages		

Whole school theme – All Change!							
Foundation subjects	Week 1 w/c 26 th February Computing/ Languages	Week 2 w/c 4 th March (KS2 Conway) Science	Week 3 w/c 11 th March Science	Week 4 w/c 18 th March Computing/ Languages	Week 5 w/c 25 th March (3 days) Holy Week/Easter		
Year 1/2	<p>Languages (of your choosing)</p> <p><u>Listening and responding</u> I can understand someone speaking clearly.</p> <p><u>Speaking</u> I can count up to 10.</p> <p><u>Reading and responding</u> I can read and recognise the numbers up to 10.</p> <p><u>Writing</u> I can write the numbers from 0 to 10.</p>	<p><u>Y2 POS – Uses of everyday materials</u> I can identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</p> <p>I can find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p> <p><u>Working Scientifically (applied to the topic of materials)</u> 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.</p> <p>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>Computing</p> <p><u>Data Retrieving and Organising</u> I can find information on a website.</p> <p>I can click links in a website.</p> <p>I can print a web page to use as a resource.</p> <p>I can experiment with text, pictures and animation to make a simple slide show.</p> <p>I can use the shape tools to draw.</p>	<p>Questful unit – Easter</p> <p>Unit 1.5: Easter – Questful RE (questful-re.org.uk)</p>		
Year 3/4	<p>Languages (of your choosing)</p> <p><u>Listening and responding</u> I can listen to native speakers counting up to 31 paying</p>	<p><u>Y4 POS - Electricity</u> I can identify common appliances that run on electricity.</p> <p>I can construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.</p> <p>I can identify whether or not a lamp will light</p>		<p>Computing</p> <p><u>Data Retrieving and Organising</u> I can capture images using a variety of electronic devices.</p> <p>I can choose images and download into a</p>	<p>Questful unit – Easter</p> <p>Unit 3.4: Easter – Questful RE (questful-re.org.uk)</p>		

	<p>attention to their pronunciation. <u>Speaking</u> I can count from 0 – 31. <u>Reading and responding</u> I can read and understand sentences involving numbers up to 31 and answer questions about them. <u>Writing</u> I can practise writing the numbers from 0 to 31 paying attention to my spelling and any accents.</p>	<p>in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery. I can recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. I can recognise some common conductors and insulators, and associate metals with being good conductors.</p>	<p>file. I can copy graphics from a range of sources and paste into a desktop publishing program. <u>Using the Internet</u> I can use a search engine to find a specific website. I can use note-taking skills to decide which text to copy and paste into a document. I can use tabbed browsing to open two or more web pages at the same time. I can open a link to a new window. I can open a document (PDF) and view it</p>			
<p style="text-align: center;">Year 5/6</p>	<p>Computing <u>Data Retrieving and Organising</u> I can explore the menu options and experiment with images (colour effects, options, snap to grid, grid settings etc.). I can add special effects to alter the appearance</p>	<p><u>Y6 POS - Electricity</u> I can associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. I can compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches. I can use recognised symbols when representing a simple circuit in a diagram.</p>	<p>Languages (of your choosing) <u>Listening and responding</u> I can listen to native speakers saying how old they are and when they were born. <u>Speaking</u> I can respond to someone else’s questions in a dialogue (including</p>	<p>Questful unit – Easter Unit 5.4: Easter – Questful RE (questful-re.org.uk)</p>		

	<p>of a graphic. I can 'save as' gif or jpeg. wherever possible to make the file size smaller (for emailing or downloading). I can make an information poster using their graphics skills to good effect.</p> <p><u>Using the Internet</u> I can use a search engine using keyword searches. I can use complex searches using such as '+' 'OR' "Find the phrase in inverted commas".</p>		<p>my date of birth).</p> <p><u>Reading and responding</u> I can do a short reading comprehension to find out how old people are and when their birthday is.</p> <p><u>Writing</u> I can write about how old I am and when my birthday is</p>			
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	Whole school theme – All Change!						
EYFS	Week 1 w/c 26 th February	Week 2 w/c 4 th March (KS2 Conway)	Week 3 w/c 11 th March	Week 4 w/c 18 th March	Week 5 w/c 25 th March (3 days)		
PSED	I can describe how to be a super-friend.	I can think of ways to ensure everyone is included in my class.	I can listen to one another. I can use words that are kind when talking to my friends.	I can choose to be kind to others even when they are not.	I can understand why it is important to say sorry.		
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 Journey Home Outcome: Recount Additional texts: Little Wandle Letters and Sounds -Spring 2						
Maths	White rose- Building 9 and 10	White rose- Building 9 and 10	White Rose – Building 9 and 10	White rose – exploring 3d shape	White rose – exploring 3 d shape		
UTW/EAD	Computing I know that personal information should not be shared online. I know I must tell a trusted adult	Science - materials I can ask questions about how things are made. I can identify and name everyday materials, such as wood, plastic, glass and metal.		Languages (of your choosing) I can name colours/shapes in another language. I can sing familiar action songs in	Questful unit – Easter EYFS 7: Easter – Questful RE (questful-re.org.uk)		

	<p>immediately if I am not sure about what I have seen online.</p> <p>I know that it is better to use my device with a trusted adult nearby.</p> <p>I can complete a simple, age-appropriate program on a computer. I can select and use technology for particular purposes.</p>	<p>I can group everyday objects by their features and the material they are made from.</p> <p><u>Working Scientifically (within the topic of materials)</u></p> <p>I can make comments about the world around me.</p> <p>I can share my observations with my peers and the adults in my class.</p> <p>I can ask questions about why, when, how or where in relation to the topics and themes being explored in my class.</p>	<p>another language and perform to a group outside my own class.</p> <p>I can identify where in the world the language I'm learning is spoken.</p>			
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PSHE	<p align="center">'Don't Hold on to What's Wrong' 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 26 th February	Week 2 w/c 4 th March (KS2 Conway)	Week 3 w/c 11 th March	Week 4 w/c 18 th March	Week 5 w/c 25 th March (3 days)		
EYFS	I can describe how to be a super-friend.	I can think of ways to ensure everyone is included in my class.	I can listen to one another. I can use words that are kind when talking to my friends.	I can choose to be kind to others even when they are not.	I can understand why it is important to say sorry.		
Year 1/2	I can understand the importance of forgiveness.	I can suggest why someone should say sorry and offer forgiveness between friends.	I can consider how resentment and unforgiveness makes me feel. I can reflect on helpful ways to deal with hurt.	I can suggest different ways to deal with hurt or disappointment. I can understand the consequences of teasing or bullying.	I can reflect on ways I can erase negative emotions.		
Year 3/4	I can understand the importance of forgiveness.	I can suggest ways to fix a broken friendship. I can explain the benefits of forgiveness.	I can sort scenarios into positive and negative stress and can suggest ways to manage negative stress.	I can recognise healthy boundaries and deal with online abuse. I can recognise and deal with online abuse.	I can reflect on ways I can erase negative emotions.		

Year 5/6	I can understand the importance of forgiveness.	I can develop strategies to resolve conflict and disputes. I can explain the benefits of forgiveness and can discuss the barriers to forgiveness.	I can understand that my tone and body language communicates more than my words. I can give examples of how a trustworthy friend behaves.	I can explain when it is ok to break a confidence. I can consider the impact bullying can have.	I can reflect on ways I can erase negative emotions.		
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