

Capenhurst CEP Curriculum Overview – Summer (1) 2024 - Whole school theme – Round Our Way

English	Week 1 w/c 15 <sup>th</sup> April	Week 2 w/c 22 <sup>nd</sup> April	Week 3 w/c 29 <sup>th</sup> April	Week 4 w/c 6 <sup>th</sup> May	Week 5 w/c 13 <sup>th</sup> May	Week 6 w/c 20 <sup>th</sup> May	
Handwriting	<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>						
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: Toys in Space                      Outcomes: Fantasy Story                      Additional texts:  <i>Traction Man</i> by Mini Grey  <i>Biscuit Bear</i> by Mini Grey  <i>It was a dark and stormy night</i> by Janet and Allan Ahlberg  <i>One true bear</i> by Ted Dewan  <i>Dr Xargles</i> by Jeanne Willis  <i>Grandpa was an Astronaut</i> by Jonathon Meres (class novel to link)</p>						
	<p><u>Spelling</u> 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	
<p>Key text: Toys in Space Outcomes: Fantasy Story Additional texts: <i>Traction Man</i> by Mini Grey <i>Biscuit Bear</i> by Mini Grey <i>It was a dark and stormy night</i> by Janet and Allan Ahlberg <i>One true bear</i> by Ted Dewan <i>Dr Xargles</i> by Jeanne Willis <i>Grandpa was an Astronaut</i> by Jonathon Meres (class novel to link)</p>							

Spelling

Bridge to spelling – Little Wandle .

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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: Where the Forest Meets the Sea by Jeannie Baker & 100 facts Rainforests by Miles Kelly Outcome: Non-chronological report writing - To make a zoo information board for a rainforest exhibit Additional texts: The Boy who Biked the World: Part 1 On the Road to Africa by Alastair Humphreys (Class novel to link)						
	<u>Spellings</u> <u>Week 1</u> Words ending in -ary e.g. library, ordinary.	<u>Spellings</u> <u>Week 2</u> Words with a short u sound spelt with o e.g. woman, above.	<u>Spellings</u> <u>Week 3</u> Words with a short u sound spelt with ou e.g. enough, touch.	<u>Spellings</u> <u>Week 4</u> Word families showing how words are related e.g. unit, union.	<u>Spellings</u> <u>Week 5</u> Word families showing how words are related e.g. scope, telescope.	<u>Spellings</u> <u>Week 6</u> Word families showing how words are related e.g. press, supress.	

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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: Where the Forest Meets the Sea by Jeannie Baker & 100 facts Rainforests by Miles Kelly Outcome: Non-chronological report writing - To make a zoo information board for a rainforest exhibit Additional texts: The Boy who Biked the World: Part 1 On the Road to Africa by Alastair Humphreys (Class novel to link)						
	<u>Spellings</u> <u>Week 1</u> Adding the prefix inter- e.g. interact, internet.	<u>Spellings</u> <u>Week 2</u> Adding the prefix anti- e.g. antidote, antibiotic.	<u>Spellings</u> <u>Week 3</u> Adding the prefix auto- e.g. autocue, automatic.	<u>Spellings</u> <u>Week 4</u> Adding the prefix ex- e.g. exit, exclaim.	<u>Spellings</u> <u>Week 5</u> Adding the prefix non- e.g. non-stop, non-believer.	<u>Spellings</u> <u>Week 6</u> Words ending in -ar and -er e.g. regular, quarter.	

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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: The Paperbag Prince by Colin Thompson Outcome: Persuasive/information poster (hybrid text) Additional texts: The Last Wild by Piers Torday (class novel to link)						
	<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> 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>Writing (units from The Literacy Company)</u> Key text: The Paperbag Prince by Colin Thompson Outcome: Persuasive/information poster (hybrid text) Additional texts: The Last Wild by Piers Torday (class novel to link)						
	<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> SATS WEEK	<u>Spelling</u> Words from Y5/6 Statutory Words list	

Maths		Week 1 w/c 15 <sup>th</sup> April	Week 2 w/c 22 <sup>nd</sup> April	Week 3 w/c 29 <sup>th</sup> April	Week 4 w/c 6 <sup>th</sup> May	Week 5 w/c 13 <sup>th</sup> May	Week 6 w/c 20 <sup>th</sup> May		
Class 1	EYFS	White rose- To 20 and beyond		White Rose –How many now? White rose – Manipulate, compose and decompose		White rose – Manipulate, compose and decompose			
	Y1	White Rose – Place Value (within 20)					White Rose - Addition & Subtraction (within 20)		
Class 2	Y2	White Rose – multiplication and division				White Rose – Fractions			
	Y3	White Rose – Multiplication and Division B		White Rose – Fractions			White Rose – Length and perimeter		
Class 3	Y4	White Rose – Multiplication and Division B		White Rose – Fractions			White Rose – Length and perimeter		
	Y5	White Rose - Decimals & Percentages		White Rose – Perimeter & Area		MATHS PROJECT		White Rose – Position & Direction	
Class 4	Y6	White Rose – Fractions, Decimals & Percentages		White Rose - Shape	Revision – SATS Dependent on children	SATS WEEK		White Rose – Position & Direction	



Whole school theme – ??									
Foundation subjects	Week 1 w/c 15 <sup>th</sup> April  Geography	Week 2 w/c 22 <sup>nd</sup> April  Geography	Week 3 w/c 29 <sup>th</sup> April  Science	Week 4 w/c 6 <sup>th</sup> May  Science	Week 5 w/c 13 <sup>th</sup> May KS2 SATs  Art	Week 6 w/c 20 <sup>th</sup> May KS1 SATs PUMA/PIRA/SWST  Music	Week 7		
Year 1/2	<p>Local study –Ellesmere Port vs small area of a non-European country e.g. Kenya) <u>Locational knowledge</u> I can name and locate Ellesmere Port on a map of the UK and in an atlas. <u>Place knowledge</u> I can describe some of the physical geographical features of a small area in a non-European country e.g. Kenya. I can think of questions to ask about a different locality. <u>Human &amp; physical geography</u> I can identify the features of Summer and their impact on people’s lives and on their environment. I can locate hot and cold areas of the world in relation to the Equator. I can explain the main features of a hot place. <u>Geographical skills &amp; fieldwork</u> I can find the location of the non-European country on a map and in an atlas. I can describe where I live compared to another non-European small area of the world using simple compass directions e.g. Kenya. I can give simple directions using directional language and/or simple compass directions. I can begin to use aerial photographs to recognise landmarks and key geographical features.</p>		<p><b>Y1 POS - Animals, including humans</b> I can identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. I can identify and name a variety of common animals that are carnivores, herbivores and omnivores. I can describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets). I can identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</p>		<p><b>Artistic study - local artists</b> I can discuss and describe the work of local artists, artisans and designers. I can use some of the studied artists to create pictures in the style of their works, copying techniques to reproduce the artwork. I can talk about the life of the artist being studied.</p>		<p><b>Sing Up unit – Dawn from the Sea Interludes</b> <u>Performing</u> I can sing accurately at a given pitch. I can play rhythmic patterns of different instruments. <u>Composing</u> I can use symbols to represent sounds and begin to make connections between notations and musical sounds. <u>Appraising</u> I know how to listen for particular things when listening to music, e.g. two sounds happening at the same time.</p>		
Year 3/	<p><b>Local study – Snowdonia</b> <u>Locational knowledge</u></p>		<p><b>Y4 POS - Animals, including humans</b> I can describe the simple functions of the</p>		<p><b>Artistic study - local artists</b></p>		<p><b>Sing Up unit – Samba with Sergio</b></p>		

	<p>I can name and locate the Snowdonia National Park on a map of the UK.</p> <p><u>Place knowledge</u></p> <p>I can understand geographical similarities and differences through the study of human and physical geography of a region in the UK (e.g. Snowdonia) and a region of a European country (e.g. French Alps).</p> <p><u>Human &amp; Physical geography</u></p> <p>I can explain why a place is like it is.</p> <p>I can explain how a locality has changed over time with reference to human features.</p> <p>I can explain how Snowdonia came to be a range of mountains.</p> <p><u>Geographical skills &amp; fieldwork</u></p> <p>I can use Ordnance Survey maps to answer questions.</p> <p>I can recognise and use key symbols used in OS maps.</p> <p>I can use a 4-figure grid reference.</p>	<p>basic parts of the digestive system in humans.</p> <p>I can identify the different types of teeth in humans and their simple functions.</p> <p>I can construct and interpret a variety of food chains, identifying producers, predators and prey</p>	<p>I can discuss the influences of locality on the work of local artists, artisans and designers.</p> <p>I can create original pieces of work using the techniques of studied artists.</p> <p>I can talk about how the life of the artist being studied influenced their work.</p>	<p><u>Performing</u> (mainly in summer 2)</p> <p>I can learn and perform songs for a KS2 performance, singing in parts.</p> <p><u>Composing</u></p> <p>I can begin to use/read standard notation in music when composing and performing my own music in a group.</p> <p><u>Appraising</u></p> <p>I know the music of at least two composers and compare their styles.</p>	
<p style="text-align: center;"><b>Year 5/6</b></p>	<p><b>Local study - Ellesmere Port</b></p> <p><u>Locational knowledge</u></p> <p>I can locate and name some of the counties of the UK.</p> <p>I can locate the River Mersey on a UK map and look at how it has affected land use around it over time.</p> <p><u>Place knowledge</u></p> <p>I can describe how some places are similar and others are different in relation to their human features.</p> <p>I can describe how some places are similar and others are different in relation to their physical features.</p>	<p><b>Y5 POS - Forces</b></p> <p>I can explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.</p> <p>I can identify the effects of air resistance, water resistance and friction, that act between moving surfaces.</p> <p>I can recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</p>	<p><b>Artistic study - local artists</b></p> <p>I can critically discuss the influences of locality and society on the work of local artists, artisans and designers.</p> <p>I can create original pieces of work using the techniques of studied artists, stating the reasons for my choice of technique.</p>	<p><b>Sing Up unit – Kisne Banaaya</b></p> <p><u>Performing</u> (mainly in summer 2)</p> <p>I can learn and perform songs for a KS2 performance and perform in small groups, duets or solo.</p> <p>I can take the lead in a performance (singing or playing).</p> <p><u>Composing</u></p>	

	<p>I can understand geographical similarities and differences through the study of human and physical geography of a region in the UK and a region of a European country.</p> <p><u>Human &amp; physical geography</u></p> <p>I can explain why people are attracted to live by rivers.</p> <p>I can describe and understand key aspects of two major rivers.</p> <p>I can describe and understand types of settlement, land use, economic activity including trade links and the distribution of natural resources.</p> <p><u>Geographical skills &amp; fieldwork</u></p> <p>I can use maps, aerial photos, plans and webs resources to describe what a locality might be like.</p> <p>I can choose the best way to collect required data and decide upon the most appropriate units of measure.</p> <p>I can create sketch maps when carrying out a field study.</p> <p>I can map land use.</p> <p>I can collect information about a place and use it in a report.</p> <p>I can find answers to my own geographical questions.</p> <p>I can make detailed sketches and plans improving their accuracy later.</p> <p>I can make careful measurements and use the data for a purpose.</p> <p>I can use Ordnance Survey maps to answer questions.</p> <p>I can recognise and use key symbols used on Ordnance Survey map.</p> <p>I can accurately use a 6 -figure grid reference.</p>		<p>I can talk about how the life of the artist being studied influenced their work and that of other artists around at the same time.</p>	<p>I can use repetitions, patterns, contrasts and variations in my own compositions to give structure.</p> <p>I can use the elements of music – timbre, rhythm, dynamics and pitch to good effect when composing my own music.</p> <p><u>Appraising</u></p> <p>I know the work of different composers and am beginning to understand their place in the history of music.</p> <p>I understand how music has changed over time and how it can reflect and/or influence people of the time.</p>	
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Whole school theme – Round Our Way							
EYFS	Week 1 w/c 15 <sup>th</sup> April	Week 2 w/c 22 <sup>nd</sup> April	Week 3 w/c 29 <sup>th</sup> April	Week 4 w/c 6 <sup>th</sup> May	Week 5 w/c 13 <sup>th</sup> May	Week 6 w/c 20 <sup>th</sup> May	
PSED	I can differentiate between words that are true and untrue.	I can be kind and encouraging to others.	I can understand that it is important to be honest and always tell the truth.	I can understand that being yourself is the best you can be.	I can list the things I am thankful for.	I can tell others something special about my home and family.	
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	<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.						
Literacy	<u>Writing (units from The Literacy Company)</u> Key text: Supertato by Sue Hendre Outcome: A wanted poster with character description Additional texts:  Little Wandle Letters and Sounds -Summer 1						
Maths	White rose- to 20 and beyond	White rose- to 20 and beyond	White Rose – How many now?	White rose – manipulate, compose and decompose	White rose – manipulate, compose and decompose	White Rose-manipulate, compose and decompose	
UTW/EAD	<b>Geography</b> I can talk about Summer and its features. I can talk about the differences between the seasons. I can identify key places in my locality – the school, the church, the library, clubs that I attend.		<b>Science</b> I can identify and name a variety of common animals. I can identify the similarities and differences between humans and animals. I can identify the life cycle of a human, an insect and an animal.		<b>Art</b> <b>Artistic study</b> I can say what I like or dislike about the work of different artists.	<b>Music</b> <b>Sing Up unit – Down There Under the Sea</b> <u>Performing</u> I can sing a wide range of songs and perform them	

	<p>I can show an interest in an atlas, globe or map.</p> <p>I can find key locations that are special to me in an atlas or on a map.</p>	<p>I can identify parts of a body – human, animal or insect.</p>	<p>I can say is the same or different about two pieces of art.</p> <p><b>Collage (linked to the artist studied)</b></p> <p>I can combine different materials and textures to make a finished piece.</p>	<p>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>	
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PSHE	<p align="center"><b>'Fake is a Mistake (I tell the truth)'</b>  <a href="https://www.heartsmartv.com/browse">https://www.heartsmartv.com/browse</a> (and scroll down for 'Written Curriculum - Church Schools')  <b>C2 – follow Y2, there is a lesson for each week to cover the identified objective.</b>  <b>C3 – follow Y4, there is a lesson for each week to cover the identified objective.</b>  <b>C4 – follow Y6, there is a lesson for each week to cover the identified objective.</b></p>						
	Week 1 w/c 15 <sup>th</sup> April	Week 2 w/c 22 <sup>nd</sup> April	Week 3 w/c 29 <sup>th</sup> April	Week 4 w/c 6 <sup>th</sup> May	Week 5 w/c 13 <sup>th</sup> May	Week 6 w/c 20 <sup>th</sup> May	
EYFS	I can differentiate between words that are true and untrue.	I can be kind and encouraging to others.	I can understand that it is important to be honest and always tell the truth.	I can understand that being yourself is the best you can be.	I can list the things I am thankful for.	I can tell others something special about my home and family.	
Year 1/2	I can understand why I don't need to lie about myself. I can identify something unique about myself.	I can understand that not all the thoughts I have about myself are true.	I can describe how different emotions make me feel.	I can suggest ways to be polite when meeting others.	I can learn how to keep myself safe in the sun.	I can reflect on ways that Fake is a Mistake!	
Year 3/4	I can understand why I don't need to lie about myself. I can explain that I am not what I do.	I can understand that the words I choose to listen to affect how I see myself.	I can have the courage to tell the truth.	I can explain when dares are no longer fun and can explain the consequences of dares.	I can find out the facts and associated risks of smoking.	I can reflect on ways that Fake is a Mistake!	
Year 5/6	I can communicate differing opinions with respect. I can understand that I am loved for being just who I am and can interpret the meaning behind the song 'This is Me'.	I can replace negative self-talk with positive self-talk.	I can explain how using boundaries mean I can have respectful friendships.	I can consider facts about immunisation and vaccinations.	I can find out facts about legal and illegal substances and their associated risks.	I can reflect on ways that Fake is a Mistake!	