

**Capenhurst CEP Curriculum Overview – Autumn (1) 2021 - Whole school theme – Planet Earth**

English	Week 1 w/c 6 <sup>th</sup> Sept	Week 2 w/c 13 <sup>th</sup> Sept	Week 3 w/c 20 <sup>th</sup> Sept	Week 4 w/c 27 <sup>th</sup> Sept	Week 5 w/c 4 <sup>th</sup> Oct	Week 6 w/c 11 <sup>th</sup> Oct	Week 7 w/c 18 <sup>th</sup> Oct
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> Comprehension</p>	<p><u>Reading</u> Comprehension</p>	<p><u>Reading</u> Comprehension</p>	<p><u>Reading</u> Comprehension</p>	<p><u>Reading</u> Comprehension</p>	<p><u>Reading</u> Comprehension</p>	<p><u>Reading</u> Comprehension</p>
	<p><u>Writing (units from The Literacy Company)</u>  <u>Key text</u>  <b>Toys in Space by Mini Grey</b>  <u>Outcomes</u>                      To write a fantasy story, changing some of the characters in the story.  <u>Narrative</u>                      Use role play to explore imaginative ideas based on a theme.                      Use images as a story plan.                      Give well-structured descriptions, explanations and narratives.                      Participate in discussions, role play and improvisations.                      Make inferences on the basis of what is being said and done.                      Predict what might happen on the basis of what has been read so far.</p>						

Discuss what has been written with the teacher or other pupils.  
Re-read what they have written and check that it makes sense.  
Read writing aloud clearly enough to be heard by peers and the teacher.

#### Information texts

Write a fact file about toys.

#### Key activities

Story writing based on predictions.  
Description of character and scene.  
Write own version of the story.

#### Sentence-level activities

Build vocabulary.  
Discuss word meanings, linking new meanings to those already known.  
Write short sentences in meaningful contexts.  
Apply taught digraphs and trigraphs into writing.  
Use capital letters and full stops accurately.  
Joining words and joining clauses using 'and'.  
Add the prefix un- and suffixes -ed, -ing, -er, -est.  
Articulate and justify answers.  
Sequence sentences to form short narratives.

#### Spelling

Begin to write words with adjacent consonants.  
Phase 5 Letters and Sounds tricky words.

#### Grammar & punctuation

Write simple sentences which can be read by themselves and others.  
Have an awareness of a capital letter and full stop when writing a simple sentence.  
Add suffixes where no change is needed to the root of the word e.g. ed, -ing, -er, -est.  
Change the meaning of verbs and adjectives by adding the prefix un.

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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> <u>Key texts</u> Toys in Space by Mini Grey <u>Outcomes</u> To write a fantasy story, changing some of the characters in the story. <u>Narrative</u> Use role play to explore imaginative ideas based on a theme. Use images as a story plan. Give well-structured descriptions, explanations and narratives.						

Participate in discussions, role play and improvisations.  
Make inferences on the basis of what is being said and done.  
Predict what might happen on the basis of what has been read so far.  
Discuss what has been written with the teacher or other pupils.  
Re-read what they have written and check that it makes sense.  
Read writing aloud clearly enough to be heard by peers and the teacher.  
Write narratives about personal experiences and those of others.

#### Information texts

Write a fact file about toys.

#### Key activities

Story writing based on predictions.  
Description of character and scene.  
Write own version of the story.

#### Sentence-level activities

Build vocabulary.  
Discuss word meanings, linking new meanings to those already known.  
Write short sentences in meaningful contexts.  
Apply taught digraphs and trigraphs into writing.  
Use capital letters and full stops accurately.  
Joining words and joining clauses using 'and'.  
Articulate and justify answers.  
Sequence sentences to form short narratives.  
Use subordination (if, that)

#### Spelling

Add the prefix un- and suffixes -ed, -ing, -er, -est.  
Use homophones and near homophones.

Grammar & punctuation

Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.

Use subordination (if, that).

Use punctuation correctly – apostrophes for contracted forms.

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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 (Pathways to Write)</u> <u>Key text</u> ‘Where the Forest Meets the Sea’ by Jeannie Baker & ‘100 facts Rainforests’ by Miles Kelly ‘The Boy Who Biked the World: Part 1 On the Road to Africa’ by Alastair Humphreys (class novel)  <u>Outcome</u> Non-chronological report writing – to make a zoo information board for a rainforest exhibit  <u>Key activities</u> Write predictions and questions Describe a setting Propose changes to improve sentences Write captions for pictures						

Make a mini glossary  
 Create a voiceover  
 Describe the dangers facing the rainforest  
 Write a postcard  
 Research given ideas e.g. endangered animals, the Amazon etc  
 Write a non-chronological report

Sentence-level activities

Build a varied and rich vocabulary  
 Use 'a' or 'an' accurately  
 Group related ideas into paragraphs  
 Use organisational devices including headings and sub-headings  
 Use of apostrophes for possession (singular); plural possession (Y4)  
 Propose changes to grammar and vocabulary  
 Fronted adverbials

Text-level activities

Setting description; write a voice-over; make a mini glossary; write a postcard; write a non-chronological report

Spelling

Words with long 'ai'  
 sound spelt with 'ei'  
 e.g. eight, sleigh.

Spelling

Words with long 'ai'  
 sound spelt with 'ey'  
 e.g. they, disobey.

Spelling

Words with long 'ai'  
 sound spelt with 'ai'  
 e.g. straight, contain.

Spelling

Words with the 'ur'  
 sound spelt with  
 'ear' e.g. early,  
 heard.

Spelling

Homophones and  
 near homophones  
 e.g. here, hear.

Spelling

Homophones and  
 near homophones  
 e.g. berry, bury.

Spelling

Words spelt  
 incorrectly taken  
 from the children's  
 books.

English	Week 1 w/c 6 <sup>th</sup> Sept	Week 2 w/c 13 <sup>th</sup> Sept	Week 3 w/c 20 <sup>th</sup> Sept	Week 4 w/c 27 <sup>th</sup> Sept	Week 5 w/c 4 <sup>th</sup> Oct	Week 6 w/c 11 <sup>th</sup> Oct	Week 7 w/c 18 <sup>th</sup> Oct
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
	<u>Writing (Pathways to Write)</u> <u>Key text</u> ‘Where the Forest Meets the Sea’ by Jeannie Baker & ‘100 facts Rainforests’ by Miles Kelly ‘The Boy Who Biked the World: Part 1 On the Road to Africa’ by Alastair Humphreys (class novel)  <u>Outcome</u> Non-chronological report writing – to make a zoo information board for a rainforest exhibit  <u>Key activities</u> Write predictions and questions Describe a setting Propose changes to improve sentences Write captions for pictures						



Make a mini glossary  
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Sentence-level activities

Build a varied and rich vocabulary  
 Use 'a' or 'an' accurately  
 Group related ideas into paragraphs  
 Use organisational devices including headings and sub-headings  
 Use of apostrophes for possession (singular); plural possession (Y4)  
 Propose changes to grammar and vocabulary  
 Fronted adverbials

Text-level activities

Setting description; write a voice-over; make a mini glossary; write a postcard; write a non-chronological report

Spelling

Words spelt with 'aw' spelt with 'augh' and 'au' e.g. caught, cause.

Spelling

Adding the prefix in- e.g. inaccurate, incomplete.

Spelling

Adding the prefix im- e.g. important, impossible.

Spelling

Adding the prefix il- and the prefix ir' e.g. illegal, irregular.

Spelling

Homophones and near homophones e.g. medal, meddle.

Spelling

Words ending with 'shun' spelt with 'sion' e.g. division, television.

Spelling

Words spelt incorrectly taken from the children's books.

English	Week 1 w/c 6 <sup>th</sup> Sept	Week 2 w/c 13 <sup>th</sup> Sept	Week 3 w/c 20 <sup>th</sup> Sept	Week 4 w/c 27 <sup>th</sup> Sept	Week 5 w/c 4 <sup>th</sup> Oct	Week 6 w/c 11 <sup>th</sup> Oct	Week 7 w/c 18 <sup>th</sup> Oct
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> <u>Key texts</u> The Paperbag Prince by Colin Thompson <u>Outcomes</u> To write a persuasive leaflet to give information about waste management. <u>Key activities</u> Participate in discussions, presentations and debates. Create a poster to persuade pupils to reduce their use of plastic. Participate in role play and improvisations. Ask questions to improve understanding. Write a letter to the local council. Research landfill. Write a persuasive leaflet.						

Sentence-level activities

Use modal verbs to indicate degrees of possibility.  
Use devices to build cohesion within a paragraph.  
Choose the appropriate register.  
Use brackets, dashes or commas to indicate parenthesis (recap).  
Enhance meaning through selecting appropriate grammar and vocabulary.

Text-level activities

Create a poster.  
Write a description of a scene.  
Write a letter to the council.  
Write a diary entry.  
Write a persuasive information text.

Spelling

Words with the letter string 'ough'.

Spelling

Words with silent letters.

Spelling

Words ending in 'able'.

Spelling

Words ending in 'ible'.

Spelling

Homophones

Spelling

Statutory words from Year 5 / 6 list.

Spelling

Statutory words from Year 5 / 6 list.

English	Week 1 w/c 6 <sup>th</sup> Sept	Week 2 w/c 13 <sup>th</sup> Sept	Week 3 w/c 20 <sup>th</sup> Sept	Week 4 w/c 27 <sup>th</sup> Sept	Week 5 w/c 4 <sup>th</sup> Oct	Week 6 w/c 11 <sup>th</sup> Oct	Week 7 w/c 18 <sup>th</sup> Oct
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> <u>Key texts</u> The Paper Bag Prince by Colin Thompson <u>Outcomes</u> To write a persuasive leaflet to give information about waste management. <u>Key activities</u> Participate in discussions, presentations and debates. Create a poster to persuade pupils to reduce their use of plastic. Participate in role play and improvisations. Ask questions to improve understanding. Write a letter to the local council. Research landfill. Write a persuasive leaflet.						

Sentence-level activities

Use modal verbs to indicate degrees of possibility.

Use devices to build cohesion within a paragraph.

Choose the appropriate register.

Use brackets, dashes or commas to indicate parenthesis (recap).

Enhance meaning through selecting appropriate grammar and vocabulary.

Text-level activities

Create a poster.

Write a description of a scene.

Write a letter to the council.

Write a diary entry.

Write a persuasive information text.

Spelling

Words ending in  
'able'.

Spelling

Words ending in  
'ably'.

Spelling

Words ending in  
'ible'.

Spelling

Words ending in  
'ibly'.

Spelling

Words ending in  
'fer'.

Spelling

Homophones and  
near-homophones.

Spelling

Year 5 / 6 statutory  
words.

Maths		Week 1 w/c 6 <sup>th</sup> Sept	Week 2 w/c 13 <sup>th</sup> Sept	Week 3 w/c 20 <sup>th</sup> Sept	Week 4 w/c 27 <sup>th</sup> Sept	Week 5 w/c 4 <sup>th</sup> Oct	Week 6 w/c 11 <sup>th</sup> Oct	Week 7 w/c 18 <sup>th</sup> Oct
Class 2	Y1	<p>Please see <b>White Rose lesson by lesson overview for Y1/2:</b>  <a href="https://whiterosemaths.com/resources/mixed-age-resources/">PowerPoint Presentation (kxcdn.com)</a></p> <p>Links to the Schemes of Learning can be found towards the bottom of the following page:  <a href="https://whiterosemaths.com/resources/mixed-age-resources/">https://whiterosemaths.com/resources/mixed-age-resources/</a></p>						
	Y2							
Class 3	Y3	<p>Please see <b>White Rose lesson by lesson overview for Y3/4:</b>  <a href="https://whiterosemaths.com/resources/mixed-age-resources/">PowerPoint Presentation (kxcdn.com)</a></p> <p>Links to the Schemes of Learning can be found towards the bottom of the following page:  <a href="https://whiterosemaths.com/resources/mixed-age-resources/">https://whiterosemaths.com/resources/mixed-age-resources/</a></p>						
	Y4							
		<p>NB. Every Monday of this half term the children in Class 3 will be taught times tables and related facts (including reasoning and problem solving activities to cover the following NC objectives:  Y3 - recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables  Y4 - recall multiplication and division facts for multiplication tables up to 12 × 12</p>						
Class 4	Y5	<p>Please see <b>White Rose lesson by lesson overview for Y5/6:</b>  <a href="https://whiterosemaths.com/resources/mixed-age-resources/">PowerPoint Presentation (kxcdn.com)</a></p> <p>Links to the Schemes of Learning can be found towards the bottom of the following page:  <a href="https://whiterosemaths.com/resources/mixed-age-resources/">https://whiterosemaths.com/resources/mixed-age-resources/</a></p>						
	Y6							

Whole school theme – Planet Earth							
Foundation subjects	Week 1 w/c 6 <sup>th</sup> Sept Geography	Week 2 w/c 13 <sup>th</sup> Sept Geography	Week 3 w/c 20 <sup>th</sup> Sept Science	Week 4 w/c 27 <sup>th</sup> Sept Science	Week 5 w/c 4 <sup>th</sup> Oct History	Week 6 w/c 11 <sup>th</sup> Oct Music	Week 7 w/c 18 <sup>th</sup> Oct DT/Computing
Year 1/2	<p><b>Locational Knowledge</b> 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.</p> <p><b>Human &amp; Physical Geography</b> 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.</p> <p><b>Geographical Skills &amp; Fieldwork</b> I can use maps, atlases and a globe to identify the UK and its countries.</p>	<p><b>Year 2 POS - Living things and their habitats</b> 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.</p>	<p><b>Changes in living memory - Toys</b> <b>Would you prefer your toys or your grandparents' toys, and why?</b> <b>Chronological Understanding</b> I can sequence events in my life. I can describe memories of key events in my life. <b>Range and depth</b> 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><b>Performing</b> I can learn and perform songs for significant festivals (Harvest and Xmas). I can perform with others. <b>Composing</b> I can identify high/low (pitch) and long/short (duration) sounds. <b>Appraising</b> I can follow instructions when singing and playing music.</p>	<p><b>Where our food comes from</b> I can explain that the food I eat can be split into different groups and know I should eat a balance of foods, including fish, to have a healthy and varied diet. I can use the basic principles of a healthy diet to prepare dishes and start to understand why it is healthy. I can follow a simple recipe. I can work with some independence to correctly use</p>		

					measuring spoons, zesters and juicers when preparing dishes. I understand that fruit and vegetables are grown in different places and that fish is caught in seas, rivers and lakes.
<b>Year 3/4</b>	<p><b>Locational Knowledge</b> I can find the same place on a globe and in an atlas.</p> <p><b>Place knowledge</b> 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.</p> <p><b>Human &amp; Physical geography</b> I can find out about the geographical characteristics of rainforests. I can investigate the different uses of rainforests. <i>I can find different views about an environmental issue e.g. deforestation of the Amazon. (This objective to be covered in English lessons throughout the half term)</i></p> <p><b>Geographical Skills &amp; Fieldwork</b> I can use maps, aerial photos, plans and</p>	<p><b>Y4 POS - Living things and their habitats</b> 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.</p>	<p><b>Maya</b> <b>What made the Maya special?</b> <b>Chronological Understanding</b> 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. <b>Range and depth</b> I can find out about everyday lives of people in the Maya. <b>Historical enquiry</b> I can use the library</p>	<p><b>Music</b> <u>Performing</u> I can learn and perform songs for significant festivals (Harvest) and sing with accurate pitch. <u>Composing</u> I can beat time to a given piece of music and say whether it is 2, 3 or 4 beat music. <u>Appraising</u> I can describe and identify repetitions in different pieces of music.</p>	<p><u>Control</u> (link to computing) I can use computing to program, monitor and control my product. (<a href="#">Turtle Academy</a>)</p> <p><b>Computing</b> <u>Algorithms and Programs</u> I can use repeat instructions to draw regular shapes on screen, using commands. I can experiment with variables to control models.</p>



	<p>web resources to describe what a locality might be like.</p>		<p>and internet for research. I can select and record information relevant to the study. I can ask relevant questions.</p>		<p>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. <a href="#">(Turtle Academy)</a></p>
<p><b>Year 5/6</b></p>	<p><b>Locational Knowledge</b> I can explain how time zones work. <b>Place knowledge</b> I can understand the similarities and differences through the study of human and physical geography of a region. <b>Human &amp; Physical Geography</b> I can give extended descriptions of the physical features of different places around the world. I can explain what a place might be like in the future, taking account of issues impacting on human features. <b>Geographical skills and fieldwork</b> I can collect information about a place and use it in a report.</p>	<p><b>Y5 POS - Living things and their habitats</b> 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><b>Crime &amp; Punishment</b> <b>Has crime and punishment always been fair?</b> <b>Chronological Understanding</b> I can make comparisons between different times in the past. I can sequence up to 10 events on a time line. <b>Range and depth</b> I can compare life in early and late 'times' studied.</p>	<p><b>Music</b> <u>Performing</u> I can learn and perform songs for significant festivals (Harvest and Xmas) and sing in a different language or harmonious parts. <u>Composing</u> I can use different dynamics to affect a change of the music. I can change sounds or re-organise them to change the effect of the music. <u>Appraising</u> I can explain how dynamics, timbre and</p>	<p><b>Computing</b> <u>Algorithms and Programs</u>  I can write programs that have sequences and repetitions. I can explain how an algorithm works. I can detect errors in a program and correct them.</p>

	<p>I can use maps, aerial photos, plans and web resources to describe what a locality might be like.</p> <p>I can use the eight point of a compass.</p>		<p>I can compare an aspect of life with the same aspect in another period.</p> <p>I can write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation.</p>	<p>pitch affect changes in music and the impact on the listener.</p>	
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Whole school theme – Planet Earth							
EYFS	Week 1 w/c 6 <sup>th</sup> Sept	Week 2 w/c 13 <sup>th</sup> Sept	Week 3 w/c 20 <sup>th</sup> Sept	Week 4 w/c 27 <sup>th</sup> Sept	Week 5 w/c 4 <sup>th</sup> Oct	Week 6 w/c 11 <sup>th</sup> Oct	Week 7 w/c 18 <sup>th</sup> Oct
PSED	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.	I can reflect on how the choices I make can help or hurt my own and other's hearts.
CLL	<p>I can listen to others one to one or in small groups, when conversation interests me.</p> <p>I can join in with repeated refrains and anticipate key events and phrases in rhymes and stories.</p> <p>I can use vocabulary focused on objects and people that are of particular importance to me.</p> <p>I can listen and respond to ideas expressed by others in conversation or discussion.</p> <p>I can use language to imagine and recreate roles and experiences in play situations.</p> <p>I can introduce a storyline or narrative into my play.</p>						
PD	<p><b>Multi-Skills / Net and Wall Games</b></p> <p><u>Travel</u> I can stay within a safe boundary when moving. I can move in a variety of ways safely.</p> <p><u>Send and Receive</u> 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.</p> <p><u>Decision making</u> I can use new equipment safely and understand how to use it correctly.</p>						
Literacy	Baseline assessment	Baseline assessment	<i>The Gingerbread Man – Mara Alperin</i> L&S Phase 2	<i>The Gingerbread Man – Mara Alperin</i> L&S Phase 2	<i>The Gingerbread Man – Mara Alperin</i> L&S Phase 2	<i>The Gingerbread Man – Mara Alperin</i> L&S Phase 2	<i>The Gingerbread Man – Mara Alperin</i> L&S Phase 2

<b>Maths</b>	Baseline assessment	Baseline assessment	Counting and naming numerals	Sequencing – ordering numbers	Count how many – one to one counting	One more/less up to 12	Exploring and playing with symmetry
<b>UTW</b>	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	Seasonal changes (Hamilton – Wonderful Weather unit) I can begin to understand and describe the main changes across the seasons. I can begin to understand weather associated with the seasons. I can begin to understand how day length varies across the year.	Which customs and traditions can I describe? I can talk about some of the things that make me unique.	I can operate simple equipment. I show an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones.	I can make sensible choices during snack time. I know what to eat and drink to keep me healthy.	
<b>EAD</b>	<u>Performing</u> I can learn new songs and sing to different audiences. I can tap out simple rhythms. <u>Composing</u> I can explore and learn how sounds can be changed. <u>Appraising</u> I can talk about the music I listen to. I can tell others about my favourite songs.						

PSHE	<p align="center"> <a href="https://church.heartsmart.school/sign-in">https://church.heartsmart.school/sign-in</a> (and select 300+ lessons)            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 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.	I can reflect on how the choices I make can help or hurt my own and other's 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!) and 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.
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