

Capenhurst CEP Curriculum Overview – Summer (2) 2024 - Whole school theme – Round Our Way

| English | Week 1 w/c 3 rd June | Week 2 w/c 10 th June | Week 3 w/c 17 th June | Week 4 w/c 24 th June | Week 5 w/c 1 st July | Week 6 w/c 8 th July | Week 7 w/c 15 th July |
|-------------|--|---|---|---|---|---|--|
| 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> Shared reading Comprehension</p> |
| | <p><u>Writing (units from The Literacy Company)</u> Key text: Goldilocks and Just the One Bear Outcomes: Fiction – traditional story Additional texts: Goldilocks and the Three Bears by Emma Chichester Clark Me and You by Anthony Browne Old bear stories by Jane Hissey Dogger by Shirley Hughes The Lost Fairy Tales: Fearless girls around the world by Isabel Otter (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 | <u>Reading</u> Shared reading Comprehension |
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Spelling

Spelling Units – Little Wandle .

| English | Week 1 w/c 3 rd June | Week 2 w/c 10 th June | Week 3 w/c 17 th June | Week 4 w/c 24 th June | Week 5 w/c 1 st July | Week 6 w/c 8 th July | Week 7 w/c 15 th July |
|-------------|--|--|--|--|--|--|--|
| 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: Blue John by Berlie Docherty Outcome: Explanation. Write an explanation about cave formation including diagrams Greater depth writing outcome: Include a persuasive paragraph about Treak Cliff Caverns as a tourist destination Additional texts: The Boy who Biked the World: Part 1 On the Road to Africa by Alastair Humphreys (Current class novel) A Bear Grylls Adventure: Cave Challenge by Bear Grylls (Class novel to link) The Green Ship by Quentin Blake | | | | | | |
| | <u>Spellings</u> <u>Week 1</u> Words ending in -al e.g. natural, actual. | <u>Spellings</u> <u>Week 2</u> Words with a 'zhuh' sound spelt 'sure' e.g. closure, pressure. | <u>Spellings</u> <u>Week 3</u> Words with a 'chuh' sound spelt 'ture' e.g. nature, future. | <u>Spellings</u> <u>Week 4</u> Words with a 'cher' sound spelt 'ture' e.g. lecture, mixture. | <u>Spellings</u> <u>Week 5</u> Word with silent letters e.g. island, answer. | <u>Spellings</u> <u>Week 6</u> Word with silent letters e.g. build, guide. | <u>Spellings</u> <u>Week 7</u> Review week |

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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 |
| | <u>Writing (units from The Literacy Company)</u> Key text: Blue John by Berlie Docherty Outcome: Explanation. Write an explanation about cave formation including diagrams Greater depth writing outcome: Include a persuasive paragraph about Treak Cliff Caverns as a tourist destination Additional texts: The Boy who Biked the World: Part 1 On the Road to Africa by Alastair Humphreys (Current class novel) A Bear Grylls Adventure: Cave Challenge by Bear Grylls (Class novel to link) The Green Ship by Quentin Blake | | | | | | |
| | <u>Spellings</u> <u>Week 1</u> Adding the suffix -ous. Root word not changed e.g. joyous. | <u>Spellings</u> <u>Week 2</u> Adding the suffix -ous. No root word e.g. serious. | <u>Spellings</u> <u>Week 3</u> Adding the suffix -ous. Change to root word e.g. various. | <u>Spellings</u> <u>Week 4</u> Adding the suffix -ous e.g. famous, nervous. | <u>Spellings</u> <u>Week 5</u> Adverbials of frequency and possibility e.g. occasionally, perhaps. | <u>Spellings</u> <u>Week 6</u> Adverbials of manner e.g. rapidly, curiously. | <u>Spellings</u> <u>Week 7</u> Review week. |

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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: The Hunter by Paul Geraghty Additional text: The Child's Elephant by Rachel Campbell-Johnston Outcome: Fiction – Adventure story Writing outcome: To write a narrative based on the structure of The Hunter by changing the characters, animal and setting Greater depth writing outcome: To re-tell the story from the animal's point of view | | | | | | |
| | <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. | <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>Reading</u> Shared reading comprehension | <u>Reading</u> Shared reading Comprehension |
| | <u>Writing (units from The Literacy Company)</u> Key text: The Hunter by Paul Geraghty Additional text: The Child's Elephant by Rachel Campbell-Johnston Outcome: Fiction – Adventure story Writing outcome: To write a narrative based on the structure of The Hunter by changing the characters, animal and setting Greater depth writing outcome: To re-tell the story from the animal's point of view | | | | | | |
| | <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 | <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 3 rd June | Week 2 w/c 10 th June | Week 3 w/c 17 th June | Week 4 w/c 24 th June | Week 5 w/c 1 st July | Week 6 w/c 8 th July | Week 7 w/c 15 th July | |
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| Class 1 | EYFS | White rose- Sharing and grouping | | White Rose –Visualise, build and map | | White rose – Visualise, build and map White rose – Make connctions (2 weeks) | | | |
| | Y1 | White Rose – multiplication and division and Fractyions | | | | | White Rose – money and time | | |
| Class 2 | Y2 | White Rose – money | | | White Rose – Mass, capacity and temperature | | | | |
| | Y3 | White Rose – Fractions | | | White Rose – Length and Perimeter | | White Rose – Mass and Capacity | | |
| Class 3 | Y4 | White Rose – Fractions | | | White Rose – Length and Perimeter | | White Rose – Decimals | | |
| | Y5 | White Rose - Decimals & Percentages | | White Rose – Position & Direction | | White Rose - Shape | | White Rose – Converting Units | |
| Class 4 | Y6 | White Rose – Algebra | | White Rose – Position & Direction | | White Rose - Shape | | White Rose – Converting Units | |

| Whole school theme – Round Our Way | | | | | | | | | | |
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| Foundation subjects | Week 1 w/c 3 rd June Science | Week 2 w/c 10 th June Science | Week 3 w/c 17 th June History/Geography | Week 4 w/c 24 th June History/Geography | Week 5 w/c 1 st July Design and Technology | Week 6 w/c 8 th July KS2 performance Languages | Week 7 w/c 15 th July Computing | | | |
| Year 1/2 | <p>Scientific investigations – design and complete investigations linked to any aspect of curriculum already covered</p> <p>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>Time for prep for residential also where knowledge and skills from Geography and Science will be applied practically.</p> | | <p>History</p> <p>Significant Person in History Africa Explorer (David Livingstone – Christian missionary) to link with Geography topic on Kenya</p> <p><i>Who is David Livingstone and what did he do?</i></p> <p><u>Chronological Understanding</u></p> <p>I can sequence key events in a person’s life.</p> <p><u>Range and depth</u></p> <p>I can know and recount episodes from stories in the past.</p> <p>I can recognise why people did things and what happened as a result.</p> <p><u>Interpretations</u></p> <p>I can compare adults talking about the past – how reliable are their memories (e.g. visitor recounting their trip to Africa).</p> <p>I can compare pictures or photographs of people or events in the past.</p> <p><u>Historical enquiry</u></p> <p>I can find answers to simple questions about the past from sources of information.</p> <p>I can observe or handle sources to answer questions about the past.</p> <p><u>Organisation & Communication</u></p> <p>I can present information in a range of ways.</p> | | <p>Mechanisms</p> <p><u>Design</u></p> <p>I can design a product to match a given title.</p> <p>I can share my design through talking, drawing and mock-ups.</p> <p><u>Make</u></p> <p>I can cut, shape, join and finish when making a product.</p> <p>I can select the best method to make a product of an appropriate standard.</p> <p><u>Evaluate</u></p> <p>I can talk about how something works.</p> <p>I can explore and evaluate different existing products.</p> <p>I can evaluate my own finished product against the starting title and my own design.</p> <p><u>Technical knowledge</u></p> | | <p>Language of your choice</p> <p><u>Listening and responding</u></p> <p>I can listen to a simple picture book.</p> <p><u>Speaking</u></p> <p>I can name and describe objects.</p> <p><u>Reading and responding</u></p> <p>I can look at simple books and talk about them.</p> <p><u>Writing</u></p> <p>I can write common adjectives</p> | | <p>Communicating</p> <p>I can understand the different methods of communication (e.g. email, online forums etc).</p> <p>I know that personal information should not be shared online.</p> <p>I know I must tell a trusted adult immediately if anyone tries to meet them via the internet.</p> <p>I can word process a piece of text.</p> <p>I can insert/delete a word using the mouse and arrow keys.</p> <p>I can highlight text to change its</p> | |

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| | | | <p>I can build structures and products. I can explore how to make structures stronger, stiffer and more stable. I can use levers, sliders, wheels and axles in my products.</p> | | format (B, U, I) |
| Year 3/4 | <p>Y3 POS - Plants (focus on life cycles) I can explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p> | <p>History Local History Study Hill forts (Iron Age) e.g. Helsby <u>Chronological Understanding</u> I can place the time studied on a timeline. I can understand more complex terms, including BCE and CE (BC and AD). I can use terms related to the period. <u>Range and depth</u> I can find out about everyday lives of people in the time studied. I can use evidence to reconstruct life in the time studied. I can understand why people may have wanted to do something. <u>Interpretations</u> I can look at the evidence available. I can identify and give reasons for different ways in which the past is represented. <u>Historical enquiry</u> I can use evidence to build up a picture of a past event. 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.</p> | <p>Food I can create a 'dish' of my choosing using a balance of foodstuffs. I can begin to understand seasonality of food sources. I can begin to understand where and how the ingredients I have used are grown, reared caught and processed.</p> | <p>Language of your choice <u>Listening and responding</u> I can listen to a song about the weather and the seasons of the year. <u>Speaking</u> I can join in with a song about the weather. <u>Reading and responding</u> I can read a simple text about the weather and answer questions about it orally. <u>Writing</u> I can write about the weather at different times of the year (seasons and/or months).</p> | <p>Presentation I can create a lengthy presentation that moves from slide to slide and is aimed at a specific audience. I can insert sound recordings into a multimedia presentation. I know how to manipulate text, underline text, centre text, change font and size and save text to a folder</p> |

I can communicate my knowledge and understanding.

Y5 POS - Forces

I can explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.

I can identify the effects of air resistance, water resistance and friction, that act between moving surfaces.

I can recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.

Local study - Ellesmere Port

Locational knowledge

I can locate and name some of the counties of the UK.

I can locate the River Mersey on a UK map and look at how it has affected land use around it over time.

Place knowledge

I can describe how some places are similar and others are different in relation to their human features.

I can describe how some places are similar and others are different in relation to their physical features.

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.

Human & physical geography

I can explain why people are attracted to live by rivers.

I can describe and understand key aspects of two major rivers.

I can describe and understand types of settlement, land use, economic activity including trade links and the distribution of natural resources.

Geographical skills & fieldwork

I can use maps, aerial photos, plans and webs resources to describe what a locality might be like.

I can choose the best way to collect required data and decide upon the most appropriate units of measure.

I can create sketch maps when carrying out a field study.

I can map land use.

Food

I can create a 'dish' of my choosing using a balance of foodstuffs.

I understand seasonality of food sources.

I understand where and how the ingredients I have used are grown, reared caught and processed.

Language of your choice

Listening and responding

I can listen to native speakers using the verbs to be and to have and repeat what I hear.

Speaking

I can make up sentences using the verbs to be and to have and other vocabulary I have learnt.

Reading and responding

I can read simple texts and pick out the verbs to be and to have.

Writing

I can write sentences using the two verbs I have learnt and any other vocabulary I know

Presentation

I can present a film for a specific audience and then adapt some film for a different audience.

I can create a sophisticated multimedia presentation.

I can confidently choose the correct page set up option when creating a document.

I can confidently use text formatting tools, including heading and body text.

I can use the 'hanging indent' tool to help format work where appropriate (e.g. a play script)

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| | | <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> | | | |
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| PSED | I can understand that making mistakes is normal and helps us to learn. | I can have a go at and complete a series of different challenges. | I can keep trying when something is difficult. | I understand that I can do anything if I work hard and don't give up. | I can keep going to complete an activity. | I can express how we feel about change. | I can celebrate who I am |
| 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: Gigantasaurus by Jonny Duddle Outcome: rewrite a story Additional texts: Dinosaur roar How big is a million Little Wandle Letters and Sounds -Summer 2 | | | | | | |
| Maths | White rose- Sharing and grouping | White rose- sharing and grouping | White Rose – visualise, build and ma | White rose – visualise, build and map | White rose – visualise, build and ma | White Rose- making connections | White Rose- making connections |
| UTW/EAD | Free choice area of learning to suit personal interests of children or gaps in learning | | History Own history and that of others. Which significant events from life can I remember? I can talk about significant events in my own life and that of my family. | | Design and Technology (mechanisms) <u>Design</u> I can share my design through | Languages (of your choosing – different to spring term) I can name colours/shapes in another language. | Computing I can use technology appropriate applications to complete a specific task, e.g., deciding how best to make a |

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| | | <p>I can put events from my own life in time order.</p> <p>I can talk about customs and traditions that my family enjoy together.</p> | <p>talking and drawing.</p> <p><u>Make</u> I can cut, shape and join materials and construction kits together to make a product.</p> <p><u>Evaluate</u> I can talk about how something works. I can evaluate my own finished product and share how it could be better.</p> <p><u>Technical knowledge</u> I can build structures and products using different construction kits.</p> | <p>I can sing familiar action songs in 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> | <p>record of a special event in my life.</p> |
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| PSHE | <p align="center">'No Way Through' isn't True (I can do it!) 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 | I can understand that making mistakes is normal and helps us to learn. | I can have a go at and complete a series of different challenges. | I can keep trying when something is difficult. | I understand that I can do anything if I work hard and don't give up. | I can keep going to complete an activity. | I can express how we feel about change. | I can celebrate who I am. |
| Year 1/2 | I can describe situations where I get stuck and can suggest ways to persevere when I am stuck. | I can find alternative solutions to a problem. | I can look at seemingly impossible situations in a different way. | I can find a way to overcome challenges or difficulties. I can manage worry by imagining good things that could happen. | I can care for our school environment by conserving energy. | I can recall a time when I was stuck but found a way through. | I can celebrate who I am. |
| Year 3/4 | I can describe situations where I get stuck and can suggest ways to persevere when I am stuck. | I can list the skills and attitudes needed to meet the challenge of the Endurance Expedition. | I can identify habits I need to develop or lose in order to achieve my goals. | I can think of someone who encourages me and can think of someone I can encourage. | I can identify some of the dreams in my heart. | I can recall a time when I was stuck but found a way through. | I can celebrate who I am. |

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| Year 5/6 | I can describe situations where I get stuck and can suggest ways to persevere when I am stuck. | I can describe the impact of changing my thinking from 'I can't do it' to 'I can't do it yet' and can explain the importance of practice. | I can increase self-awareness to work out how I feel, why I feel that way and what I need. | I can explain the effect of having hope. | I can step out of my comfort zone. I can recall a time when I was stuck but found a way through. | I can suggest strategies to deal with times when I am stuck. | I can celebrate who I am. |
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