

Capenhurst CEP Curriculum Overview – Autumn (2) 2021 - Whole school theme – Planet Earth

English	Week 1 w/c 1 st Nov	Week 2 w/c 8 th Nov	Week 3 w/c 15 th Nov	Week 4 w/c 22 nd Nov	Week 5 w/c 29 th Nov	Week 6 w/c 6 th Dec	Week 7 w/c 13 th Dec
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> 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> 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.</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.

English	Week 1 w/c 1 st Nov	Week 2 w/c 8 th Nov	Week 3 w/c 15 th Nov	Week 4 w/c 22 nd Nov	Week 5 w/c 29 th Nov	Week 6 w/c 6 th Dec	Week 7 w/c 13 th Dec
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.

English	Week 1 w/c 1 st Nov	Week 2 w/c 8 th Nov	Week 3 w/c 15 th Nov	Week 4 w/c 22 nd Nov	Week 5 w/c 29 th Nov	Week 6 w/c 6 th Dec	Week 7 w/c 13 th Dec
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) ‘Gorilla’ by Anthony Browne <u>Outcome</u> Non-chronological report writing – to make a zoo information board for a rainforest exhibit To write a narrative based on the story of ‘Gorilla’ <u>Key activities</u> Write a non-chronological report Write a narrative about sitting in front of a TV						

Prediction about the author
 Describe a scene using noun phrases
 Create a fact file on gorillas
 Diary entry
 3rd person description of a scene
 Write an animal adventure story

Sentence-level activities

Non - chronological report: Build a varied and rich vocabulary; Use 'a' or 'an' accurately; 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

Narrative writing: Use prepositions to express time, place and cause; Group related ideas into paragraphs; Use inverted commas to punctuate direct speech; Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases; Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition; Use fronted adverbials; Organise paragraphs around a theme (Use paragraphs to organise and sequence more extended narrative structures); Use commas after fronted adverbials

Text-level activities

Write a non-chronological report (Zoo information board)
 Describe a scene using noun phrases
 Create a fact file on gorillas
 Diary entry
 Write an animal adventure story

<p><u>Spelling</u> Words with the suffix -ly with no change to the root word e.g. kindly, safely.</p>	<p><u>Spelling</u> Words with the suffix -ly when the root word ends in y e.g. happily, easily.</p>	<p><u>Spelling</u> Words with the suffix -ly when the root word ends in -le e.g. probably, simply.</p>	<p><u>Spelling</u> Words with the suffix -ly when the root word ends in -ic e.g. basically, actually.</p>	<p><u>Spelling</u> Words with the suffix -ly (exceptions to the rule) e.g. truly, daily.</p>	<p><u>Spelling</u> Statutory Spelling Words e.g. believe, often, describe.</p>	<p><u>Spelling</u> Words spelt incorrectly taken from the children's books.</p>
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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 (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) ‘Gorilla’ by Anthony Browne <u>Outcome</u> Non-chronological report writing – to make a zoo information board for a rainforest exhibit To write a narrative based on the story of ‘Gorilla’ <u>Key activities</u> Write a non-chronological report Write a narrative about sitting in front of a TV						

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Sentence-level activities

Non - chronological report: Build a varied and rich vocabulary; Use 'a' or 'an' accurately; 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

Narrative writing: Use prepositions to express time, place and cause; Group related ideas into paragraphs; Use inverted commas to punctuate direct speech; Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases; Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition; Use fronted adverbials; Organise paragraphs around a theme (Use paragraphs to organise and sequence more extended narrative structures); Use commas after fronted adverbials

Text-level activities

Write a non-chronological report (Zoo information board)
 Describe a scene using noun phrases
 Create a fact file on gorillas
 Diary entry
 Write an animal adventure story

<p><u>Spelling</u> Words ending with a shun sound spelt with -sion e.g. expansion, persuasion.</p>	<p><u>Spelling</u> Words ending with a shun sound spelt with -ssion e.g. possession, expression.</p>	<p><u>Spelling</u> Words ending with a shun sound spelt with -tion e.g. question, mention.</p>	<p><u>Spelling</u> Words ending with a shun sound spelt with -cian e.g. musician, magician.</p>	<p><u>Spelling</u> Words with 'ough' e.g. although, thought.</p>	<p><u>Spelling</u> Statutory Spelling Words e.g. interest, minute, increase.</p>	<p><u>Spelling</u> Words spelt incorrectly taken from the children's books.</p>
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English	Week 1 w/c 1 st Nov	Week 2 w/c 8 th Nov	Week 3 w/c 15 th Nov	Week 4 w/c 22 nd Nov	Week 5 w/c 29 th Nov	Week 6 w/c 6 th Dec	Week 7 w/c 13 th Dec
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 Hunter by Paul Geraghty <u>Writing outcome</u> To write a narrative based on the structure of The Hunter by changing the characters, animal and setting. <u>Greater depth writing outcome</u> To re-tell the story from the animal's point of view. <u>Key activities</u> Write a story. Write an explanation text about wanting to be a hunter. Write a conversation between two characters. Write a description of a character's feelings.						

Write a voiceover about an elephant.

Write a story about the discovery of a different endangered baby animal.

Sentence-level activities

Use punctuation at Y4 standard correctly (full stops, capital letters, exclamation marks, question marks, commas in a list, commas after fronted adverbials, apostrophes for contraction and possession).

Use a variety of verb forms consistently and correctly (Including progressive and present perfect).

Organise paragraphs around a theme.

Use a range of sentences with more than one clause (when, if, because, although).

Use fronted adverbials.

Use expanded noun phrases to convey complicated information concisely.

Select appropriate grammar and vocabulary.

Integrate dialogue to convey character and advance the action.

Use a wide range of devices to build cohesion.

Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun.

Use adverbs to indicate degrees of possibility.

Use a wider range of devices to build cohesion across paragraphs.

Link ideas using tense choices.

Use semi-colons, colons or dashes to mark boundaries between independent clauses.

Text-level activities

Develop and keep characters consistent through description.

Develop settings through description and link this with the characters or plot.

Use language carefully to influence the reader's opinion of a character, place or situation (Y6 only).

Use paragraphs to vary pace and emphasis.

Re-telling of a series of events leading up to a high impact resolution.

Combine action, dialogue and description.

Powerful, evocative language for settings and characters.

	<u>Spelling</u> Words ending in 'tion'.	<u>Spelling</u> Words ending in either 'ssion' or 'sion'	<u>Spelling</u> Words ending in 'cian'.	<u>Spelling</u> Words beginning with 'il', 'im', 'in' or 'ir'.	<u>Spelling</u> Words beginning with 'un', 'mis' or 'dis'.	<u>Spelling</u> Statutory words from Year 5 / 6 list.	<u>Spelling</u> Statutory words from Year 5 / 6 list.
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English	Week 1 w/c 1 st Nov	Week 2 w/c 8 th Nov	Week 3 w/c 15 th Nov	Week 4 w/c 22 nd Nov	Week 5 w/c 29 th Nov	Week 6 w/c 6 th Dec	Week 7 w/c 13 th Dec
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 Hunter by Paul Geraghty <u>Writing outcome</u> To write a narrative based on the structure of The Hunter by changing the characters, animal and setting. <u>Greater depth writing outcome</u> To re-tell the story from the animal's point of view. <u>Key activities</u> Write a story. Write an explanation text about wanting to be a hunter. Write a conversation between two characters.						

Write a description of a character's feelings.

Write a voiceover about an elephant.

Write a story about the discovery of a different endangered baby animal.

Sentence-level activities

Use punctuation at Y4 standard correctly (full stops, capital letters, exclamation marks, question marks, commas in a list, commas after fronted adverbials, apostrophes for contraction and possession).

Use a variety of verb forms consistently and correctly (Including progressive and present perfect).

Organise paragraphs around a theme.

Use a range of sentences with more than one clause (when, if, because, although).

Use fronted adverbials.

Use expanded noun phrases to convey complicated information concisely.

Select appropriate grammar and vocabulary.

Integrate dialogue to convey character and advance the action.

Use a wide range of devices to build cohesion.

Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun.

Use adverbs to indicate degrees of possibility.

Use a wider range of devices to build cohesion across paragraphs.

Link ideas using tense choices.

Use semi-colons, colons or dashes to mark boundaries between independent clauses.

Text-level activities

Develop and keep characters consistent through description.

Develop settings through description and link this with the characters or plot.

Use language carefully to influence the reader's opinion of a character, place or situation (Y6 only).

Use paragraphs to vary pace and emphasis.

Re-telling of a series of events leading up to a high impact resolution.

Combine action, dialogue and description.

Powerful, evocative language for settings and characters.

	<u>Spelling</u> Words ending in 'cy'.	<u>Spelling</u> Words ending in 'ure'.	<u>Spelling</u> Words with a 'c' making an 's' sound.	<u>Spelling</u> Words with 'kn' in them.	<u>Spelling</u> Words with 'dg' in them.	<u>Spelling</u> Year 5 / 6 statutory words.	<u>Spelling</u> Year 5 / 6 statutory words.
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Maths		Week 1 w/c 1 st Nov	Week 2 w/c 8 th Nov	Week 3 w/c 15 th Nov	Week 4 w/c 22 nd Nov	Week 5 w/c 29 th Nov	Week 6 w/c 6 th Dec	Week 7 w/c 13 th Dec
Class 2	Y1	<p>Please see White Rose lesson by lesson overview for Y1/2: PowerPoint Presentation (kxcdn.com)</p> <p>Links to the Schemes of Learning can be found towards the bottom of the following page: https://whiterosemaths.com/resources/mixed-age-resources/</p>						
	Y2							
Class 3	Y3	<p>Please see White Rose lesson by lesson overview for Y3/4: PowerPoint Presentation (kxcdn.com)</p> <p>Links to the Schemes of Learning can be found towards the bottom of the following page: https://whiterosemaths.com/resources/mixed-age-resources/</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 White Rose lesson by lesson overview for Y5/6: PowerPoint Presentation (kxcdn.com)</p> <p>Links to the Schemes of Learning can be found towards the bottom of the following page: https://whiterosemaths.com/resources/mixed-age-resources/</p>						
	Y6							

Whole school theme – Planet Earth							
Foundation subjects	Week 1 w/c 1 st Nov History	Week 2 w/c 8 th Nov History	Week 3 w/c 15 th Nov Science	Week 4 w/c 22 nd Nov Recap and review week (Geography/History/Science)	Week 5 w/c 29 th Nov Art	Week 6 w/c 6 th Dec Computing	Week 7 w/c 13 th Dec Christmas Story
Year 1/2	<p><i>Would you prefer your toys or your grandparents' toys, and why?</i></p> <p>Chronological Understanding I can sequence events in my life. I can describe memories of key events in my life.</p> <p>Interpretations I can compare adults talking about the past and suggest how reliable their memories are. I can discuss reliability of photos/accounts and stories.</p> <p>Historical enquiry I can find answers to simple questions about the past from sources of information. I can observe or handle sources to answer questions about the past.</p> <p>Organisation & Communication I can present information in a range of ways</p>		<p>Scientific enquiry I can observe closely, using simple equipment. I can use my observations and ideas to suggest answers to questions. I can gather and record data to help in answering questions.</p> <p>Year 2 POS - Living things and their habitats 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.</p>		<p>Painting I can name all primary and secondary colours and mix paint to create the secondary colours. I can make tints by adding white and tones by adding black. I can paint a picture of something I can see.</p>	<p>Algorithms and Programs I can predict the outcomes of a set of instructions and/or a simple program. I can use the repeat commands. I can write a simple program and test it.</p>	<p>I can identify the main people in the Christmas story. I can identify the main events in the story. I can understand the significance of the story in the Christian calendar.</p> <p>N.B. these objectives are to be set within the context of what is appropriate to the age and development of the children.</p>

What made the Maya special?

Chronological Understanding

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.

Range and depth

I can find out about everyday lives of people in the Maya.
I can use evidence to reconstruct life in the Maya. I can compare with our life today.
I can understand why people may have wanted to do something.

Interpretations

I can identify and give reasons for different ways in which the past is represented.
I can look at the evidence available.
I can begin to evaluate the usefulness of different sources.

Historical enquiry

I can use the library and internet for research.
I can choose relevant material to present a picture of one aspect of life in time past.
I can select and record information relevant to the study.
I can ask relevant questions.

Organisation & Communication

I can recall, select and organise historical information.
I can communicate my knowledge and understanding.

Scientific enquiry

I can use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.

I can identify differences, similarities or changes related to simple scientific ideas and processes.

I can use straightforward scientific evidence to answer questions or to support their findings.

Y4 POS - Living things and their habitats

I can recognise that environments can change and that this can sometimes pose dangers to living things.

Painting

I can state where primary and secondary colours sit on a colour wheel.

I can accurately mix my own colours.

I can use a wash to create a background to my work.

I can use shades and tones to create moods and emotions in my work.

I can identify shades and tones in an artist's painting and create a similar effect in my own work.

Databases

I can input data into a prepared database.

I can sort and search a database to answer simple questions.

I can identify the main people in the Christmas story.
I can identify the main events in the story.
I can embed my understanding of the significance of the story in the Christian calendar.

N.B. these objectives are to be set within the context of what is appropriate to the age and development of the children.

<p><i>Has crime and punishment always been fair?</i></p> <p>Chronological Understanding I can make comparisons between different times in the past. I can sequence up to 10 events on a time line.</p> <p>Range and depth I can compare life in early and late ‘times’ studied. I can compare an aspect of life with the same aspect in another period. 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>Interpretations I can consider ways of checking the accuracy of interpretations – fact or fiction or opinion. I can be aware that different evidence will lead to different conclusions. I can confidently use books and the internet for research.</p> <p>Historical enquiry I can select relevant sections of information. I can use books and the internet for research with increasing confidence. I can suggest omissions and the means of finding out.</p> <p>Organisation & Communication I can select and organise information to produce structured work, making appropriate use of dates and terms.</p>	<p>Scientific enquiry I can plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. I can take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. I can record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. I can use test results to make predictions to set up further comparative and fair tests. I can report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations. I can identify scientific evidence that has been used to support or refute ideas or arguments.</p> <p>Y5 POS – Earth and Space I can describe the movement of the Earth, and other planets, relative to the Sun in the solar system. I can describe the movement of the Moon relative to the Earth. I can describe the Sun, Earth and Moon as approximately spherical bodies. I can use the idea of the Earth’s rotation to</p>	<p>Painting I can create all the colours I need for my work. I can use a range of markmaking/painting techniques in my work. I can accurately express emotions and moods in my work. I can make critical observations about the paintings of a chosen artist and explain how I will use similar techniques in my own work.</p>	<p>Algorithms and Programs I can explain how an algorithm works. I can detect errors in a program and correct them. I can use an ICT program to control a number of events for an external device. I can use ICT to measure sound, light or temperature using sensors and interpret the data. I can explore ‘what if’ questions by planning different scenarios for controlled devices. I can use input from sensors to trigger events. I can check and refine a series of instructions.</p> <p>Databases I can collect live data using data logging equipment.</p>	<p>I can identify the main people in the Christmas story. I can identify the main events in the story. I can further understand the significance of the story in the Christian calendar.</p> <p>N.B. these objectives are to be set within the context of what is appropriate to the age and development of the children.</p>
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		explain day and night and the apparent movement of the sun across the sky.		I can identify data error, patterns and sequences. I can create my own database and present information from it.	
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Whole school theme – Planet Earth							
EYFS	Week 1 w/c 1 st Nov	Week 2 w/c 8 th Nov	Week 3 w/c 15 th Nov	Week 4 w/c 22 nd Nov	Week 5 w/c 29 th Nov	Week 6 w/c 6 th Dec	Week 7 w/c 13 th Dec
PSED	I can understand that each one of us is loved, special and important.	I can understand that we all like different things and that is one of the ways we are unique.	I can talk about how I demonstrate different emotions.	I can understand that we are all special.	I can tell other people about me and the things I like.	I can accept that we all have different talents and skills.	I can accept praise and encouragement from others.
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>Multi-Skills / Net and Wall Games</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	<i>I'm Going to Eat this Ant</i> by Chris Naylor-Ballesteros L&S Phase 2	<i>I'm Going to Eat this Ant</i> by Chris Naylor-Ballesteros L&S Phase 2	<i>I'm Going to Eat this Ant</i> by Chris Naylor-Ballesteros L&S Phase 2	<i>Flashlight</i> by Lizi Boyd L&S Phase 2	<i>Flashlight</i> by Lizi Boyd L&S Phase 2	<i>Guess who's in the trees/grass/sand</i> by Camilla Bedoyere L&S Phase 2	<i>Guess who's in the trees/grass/sand</i> by Camilla Bedoyere L&S Phase 2

Maths	Comparing lengths	Partitioning to create number bonds	Recording number bonds	Counting in 2s: odds/evens	Exploring 2D shapes	Patterns	Revision week
UTW/EAD	<p>History I can talk about some of the similarities and differences in between myself and my friends or family. I can sequence my own chronology.</p>		<p>Science I can talk about what I can see/hear/feel when outside.</p>	<p>Music <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.</p>	<p>Art <u>Drawing</u> I can create simple representations of events, objects and people. <u>Painting</u> I can choose to use particular colours for a purpose. I can explore what happens when colours mix.</p>	<p>Christmas I can identify the main people in the Christmas story. I can identify the main events in the story. I can begin to understand the significance of the story in the Christian calendar.</p>	

PSHE	<p align="center">'Don't Forget to Let Love In' (I am special) https://church.heartsmart.school/sign-in (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>						
	Week 1 w/c 1 st Nov	Week 2 w/c 8 th Nov	Week 3 w/c 15 th Nov	Week 4 w/c 22 nd Nov	Week 5 w/c 29 th Nov	Week 6 w/c 6 th Dec	Week 7 w/c 13 th Dec
EYFS	I can understand that each one of us is loved, special and important.	I can understand that we all like different things and that is one of the ways we are unique.	I can talk about how I demonstrate different emotions.	I can understand that we are all special.	I can tell other people about me and the things I like.	I can accept that we all have different talents and skills.	I can accept praise and encouragement from others.
Year 1/2	I can understand how to let love into my heart.	I can recognise and celebrate my strengths and the ways in which we are all unique.	I can differentiate between the truths and lies that I hear or speak about ourselves.	I can write an acrostic poem for my name by selecting words that describe me.	I can understand that to be thankful for what I have, helps me develop a gratitude attitude.	I can notice the difference in my heart rate after physical activity.	I can reflect on ways to let love into my heart.
Year 3/4	I can understand how to let love into my heart.	I can identify ways I feel loved.	I can celebrate my strengths and achievements.	I can compare our class measurements to determine our uniqueness.	I can be grateful for the amazing things my body can do.	I can love myself and others by stopping the spread of bacteria.	I can reflect on ways to let love into my heart.

Year 5/6	I can understand how to let love into my heart.	I can consider what I am worth.	I can encourage one another with kind and positive words and can accept encouragement from others.	I can recall significant events and people in my life so far.	I can list things I am grateful for.	I can spot early signs of physical illness.	I can reflect on ways to let love into my heart.
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