

**Capenhurst CEP Curriculum Overview – Spring (2) 2022 - Whole school theme – Step Back in Time**

English	Week 1 w/c 28 <sup>th</sup> Feb	Week 2 w/c 7 <sup>th</sup> Mar	Week 3 w/c 14 <sup>th</sup> Mar	Week 4 w/c 21 <sup>st</sup> Mar	Week 5 w/c 28 <sup>th</sup> Mar
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 – Little                      Wandle sessions 3x per week</p>	<p><u>Reading</u>                      Comprehension – Little                      Wandle sessions 3x per week</p>	<p><u>Reading</u>                      Comprehension – Little                      Wandle sessions 3x per week</p>	<p><u>Reading</u>                      Comprehension – Little                      Wandle sessions 3x per week</p>	<p><u>Reading</u>                      Comprehension – Little                      Wandle sessions 3x per week</p>
	<p><u>Writing (units from The Literacy Company)</u>  <u>Key text</u>  <b>Troll Swap</b>  <u>Outcomes</u>                      To write a story based upon the model text using the pupil’s ideas for characters  <u>Narrative</u>                      Sequence sentences to form short narratives                      Use some story language                      Include and describe a new animal character                      Include and describe the setting (GD New setting)                      Include a beginning, middle and end  <u>Key activities</u>                      Noun phrase descriptive sentences                      Design and describe their new troll                      Letter writing to grandma                      Diary entries  <u>Sentence-level activities</u>                      Combine words to make sentences                      Punctuate sentences using a capital letter and a full stop</p>				

Spelling

Common exception words

Little Wandle – spring term 1 and part of 2 - phonics

Grammar & punctuation

Punctuate sentences using a capital letter and a full stop

Use a capital letter for the names of people and the personal pronoun 'I'

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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	<p><u>Reading</u>  Shared reading Comprehension</p>	<p><u>Reading</u>  Shared reading Comprehension</p>	<p><u>Reading</u>  Shared reading Comprehension</p>	<p><u>Reading</u>  Shared reading Comprehension</p>	<p><u>Reading</u>  Shared reading Comprehension</p>
	<p><u>Writing (units from The Literacy Company)</u> <u>Key text</u> <b>Troll Swap</b> <u>Outcomes</u> To write a story based upon the model text using the pupil's ideas for characters <u>Narrative</u> Sequence sentences to form short narratives Use some story language Include and describe a new animal character Include and describe the setting (GD New setting) Include a beginning, middle and end  <u>Key activities</u> Noun phrase descriptive sentences Design and describe their new troll</p>				

Letter writing to grandma

Diary entries

Sentence-level activities

Plan or say out loud what is going to be written about

Use expanded noun phrases to describe and specify

Use subordination (because) and coordination

Spelling

Common exception words

Spelling patterns from Phase 5 Little Wandle Summer Term

Grammar & punctuation

Use the past tense consistently and correctly

Write in 3<sup>rd</sup> person

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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>Writing (Pathways to Write)</u> <u>Key text</u> ‘When the Giant Stirred’ by Celia Godkin  Additional texts: Moana (DVD) Journey to the Centre of the Earth by Jules Verne or Ariki and the Island of Wonders by Nicola Davies (class novels to link)  <u>Outcome</u> To write their own version of ‘When the Giant Stirred’ in the first person from the point of view of the boy in the story Greater depth writing outcome: To write the story from the mountain God’s point of view  <u>Key activities</u> Write the resolution and ending of the story they have planned. Pupils describe the island in one sentence, summarising what they have learnt so far Write a descriptive paragraph using a picture as stimulus. Write a diary entry Write a speech sandwich using accurate speech punctuation. Write a short dialogue including narrative between the speech. Change text from reported to direct speech. Write a letter to a distant relative describing the eruption and the tidal wave Express a personal response to the story				

Write their own version of the story as a first-person narrative from the point of view of the boy.

Sentence-level objectives

Build an increasing range of sentence structures

Use adverbs to express time, place and cause

Text-level objectives

Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition

Punctuation objectives

Use inverted commas to punctuate direct speech

Spellings

Homophones and near homophones e.g. rain, reign.

Spellings

Homophones and near homophones e.g. sent, scent

Spellings

Words with the prefixes bi- and re- e.g. bicycle, reappear.

Spellings

Words ending in the g sound spelt gue and the k sound spelt que e.g. vague, unique.

Spellings

Words with a sh sound spelt with ch e.g. chef, machine.

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Handwriting	Y4: I understand which letters are best left unjoined. I can improve the quality of my own handwriting.				
Year 4	<u>Reading</u>  Shared reading comprehension	<u>Reading</u>  Shared reading comprehension	<u>Reading</u>  Shared reading comprehension	<u>Reading</u>  Shared reading comprehension	<u>Reading</u>  Shared reading comprehension
	<u>Writing (Pathways to Write)</u> <u>Key text</u> ‘When the Giant Stirred’ by Celia Godkin  Additional texts: Moana (DVD) Journey to the Centre of the Earth by Jules Verne or Ariki and the Island of Wonders by Nicola Davies (class novels to link)  <u>Outcome</u> To write their own version of ‘When the Giant Stirred’ in the first person from the point of view of the boy in the story Greater depth writing outcome: To write the story from the mountain God’s point of view  <u>Key activities</u> Write the resolution and ending of the story they have planned. Pupils describe the island in one sentence, summarising what they have learnt so far Write a descriptive paragraph using a picture as stimulus. Write a diary entry Write a speech sandwich using accurate speech punctuation. Write a short dialogue including narrative between the speech. Change text from reported to direct speech. Write a letter to a distant relative describing the eruption and the tidal wave Express a personal response to the story				

Write their own version of the story as a first-person narrative from the point of view of the boy.

Sentence-level objectives

Build an increasing range of sentence structures

Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases

Text-level objectives

Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition

Punctuation objectives

Use and punctuate direct speech

Use commas after fronted adverbials

Spellings

Words with the s sound spelt  
sc  
e.g. science, descent.

Spellings

Words with a soft c spelt with  
ce  
e.g. centre, recent.

Spellings

Words with a soft c spelt with  
ci  
e.g. circle, decide.

Spellings

Words families e.g. phone,  
phonics,  
telephone.

Spellings

Words families e.g. solve,  
solution, dissolve.



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Handwriting	Y5: I can write legibly, fluently and with increasing speed. I can choose to write in pen or pencil, depending on the task.				
Year 5	<u>Reading</u>  Shared reading comprehension	<u>Reading</u>  Shared reading comprehension	<u>Reading</u>  Shared reading comprehension	<u>Reading</u>  Shared reading comprehension	<u>Reading</u>  Shared reading comprehension
	<u>Writing (units from The Literacy Company)</u> <u>Key texts</u> Arthur and the Golden Rope by Joe Todd-Stanton <u>Writing outcome</u> To write a myth featuring heroes, villains and monsters and settings. <u>Greater depth writing outcome</u> To vary the viewpoint from which the myth is told.  <u>Key activities</u> Vary story openings: start with dialogue, action or description. Use paragraphs to vary pace and emphasis. Use dialogue to move action forward. Create a plot: a journey, a quest or a series of trials for the hero. Create characters which behave in superhuman ways with unusual powers or strong characteristics. Create a magic object which may symbolise something.  <u>Sentence-level activities</u> Use expanded noun phrases to convey complicated information concisely. Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun. <u>Text-level activities</u> Link ideas across paragraphs using adverbials.				

Punctuation activities

Use commas to clarify meaning or avoid ambiguity in writing.

Spelling

Words whose ending changes from 'y' to 'ies' in the plural.

Spelling

Words with 'ei' in them.

Spelling

Words with 'ie' in them.

Spelling

Statutory words

Spelling

Statutory words

English	Week 1 w/c 28 <sup>th</sup> Feb	Week 2 w/c 7 <sup>th</sup> Mar	Week 3 w/c 14 <sup>th</sup> Mar	Week 4 w/c 21 <sup>st</sup> Mar	Week 5 w/c 28 <sup>th</sup> Mar
Handwriting	Y6: I can write legibly, fluently and with increasing speed, deciding whether or not to join specific letters.				
Year 6	<u>Reading</u>  Shared reading comprehension	<u>Reading</u>  Shared reading comprehension	<u>Reading</u>  Shared reading comprehension	<u>Reading</u>  Shared reading comprehension	<u>Reading</u>  Shared reading comprehension
	<u>Writing (units from The Literacy Company)</u> <u>Key texts</u> Arthur and the Golden Rope by Joe Todd-Stanton <u>Writing outcome</u> To write a myth featuring heroes, villains and monsters and settings. <u>Greater depth writing outcome</u> To vary the viewpoint from which the myth is told.  <u>Key activities</u> Vary story openings: start with dialogue, action or description. Vary story structure: start with a flashback or dramatic event and use 2 narrators to tell a story from different perspectives (Y6 only). Use paragraphs to vary pace and emphasis. Use dialogue to move action forward. Create a plot: a journey, a quest or a series of trials for the hero. Create characters which behave in superhuman ways with unusual powers or strong characteristics. Create a magic object which may symbolise something. <u>Sentence-level activities</u> Use passive verbs. <u>Text-level activities</u> Enhance meaning through selecting appropriate grammar and vocabulary.				

Use a wider range of devices to build cohesion (adverbials and conjunctions).

Punctuation activities

Use semi-colons to mark boundaries between independent clauses.

Spelling

Words ending 'ant', 'ance' and 'ancy'.

Spelling

Words ending in 'ant'.

Spelling

Words ending in 'ent', 'ence' and 'ency'.

Spelling

Statutory words

Spelling

Statutory words

Maths		Week 1 w/c 28 <sup>th</sup> Feb	Week 2 w/c 7 <sup>th</sup> Mar	Week 3 w/c 14 <sup>th</sup> Mar	Week 4 w/c 21 <sup>st</sup> Mar	Week 5 w/c 28 <sup>th</sup> Mar
Class 2	Y1	<p>Please see White Rose lesson by lesson overview for Y1/2:  <a href="#">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 White Rose lesson by lesson overview for Y3/4:  <a href="#">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 White Rose lesson by lesson overview for Y5/6:  <a href="#">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 – Step Back in Time						
Foundation subjects	Week 1 w/c 28 <sup>th</sup> Feb	Week 2 w/c 7 <sup>th</sup> Mar	Week 3 w/c 14 <sup>th</sup> Mar	Week 4 w/c 21 <sup>st</sup> Mar	Week 5 w/c 28 <sup>th</sup> Mar	
Year 1/2	<p><b>Geography</b> <i>UK Towns &amp; Villages</i> <u>Locational knowledge</u> I can tell someone my address. I can say what I like about my locality.</p> <p><u>Place knowledge</u> I can describe some of the physical features of my locality using words and pictures. I can think of questions to ask about a different locality e.g. how are towns, villages and cities different from each other?</p> <p><u>Human &amp; Physical Geography</u> I can identify seasonal and daily weather patterns in the UK. I can identify the features of Winter and Spring and their impact on people's lives and on their environment. I can describe key physical &amp; human features of towns &amp; villages using geographical vocabulary. I can name the key features associated with a town or village.</p>	<p><b>History</b> <i>Kings &amp; Queens Changes in Royal family life over time</i> The lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>Why are Kings and Queens important?</p> <p><u>Chronological Understanding</u> I can sequence 3 or 4 artefacts from different periods of time. I can match objects to people of different ages. I can describe memories of key events in people's lives.</p> <p><u>Range and depth</u> I can know and recount episodes from stories about the past. I can recognise why people did things, why events happened and what happened as a result.</p> <p><u>Interpretations</u> I can compare pictures or</p>	<p><b>Science</b> <i>Y2 POS – Uses of everyday materials</i> I can identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. I can find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>	<p><b>Art</b> <i>Printing</i> I can print with sponges, vegetables and fruit. I can print onto paper and textiles. I can create my own printing block. I can create a repeating pattern with my printing block. I can create a print using pressing, rolling, rubbing and stamping. I can talk about the work of a famous printer, e.g William Morris</p>		

	<p><u>Geographical Skills &amp; Fieldwork</u> I can use maps, atlases and a globe to identify the UK and some of its main towns and villages.</p>	<p>photographs of people or events in the past. <u>Historical enquiry</u> I can find answers to simple questions about the past.</p>		
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Year 3/4</p>	<p><b>Geography</b> <b>Modern Europe</b> <u>Place knowledge</u> I can understand geographical similarities and differences through the study of human and physical geography of a region in the UK and a region in Europe. <u>Human &amp; Physical geography</u> I can consider and describe the 4 different biomes within a European country. I can describe the human features in a locality. I can explain why a place is like it is. I can describe the main physical features of a well-known European city.</p>	<p><b>History</b> <b>Liverpool Changes over time</b> <i>e.g. fashion, buildings, trade etc.</i></p> <p>A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality, including changes in social history.</p> <p>How has Liverpool changed since 1900?</p> <p><u>Chronological Understanding</u> I can use terms related to the period and begin to date events.</p> <p><u>Range and depth</u> I can compare with our life today.</p> <p><u>Interpretations</u> I can distinguish between different sources – compare different versions of the same story. I can begin to evaluate the usefulness of different sources. I can look at the evidence available.</p>	<p><b>Science</b> <b>Y4 POS - Electricity</b> I can identify common appliances that run on electricity. I can construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. I can identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery. I can recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. I can recognise some common conductors and insulators, and associate metals with being good conductors.</p>	<p><b>Art</b> <u>Printing</u> I can make a printing block of increasing complexity of design. I can create a print using at least four colours. I can print onto a range of different materials. I can replicate the work of a notable printer.</p>

**Geography*****Ancient Egypt & the River Nile***

Place knowledge I can understand geographical similarities and differences through the study of human and physical geography of a region in the UK and a region in Africa.

Human & Physical geography

I can explain how the water cycle works.  
I can explain why water is such a valuable commodity.  
I can explain why many cities of the world are situated by rivers.  
I can explain how a location fits into its wider geographical location; with reference to physical features.  
Geographical skills & fieldwork  
I can use the 8 points of a compass.  
I can use maps, aerial photos and digital/computer mapping to locate countries and describe features studied.

**History*****Ancient Egypt***

The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt.

What did the Ancient Egyptians invent? What is their legacy?

Chronological Understanding

I can make comparisons between different times in the past.  
I can use relevant dates and terms.

Range and depth

I can compare beliefs and behaviour with another time studied.  
I can know key dates, characters and events of the Ancient Egyptians.

Interpretations

I can compare accounts of events from different sources – fact or fiction.  
I can link sources and work out how conclusions were arrived at.  
I can be aware that different evidence will lead to different conclusions.

Historical enquiry**Science****Y5 POS - Properties & changes of materials**

I can compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets.

I can know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.

I can use my knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.

I can give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.

I can demonstrate that dissolving, mixing and changes of state are reversible changes.

I can explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.

**Art**Printing

I can create an accurate printing block that matches given criteria.

I can print with a number of colours, retaining individual purity of colour.

I can overprint without blurring my original print design.

I can evaluate the effectiveness of the work of a notable printer and re-imagine a piece of their work in my own style.



		<p>I can use evidence to build up a picture of a past event. I can bring knowledge gathered from several sources together in a fluent account.</p> <p><u>Organisation &amp; Communication</u></p> <p>I can select and organise information to produce structured work, making appropriate use of dates and terms.</p>		
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Whole school theme – Step Back in Time							
EYFS	Week 1 w/c 28 <sup>th</sup> Feb	Week 2 w/c 7 <sup>th</sup> Mar	Week 3 w/c 14 <sup>th</sup> Mar	Week 4 w/c 21 <sup>st</sup> Mar	Week 5 w/c 28 <sup>th</sup> Mar		
PSED	I can describe how to be a super-friend.	I can think of ways to ensure everyone is included in my class.	I can listen to one another.  I can use words that are kind when talking to my friends.	I can choose to be kind to others even when they are not.	I can understand why it is important to say sorry.		
CLL	I can listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. I can offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.						
PD	<b>Dance:</b> Pupils represent their own ideas, thoughts and feelings through dance. I can compose a simple dance based on my thoughts and feelings. I can perform my basic dance movements with confidence, control and coordination. I can notice the physical changes to my body that happen when I dance and exercise. I can explain my thoughts and feelings behind my dance.						
Literacy	<i>The Journey Home</i> by Emma Levey  Phase 3	<i>The Journey Home</i> by Emma Levey  Phase 3	<i>The Journey Home</i> by Emma Levey  Phase 3	<i>The Pirates are Coming</i> by John Condon  Phase 3	<i>The Pirates are Coming</i> by John Condon  Phase 3		
Maths	White Rose – Building 9 and 10			White Rose – Measures	White Rose – 3D shapes		

<b>UTW/EAD</b>	<p><b>Geography</b> I can identify London on a map. I can suggest sensible ways to travel to London. I can name some London Landmarks.</p> <p>Links with previous book – The Naughty Bus and with next week’s work on the jubilee.</p>	<p><b>History</b> I can begin to find out about the Queen’s Platinum Jubilee. I can identify the Queen and know key facts about her.</p>	<p><b>Science</b> I can talk about Spring and its features.</p>	<p><b>Expressive Arts and Design</b> <b>Artistic study</b> I can say what I like or dislike about the work of different artists. I can say is the same or different about two pieces of art.</p> <p>Link with collage and printing in readiness for next week.</p>	<p><b>Expressive Arts and Design</b> <b>Collage</b> I can combine different materials and textures to make a finished piece. <b>Printing</b> I can print with different items. I can experiment with colours to create a finished piece.</p>	
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PSHE	<p align="center"><b>Don't Rub it in, Rub it out (I am a good friend)</b>  <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>				
	Week 1 w/c 28 <sup>th</sup> Feb	Week 2 w/c 7 <sup>th</sup> Mar	Week 3 w/c 14 <sup>th</sup> Mar	Week 4 w/c 21 <sup>st</sup> Mar	Week 5 w/c 28 <sup>th</sup> Mar
EYFS	I can describe how to be a super-friend.	I can think of ways to ensure everyone is included in my class.	I can listen to one another.  I can use words that are kind when talking to my friends.	I can choose to be kind to others even when they are not.	I can understand why it is important to say sorry.
Year 1/2	I can understand the importance of forgiveness.	I can suggest why someone should say sorry and offer forgiveness between friends.	I can consider how resentment and unforgiveness makes me feel.	I can reflect on helpful ways to deal with hurt.  I can suggest different ways to deal with hurt or disappointment.	I can understand the consequences of teasing or bullying.  I can reflect on ways I can erase negative emotions.
Year 3/4	I can understand the importance of forgiveness.  I can suggest ways to fix a broken friendship. I can recognise healthy boundaries and deal with online abuse.	I can explain the benefits of forgiveness.	I can sort scenarios into positive and negative stress and can suggest ways to manage negative stress.	I can recognise and deal with online abuse.	I can reflect on ways I can erase negative emotions.
Year 5/6	I can understand the importance of forgiveness. I can develop strategies to resolve conflict and disputes.	I can explain the benefits of forgiveness and can discuss the barriers to forgiveness.  I can understand that my tone and body language communicates more than my words.	I can give examples of how a trustworthy friend behaves.	I can explain when it is ok to break a confidence.	I can consider the impact bullying can have.  I can reflect on ways I can erase negative emotions.