

Capenhurst CEP Curriculum Overview – Summer (1) 2022 - Whole school theme – The World Around Me

English	Week 1 w/c 19 th April	Week 2 w/c 25 th April	Week 3 w/c 2 nd May	Week 4 w/c 9 th May (SATs)	Week 5 w/c 16 th May	Week 6 w/c 23 rd May	
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>Writing (units from The Literacy Company)</u> Key text The Lion Inside – Rachel Bright and Jim Field Outcomes Write a story about a small animal who befriends a large animal in the African Savannah Narrative Write about the thoughts of the creatures Information texts Write instructions Key activities Character description Describe a setting Sentence-level activities Combine words to make sentences Describe images and characters (appearance and personality) Write statements and questions</p>							

Join words using and

Spelling

Common exception words

Little Wandle – Summer Term 1 - phonics

Text

Add suffixes to verbs where no change is needed to the root

Change the meaning of verbs and adjectives by adding the prefix un-

Add suffixes where no change is needed to the root of the word e.g. -ed,

-ing, -er, -est

Re-read what they have written and check that it makes sense

Discuss what they have written with the teacher or other pupils

Grammar & punctuation

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

Use a capital letter for the personal pronoun 'I'

English	Week 1 w/c 19 th April	Week 2 w/c 25 th April	Week 3 w/c 2 nd May	Week 4 w/c 9 th May (SATs)	Week 5 w/c 16 th May	Week 6 w/c 23 rd May	
Handwriting	<p>Y2: Write lower-case letters to the correct size. Start to use some of the diagonal and horizontal strokes needed to join letters. Write capital letters (and numbers) correctly, making sure they are clearly bigger than the lower case letters. Leave spaces between my words.</p>						
Year 2	<u>Reading</u> Shared reading Comprehension	<u>Reading</u> Shared reading Comprehension	<u>Reading</u> Shared reading Comprehension	<u>Reading</u> Shared reading Comprehension	<u>Reading</u> Shared reading Comprehension	<u>Reading</u> Shared reading Comprehension	
<p><u>Writing (units from The Literacy Company)</u> <u>Key text</u> <u>Outcomes</u> <u>Narrative</u> Journey story based on the structure of <i>The Lion Inside</i> GD Change both animals in the story <u>Sentence-level</u> Write sentences with different forms: statement, question, exclamation, command Use subordination: apply <i>because</i> introduce when</p>							

Use present and past tenses correctly and consistently (some progressive)

Use subordination (apply because, introduce when)

Use punctuation correctly- exclamation marks, question marks

Give well structured descriptions, explanations and narratives

Text

Make inferences on the basis of what is being said and done

Answer and ask questions

Predict what might happen on the basis of what has been read so far

Read aloud with intonation

Spelling

Spell common exception words

Little Wandle Summer term 1 (revision to plug gaps).

Grammar & punctuation

Use punctuation correctly - exclamation marks, question marks

English	Week 1 w/c 19 th April	Week 2 w/c 25 th April	Week 3 w/c 2 nd May	Week 4 w/c 9 th May (SATs)	Week 5 w/c 16 th May	Week 6 w/c 23 rd May	
Handwriting	Y3: I can use the diagonal and horizontal strokes that are needed to join letters. I can improve the quality of my own handwriting.						
Year 3	<u>Reading</u> Shared reading comprehension	<u>Reading</u> Shared reading comprehension	<u>Reading</u> Shared reading comprehension	<u>Reading</u> Shared reading comprehension	<u>Reading</u> Shared reading comprehension	<u>Reading</u> Shared reading comprehension	
	<u>Writing (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> 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

<u>Spellings</u> <u>Week 1</u> Words ending in -ary e.g. library, ordinary.	<u>Spellings</u> <u>Week 2</u> Words with a short u sound spelt with o e.g. woman, above.	<u>Spellings</u> <u>Week 3</u> Words with a short u sound spelt with ou e.g. enough, touch.	<u>Spellings</u> <u>Week 4</u> Word families showing how words are related e.g. unit, union.	<u>Spellings</u> <u>Week 5</u> Word families showing how words are related e.g. scope, telescope.	<u>Spellings</u> <u>Week 6</u> Word families showing how words are related e.g. press, suppress.	
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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>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> 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

Week 1

Adding the prefix
inter-
e.g. interact,
internet.

Spellings

Week 2

Adding the prefix
anti-
e.g. antidote,
antibiotic.

Spellings

Week 3

Adding the prefix
auto-
e.g. autocue,
automatic.

Spellings

Week 4

Adding the prefix ex-
e.g. exit, exclaim.

Spellings

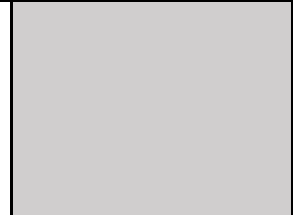
Week 5

Adding the prefix
non-
e.g. non-stop, non-
believer.

Spellings

Week 6

Words ending in -ar
and -er e.g. regular,
quarter.



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Handwriting	Y5: I can write legibly, fluently and with increasing speed. I can choose to write in pen or pencil, depending on the task.						
Year 5	<u>Reading</u> Shared reading comprehension	<u>Reading</u> Shared reading comprehension	<u>Reading</u> Shared reading comprehension	<u>Reading</u> Shared reading comprehension	<u>Reading</u> Shared reading comprehension	<u>Reading</u> Shared reading comprehension	
	<u>Writing (units from The Literacy Company)</u> <u>Key texts</u> Queen of the Falls by Chris van Allsburg <u>Outcomes</u> Series of diary entries <u>Key activities</u> Write a diary entry. Write a postcard. Create a character profile for Annie. Write a letter. Write a newspaper report. Write a recount from the POV of a spectator. Series of diary entries.						

Sentence-level activities

Use fronted adverbials.

Text-level activities

Plan writing by identifying audience and purpose.

Organise paragraphs around a theme.

Punctuation objectives

Commas after fronted adverbials.

Use commas to clarify meaning or avoid ambiguity in writing.

Spelling

Words ending in
'-ough'.

Spelling

Words with silent
letters.

Spelling

Words ending in
'-able'.

Spelling

Words ending in
'-ible'.

Spelling

Statutory spellings
from Year 5/6 list.

Spelling

Statutory spellings
from Year 5/6 list.



English	Week 1 w/c 19 th April	Week 2 w/c 25 th April	Week 3 w/c 2 nd May	Week 4 w/c 9 th May (SATs)	Week 5 w/c 16 th May	Week 6 w/c 23 rd May	
Handwriting	Y6: I can write legibly, fluently and with increasing speed, deciding whether or not to join specific letters.						
Year 6	<u>Reading</u> Shared reading comprehension	<u>Reading</u> Shared reading comprehension	<u>Reading</u> Shared reading comprehension	<u>Reading</u> Shared reading comprehension	<u>Reading</u> Shared reading comprehension	<u>Reading</u> Shared reading comprehension	
	<u>Writing (units from The Literacy Company)</u> <u>Key texts</u> Queen of the Falls by Chris van Allsburg <u>Outcomes</u> Series of diary entries <u>Key activities</u> Write a diary entry. Write a postcard. Create a character profile for Annie. Write a letter. Write a newspaper report. Write a recount from the POV of a spectator. Series of diary entries.						

Sentence-level activities

Use passive verbs.

Text-level activities

Plan writing by identifying audience and purpose.

Link ideas across paragraphs using a wider range of cohesive devices.

Punctuation objectives

Use commas to clarify meaning or avoid ambiguity in writing.

Use hyphens to avoid ambiguity.

Spelling

Words ending in
'-cious'.

Spelling

Words ending in
'-tious'.

Spelling

Words ending in
'-tion'.

Spelling

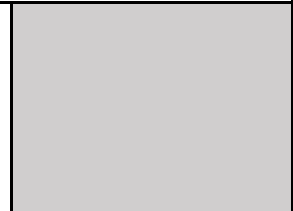
Words ending in
'-tion'.

Spelling

Words ending in
'-ssion'.

Spelling

Words ending in
'-cian'.



Maths		Week 1 w/c 19 th April	Week 2 w/c 25 th April	Week 3 w/c 2 nd May	Week 4 w/c 9 th May (SATs)	Week 5 w/c 16 th May	Week 6 w/c 23 rd May
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 – The World Around Me

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Foundation subjects	Week 1 w/c 19 th April Science	Week 2 w/c 25 th April Science	Week 3 w/c 2 nd May History	Week 4 w/c 9 th May (SATs) Art and Design	Week 5 w/c 16 th May Geography	Week 6 w/c 23 rd May Geography		
Year 1/2	<p>Y1 POS - Animals, including humans I can identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. I can identify and name a variety of common animals that are carnivores, herbivores and omnivores. I can describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets). I can identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p>		<p>Africa Explorer (David Livingstone – Christian missionary) to link with Geography topic on Kenya Significant people in history Who is David Livingstone and what did he do?</p> <p><u>Chronological Understanding</u> I can sequence key events in a person's life.</p> <p><u>Range and depth</u> I can recognise why people did things and what happened as a result.</p> <p><u>Interpretations</u> I can compare adults talking about the past – how reliable are their memories (e.g. visitor recounting their trip to</p>	<p>Artistic study - local artists I can discuss and describe the work of local artists, artisans and designers. I can use some of the studied artists to create pictures in the style of their works, copying techniques to reproduce the art work. I can talk about the life of the artist being studied.</p>	<p>Local study –Ellesmere Port vs small area of a non-European country e.g. Kenya) <u>Locational knowledge</u> I can name and locate Ellesmere Port on a map of the UK and in an atlas. Place knowledge I can describe some of the physical geographical features of a small area in a non-European country e.g. Kenya. I can think of questions to ask about a different locality. <u>Human & physical geography</u> I can identify the features of Summer and their impact on people's lives and on their environment. I can locate hot and cold areas of the world in relation to the Equator. I can explain the main features of a hot place. <u>Geographical skills & fieldwork</u> I can find the location of the non-European country on a map and in an atlas.</p>			

		<p>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 describe where I live compared to another non-European small area of the world using simple compass directions e.g. Kenya.</p>	
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Year 3/4</p>	<p>Y3 POS - Plants (focus on life cycles)</p> <p>I can explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p>	<p>Local History Study</p> <p>Hill forts (Iron Age)</p> <p>e.g. Helsby A depth study linked to one of the British areas of study listed above (Iron Age)</p> <p><i>Should we build on an ancient hill fort?</i></p> <p><u>Chronological Understanding</u></p> <p>I can place the time studied on a timeline.</p> <p>I can understand more complex terms, including BCE and CE (BC and AD). I can use terms related to the period.</p> <p><u>Range and depth</u></p> <p>I can find out about everyday lives of</p>	<p>Artistic study - local artists</p> <p>I can discuss the influences of locality on the work of local artists, artisans and designers.</p> <p>I can create original pieces of work using the techniques of studied artists.</p> <p>I can talk about how the life of the artist being studied influenced their work.</p>	<p>Local study – Snowdonia</p> <p><u>Locational knowledge</u></p> <p>I can name and locate the Snowdonia National Park on a map of the UK.</p> <p><u>Place knowledge</u></p> <p>I can understand geographical similarities and differences through the study of human and physical geography of a region in the UK (e.g. Snowdonia) and a region of a European country (e.g. French Alps).</p> <p><u>Human & Physical geography</u></p> <p>I can explain why a place is like it is.</p> <p>I can explain how a locality has changed over time with reference to human features. I can explain how Snowdonia came to be a range of mountains.</p> <p><u>Geographical skills & fieldwork</u></p> <p>I can use Ordnance Survey maps to answer questions.</p> <p>I can recognise and use key symbols used in OS maps.</p> <p>I can use a 4-figure grid reference.</p>	

		<p>people in the time studied.</p> <p>I can use evidence to reconstruct life in the time studied.</p> <p>I can understand why people may have wanted to do something.</p>			
<p style="text-align: center;">Year 5/6</p>	<p>Y5 POS - Properties & changes of materials (from Spring Term)</p> <p>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.</p> <p>I can know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.</p> <p>I can use my knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.</p> <p>I can give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.</p> <p>I can demonstrate that dissolving, mixing and changes of state are reversible changes.</p> <p>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</p>	<p>The Battle of Britain Including local history.</p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066; a significant turning point in British history</p> <p><i>How did the Battle of Britain affect our local area?</i></p> <p><u>Chronological Understanding</u></p> <p>I can place the Battle of Britain on a timeline in relation to other studies.</p> <p>I can sequence key events of this time period.</p>	<p>Artistic study - local artists</p> <p>I can critically discuss the influences of locality and society on the work of local artists, artisans and designers.</p> <p>I can create original pieces of work using the techniques of studied artists, stating the reasons for my choice of technique.</p> <p>I can talk about how the life of the artist being studied influenced their work and that of other artists around at the same time.</p>	<p>Local area study - Ellesmere Port</p> <p><u>Locational knowledge</u></p> <p>I can locate and name some of the counties of the UK.</p> <p>I can locate the River Mersey on a UK map and look at how it has affected land use around it over time.</p> <p><u>Place knowledge</u></p> <p>I can describe how some places are similar and others are different in relation to their human features.</p> <p>I can understand geographical similarities and differences through the study of human and physical geography of a region in the UK and a region of a European country.</p> <p><u>Human & physical geography</u></p> <p>I can describe and understand key aspects of two major rivers.</p> <p>I can describe and understand types of settlement, land use, economic activity including trade links and the distribution of natural resources.</p> <p><u>Geographical skills & fieldwork</u></p>	

	<p>and the action of acid on bicarbonate of soda.</p> <p>Y5 POS - Forces</p> <p>I can explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.</p> <p>I can identify the effects of air resistance, water resistance and friction, that act between moving surfaces.</p> <p>I can recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect</p>	<p>I can use relevant dates and terms.</p> <p><u>Range and depth</u></p> <p>I can examine causes and results of great events and the impact on people.</p> <p><u>Organisation & Communication</u></p> <p>I can select and organise information to produce structured work, making appropriate use of dates and terms.</p>		<p>I can use maps, aerial photos, plans and webs resources to describe what a locality might be like.</p> <p>I can create sketch maps when carrying out a field study.</p> <p>I can map land use.</p> <p>I can collect information about a place and use it in a report.</p> <p>I can 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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Whole school theme – The World Around Me

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EYFS	Week 1 w/c 19 th April	Week 2 w/c 25 th April	Week 3 w/c 2 nd May	Week 4 w/c 9 th May (SATs)	Week 5 w/c 16 th May	Week 6 w/c 23 rd May		
PSED	I can differentiate between words that are true and untrue.	I can be kind and encouraging to others.	I can understand that it is important to be honest and always tell the truth.	I can understand that being yourself is the best you can be.	I can list the things I am thankful for.	I can tell others something special about my home and family.		
CLL	I can hold conversation when engaged in back-and-forth exchanges with their teacher and peers. I can express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.							
PD	Striking and Fielding / Sports Day 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	Pathways to Write – 'Silly Doggy' by Adam Stower Additional texts: <i>A Great Big Cuddle</i> by Michael Rosen <i>Hello Kitty</i> by Adam Stower <i>Hairy Maclary</i> by Linley Dodd							
Maths	White Rose – to 20 and beyond			White Rose – First, Then, Now				

UTW/EAD	<p>Science – animals and humans</p> <p>I can identify and name a variety of common animals.</p> <p>I can identify the similarities and differences between humans and animals.</p> <p>I can identify the life cycle of a human, an insect and an animal.</p> <p>I can identify parts of a body – human, animal or insect.</p>	<p>Local history</p> <p>What do I know about where I live?</p> <p>I can talk about significant events in the village and area where I live.</p> <p>I can put event in time order.</p> <p>I can talk about the similarities and differences between pictures of my local area from different periods in history.</p>	<p>Artistic study</p> <p>I can say what I like or dislike about the work of different artists.</p> <p>I can say is the same or different about two pieces of art.</p> <p>Collage</p> <p>I can combine different materials and textures to make a finished piece.</p>	<p>Geography</p> <p>I can talk about the differences between the seasons.</p> <p>I can identify key places in my locality – the school, the church, the library, clubs that I attend.</p> <p>I can show an interest in an atlas, globe or map.</p>	
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PSHE	<p align="center">'Fake is a Mistake (I can tell the truth)' 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 19 th April	Week 2 w/c 25 th April	Week 3 w/c 2 nd May	Week 4 w/c 9 th May (SATs)	Week 5 w/c 16 th May	Week 6 w/c 23 rd May	
EYFS	I can differentiate between words that are true and untrue.	I can be kind and encouraging to others.	I can understand that it is important to be honest and always tell the truth.	I can understand that being yourself is the best you can be.	I can list the things I am thankful for.	I can tell others something special about my home and family.	
Year 1/2	I can understand why I don't need to lie about myself. I can learn how to keep myself safe in the sun.	I can identify something unique about myself.	I can understand that not all the thoughts I have about myself are true.	I can describe how different emotions make me feel.	I can suggest ways to be polite when meeting others.	I can reflect on ways that Fake is a Mistake!	
Year 3/4	I can understand why I don't need to lie about myself.	I can explain that I am not what I do. I can understand that the words I choose to listen to affect how I see myself.	I can have the courage to tell the truth.	I can explain when dares are no longer fun and explain the consequences of dares.	I can find out the facts and associated risks of smoking.	I can reflect on ways that Fake is a Mistake!	

Year 5/6	I can communicate differing opinions with respect.	I can understand that I am loved for being just who I am and can interpret the meaning behind the song 'This is Me'.	I can replace negative self-talk with positive self-talk.	I can explain how using boundaries mean I can have respectful friendships.	I can consider facts about immunisation and vaccinations.	I can find out facts about legal and illegal substances and their associated risks. I can reflect on ways that Fake is a Mistake!	
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