

Capenhurst CEP Curriculum Overview – Summer (2) 2022 - Whole school theme – The World Around Me

English	Week 1 w/c 6 th June	Week 2 w/c 13 th June	Week 3 w/c 20 th June	Week 4 w/c 27 th June	Week 5 w/c 4 th July	Week 6 w/c 11 th July	Week 7 w/c 18 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> 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 (Pathways to Write)</u> <u>Key text</u> Goldilocks and the Just One Bear Outcome: write a new version of the story with a new character or new setting. Additional: write a non-chronological report about bears</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>Writing (Pathways to Write)</u> Key text: Goldilocks and the Just One Bear Outcome: write a new version of the story with a new character or new setting. Additional: write a non-chronological report about bears						
	<u>Spelling</u> Use homophones and near homophones Add suffixes to spell longer words -ment, -ful Add -er and -est to adjectives						

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Handwriting	Y3: I can use the diagonal and horizontal strokes that are needed to join letters. I can improve the quality of my own handwriting.						
Year 3	<u>Reading</u> Shared reading comprehension	<u>Reading</u> Shared reading comprehension	<u>Reading</u> Shared reading comprehension	<u>Reading</u> Shared reading comprehension	<u>Reading</u> Shared reading comprehension	<u>Reading</u> Shared reading comprehension	
	<u>Writing</u> <u>Key text</u> 'Iron Man' by Ted Hughes <u>Outcome</u> Journalistic report (newspaper article)						
	<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>Writing</u> <u>Key text</u> 'Iron Man' by Ted Hughes <u>Outcome</u> Journalistic report (newspaper article)						
	<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>Writing (units from The Literacy Company)</u> <u>Key text</u> The Lost Happy Endings by Carol-Ann Duffy & Jane Ray <u>Additional texts</u> Jinnie Ghost by Jane Ray and Berlie Doherty Hansel and Gretel by Neil Gaiman <u>Writing outcome</u> To write a traditional tale focusing on describing settings, characters and an alternative ending – pupils write the story of a character who mistreats others which leads to their demise. <u>Greater depth writing outcome</u> To write the traditional tale from a woodland creature’s point of view who is also scared by the witch.						
	<u>Spelling</u> Words with ‘ible’ in them.	<u>Spelling</u> Words with ‘ei’ in them.	<u>Spelling</u> Words with ‘ie’ in them.	<u>Spelling</u> Homophones and near-homophones.	<u>Spelling</u> Statutory words.	<u>Spelling</u> Statutory words.	

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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	
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	<u>Spelling</u> Words ending in 'tion'.	<u>Spelling</u> Words ending in 'tion'.	<u>Spelling</u> Words ending in 'ent'.	<u>Spelling</u> Words ending in 'ency'.	<u>Spelling</u> Statutory words	<u>Spelling</u> Statutory words	
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Maths		Week 1 w/c 6 th June	Week 2 w/c 13 th June	Week 3 w/c 20 th June	Week 4 w/c 27 th June	Week 5 w/c 4 th July	Week 6 w/c 11 th July	Week 7 w/c 18 th July
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							

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Foundation subjects	Week 1 w/c 6 th June	Week 2 w/c 13 th June Science	Week 3 w/c 20 th June Geography	Week 4 w/c 27 th June History	Week 5 w/c 4 th July Design Technology	Week 6 w/c 11 th July Music	Week 7 w/c 18 th July Mop-up
Year 1/2	Jubilee activities (3 days)	Seasonal Changes I can identify the features of Summer and their impact on people's lives and on their environment.	Local study – Ellesmere Port vs small area of a non-European country e.g. Kenya) <u>Geographical skills & fieldwork</u> I can find the location of the non-European country on a map and in an atlas. I can describe where I live compared to another non-European small area of the world using simple compass directions e.g. Kenya. I can give simple directions using directional language	Significant people in history Who is David Livingstone and what did he do? <u>Interpretations</u> I can compare adults talking about the past – how reliable are their memories (e.g. visitor recounting their trip to Africa). <u>Historical enquiry</u> I can observe or handle sources to answer questions about the past. <u>Organisation & Communication</u> I can present information in a range of ways.	Mechanisms Product linked to topic being covered <u>Design</u> I can design a product to match a given title. I can share my design through talking, drawing and mock-ups. <u>Make</u> I can cut, shape, join and finish when making a product. I can select the best method to make a product of an appropriate standard. <u>Evaluate</u> I can talk about how something works. I can explore and evaluate different existing products. I can evaluate my own finished product against the starting title and my own design. <u>Technical knowledge</u> 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.		<u>Performing</u> I can sing accurately at a given pitch. I can play rhythmic patterns of different instruments. <u>Composing</u> I can use symbols to represent sounds and begin to make connections between notations and musical sounds. <u>Appraising</u> I can listen for particular things when listening to music, e.g. two sounds happening at the same time.

			<p>and/or simple compass directions. I can begin to use aerial photographs to recognise landmarks and key geographical features.</p>				
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Year 3/4</p>	<p>Jubilee activities (3 days)</p>	<p>Y4 POS - Animals, including humans I can describe the simple functions of the basic parts of the digestive system in humans. I can identify the different types of teeth in humans and their simple functions. I can construct and interpret a variety of food chains, identifying producers, predators and prey.</p>	<p>Local study – Snowdonia <u>Human & Physical geography</u> I can explain why a place is like it is. I can explain how a locality has changed over time with reference to human features. <u>Geographical skills & fieldwork</u> I can use Ordnance Survey maps to answer questions. I can recognise and use key symbols used in OS maps. I can use a 4-figure grid reference.</p>	<p>Local History Study Hill forts (Iron Age) e.g. Helsby Should we build on an ancient hill fort? <u>Range and depth</u> 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 the library and internet for research. I can select and record information relevant to the</p>	<p>Food 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><u>Performing</u> I can learn and perform songs for a KS2 performance, singing in parts. <u>Composing</u> I can begin to use/read standard notation in music when composing and performing my own music in a group. <u>Appraising</u> I can begin to identify the music of at least two composers and compare their styles.</p>	

				study.			
Year 5/6	<p>Jubilee activities (3 days)</p>	<p>Y5 POS - Forces 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.</p>	<p>Local area study - Ellesmere Port <u>Place knowledge</u> 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. <u>Human & physical geography</u></p>	<p>The Battle of Britain (including local history) How did the Battle of Britain affect our local area? <u>Range and depth</u> I can study different aspects of different people – differences between men and women in WWII. I can write another explanation of a past event in terms of cause and effect using evidence to support and illustrate my explanation. <u>Interpretations</u> I can consider ways of checking the accuracy of interpretations – fact or fiction or opinion. I can offer some</p>	<p>Food I understand and can explain the seasonality of food sources. I understand where and how the ingredients I have used are grown, reared caught and processed.</p>	<p><u>Performing</u> I can learn and perform songs for a KS2 performance and perform in small groups, duets or solo. I can take the lead in a performance (singing or playing). <u>Composing</u> I can use repetitions, patterns, contracts and variations in my own compositions to give structure. I can use the elements of music – timbre, rhythm, dynamics and pitch to good effect when composing my own music. <u>Appraising</u> I can identify the work of different composers and</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>I can use maps, aerial photos, plans and webs resources to describe what a locality might be like.</p> <p>I can choose the best way to collect required data and decide upon the most appropriate units of measure.</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 find answers to my own geographical questions.</p>	<p>reasons for different versions of events.</p> <p><u>Historical enquiry</u></p> <p>I can use evidence to build up a picture of a past event.</p> <p>I can use a range of sources to find out about an aspect of time past.</p> <p>I can suggest omissions and the means of finding out.</p>		<p>being to understand their place in the history of music.</p> <p>I can begin to understand how music has changed over time and how it can reflect and/or influence people of the time.</p>	
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			<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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EYFS	Week 1 w/c 6 th June	Week 2 w/c 13 th June	Week 3 w/c 20 th June	Week 4 w/c 27 th June	Week 5 w/c 4 th July	Week 6 w/c 11 th July	Week 7 w/c 18 th July
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.
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 – 'Supertato' Sue Hendra Other texts: <i>Even Superheroes have a Bad Day</i> by Shelley Becker <i>Super Duck</i> by Jez Alborough <i>The Gigantic Turnip</i> by Aleksei Tolstoy and Niamh Sharkey						

Maths		White Rose – Find my Pattern		White Rose – On the Move		
	UTW/EAD	Jubilee Activities (3 days)	Science I can identify how a plant grows. I can identify what a plant needs to grow. I can talk about why different plants grow in different places. I can sort plants in different ways and explain my criteria. I can draw a plant in good detail.	Geography I can name the countries of the British Isles. I can talk about towns, cities and places that I have visited and begin to understand the best way to travel to them.	Design Technology Linked to ELG 16 Exploring and Using Media and Materials <u>Design</u> I can share my design through talking and drawing. <u>Make</u> I can cut, shape and join materials and construction kits together to make a product. <u>Evaluate</u> I can talk about how something works. I can evaluate my own finished product and share how it could be better. <u>Technical knowledge</u> I can build structures and products using different construction kits.	Music <u>Performing</u> I can sing a wide range of songs and perform them confidently. <u>Composing</u> I can make music in a variety of ways and experiment with ways of changing my music. <u>Appraising</u> I can talk about the music I have made. I can talk about the music my peers have made.

PSHE	<p align="center"> 'No Way Through' isn't True (I can do it!) 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 6 th June	Week 2 w/c 13 th June	Week 3 w/c 20 th June	Week 4 w/c 27 th June	Week 5 w/c 4 th July	Week 6 w/c 11 th July	Week 7 w/c 18 th July
EYFS	Jubilee activities (3 days)	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.
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.

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.
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.