

**Capenhurst CE Primary School Recovery Overview – Autumn (1) 2020**

English	Week 2 w/c 7 <sup>th</sup> September	Week 3 w/c 14 <sup>th</sup> September	Week 4 w/c 21 <sup>st</sup> September	Week 5 w/c 28 <sup>th</sup> September	Week 6 w/c 5 <sup>th</sup> October	Week 7 w/c 12 <sup>th</sup> October	Week 8 w/c 19 <sup>th</sup> October
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></p> <p>Shared reading comprehension</p> <p>How To Look After A Dog</p>	<p><u>Reading</u></p> <p>Shared reading comprehension</p> <p>The Zoo Vet</p>	<p><u>Reading</u></p> <p>Shared reading comprehension</p> <p>Stop Telling Fibs!</p>	<p><u>Reading</u></p> <p>Shared reading comprehension</p> <p>The Runaway Iceberg</p>	<p><u>Reading</u></p> <p>Shared reading comprehension</p> <p>Bats</p>	<p><u>Reading</u></p> <p>Shared reading comprehension</p> <p>A Monster Surprise</p>	<p><u>Reading</u></p> <p>Shared reading comprehension</p> <p>Amazing Antarctica</p>
	<p><u>Writing</u></p> <p>Understand what a sentence is and recognise sentences in my reading.</p>	<p><u>Writing</u></p> <p>Say my sentences out loud.</p>	<p><u>Writing</u></p> <p>Write sentences, sequencing them to form short narratives or recount events.</p>	<p><u>Writing</u></p> <p>Write sentences, sequencing them to form short narratives or recount events.</p>	<p><u>Writing</u></p> <p>Write sentences, sequencing them to form short narratives or recount events.</p>	<p><u>Writing</u></p> <p>Write sentences, re-reading what I have written to check that it makes sense.</p>	<p><u>Writing</u></p> <p>Discuss what I have written with the teacher or other pupils</p>

	<u>Spelling</u>  Words that include the sounds I have been taught.	<u>Spelling</u>  Words from the first 100 list and days of the week.	<u>Spelling</u>  Name the letters of the alphabet in order and use letter names to say when the same sound is spelt differently.	<u>Spelling</u>  Spell plural nouns and some verbs by adding -s or -es.	<u>Spelling</u>  Use the prefix un- to change the meaning of words.	<u>Spelling</u>  Spell words ending in -ing, -ed, -er and -est.	<u>Spelling</u>  Remember sentences my teacher reads to me and write them down correctly.
	<u>Grammar &amp; punctuation</u>  Leave spaces between words.	<u>Grammar &amp; punctuation</u>  Begin to punctuate sentences using a capital letter, full stop, question or exclamation mark.	<u>Grammar &amp; punctuation</u>  Recognise nouns as objects, people and places and use them appropriately.	<u>Grammar &amp; punctuation</u>  Use capital letters for names of people, places, days of the week and the personal pronoun I.	<u>Grammar &amp; punctuation</u>  Understand the job of an adjective and am beginning to use them to create simple noun phrases.	<u>Grammar &amp; punctuation</u>  Recognise verbs as action/ doing words and use them appropriately.	<u>Grammar &amp; punctuation</u>  Can join words and clauses using 'and'

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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  How To Look After A Dog	<u>Reading</u>  Shared reading comprehension  The Zoo Vet	<u>Reading</u>  Shared reading comprehension  Stop Telling Fibs!	<u>Reading</u>  Shared reading comprehension  The Runaway Iceberg	<u>Reading</u>  Shared reading comprehension  Bats	<u>Reading</u>  Shared reading comprehension  A Monster Surprise	<u>Reading</u>  Shared reading comprehension  Amazing Antarctica							
<table border="1"> <tr> <td data-bbox="181 1026 461 1394"> <u>Writing</u>             Develop a positive attitude towards writing.         </td> <td data-bbox="461 1026 741 1394"> <u>Writing</u>             Develop stamina for writing by: writing about my own experiences (real and fiction); writing about real events; writing poems; and         </td> <td data-bbox="741 1026 1021 1394"> <u>Writing</u>             Develop stamina for writing by: writing about my own experiences (real and fiction); writing about real events; writing poems; and writing for different         </td> <td data-bbox="1021 1026 1301 1394"> <u>Writing</u>             Develop stamina for writing by: writing about my own experiences (real and fiction); writing about real events; writing poems; and         </td> <td data-bbox="1301 1026 1581 1394"> <u>Writing</u>             Think carefully about what I am going to write by planning and talking about my ideas.         </td> <td data-bbox="1581 1026 1861 1394"> <u>Writing</u>             Make simple changes or add to my writing: after evaluating it with others; re-reading to check that it makes sense; proofreading for spelling,         </td> <td data-bbox="1861 1026 2145 1394"> <u>Writing</u>             Begin to group ideas together into paragraphs         </td> </tr> </table>								<u>Writing</u>  Develop a positive attitude towards writing.	<u>Writing</u>  Develop stamina for writing by: writing about my own experiences (real and fiction); writing about real events; writing poems; and	<u>Writing</u>  Develop stamina for writing by: writing about my own experiences (real and fiction); writing about real events; writing poems; and writing for different	<u>Writing</u>  Develop stamina for writing by: writing about my own experiences (real and fiction); writing about real events; writing poems; and	<u>Writing</u>  Think carefully about what I am going to write by planning and talking about my ideas.	<u>Writing</u>  Make simple changes or add to my writing: after evaluating it with others; re-reading to check that it makes sense; proofreading for spelling,	<u>Writing</u>  Begin to group ideas together into paragraphs
<u>Writing</u>  Develop a positive attitude towards writing.	<u>Writing</u>  Develop stamina for writing by: writing about my own experiences (real and fiction); writing about real events; writing poems; and	<u>Writing</u>  Develop stamina for writing by: writing about my own experiences (real and fiction); writing about real events; writing poems; and writing for different	<u>Writing</u>  Develop stamina for writing by: writing about my own experiences (real and fiction); writing about real events; writing poems; and	<u>Writing</u>  Think carefully about what I am going to write by planning and talking about my ideas.	<u>Writing</u>  Make simple changes or add to my writing: after evaluating it with others; re-reading to check that it makes sense; proofreading for spelling,	<u>Writing</u>  Begin to group ideas together into paragraphs								

		writing for different purposes.	purposes.	writing for different purposes.		grammar and punctuation.	
<u>Spelling</u>	<u>Spelling</u>	<u>Spelling</u>	<u>Spelling</u>	<u>Spelling</u>	<u>Spelling</u>	<u>Spelling</u>	<u>Spelling</u>
Spell correctly by sounding out words.	Spell words including letter blends that sound the same but are spelt differently (including common homophones).	Spell words from the 200 list.	Spell contractions and words with the possessive apostrophe.	Know the difference between homophones and near homophones.	Add suffixes to spell longer words (-ment, -ness, -ful, -less, -ly)	Remember sentences my teacher reads and write them down correctly.	
<u>Grammar &amp; punctuation</u>	<u>Grammar &amp; punctuation</u>	<u>Grammar &amp; punctuation</u>	<u>Grammar &amp; punctuation</u>	<u>Grammar &amp; punctuation</u>	<u>Grammar &amp; punctuation</u>	<u>Grammar &amp; punctuation</u>	<u>Grammar &amp; punctuation</u>
Use full stops, capital letters, exclamation/question marks and commas for lists correctly.  Understand proper nouns and use capital letters appropriately (people, places, days, months).	Begin to use statements, questions, exclamations and commands.  Begin to use expanded noun phrases to describe and specify.  Choose nouns precisely.	Recognise when adjectives do not improve my writing.  Recognise and use different pronouns (personal, subject, object, possessive) and use them appropriately.	Recognise a clause as an idea.  Begin to join clauses using a wider range of conjunctions.	Recognise verbs as doing words and being words. Begin to use present/ past tenses correctly and consistently (including the progressive form).	Recognise regular and irregular verbs.  Begin to follow the rules of Standard English (e.g. subject-verb agreement, consistency of tense).	Begin to use apostrophes for contractions and possession appropriately.  Understand when not to use an apostrophe.	

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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  Celebrating the NHS	<u>Reading</u>  Shared reading comprehension  Captain Tom Moore	<u>Reading</u>  Shared reading comprehension  Deep Sea Explorers	<u>Reading</u>  Shared reading comprehension  Dolphins	<u>Reading</u>  Shared reading comprehension  Apollo 13	<u>Reading</u>  Shared reading comprehension  David Walliams	<u>Reading</u>  Shared reading comprehension  All About Elephants
	<u>Writing</u>  Plan to use the correct structure in my writing.  Open and/or end writing appropriately.	<u>Writing</u>  Use wider vocabulary and grammar when writing.  Organise paragraphs around a theme.	<u>Writing</u>  Create settings, characters and plot in stories.	<u>Writing</u>  Evaluate and edit, learning from the effectiveness of my own and others' writing and making improvements.	<u>Writing</u>  Write non-fiction, using simple devices to organise my work.	<u>Writing</u>  Evaluate and edit, improving my writing by making changes to grammar and vocabulary.	<u>Writing</u>  Proofread for spelling and punctuation.

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	<p><u>Spelling</u></p> <p>Words with the / eɪ/ sound spelt 'ei', 'eigh', or 'ey' (e.g. vein, weigh, eight, neighbour, they, obey).</p>	<p><u>Spelling</u></p> <p>Words with the /ɪ/ sound spelt 'y' in a position other than at the end of words (e.g. mystery, gym).</p>	<p><u>Spelling</u></p> <p>Words with a /k/ sound spelt with 'ch' (e.g. scheme, chorus, chemist, echo, character).</p>	<p><u>Spelling</u></p> <p>Words ending in the /g/ sound spelt 'gue' and the /k/ sound spelt 'que' (e.g. league, tongue, antique, unique).</p>	<p><u>Spelling</u></p> <p>Words with a / sh/ sound spelt with 'ch' (e.g. chef, chalet, machine, brochure).</p>	<p><u>Spelling</u></p> <p>Words with a short /u/ sound spelt with 'ou' (e.g. young, touch, double, trouble, country).</p>	<p><u>Spelling</u></p> <p>Words ending with the /zher/ sound spelt with 'sure' (e.g. measure, treasure, pleasure, enclosure).</p>
	<p><u>Grammar &amp; Punctuation</u></p> <p>Understand which nouns can be proper nouns and use capital letters appropriately (eg. people, places, days, months, titles, brands).</p> <p>Use expanded noun phrases to describe and specify.</p>	<p><u>Grammar &amp; Punctuation</u></p> <p>Use full stops, capital letters, exclamation/question marks and commas for lists accurately and consistently.</p>	<p><u>Grammar &amp; Punctuation</u></p> <p>Use a wider range of conjunctions to extend a range of sentences with more than one clause.</p> <p>Use commas to mark clauses.</p> <p>Begin to identify main and subordinate clauses.</p>	<p><u>Grammar &amp; Punctuation</u></p> <p>Use the perfect form of verbs.</p> <p>Recognise and use different verb tenses: simple past and present, past and present progressive.</p>	<p><u>Grammar &amp; Punctuation</u></p> <p>Use the apostrophe for omission and possession (singular and plural nouns).</p>	<p><u>Grammar &amp; Punctuation</u></p> <p>Know and follow the rules of Standard English.</p> <p>Use inverted commas to punctuate direct speech.</p>	<p><u>Grammar &amp; Punctuation</u></p> <p>Recognise and use adverbs and prepositions.</p> <p>Understand that some words belong to more than one class.</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  Celebrating the NHS	<u>Reading</u>  Shared reading comprehension  Captain Tom Moore	<u>Reading</u>  Shared reading comprehension  Deep Sea Explorers	<u>Reading</u>  Shared reading comprehension  Dolphins	<u>Reading</u>  Shared reading comprehension  Apollo 13	<u>Reading</u>  Shared reading comprehension  David Walliams	<u>Reading</u>  Shared reading comprehension  All About Elephants
	<u>Writing</u>  Plan to use the correct structure in my writing, adapting form and style.  Open and/or end writing appropriately.	<u>Writing</u>  Use increasingly varied vocabulary and grammar.	<u>Writing</u>  Use techniques to engage the reader (eg build tension, opinion, rhetorical questions).	<u>Writing</u>  Organise paragraphs around a theme, linking them when appropriate.  Change paragraph with increasing accuracy (eg. person/place/point/t	<u>Writing</u>  Create settings, characters and plot in stories.  Evaluate and edit, learning from the effectiveness of my own and others' writing and making improvements.	<u>Writing</u>  Write non-fiction, using simple devices to organise my work.  Evaluate and edit, improving my writing by making changes to grammar and vocabulary.	<u>Writing</u>  Proofread for spelling and punctuation.  Read own writing to a group or class using appropriate intonation/tone/volume, so that the



				ime)			meaning is clear.
<u>Spelling</u> Words ending with the /cher/ sound spelt with 'ture' (e.g. creature, furniture, picture, nature, adventure).	<u>Spelling</u> Words with /shuhn/ endings spelt with 'sion' (if the root word ends in 'se', 'de' or 'd', e.g. division, invasion, confusion, decision, collision, television).	<u>Spelling</u> Words with a /shuhn/ sound spelt with 'ssion' (if the root word ends in 'ss' or 'mit', e.g. expression, discussion, confession, permission, admission).	<u>Spelling</u> Words with a /shuhn/ sound spelt with 'tion' (if the root word ends in 'te' or 't' or has no definite root, e.g. invention, injection, action, hesitation, completion).	<u>Spelling</u> Words with a /shuhn/ sound spelt with 'cian' (if the root word ends in 'c' or 'cs', e.g. musician, electrician, magician, politician, mathematician).	<u>Spelling</u> Words with the /s/ sound spelt with 'sc' (e.g. science, scene, discipline, fascinate, crescent).	<u>Spelling</u> Words from the Year 3 / 4 Statutory Spelling List.	
<u>Grammar &amp; punctuation</u> Choose nouns or pronouns to make my meaning clear and avoid repetition. Recognise and use collective nouns appropriately.	<u>Grammar &amp; punctuation</u> Use the determiners a, an, and the appropriately and recognise numbers as determiners. Use a wide range of punctuation accurately and	<u>Grammar &amp; punctuation</u> Use a wider range of conjunctions to extend a range of sentences with more than one clause.	<u>Grammar &amp; punctuation</u> Identify main and subordinate clauses accurately and consistently. Use powerful verbs to describe, Make appropriate	<u>Grammar &amp; punctuation</u> Know and follow the rules for Standard English. Punctuate direct speech using inverted commas and other punctuation.	<u>Grammar &amp; punctuation</u> Use fronted adverbials followed by commas. Recognise the difference between a clause and a phrase and use both appropriately.	<u>Grammar &amp; punctuation</u> Use conjunctions, adverbs or prepositions to express time, place and cause. Use expanded noun phrases with modifying adjectives	

		consistently.		tense choices for a task.			and prepositional phrases.
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English	Week 2 w/c 7 <sup>th</sup> September	Week 3 w/c 14 <sup>th</sup> September	Week 4 w/c 21 <sup>st</sup> September	Week 5 w/c 28 <sup>th</sup> September	Week 6 w/c 5 <sup>th</sup> October	Week 7 w/c 12 <sup>th</sup> October	Week 8 w/c 19 <sup>th</sup> October
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  Captain Tom Moore	<u>Reading</u>  Shared reading comprehension  Celebrating the NHS	<u>Reading</u>  Shared reading comprehension  Understanding social distancing	<u>Reading</u>  Shared reading comprehension  Alice in Wonderland	<u>Reading</u>  Shared reading comprehension  Michael Morpurgo	<u>Reading</u>  Shared reading comprehension  Tsunamis	<u>Reading</u>  Shared reading comprehension  Roald Dahl
	<u>Writing</u>  Plan writing by: identifying the audience and purpose, selecting the appropriate form and using example texts.	<u>Writing</u>  Note down ideas from own writing and from independent research.  Proofread for spelling and punctuation.	<u>Writing</u>  Write by choosing appropriate grammar and vocabulary for meaning and impact.  Make changes to grammar, vocabulary and punctuation to	<u>Writing</u>  Use a range of devices to develop paragraphs in detail (adverbials, pronouns, conjunctions).  Use tense correctly throughout a piece of writing.	<u>Writing</u>  Use a variety of techniques to engage the reader.  Evaluate and edit by assessing the effectiveness of my own writing, using a wider range of sentence structures for effect.	<u>Writing</u>  Describe settings, characters and atmosphere.  Use dialogue to convey character.  Change paragraph accurately and consistently.	<u>Writing</u>  Use other devices (e.g. headings, bullets, diagrams) to organise and present my writing and to guide the reader.

			improve impact.			Know the difference between the language of speech and writing.	
<u>Spelling</u>	<u>Spelling</u>	<u>Spelling</u>	<u>Spelling</u>	<u>Spelling</u>	<u>Spelling</u>	<u>Spelling</u>	<u>Spelling</u>
Words with endings that sound like /shuhs/ spelt with -cious (e.g. vicious, precious, conscious, delicious, malicious, suspicious).	Words with endings that sound like /shuhs/ spelt with -tious or -ious (e.g. ambitious, cautious, fictitious, infectious, nutritious).	Words with 'silent' letters (e.g. doubt, island, lamb, solemn, thistle, knight).	Words containing the letter string 'ough' (e.g. ought, bought, thought, nought, brought, fought, rough, tough, enough, cough, though, although, dough, through, thorough, borough, plough, bough).	Words containing the letter string 'ough' (e.g. ought, bought, thought, nought, brought, fought, rough, tough, enough, cough, though, although, dough, through, thorough, borough, plough, bough).	Words from Year 5/6 Statutory Spelling List	Words from Year 5/6 Statutory Spelling List	

	<p><u>Grammar &amp; Punctuation</u></p> <p>Use a wide range of punctuation accurately and consistently.</p> <p>Recognise and use abstract nouns.</p> <p>Use expanded noun phrases to give complicated information concisely.</p>	<p><u>Grammar &amp; Punctuation</u></p> <p>Recognise main and subordinate clauses, and phrases, and can use them to construct sentences in different ways.</p>	<p><u>Grammar &amp; Punctuation</u></p> <p>Use commas to make my meaning clear. can use the perfect form of verbs to show time and cause.</p> <p>Make the appropriate tense choices for a task.</p>	<p><u>Grammar &amp; Punctuation</u></p> <p>Use modal verbs or adverbs to show how possible something is.</p>	<p><u>Grammar &amp; Punctuation</u></p> <p>Know and follow the rules for Standard English.</p> <p>Use colons to introduce a list.</p>	<p><u>Grammar &amp; Punctuation</u></p> <p>Use direct and reported speech accurately.</p>	<p><u>Grammar &amp; Punctuation</u></p> <p>Begin to use clauses with who, which, where, that, or with an implied relative pronoun.</p> <p>Use brackets or commas to indicate parenthesis.</p>
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English	Week 2 w/c 7 <sup>th</sup> September	Week 3 w/c 14 <sup>th</sup> September	Week 4 w/c 21 <sup>st</sup> September	Week 5 w/c 28 <sup>th</sup> September	Week 6 w/c 5 <sup>th</sup> October	Week 7 w/c 12 <sup>th</sup> October	Week 8 w/c 19 <sup>th</sup> October
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  Captain Tom Moore	<u>Reading</u>  Shared reading comprehension  Celebrating the NHS	<u>Reading</u>  Shared reading comprehension  Understanding social distancing	<u>Reading</u>  Shared reading comprehension  Alice in Wonderland	<u>Reading</u>  Shared reading comprehension  Michael Morpurgo	<u>Reading</u>  Shared reading comprehension  Tsunamis	<u>Reading</u>  Shared reading comprehension  Roald Dahl
	<u>Writing</u>  Plan my writing by identifying the audience and purpose, selecting the appropriate form and using example texts to help me.  Perform own compositions using	<u>Writing</u>  Note and develop initial ideas, using reading and research when necessary.  Summarise longer passages.	<u>Writing</u>  Write by selecting the appropriate grammar and vocabulary, understanding how my choices change and enhance meaning.	<u>Writing</u>  Use a wide range of devices to make links within and across paragraphs.  Proofread, making changes to vocabulary, grammar, punctuation and	<u>Writing</u>  Use a variety of techniques to engage the reader.  Evaluate the effectiveness of own and others' writing.	<u>Writing</u>  Think about how authors have developed characters and settings.  Describe settings, characters and atmosphere.	<u>Writing</u>  Use features such as subheading and bullet points to structure text and guide the reader.  Sustain a convincing viewpoint throughout a piece of writing.

<p>appropriate intonation, volume and movement so that meaning is still clear.</p>			<p>spelling for effect and meaning.</p>		<p>Use dialogue to convey character and move the action on.</p> <p>Know the difference between the language of speech and writing, and using the correct subject-verb agreement.</p>	
<p><u>Spelling</u></p> <p>Words ending in -able and -ably (e.g. adorable/ adorably, applicable/ applicably, considerable/ considerably, tolerable/ tolerably).</p>	<p><u>Spelling</u></p> <p>Words ending in -ible and -ibly (e.g. possible/possibly, horrible/horribly, visible/visibly, incredible/incredibly, sensible/sensibly).</p>	<p><u>Spelling</u></p> <p>Words with a long /e/ sound spelt 'ie' or 'ei' after 'c' (e.g. deceive, conceive, receive, perceive, ceiling) and exceptions (e.g. protein, caffeine, seize).</p>	<p><u>Spelling</u></p> <p>Words with endings which sound like /shuhl/ after a vowel letter using 'cial' (e.g. official, special, artificial).</p>	<p><u>Spelling</u></p> <p>Words with endings which sound like /shuhl/ after a vowel letter (e.g. special).</p>	<p><u>Spelling</u></p> <p>Words with endings which sound like /shuhl/ after a vowel letter using 'tial' (e.g. partial, confidential, essential).</p>	<p><u>Spelling</u></p> <p>Words from the Year 5/6 Statutory Spelling List.</p>

	<u>Grammar &amp; punctuation</u>  Use a wide range of punctuation accurately and consistently.	<u>Grammar &amp; punctuation</u>  Use a range of verb forms to develop meaning and maintain appropriate tense choices.	<u>Grammar &amp; punctuation</u>  Use passive verbs in a sentence.	<u>Grammar &amp; punctuation</u>  Use hyphens to avoid confusion.	<u>Grammar &amp; punctuation</u>  Use a colon to introduce and semicolons within an extended list.	<u>Grammar &amp; punctuation</u>  Use semicolons, colons or dashes between clauses.	<u>Grammar &amp; punctuation</u>  Use ellipsis.  Recognise vocabulary and structure appropriate for formal writing (including subjunctive).
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Maths		Week 1 w/c 7 <sup>th</sup> September	Week 2 w/c 14 <sup>th</sup> September	Week 3 w/c 21 <sup>st</sup> September	Week 4 w/c 28 <sup>th</sup> September	Week 5 w/c 5 <sup>th</sup> October	Week 6 w/c12 <sup>th</sup> October	Week 7 w/c 19 <sup>th</sup> October
Class 2	Y1	1NPV – 1 Count within 100, forwards and backwards, starting with any number	1NPV – 2 Numbers to 20 in the linear number system	1NF – 1 Fluently add and subtract within 10	1NF – 1 Fluently add and subtract within 10	1NF – 2 Count forwards and backwards in multiples of 2, 5 and 10.	1AS – 1 Compose and partition numbers to 10	1AS – 1 Compose and partition numbers to 10
	Y2	2NPV – 1 Place value in two-digit numbers	2NPV – 2 Two-digit numbers in the linear number system	2NF – 1 Fluently add and subtract within 10	2AS – 1 Add and subtract across 10	2AS – 1 Add and subtract across 10	2AS – 1 Solve comparative addition and difference problems	2AS – 3 Add and subtract within 100 – part 1
Class 3	Y3	3NPV – 1 Equivalence of 10 hundreds and 1 thousand	3NPV – 2 Place value in three-digit numbers	3NPV – 3 Three-digit numbers in the linear number system	3NPV – 3 Three-digit numbers in the linear number system	3NPV – 4 Reading scales with 2, 4, 5 or 10 intervals	3NF – 1 Fluently add and subtract within and across 10.	3NF – 3 Scaling number facts by 10
		NB. Every Monday of this half term the children in Class 3 will be taught: 3NF – 2 Recall of multiplication tables 4NF – 1 Recall of multiplication tables; 4NF – 2 Division problems with remainders						
	Y4	4NPV – 1 Equivalence of 10 hundreds and 1 thousand	4NPV – 2 Place value in four-digit numbers	4NPV – 3 Four-digit numbers in the linear number system	4NPV – 3 Four-digit numbers in the linear number system	4NPV – 4 Reading scales with 2, 4, 5 or 10 intervals	4NF – 3 Scaling number facts by 100	4NF – 3 Scaling number facts by 100
Class 4	Y5	5NPV – 1 Tenths and hundredths	5NPV – 1 Tenths and hundredths	5NPV – 2 Place value in decimal fractions	5NPV – 3 Decimal fractions in the linear number system	5NPV – 4 Reading scales with 2, 4, 5 or 10 intervals	5NPV – 5 Convert between units of measure	5NF – 1 Secure fluency in multiplication and division facts
	Y6	6NPV – 1 Powers of 10	6NPV – 2 Place value in numbers up to 10,000,000	6NPV – 3 Numbers up to 10 million in the linear number system	6NPV – 4 Reading scales with 2, 4, 5 or 10 intervals	6AS/MD – 1 Quantify additive and multiplicative relationships	6AS/MD – 2 Derive related calculations	6AS/MD – 2 Derive related calculations

Foundation subjects	Week 2 w/c 7 <sup>th</sup> September  Geography	Week 3 w/c 14 <sup>th</sup> September  History	Week 4 w/c 21 <sup>st</sup> September  Science	Week 5 w/c 28 <sup>th</sup> September  Art and Design Technology	Week 6 w/c 5 <sup>th</sup> October  Geography	Week 7 w/c 12 <sup>th</sup> October  History	Week 8 w/c 19 <sup>th</sup> October  Science
Year 1/2	<p>I can use maps, atlases and a globe to identify the UK, name, locate and identify characteristics of the four countries of the United Kingdom and their capitals.</p> <p>I can point to the North and South Pole and the Equator on a map of the world or on a globe.</p> <p>I can find where I live on a map, in an atlas and on a globe.</p> <p>I can use a map to find where Capenhurst is.</p>	<p>I can sequence events in my life.</p> <p>I can describe memories of key events in my life.</p> <p>I can recognise the difference between the past and present in my own life.</p> <p>I can identify differences between ways of lives at different times</p>	<p>I can explore and compare the differences between things that are living, dead, and things that have never been alive.</p> <p>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.</p>	<p>I can use a range of materials creatively to design and make products.</p>	<p>I can name and locate the world's seven continents.</p> <p>I can name the continent where I live.</p> <p>I can name and locate the world's five oceans.</p> <p>I can name and locate the UK's surrounding seas</p>	<p>I can recognise the difference between past and present between their own and others' lives (e.g. comparing nursing now and then).</p> <p>I can recognise why people did things, why events happened and what happened as a result.</p>	<p>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.</p> <p>I can compare and group together a variety of everyday materials on the basis of their simple physical properties.</p>

Year 3/4	<p>I can use maps and atlases appropriately using contents &amp; indexes.</p> <p>I can locate in an atlas and on a map the countries which make up the European Union.</p> <p>I can name and locate the UK's major rivers on a map and in an atlas. I can begin to understand scale and to use maps with different scales.</p>	<p>I can place events from 1900 to the present day on a timeline.</p> <p>I can sequence several events or artefacts.</p> <p>I can use terms related to the period and begin to date events.</p>	<p>I can recognise that living things can be grouped in a variety of ways.</p> <p>I can explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.</p> <p>I can recognise that environments can change and that this can sometimes pose dangers to living things.</p>	<p>I can use a range of materials, techniques and methods creatively to design and make products.</p>	<p>I can find the same place on a globe and in an atlas.</p> <p>I can use longitude and latitude to describe a location.</p> <p>I can name and locate the key rivers of the UK. I can find my local area on a map of the UK.</p> <p>I can name and locate some of the main cities of the UK in relation to Capenhurst e.g. Birmingham, Liverpool, Manchester &amp; London.</p>	<p>I can compare with our life today.</p> <p>I can find out about everyday lives of people in the time studied (then and now).</p> <p>I can look for links and effects in the time studied. I can offer a reasonable explanation for some events.</p>	<p>I can identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.</p> <p>I can identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p>
Year 5/6	<p>I can use maps, aerial photos, plans and web resources to describe what a locality might be like.</p> <p>I can locate the USA and Canada on a</p>	<p>I can know and sequence key events of the Egyptians.</p> <p>I can make comparisons between different times in the past.</p>	<p>I can describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</p> <p>I can describe the life process of reproduction in</p>	<p>I can use a range of materials, techniques and methods creatively to design and make products.</p> <p>I can critically evaluate my own</p>	<p>I can locate and name the counties of the UK.</p> <p>I can name and locate the key hill and mountain ranges of the UK.</p>	<p>I can find out beliefs, behaviour and characteristics of the Ancient Egyptians.</p> <p>I can compare beliefs and behaviour with</p>	<p>I can associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.</p>

	<p>world map and find them in an atlas.</p> <p>I can name and locate some of the world's main mountain ranges on a map.</p> <p>I can name and locate some of the world's major rivers on a map.</p>	<p>I can use relevant dates and terms.</p>	<p>some plants and animals.</p>	<p>products and those made by my peers.</p>	<p>I can explain how time zones work.</p> <p>I can identify and name the Tropics of Cancer and Capricorn as well as the Arctic Circle and Antarctica.</p> <p>I can name the largest desert in the world</p>	<p>another time studied.</p> <p>I can know key dates, characters and events of the Ancient Egyptians.</p>	<p>I can compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches.</p> <p>I can use recognised symbols when representing a simple circuit in a diagram.</p>
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