

Capenhurst CEP Curriculum Overview – Autumn (2) 2022 - Whole school theme – Awe & Wonder

English	Week 1 w/c 31 st Oct	Week 2 w/c 7 th Nov	Week 3 w/c 14 th Nov	Week 4 w/c 21 st Nov	Week 5 w/c 28 th Nov	Week 6 w/c 5 th Dec	Week 7 w/c 12 th Dec
Handwriting	<p>Y1: Sit correctly at a table and hold a pencil comfortably and correctly. Begin to write letters correctly. Write capital letters and numbers 0-9. Know which letters to form in similar ways.</p>						
Year 1	<p><u>Reading</u> Group reading</p>	<p><u>Reading</u> Group reading</p>	<p><u>Reading</u> Group reading</p>	<p><u>Reading</u> Group reading</p>	<p><u>Reading</u> Group reading</p>	<p><u>Reading</u> Group reading</p>	<p><u>Reading</u> Group reading</p>
	<p><u>Writing (units from The Literacy Company)</u> Key text: The Owl Who Was Afraid of the Dark Outcomes: A fact sheet about owls using information gathered from the text (GD greater choice in how to represent the information e.g. layout and subheadings. Additional texts: The Owl Who Was Afraid of the Dark – chapter book, Owl Babies, A Great Big Cuddle</p>						
	<p><u>Spelling</u> Begin to write words with adjacent consonants. Phase 5 Letters and Sounds tricky words.</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>Reading</u> Shared reading Comprehension
	<u>Writing (units from The Literacy Company)</u> Key text: The Owl Who Was Afraid of the Dark Outcomes: A fact sheet about owls using information gathered from the text (GD greater choice in how to represent the information e.g. layout and subheadings. Additional texts: The Owl Who Was Afraid of the Dark – chapter book, Owl Babies, A Great Big Cuddle						
	<u>Spelling</u> Add the suffix-ly to turn adjectives into adverbs Add suffixes where no change is needed to the root of the word: -ing, -ed, -er, -est Use homophones and near homophones.						

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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>Reading</u> Shared reading comprehension
	<u>Writing (units from The Literacy Company)</u> Key text: Winter's Child by Angela McAllister Outcome: Recount – Letter Writing. Writing Outcome: To write a fantasy story based on a fable. Greater depth writing outcome: To write from a different point of view. Additional texts: The Ice Palace by Robert Swindells						
	<u>Spelling</u> Words with the suffix -ly with no change to the root word e.g. kindly, safely.	<u>Spelling</u> Words with the suffix -ly when the root word ends in y e.g. happily, easily.	<u>Spelling</u> Words with the suffix -ly when the root word ends in -le e.g. probably, simply.	<u>Spelling</u> Words with the suffix -ly when the root word ends in -ic e.g. basically, actually.	<u>Spelling</u> Words with the suffix -ly (exceptions to the rule) e.g. truly, daily.	<u>Spelling</u> Statutory Spelling Words e.g. believe, often, describe.	<u>Spelling</u> Words spelt incorrectly taken from individual children's books.

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Handwriting	Y4: I understand which letters are best left unjoined. I can improve the quality of my own handwriting.						
Year 4	<u>Reading</u> Shared reading comprehension	<u>Reading</u> Shared reading comprehension	<u>Reading</u> Shared reading comprehension	<u>Reading</u> Shared reading comprehension	<u>Reading</u> Shared reading comprehension	<u>Reading</u> Shared reading comprehension	<u>Reading</u> Shared reading comprehension
	<u>Writing (units from The Literacy Company)</u> Key text: Winter's Child by Angela McAllister Outcome: Recount – Letter Writing. Writing Outcome: To write a fantasy story based on a fable. Greater depth writing outcome: To write from a different point of view. Additional texts: The Ice Palace by Robert Swindells						
	<u>Spelling</u> Words ending with a shun sound spelt with -sion e.g. expansion, persuasion.	<u>Spelling</u> Words ending with a shun sound spelt with -ssion e.g. possession, expression.	<u>Spelling</u> Words ending with a shun sound spelt with -tion e.g. question, mention.	<u>Spelling</u> Words ending with a shun sound spelt with -cian e.g. musician, magician.	<u>Spelling</u> Words with 'ough' e.g. although, thought.	<u>Spelling</u> Statutory Spelling Words e.g. interest, minute, increase.	<u>Spelling</u> Words spelt incorrectly taken from individual children's books.

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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>Reading</u> Shared reading comprehension
	<u>Writing (units from The Literacy Company)</u> Key text: 'Can We Save the Tiger?' by Martin Jenkins Outcome: Report writing Additional texts: Jungle Book by Rudyard Kipling; Lord of the Forest by Caroline Pitcher						
	<u>Spelling</u> Words with the silent letters e.g. knot, lamb.	<u>Spelling</u> Words with the silent letters e.g. island, yacht.	<u>Spelling</u> Words with model verbs e.g. must, ought.	<u>Spelling</u> Words ending in -ment e.g. equipment, government.	<u>Spelling</u> Adverbs of possibility and frequency e.g. perhaps, often.	<u>Spelling</u> Statutory Spelling Words e.g. soldier, bruise.	<u>Spelling</u> Review week.

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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	<u>Reading</u> Shared reading comprehension
	<u>Writing (units from The Literacy Company)</u> Key text: 'Can We Save the Tiger?' by Martin Jenkins Outcome: Report writing Additional texts: Jungle Book by Rudyard Kipling; Lord of the Forest by Caroline Pitcher						
	<u>Spelling</u> Words ending in -able e.g. applicable, considerable.	<u>Spelling</u> Words ending in -able e.g. adorable, believable.	<u>Spelling</u> Words ending in -ably e.g. tolerably, comfortably.	<u>Spelling</u> Word families based on common words e.g. vary, variety.	<u>Spelling</u> Words based on common words e.g. lightning, daylight.	<u>Spelling</u> Words with prefixes micro- and mini- e.g. minibus, microwave.	<u>Spelling</u> Review week.

Maths		Week 1 w/c 31 st Oct	Week 2 w/c 7 th Nov	Week 3 w/c 14 th Nov	Week 4 w/c 21 st Nov	Week 5 w/c 28 th Nov	Week 6 w/c 5 th Dec	Week 7 w/c 12 th Dec
Class 1	EYFS	It's 1, 2, 3!		Light and Dark Simple Patterns		Making Comparisons		Consolidation
Class 2	Y1	<p style="text-align: center;">Links to the Schemes of Learning can be found towards the bottom of the following page: https://whiterosemaths.com/resources/mixed-age-resources/</p> <p>NB. Every Friday of this half term the children in Class 2 will be taught Shape (including reasoning and problem-solving activities) using White Rose planning</p>						
	Y2							
Class 3	Y3	<p style="text-align: center;">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							
Class 4	Y5	<p style="text-align: center;">Links to the Schemes of Learning can be found towards the bottom of the following page: https://whiterosemaths.com/resources/mixed-age-resources/</p> <p>NB. Every Monday of this half term the children in Class 4 will be taught Shape (including reasoning and problem-solving activities) using White Rose planning</p>						
	Y6							

Whole school theme – Awe & Wonder							
Foundation subjects	Week 1 w/c 31 st Oct History	Week 2 w/c 7 th Nov History	Week 3 w/c 14 th Nov Computing	Week 4 w/c 21 st Nov Science	Week 5 w/c 28 th Nov Science (KS2) Review week (KS1)	Week 6 w/c 5 th Dec Design Technology	Week 7 w/c 12 th Dec The Christmas Story
Year 1/2	<p>Kings & Queens/Changes in Royal family life over time & Bonfire Night</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 photographs of people or events in the past.</p> <p><u>Historical enquiry</u> I can find answers to simple questions about the past.</p> <p><u>Organisation & Communication</u> I can present information in a range of ways</p>	<p>Internet/online safety</p> <p>I can understand the different methods of communication (e.g. email, online forums etc). I know you should only open email from a known source. I can begin to evaluate websites and know that everything on the internet is not true. I know that it is not always possible to copy some text and pictures from the internet. I know that personal information should not be shared online. I know I must tell a trusted adult immediately if anyone tries to meet them via the internet.</p>	<p>Y1 POS – Seasonal Changes</p> <p>I observe changes across the four seasons. I observe and describe weather associated with the seasons and how day length varies.</p>	<p>Review of learning so far (See computing from Autumn 1)</p>	<p>Food</p> <p>I can use the basic principles of a healthy and balanced diet to prepare different dishes. I know where food comes from. I know basic food hygiene so that my food can be eaten safely by others.</p>	<p>I can use my understanding of the Christmas Story to represent it in different ways including a performance of the Nativity.</p>	

Stone Age to Iron Age

Chronological Understanding

I can use dates and terms related to the Stone Age and Iron Age.

I can begin to date events in the Stone Age and Iron Age.

I can understand BCE and CE (BC and AD).

Range and depth

I can find out about everyday lives of people in time studied.

I can compare with our life today.

I can use evidence to reconstruct life in Stone Age and Iron Age.

I can identify key features and events of time studied.

I can identify changes in Britain from the Stone Age to the Iron Age.

Interpretations

I can look at different representations of the time period.

I can use a range of historical information.

Historical enquiry

I can use the library and internet for research.

I can choose relevant material to present a picture of one aspect of life in time past.

I can select and record information relevant to the study.

Organisation & Communication

I can recall, select and organise historical information.

I can communicate my knowledge and understanding.

Databases

I can input data into a prepared database.

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

I can use a branching database.

Y3 – POS Rocks

I can compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.

I can describe in simple terms how fossils are formed when things that have lived are trapped within rock.

I can recognise that soils are made from rocks and organic matter.

Food

I can begin to understand and apply the principles of a healthy and varied diet to prepare different dishes.

I can prepare and cook simple, predominantly savoury dishes.

I can use my understanding of the Christmas Story to represent it in different ways including a Carol Service.

Anglo Saxons

N.B. when teaching, make links with Maya
Chronological Understanding

I can make comparisons between different times in the past.

I can place the Anglo Saxons on a timeline in relation to other studies.

I can use relevant dates and terms.

I can sequence up to 10 events on a timeline.

Range and depth

I can examine causes and results of great events and the impact on people.

I can compare beliefs and behaviour of another time studied.

I can know key dates, characters and events of the Anglo Saxons.

Interpretations

I can consider ways of checking the accuracy of interpretations – fact or fiction or opinion.

I can be aware that different evidence will lead to different conclusions.

I can confidently use books and the internet for research.

Historical enquiry

I can use evidence to build up a picture of a past event.

I can use books and the internet for research with increasing confidence.

I can bring knowledge gathered from several sources together in a fluent account.

Organisation & Communication

I can select and organise information to produce structure

Databases

I can create a simple formula in a spreadsheet and then check for accuracy and plausibility.

I can search databases for information using symbols such as = > or <

I can create databases planning the fields, rows and columns.

I can create graphs and tables to be copied and pasted into other documents.

Y6 POS – Light

I can recognise that light appears to travel in straight lines.

I can use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye.

I can explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes.

I can use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.

Food

I can understand and apply the principles of a healthy and varied diet to prepare different dishes.

I can prepare and cook predominantly savoury dishes using a variety of cooking techniques.

I can use my understanding of the Christmas Story to represent it in different ways including leading a Carol Service.

Whole school theme - Awe & Wonder								
EYFS	Week 1 w/c 31 st Oct	Week 2 w/c 7 th Nov	Week 3 w/c 14 th Nov	Week 4 w/c 21 st Nov	Week 5 w/c 28 th Nov	Week 6 w/c 5 th Dec	Week 7 w/c 12 th Dec The Christmas Story	
PSED	I can understand that each one of us is loved, special and important.	I can understand that we all like different things and that is one of the ways we are unique.	I can talk about how I demonstrate different emotions.	I can understand that we are all special.	I can tell other people about me and the things I like.	I can accept that we all have different talents and skills.	I can accept praise and encouragement from others	
CLL	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 participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.							
PD	Multi-Skills / Net and Wall 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	<i>I'm going to eat this ant</i> by Chris Naylor <i>The Three Little Pigs</i> by Mara Alperin							
Maths	It's 1, 2, 3!		Light and Dark Simple Patterns		Making Comparisons		Consolidation	
UTW/EAD	<u>History</u> I can talk about some of the things that make me unique. I can talk about some of the similarities and differences in between myself and my friends or family		<u>Computing</u> I show an interest in technological toys with knobs or pulleys, or real objects such as		<u>Science</u> I know the features of the four seasons and how it impacts on my daily life. I know the seasons in order. I know when Autumn is and its features.		<u>Design technology (food)</u> I can share my design through talking and drawing.	<u>Music</u> I can learn new songs and sing to different audiences. I can prepare for a Nativity performance in the village hall.

		cameras or mobile phones. I know that information can be retrieved from computers.			
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PSHE	<p align="center"> 'Don't Forget to Let Love in (I am special)' https://www.heartsmartv.com/browse (and scroll down for 'Written Curriculum - Church Schools') C2 – follow Y1, there is a lesson for each week to cover the identified objective. C3 – follow Y3, there is a lesson for each week to cover the identified objective. C4 – follow Y5, there is a lesson for each week to cover the identified objective. </p>						
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EYFS	I can understand that each one of us is loved, special and important.	I can understand that we all like different things and that is one of the ways we are unique.	I can talk about how I demonstrate different emotions.	I can understand that we are all special.	I can tell other people about me and the things I like.	I can accept that we all have different talents and skills.	I can accept praise and encouragement from others
Year 1/2	I can let love into my heart.	I can understand that there are different types of touch.	I can differentiate between the truth and lies that are spoken over me or about me.	I can appreciate the ways in which we are all unique.	I can understand that there is a choice in spending and saving and that there is a reward that comes from saving.	I can understand that there are different ways I can take care of myself every day.	I can reflect on ways to let love into my heart.
Year 3/4	I can let love into my heart.	I can accept the encouragement given to me by others.	I can understand what love is and what it isn't.	I can understand the difference that 'letting love in' can make to a person.	I can think about things I am grateful for and explain why I am grateful for them.	I can understand that some choices I make will affect my physical health.	I can reflect on ways to let love into my heart.
Year 5/6	I can let love into my heart. I can understand that I have value and purpose.	I can consider how the words I listen to about myself can make me feel.	I can think about different sources of pressure and ways I can respond.	I can look back over my life and select significant events/people.	I can look back over my life and select significant events/people.	I can suggest when and how to ask for help and who to go to.	I can reflect on ways to let love into my heart.