

Capenhurst CEP Curriculum Overview – Spring (2) 2021 - Whole school theme – Here, There and Everywhere (World Geography)

| English | Week 1 w/c 22 nd February | Week 2 w/c 1 st March | Week 3 w/c 8 th March | Week 4 w/c 15 th March | Week 5 w/c 22 nd March | Week 6 w/c 29 th March (3 days) | Easter Break |
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| 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> Shared reading Comprehension CGP exercise book.</p> | <p><u>Reading</u> Shared reading Comprehension CGP exercise book.</p> | <p><u>Reading</u> Shared reading comprehension CGP exercise book.</p> | <p><u>Reading</u> Shared reading comprehension CGP exercise book.</p> | <p><u>Reading</u> Shared reading comprehension CGP exercise book.</p> | <p><u>Reading</u> Shared reading comprehension CGP exercise book.</p> | |
| | <p><u>Writing (units from The Literacy Company)</u> <u>Key texts</u> Meerkat Mail by Emily Gravett Jack and the Baked Beanstalk by Colin Stimpson</p> <p><u>Outcomes</u> <u>Narrative</u> Use role play to explore imaginative ideas based on a theme from reading and devise a class story. Use photographs images as a story plan. Children to write their own version of a story.</p> | | | | | | |

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| <p><u>Information texts</u> Children create a page for an information book.</p> <p><u>Key activities</u> Story writing based on predictions Diary entry Letter writing Description of scene Character description Write own version of story</p> <p><u>Sentence-level activities</u> Write short sentences in meaningful contexts. Apply taught digraphs and trigraphs into writing. Use capital letters and full stops accurately. Joining words and joining clauses using and.</p> | | | |
| <p><u>Spelling</u> Begin to write words with adjacent consonants. Phase 4/5 Letters and Sounds tricky words.</p> | | <p><u>Spelling</u> Adding the prefix un- without any change to the root word. Unhappy Undo unfair</p> | <p><u>Spelling</u> Use plural noun suffixes –s and –es. Compound words – Football, playground, farmyard.</p> |

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| | <p><u>Grammar & punctuation</u> Write simple sentences which can be read by themselves and others. Use of capital letters, full stops question marks and exclamation marks to demarcate sentences.</p> | <p><u>Grammar & punctuation</u> Understand the job of an adjective and am beginning to use them to create simple noun phrases.</p> | <p><u>Grammar & punctuation</u> Recognise verbs as action/ doing words and use them appropriately.</p> | |
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| English | Week 1 w/c 22 nd February | Week 2 w/c 1 st March | Week 3 w/c 8 th March | Week 4 w/c 15 th March | Week 5 w/c 22 nd March | Week 6 w/c 29 th March (3 days) | Easter Break |
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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 CGP exercise book. | <u>Reading</u> Shared reading Comprehension CGP exercise book. | <u>Reading</u> Shared reading comprehension CGP exercise book. | <u>Reading</u> Shared reading comprehension CGP exercise book. | <u>Reading</u> Shared reading comprehension CGP exercise book. | <u>Reading</u> Shared reading comprehension CGP exercise book. | |
| | <u>Writing (units from The Literacy Company)</u> <u>Key texts</u> Meerkat Mail by Emily Gravett Jack and the Baked Beanstalk by Colin Stimpson <u>Outcomes</u> <u>Narrative</u> Use role play to explore imaginative ideas based on a theme from reading and devise a class story. Use photographs images as a story plan. | | | | | | |

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| <p>Children to write their own version of a story.</p> <p><u>Information texts</u> Children create a page for an information book.</p> <p><u>Key activities</u> Story writing based on predictions Diary entry Letter writing Description of scene Character description Write own version of story</p> <p><u>Sentence-level activities</u> Write short sentences in meaningful contexts. Apply taught digraphs and trigraphs into writing. Use capital letters and full stops accurately. Joining words and joining clauses using and.</p> | | | |
| <p><u>Spelling</u> NC spelling list. The sound c before e, l, and y – face space bicycle, circle, spicy. The sound j / dge and ge at the end of words – badge, edge, bridge, dodge, fudge, age, huge, change, charge village.</p> <p>The sound j often spelt with g before e, i and y, gem , giant, magic , giraffe, energy, Jacket, jar, jog, join, adjust.</p> | | <p><u>Spelling</u> Y2 - Common exception words .</p> <p>Door , floor, again , wild , children.</p> | <p><u>Spelling</u> Y2 - Common exception words</p> <p>Climb , Parents , most, only, both</p> |

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| | <p><u>Grammar & punctuation</u> Sequence sentences to form short narratives (link ideas or events by pronoun). Use a capital letter for places and days of the week. Punctuate sentences with a capital letter, full stop, question mark or exclamation mark.</p> | <p><u>Grammar & punctuation</u> Recognise verbs as doing words and being words. Begin to use present/ past tenses correctly, including the past progressive form.</p> | <p><u>Grammar & punctuation</u> Recognise regular and irregular verbs. Begin to follow the rules of Standard English, e.g. subject-verb agreement, consistency of tense.</p> | |
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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 Holi | <u>Reading</u> Shared reading comprehension Alan Turing | <u>Reading</u> Shared reading comprehension World Book Day | <u>Reading</u> Shared reading comprehension Mother's Day | <u>Reading</u> Shared reading comprehension Lucy and the Leprechaun | <u>Reading</u> Shared reading comprehension Marie Curie | |
| | <u>Writing (Voyage and return story writing unit from The Literacy Company)</u> <u>Key text</u> "Leon and the Place Between" by Grahame Baker-Smith "The Ice Palace" by Robert Swindells (class reader) <u>Outcome</u> To write a voyage and return story in the style of Grahame Baker-Smith <u>Key activities</u> Setting description using noun phrases | | | | | | |

Story writing based on predictions
 Write a short piece of dialogue
 Poetry writing using noun phrases and effective verbs
 Scene description using conjunctions and verbs
 Character description from another character's point of view
 Giving opinions using conjunctions
 Newspaper report about Leon's disappearance
 Create a spell using concrete and abstract nouns
 Voyage and return story

Sentence-level activities

Use a or an according to whether the next word begins with a vowel or a consonant.
 Use of expanded noun phrases
 Adverbials (including fronted adverbials and the use of the comma)
 Adjectives and extending vocabulary
 Inverted commas and other punctuation to indicate direct speech
 Use of effective verbs
 Coordinating & subordinating conjunctions

Text-level activities

Poetry writing. Descriptive writing. Newspaper report. Voyage and return story.

Spellings

Create adverbs using the suffix -ly (no change to root word)
 e.g. kindly, quickly.

Spellings

Create adverbs using the suffix -ly (root word ends in 'y')
 e.g. happily, angrily.

Spellings

Create adverbs using the suffix -ly (root word ends in 'le')
 e.g. gently, simply.

Spellings

Create adverbs using the suffix -ly (root word ends in 'ic' or 'al')
 e.g. basically, frantically.

Spellings

Create adverbs using the suffix -ly (exceptions to the rule)
 e.g. truly, wholly.

Spellings

Revise statutory spelling words
 e.g. believe, continue.

Grammar & punctuation

Use a or an according to whether the next word begins with a vowel or a consonant.

Use of expanded noun phrases

Adverbials (including fronted adverbials and the use of the comma)

Adjectives and extending vocabulary

Inverted commas and other punctuation to indicate direct speech

Use of effective verbs

Coordinating & subordinating conjunctions

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|-------------|---|---|--|--|---|---|--------------|
| English | Week 1 w/c 22 nd February | Week 2 w/c 1 st March | Week 3 w/c 8 th March | Week 4 w/c 15 th March | Week 5 w/c 22 nd March | Week 6 w/c 29 th March (3 days) | Easter Break |
| 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 Holi | <u>Reading</u> Shared reading comprehension Alan Turing | <u>Reading</u> Shared reading comprehension World Book Day | <u>Reading</u> Shared reading comprehension Mother's Day | <u>Reading</u> Shared reading comprehension Lucy and the Leprechaun | <u>Reading</u> Shared reading comprehension Marie Curie | |
| | <u>Writing (Voyage and return story writing unit from The Literacy Company)</u> <u>Key text</u> "Leon and the Place Between" by Grahame Baker-Smith "The Ice Palace" by Robert Swindells (class reader) <u>Outcome</u> To write a voyage and return story in the style of Grahame Baker-Smith <u>Key activities</u> Setting description using noun phrases | | | | | | |

Story writing based on predictions
 Write a short piece of dialogue
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 Scene description using conjunctions and verbs
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 Giving opinions using conjunctions
 Newspaper report about Leon's disappearance
 Create a spell using concrete and abstract nouns
 Voyage and return story

Sentence-level activities

Use a or an according to whether the next word begins with a vowel or a consonant.
 Use of expanded noun phrases
 Adverbials (including fronted adverbials and the use of the comma)
 Adjectives and extending vocabulary
 Inverted commas and other punctuation to indicate direct speech
 Use of effective verbs
 Coordinating & subordinating conjunctions

Text-level activities

Poetry writing. Descriptive writing. Newspaper report. Voyage and return story.

Spellings

Words with a 'shuhn' sound spelt with 'sion' e.g. expansion, tension.

Spellings

Words with a 'shuhn' sound spelt with 'ssion' e.g. expression, possession.

Spellings

Words with a 'shuhn' sound spelt with 'tion' e.g. question, mention.

Spellings

Words with a 'shuhn' sound spelt with 'cian' e.g. musician, politician.

Spellings

Words with a 'ough' to make a long 'o', 'oo', 'or' e.g. dough, through, fought.

Spellings

Revise statutory spellings e.g. interest, favourite.

Grammar & punctuation

Use a or an according to whether the next word begins with a vowel or a consonant.

Use of expanded noun phrases

Adverbials (including fronted adverbials and the use of the comma)

Adjectives and extending vocabulary

Inverted commas and other punctuation to indicate direct speech

Use of effective verbs

Coordinating & subordinating conjunctions

| English | Week 1 w/c 22 nd February | Week 2 w/c 1 st March | Week 3 w/c 8 th March | Week 4 w/c 15 th March | Week 5 w/c 22 nd March | Week 6 w/c 29 th March (3 days) | Easter Break |
|-------------|--|--|--|---|--|---|--------------|
| 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 Pearl Harbour | <u>Reading</u> Shared reading comprehension Hanukkah | <u>Reading</u> Shared reading comprehension Sir Isaac Newton | <u>Reading</u> Shared reading comprehension Alan Turing | <u>Reading</u> Shared reading comprehension Charles Darwin | <u>Reading</u> Shared reading comprehension Joe Biden | |
| | <u>Writing (non-fiction journalistic writing)</u> <u>Key texts</u> The Watertower by Gary Crew <u>Outcome</u> To write an effective news article in journalistic style. <u>Key activities</u> Short story. Descriptive writing. Diary entry. Character descriptions. Describe what might be in the watertower. | | | | | | |

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| <p><u>Sentence-level activities</u> Use of advanced punctuation. Use of relative clauses. Expanded noun phrases. Use of co-ordinating and subordinating conjunctions.</p> <p><u>Text-level activities</u> Short story. Descriptive text. Non-chronological report. Character descriptions. Newspaper article.</p> | | | | | | |
| <p><u>Spelling</u> Plurals adding '-s', '-ies' and '-es'.</p> | <p><u>Spelling</u> Words containing 'ei'.</p> | <p><u>Spelling</u> Words containing 'ie'.</p> | <p><u>Spelling</u> Year 5/6 statutory words.</p> | <p><u>Spelling</u> Homophones e.g. isle, aisle</p> | <p><u>Spelling</u> Homophones e.g. aloud, allowed</p> | |

Grammar & Punctuation

Synonyms and antonyms. Relative clauses. Using colons.
Use of co-ordinating and subordinating conjunctions.
Use of the subjunctive. Vary past tense forms.

| English | Week 1 w/c 22 nd February | Week 2 w/c 1 st March | Week 3 w/c 8 th March | Week 4 w/c 15 th March | Week 5 w/c 22 nd March | Week 6 w/c 29 th March (3 days) | Easter Break |
|---|--|--|--|---|--|---|--------------|
| 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 Pearl Harbour | <u>Reading</u> Shared reading comprehension Hanukkah | <u>Reading</u> Shared reading comprehension Sir Isaac Newton | <u>Reading</u> Shared reading comprehension Alan Turing | <u>Reading</u> Shared reading comprehension Charles Darwin | <u>Reading</u> Shared reading comprehension Joe Biden | |
| <u>Writing (non-fiction journalistic writing)</u> <u>Key texts</u> The Watertower by Gary Crew <u>Outcome</u> To write an effective news article in journalistic style. <u>Key activities</u> Short story. Descriptive writing. Diary entry. Character descriptions. | | | | | | | |

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| Describe what might be in the watertower. | | | | | | |
| <u>Sentence-level activities</u> Use of advanced punctuation. Use of relative clauses. Expanded noun phrases. Use of co-ordinating and subordinating conjunctions. | | | | | | |
| <u>Text-level activities</u> Short story. Descriptive text. Non-chronological report. Character descriptions. Newspaper article. | | | | | | |
| <u>Spelling</u> Spell words ending in '-ant', '-ance' and '-ancy'. | <u>Spelling</u> Spell words ending in '-ant', '-ance' and '-ancy'. | <u>Spelling</u> Spell words ending in '-ent', '-ence' and '-ency'. | <u>Spelling</u> Spell words ending in '-ent', '-ence' and '-ency'. | <u>Spelling</u> Homophones e.g. draught, draft | <u>Spelling</u> Homophones e.g. coarse, course | |
| <u>Grammar & punctuation</u> Synonyms and antonyms. Relative clauses. Using colons. Use of co-ordinating and subordinating conjunctions. Use of the subjunctive. Vary past tense forms. | | | | | | |

| Maths | | Week 1 w/c 22 nd February | Week 2 w/c 1 st March | Week 3 w/c 8 th March | Week 4 w/c 15 th March | Week 5 w/c 22 nd March | Week 6 w/c 29 th March (3 days) | Easter Break |
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| Class 2 | Y1 | <p>Please see White Rose lesson by lesson overview for Y1/2: https://wrm-13b48.kxcdn.com/wp-content/uploads/2020/10/Year-1-and-2-Lesson-by-Lesson-Autumn-Spring.pdf</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: https://wrm-13b48.kxcdn.com/wp-content/uploads/2020/10/Year-3-and-4-Lesson-by-Lesson-Autumn-Spring.pdf</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: 3NF – 2 Recall of multiplication tables 4NF – 1 Recall of multiplication tables; 4NF – 2 Division problems with remainders</p> | | | | | | |
| Class 4 | Y5 | <p>Please see White Rose lesson by lesson overview for Y5/6: https://wrm-13b48.kxcdn.com/wp-content/uploads/2020/10/Year-5-and-6-Lesson-by-Lesson-Autumn-Spring.pdf</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 | | | | | | | |

| <p style="text-align: center;">Whole school theme – Here, There and Everywhere (World Geography)</p> <p><i>Every time KS2 pupils study a location in the world, they will need to identify the position and significance of latitude, longitude, the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, the Arctic Circle and Antarctica.</i></p> <p><i>All classes to apply the skills of ‘Data Retrieving and Organising’ and ‘Using the Internet’ from the Computing programme of study in the context of their work this half term.</i></p> | | | | | | | |
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| Foundation subjects | <p style="text-align: center;">Week 1 w/c 22nd February (Wellbeing Wednesday - 24th Feb)</p> <p style="text-align: center;">Geography</p> | <p style="text-align: center;">Week 2 w/c 1st March</p> <p style="text-align: center;">History</p> | <p style="text-align: center;">Week 3 w/c 8th March (Wellbeing Wednesday - 10th March)</p> <p style="text-align: center;">Art</p> | <p style="text-align: center;">Week 4 w/c 15th March</p> <p style="text-align: center;">Science</p> | <p style="text-align: center;">Week 5 w/c 22nd March (Wellbeing Wednesday - 24th March)</p> <p style="text-align: center;">Science</p> | <p style="text-align: center;">Week 6 w/c 29th March (3 days)</p> <p style="text-align: center;">Easter (RE)</p> | Easter Break |
| Year 1/2 | <p><i>I can recall key facts and skills from last half term.</i></p> <p>Revision and recap unit (Spring 1 objectives)</p> <p>Last half term the children studied – Hot and cold places of the world, North and South poles and the weather changes due to seasons. This week the focus will be on recall of key</p> | <p><i>I can recall key facts and skills from last half term.</i></p> <p>Events beyond living memory</p> <p>e.g. The Great Fire of London</p> <p>What made the Great Fire of London “Great”?</p> <p>Range and Depth</p> <p>I can identify the differences between</p> | <p>Collage</p> <p>Beth Collins https://mymodernmet.com/bridget-beth-collins-flora-collages/</p> <p>I can gather and sort the materials I need for my work.</p> <p>I can create individual and group pieces of work.</p> <p>I can explain why I have used different materials and</p> | <p>Y2 POS – Plants</p> <p>I can observe and describe how seeds and bulbs grow into mature plants.</p> <p>I can observe closely, using simple equipment.</p> <p>I can use observations and ideas to suggest answers to questions.</p> | <p>Y2 POS – Plants</p> <p>I can find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p> <p>I can identify and classify using parts of the plant.</p> <p>I can sort and group plants using simple features.</p> | <p>The Easter Story</p> <p>A significant Christian festival</p> <p>Reflection activity - Easter Garden (Activity 59 in Bishop Bridgeman book)</p> | |

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| | <p>facts to embed them into long term memory.</p> | <p>ways of life then and now.</p> <p>Interpretations I can discuss reliability of different versions of the same story.</p> <p>Historical enquiry I can use observations about a source to answer questions about the past.</p> <p>Organisation and Communication I can present information in a range of ways.</p> | <p>textures in my collage.</p> <p>I can use abstract placement and repetition in my collage.</p> | | | | |
| Year 3/4 | <p>Frozen Planet <i>I can recall key facts and skills from last half term.</i></p> <p>Place knowledge I can begin to understand how the North and South Poles became isolated from their closest landmasses (Pangea).</p> <p>Geographical skills & fieldwork I can collect data</p> | <p>Ancient Greece <i>I can recall key facts and skills from last half term.</i></p> <p>What influence did the Ancient Greeks have on today?</p> <p>Chronological Understanding I can sequence several events or artefacts. I can use dates and terms related to the</p> | <p>Collage Chryssa Romanos https://theculturetrip.com/europe/greece/articles/10-contemporary-greek-artists-you-should-know/</p> <p>I can cut material accurately. I can use mosaic and montage techniques. I can combine visual and tactile qualities,</p> | <p>Y3 POS - Light</p> <p>I can recognise that they need light in order to see things and that dark is the absence of light. I can notice that light is reflected from surfaces. I can recognise that light from the sun can be dangerous and that there are ways to protect their</p> | <p>Y3 POS - Light</p> <p>I can recognise that light from the sun can be dangerous and that there are ways to protect their eyes. I can recognise that shadows are formed when the light from a light source is blocked by a solid object. I can find patterns in</p> | <p>The Easter Story A significant Christian festival</p> <p>Reflection activity - Easter Garden (Activity 59 in Bishop Bridgeman book)</p> | |


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| | <p>about a place and create graphs relating to that data.</p> | <p>study unit and passing of time. Range and depth I can look for links and effects in the time studied. I can identify reasons for and results of people's actions. Interpretations I can begin to evaluate the usefulness of different resources. Historical enquiry I can observe small details from artefacts and pictures. I can use the library and internet for research. I can select and record information relevant to the study. Organisation & Communication I can communicate y knowledge and understanding.</p> | <p>combining colours for different effects. I can be more selective in my materials and techniques giving sensible reasons for my choices.</p> | <p>eyes.</p> | <p>the way that the size of shadows changes.</p> | | |
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| <p><i>I can recall key facts and skills from last half term.</i></p> <p>South America – Chile Human & physical geography I can describe the distribution of natural resources and how it affects settlement and land use (copper mining in Chile). I can begin to understand the distribution of minerals (e.g. copper).</p> | <p><i>I can recall key facts and skills from last half term.</i></p> <p>Local History Changing farms Link to Anglo Saxons How has farming changed since the Anglo Saxons? Chronological Understanding I can make comparisons between times in the past. Interpretations I can off some reasons for the different versions of events. Historical enquiry I can begin to identify primary and secondary sources. I can select relevant sections of information. Organisation and Communication I can select and organise information to produce structure</p> | <p>Collage Mauricio Garrido https://www.arteallimite.com/en/2015/09/04/chile-collage-mauricio-garrido/ I can use ceramic mosaic techniques. I can combine patterns, tones and shapes to express mood and emotions. I can justify my decisions about materials, techniques and colours</p> | <p>Y6 POS – Evolution and Inheritance</p> <p>I can recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. I can recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.</p> | <p>Y6 POS – Evolution and Inheritance</p> <p>I can identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. I can record data and results of increasing complexity using scientific diagrams and labels, classifications keys, tables, scatter graphs, bar and line graphs.</p> | <p>The Easter Story A significant Christian festival</p> <p>Reflection activity - Easter Garden (Activity 59 in Bishop Bridgeman book)</p> | |
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| | | work, making appropriate use of dates and terms. | | | | | | |
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Whole school theme – Here, There and Everywhere (World Geography)

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| EYFS | Week 1 w/c 22nd February | Week 2 w/c 1st March | Week 3 w/c 8th March | Week 4 w/c 15th March | Week 5 w/c 22nd March | Week 6 w/c 29th March (3 days) | Easter Break |
| PSED | I can describe how to be a super-friend. | I can think of ways to ensure everyone is included in my class. | I can listen to one another. | I can use words that are kind when talking to my friends. | I can choose to be kind to others even when they are not. | I can understand why it is important to say sorry. | |
| CLL | I can maintain concentration in large and small groups. I can listen and respond to others in a variety of contexts. I can use talk to organise, sequence and clarify thinking, ideas and feelings. | | | | | | |
| PD | <u>Dance</u> EYFS: Pupils represent their own ideas, thoughts and feelings through dance. I can compose a simple dance based on my thoughts and feelings. I can perform my basic dance movements with confidence, control and coordination. I can notice the physical changes to my body that happen when I dance and exercise. I can explain my thoughts and feelings behind my dance. <u>Gymnastics</u> I can repeat teacher actions with accuracy as a whole group. I can follow actions from a variety of instructors such as Joe Wicks, Cosmic Yoga and Kids Zumba. I can manage space safely, showing an awareness of others in the classroom. | | | | | | |
| Literacy | Lent (Ash Wednesday 17 th Feb) Phonics recap of phase 3 | Walk This World – Lottie Niemnen Phonics recap of phase 3 | Walk This World – Lottie Niemnen Phonics recap of phase 3 | Walk This World – Lottie Niemnen Phonics recap of phase 3 | Walk This World – Lottie Niemnen Phonics recap of phase 3 | The Easter Story Phonics recap of phase 3 | |

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| Maths | Time | Comparing weights | Comparing measures | Explore and play with 3D shapes | Coin recognition | Money role play | |
| UTW | I can talk about Lent and its importance in the Christian calendar. | I can identify where the UK is on a world map or globe. | I can talk about how the weather and lifestyles are different in another country. | I can talk about cultures and traditions from different countries. | I can understand that people have different beliefs to my own. | I can talk about Easter and its importance in the Christian calendar | |
| EAD | <p><u>Artistic study</u> I can combine different materials and textures to create a finished piece. Looking at the work of Lola Dupre (https://theartyteacher.com/collage-artists/) using building features to create letters. Adapt to numbers/names etc.</p>  <p><u>Performing</u> I can expand my repertoire of songs and tunes and perform to larger groups of people.</p> <p><u>Composing</u> I can explore the different sounds of different instruments.</p> <p><u>Appraising</u> I can explain why have used different instruments to make different sounds</p> | | | | | | |

| PSHE | <p align="center">Don't Rub It In, Rub It Out https://church.heartsmart.school/sign-in (and select 300+ lessons) 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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| | Week 1 w/c 22 nd February | Week 2 w/c 1 st March | Week 3 w/c 8 th March | Week 4 w/c 15 th March | Week 5 w/c 22 nd March | Week 6 w/c 29 th March (3 days) | Easter Break |
| EYFS | I can describe how to be a super-friend. | I can think of ways to ensure everyone is included in my class. | I can listen to one another. | I can use words that are kind when talking to my friends. | I can choose to be kind to others even when they are not. | I can understand why it is important to say sorry. | |
| Year 1/2 | I can understand the importance of forgiveness. | I can think about how my behaviour affects others and how I can make amends when I have hurt/upset someone. | I can suggest different ways to handle negative emotion. | I can explore different ways to handle disappointment. | I can explain how the words I use affect other people. | I can reflect on ways I can erase negative emotion. | |
| Year 3/4 | I can understand the importance of forgiveness. | I can describe how an apology can help mend a situation. | I can think about and describe the difference between forgiving and not. | I can understand that letting go of hurt is best for my heart. | I can consider how to build trust between friends and consider the effects of a betrayal of trust. | I can recognise and challenge stereotypes. I can reflect on ways I can erase negative emotion. | |

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| Year 5/6 | I can describe forgiveness and why it keeps our hearts healthy. | I can develop simple strategies to resolve conflict. | I can explain what Nelson Mandela's life teaches me about forgiveness. | I can describe different emotions and discuss the importance of them. | I can respond well to my own mistakes. | I can recognise bullying in all its forms and list strategies for dealing with bullying. I can reflect on ways I can erase negative emotion. | |
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