

Capenhurst CEP Curriculum Overview – Autumn (1) 2026 - Whole school theme – Awe and Wonder

English	Week 1 w/c 7 th Sept	Week 2 w/c 14 th Sept	Week 3 w/c 21st Sept	Week 4 w/c 28 th Sept	Week 5 w/c 5 th Oct	Week 6 w/c 12 th Oct	Week 7 w/c 19 st Oct
Handwriting	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.						
Year 1	<u>Reading</u> Group reading	<u>Reading</u> Group reading	<u>Reading</u> Group reading	<u>Reading</u> Group reading	<u>Reading</u> Group reading	<u>Reading</u> Group reading	<u>Reading</u> Group reading
	<u>Writing (units adapted from The Literacy Company model)</u> Key text: We're Going to Find the Monster Outcomes: re tell and write labels Additional texts:						
	<u>Spelling</u> Begin to write words with adjacent consonants. Review Phase 4 Little Wandle Phase 5 Little Wandle and tricky words.						

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Handwriting	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.						
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 adapted from The Literacy Company model)</u> Key text: Look Up Outcomes: To write a diary entry about a space flight. Additional texts:						
	<u>Spelling</u> Review Phase 5 Little Wandle Little Wandle 'Bridge to spelling' for Year 2.						

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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: Coming to England Outcome: Recount – letter in role Additional texts:						
	<u>Spelling</u> Suffixes from Year 2 ('-s', '-es', '-er', '-ed', '-ing') Revise prefix 'un-' Teach prefix 'dis-' (disappoint, disagree, disobey)	<u>Spelling</u> Words with the long vowel sound /a/ spelt with ey	<u>Spelling</u> Words with the long vowel sound /a/ spelt with ai	<u>Spelling</u> Words with the sound /ur/ spelt with ear. earth, early	<u>Spelling</u> Homophones (brake/ break, grate/great, eight/ ate, weight/wait, son/sun)	<u>Spelling</u> Homophones (brake/ break, grate/great, eight/ ate, weight/wait, son/sun)	<u>Spelling</u> Words from statutory and personal spelling lists Words spelt incorrectly taken from the 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	Reading Shared reading comprehension	Reading Shared reading comprehension	Reading Shared reading comprehension	Reading Shared reading comprehension	Reading Shared reading comprehension	Reading Shared reading comprehension	Reading Shared reading comprehension
	<u>Writing (units from The Literacy Company)</u> Key text: Coming to England Outcome: Recount – letter in role Additional texts						
	<u>Spelling</u> Strategies at the point of writing: Have a go Strategies for learning words: words from statutory spelling list	<u>Spelling</u> Adding the prefix in- (meaning 'not' or 'into')	<u>Spelling</u> Adding the prefix im- (before a root word starting with 'm' or 'p')	<u>Spelling</u> Adding the prefix il- (before a root word staring with 'l') and the prefix ir (before a root word starting with 'r')	<u>Spelling</u> Homophones and near homophones e.g. medal, meddle.	<u>Spelling</u> words with /shun/ endings spelt with 'sion' (if root word ends in 'se', 'de' or 'd')	<u>Spelling</u> Words from statutory and personal spelling lists Words spelt incorrectly taken from the 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: Star of Fear and Star of Hope by Jo Hoestlandt Outcome: Flashback story; information text Additional texts: Erika's Story; An Eagle in the Snow						
	<u>Spelling</u> Words with the letter string 'ough'.	<u>Spelling</u> Words with silent letters.	<u>Spelling</u> Words ending in 'able'.	<u>Spelling</u> Words ending in 'ible'.	<u>Spelling</u> Homophones	<u>Spelling</u> Statutory words from Year 5 / 6 list.	<u>Spelling</u> Statutory words from Year 5 / 6 list.

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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: Star of Fear and Star of Hope by Jo Hoestlandt Outcome: Flashback story; information text Additional texts: Erika's Story; An Eagle in the Snow						
	<u>Spelling</u> Words ending in 'able'.	<u>Spelling</u> Words ending in 'ably'.	<u>Spelling</u> Words ending in 'ible'.	<u>Spelling</u> Words ending in 'ibly'.	<u>Spelling</u> Words ending in 'fer'.	<u>Spelling</u> Homophones and near-homophones.	<u>Spelling</u> Year 5 / 6 statutory words.

Maths		Week 1 w/c 7 th Sept	Week 2 w/c 14 th Sept	Week 3 w/c 21 st Sept	Week 4 w/c 28 th Sept	Week 5 w/c 5th Oct	Week 6 w/c 12 th Oct	Week 7 w/c 19th Oct
Class 1	EYFS	Baseline assessment		White Rose –Match, sort and compare		White Rose – talk about measures and patterns		
						White rose – It's me 1,2,3		
Class 2	Y1	White Rose – Place Value (within 10)					White Rose - Addition & Subtraction (within 10)	
	Y2							
Class 3	Y3	White Rose – Place Value			White Rose – Addition & Subtraction			
	Y4							
	Y5	White Rose – Place Value			White Rose - Addition & Subtraction		White Rose – Multiplication & Division A	
Class 4	Y6	White Rose – Place Value			White Rose - Addition & Subtraction		White Rose – Multiplication & Division A	

	Whole school theme – Awe and Wonder						
Foundation subjects	Week 1 w/c 7 th Sept Music	Week 2 w/c 14 th Sept Science	Week 3 w/c 21 st Sept Science	Week 4 w/c 28 th Sept Computing	Week 5 w/c 5 th Oct History	Week 6 w/c 12 th Oct History	Week 7 w/c 19 th Oct Art and Design
Year 1/2	Sing Up unit: Colonel Hathi's March	Y1 POS – Seasonal Changes I can observe changes across the four seasons. I can observe and describe weather associated with the seasons and how day length varies. I can ask simple questions and recognise that they can be answered in different ways		Algorithms and Programming I can create a simple series of instructions - left and right. I can record my routes. I can understand forwards, backwards, up and down. I can put two instructions together to control a programmable toy. I can begin to plan and test a Bee-bot journey.	Year 1 The history of Toys Identify and describe features of toys from the past and present Chronological Understanding I can develop an awareness of the past, using common words and phrases relating to the passing of time Range and depth I know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. Interpretations I can understand some of the ways in which we find out about the past and identify different ways in which it is represented Historical enquiry I can ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events Organisation & Communication I use a wide vocabulary of everyday historical terms.		Drawing I can draw with pencils, crayons, charcoal and pastels. I can create moods in my drawings. I can draw different line shapes and thicknesses using, at least 3 grades of pencil. I can use a viewfinder to focus on a specific part of an artefact/image before drawing it. I can make sensible comments about the drawings of my peers and artists.

Year 3/4	Sing Up unit: I've Been to Harlem	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. I can ask relevant questions and use different types of scientific enquiries to answer them. I can use straightforward scientific evidence to answer questions or to support their findings.	Algorithms and Programming I can experiment with variables to control models. I can use 90 degree and 45 degree turns. I can give an on-screen robot directional instructions. I can draw a square, rectangle and other regular shapes on screen, using commands. I can write more complex programs.	Developing experts Year 3 The Stone age Chronological Understanding I know dates and terms related to the Stone Age and Iron Age. I understand the terms BCE and CE (BC and AD). I know about changes in Britain from the Stone Age to the Iron Age Range and depth I know about everyday lives of people in time studied and can compare with our life today. I know key features and events of the time studied. I know the changes that took place in Britain from the Stone Age to the Iron Age. Interpretations I know that there are 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. regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance	Drawing I can begin to show facial expressions in my drawings. I can use marks and lines to create texture in my work. I can use different grades of pencil to show tone, shape and colour to represent reflections and a feeling of movement. I can explain why I have used specific materials in my work, with some reference to the work of other artists.
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Year 5/6	Sing Up unit: Drunken Sailor	Y5 POS – Earth and Space I can describe the movement of the Earth, and other planets, relative to the Sun in the solar system. I can describe the movement of the Moon relative to the Earth. I can describe the Sun, Earth and Moon as approximately spherical bodies. I can use the idea of the Earth’s rotation to explain day and night and the apparent movement of the sun across the sky. I can identify scientific evidence that has been used to support or refute ideas or arguments.	Algorithms and Programming I can combine sequences of instructions and procedures to turn devices on or off. I can understand input and output. I can use an ICT program to control an external device that is electrical and/or mechanical. I can use ICT to measure sound or light or temperature using sensors. I can explore ‘What if’ questions by playing adventure or quest games. I can write programs that have sequences and repetitions.	Developing Experts Year 5 Ancient Maya Civilisation Chronological Understanding I know about a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300. Range and depth I know how to note connections, contrasts and trends over time I can develop the appropriate use of historical terms Interpretations I know ways of checking the accuracy of interpretations – fact or fiction or opinion. I know 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 know how to collect information to produce structured work, making appropriate use of dates and terms.	Drawing I can draw facial expressions in my work to communicate emotions and a sense of self. I can successfully use a range of drawing techniques to create mood, movement and emotion in my work. I can explain why I have used specific techniques in my work to create specific effects, with clear reference to the work of other artists.
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	Whole school theme - Awe & Wonder						
EYFS	Week 1 w/c 7 th Sept	Week 2 w/c 14 th Sept	Week 3 w/c 21st Sept	Week 4 w/c 28 th Sept	Week 5 w/c 5 th Oct	Week 6 w/c 12 th Oct	Week 7 w/c 19th Oct
PSED	Settling in to the school routine	I can suggest ways that I am HeartSmart.	I can work together with my friends, share ideas and listen to one another.	I can play co-operatively and take turns.	I can read characters' facial expressions.	I can talk about things I love and describe how those things make me feel.	I can work with my friends to find the missing hearts.
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	Baseline assessment	Baseline assessment	<u>Writing (units adapted from The Literacy Company model)</u> Key text: We're Going to Find the Monster Outcomes: re tell and write labels Additional texts: Additional texts: My Dad is a Grizzly Bear by Swapna Haddow, Superhero Gran by Timothy Knapman, The Family Book by Todd Parr, The Colour Monster by Anna Llenas Little Wandle Letters and Sounds – Autumn 1				
Maths	Baseline assessment	White Rose- match, sort and compare	White Rose - match, sort and compare	White rose – talk about measure and patterns	White rose – talk about measure and patterns	White Rose- It's me 1,2,3	White Rose- It's me 1,2,3
UTW/EAD	Music Sing Up unit – I've got a Grumpy Face	Science – the seasons I can talk about the features of the four seasons and how it impacts on my daily life. I can put the seasons in order.		Computing I can operate simple equipment. I show an interest in technological toys with knobs or pulleys, or real	History Family customs and traditions. Which customs and traditions can I describe? I can talk about some of the things that make me unique.		Art – Drawing I can create simple representations of events, objects and people.

			objects such as cameras or mobile phones. I know that information can be retrieved from computers.	I can talk about some of the similarities and differences in between myself and my friends or family.	
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PSHE	‘Intro – Get HeartSmart (Meet Boris)’ https://www.heartsmarttv.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.						
	Week 1 w/c 7th Sept	Week 2 w/c 14th Sept	Week 3 w/c 21st Sept	Week 4 w/c 28th Sept	Week 5 w/c 5th Oct	Week 6 w/c 12th Oct	Week 7 w/c 19th Oct
EYFS	Settling in to the school routine	I can suggest ways that I am HeartSmart.	I can work together with my friends, share ideas and listen to one another.	I can play co-operatively and take turns.	I can read characters’ facial expressions.	I can talk about things I love and describe how those things make me feel.	I can work with my friends to find the missing hearts.
Year 1/2	I can understand that many choices I make can help or hurt my own and other’s hearts.	I can identify sources of power (including myself).	I can describe ways I can use my power in positive and negative ways.	I can begin to understand my emotions.	I can understand that whatever I put into my heart is what comes out.	I can think of reasons why I am grateful for another person.	I can make choices that keep my mind and body healthy. I can reflect on how the choices I make can help or hurt my own and other’s hearts.
Year 3/4	I can identify ways to show love to myself and others.	I can identify ways we can be kind to one another.	I can recall memories and associate a feeling with them.	I can understand that our hearts need protecting.	I can list things we need to guard our hearts from.	I can identify people in my life who encourages me and cheer me on.	I can identify the benefits of a healthy lifestyle and the risks of an unhealthy lifestyle. I can reflect on how I care for my own and other’s hearts.
Year 5/6	I can identify ways to show love to myself and others.	I can understand how powerful people lead others.	I can describe the heart reputation I would like to have.	I can identify ways to know what I should and shouldn’t watch.	I can write a letter of thanks to someone who supports and encourages me in my home or family.	I can understand that good quality sleep is important for our health.	I can reflect on how I protect my own and other’s hearts.