

Capenhurst CEP Curriculum Overview – Autumn (1) 2022 - Whole school theme – Awe & Wonder

English	Week 1 w/c 5 th Sept	Week 2 w/c 12 th Sept	Week 3 w/c 19 th Sept	Week 4 w/c 26 th Sept	Week 5 w/c 3 rd Oct	Week 6 w/c 10 th Oct	Week 7 w/c 17 th Oct
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: Bog Baby by Jeanne Willis Outcomes: Non-fiction leaflet Additional texts: Beagu; The Smeds & the Smoos; Q Pootle 5; Sally & the Limpet; Dear Greenpeace</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: Bog Baby by Jeanne Willis Outcomes: Non-fiction leaflet Additional texts: Beagu; The Smeds & the Smoos; Q Pootle 5; Sally & the Limpet; Dear Greenpeace						
	<u>Spelling</u> Add the prefix un- and suffixes -ed, -ing, -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: Seal Surfer by Michael Foreman Outcome: Recount – letter in role Additional texts: The Magpie Pie Song; The Dancing Bear						
	<u>Spelling</u> Suffixes from Year 2 ('-s', '-es', '-er', '-ed', '-ing') Revise prefix 'un-' Teach prefix 'dis-' (disappoint, disagree, disobey)	<u>Spelling</u> Practise prefix 'dis-' Apply prefix 'un-' Revise From Year 2: Apostrophes for contractions	<u>Spelling</u> Strategies for learning words: words from statutory and personal spelling lists Strategies at the point of writing: Have a go	<u>Spelling</u> words with the /eɪ/ sound spelt 'ei' (vein), 'eigh' (eight), 'aigh' (straight) or 'ey' (they)	<u>Spelling</u> Strategies for learning words: words from statutory and personal spelling lists	<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) 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	<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: Seal Surfer by Michael Foreman Outcome: Recount – letter in role Additional texts: The Magpie Pie Song; The Dancing Bear						
<u>Spelling</u> Strategies at the point of writing: Have a go Strategies for learning words: words from statutory spelling list	<u>Spelling</u> Words ending /ʒə/ e.g. teacher, richer, stretcher.	<u>Spelling</u> Strategies for learning words: words from statutory and personal spelling lists	<u>Spelling</u> From Year 2: possessive apostrophe with singular proper nouns	<u>Spelling</u> Homophones and near homophones e.g. medal, meddle.	<u>Spelling</u> Strategies for learning words: homophones (peace/piece, main/mane, fair/fare)	<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 5 th Sept	Week 2 w/c 12 th Sept	Week 3 w/c 19 th Sept	Week 4 w/c 26 th Sept	Week 5 w/c 3 rd Oct	Week 6 w/c 10 th Oct	Week 7 w/c 17 th Oct
Class 1	EYFS	Baseline assessment	Baseline assessment	White Rose - Getting to Know You		White Rose - Just Like Me		
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 5 th Sept Science	Week 2 w/c 12 th Sept Science	Week 3 w/c 19 th Sept Geography	Week 4 w/c 26 th Sept Geography	Week 5 w/c 3 rd Oct Music	Week 6 w/c 10 th Oct Computing	Week 7 w/c 17 th Oct Art
Year 1/2	<p>Y1 POS – Seasonal Changes I observe changes across the four seasons. I observe and describe weather associated with the seasons and how day length varies.</p>		<p>The United Kingdom Locational knowledge I know where I live and can find it on a map of the UK. I can name, locate and identify characteristics of the four countries of the United Kingdom, their capital cities and the surrounding seas. Place knowledge I know about the geographical similarities and differences of my locality and a different small area of the UK. Human & physical geography I can identify seasonal and daily weather patterns in the UK. I know the features of Autumn and their impact on people’s lives and on their environment. I use basic geographical vocabulary to talk about key human and physical features. Geographical skills & fieldwork I describe where I live compared to other places in the UK using simple compass directions. I can give simple directions using directional language and/or simple compass directions.</p>		<p><u>Performing</u> I can learn and perform songs for significant festivals (Harvest and Xmas) I can use my voice to sing and join in with others. I can copy and clap rhythmic patterns and sounds. <u>Composing</u> I can make different sounds with my voice and instruments. <u>Appraising</u> I know about different moods in music.</p>	<p>Algorithms and Programs 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.</p>	<p><u>Drawing</u> 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.</p>

Y4 POS – States of Matter

I can compare and group materials together, according to whether they are solids, liquids or gases.

I can observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C).

I know the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.

Rivers & Coasts**Locational knowledge**

I know the key rivers of the UK.

I know the key coastal areas of the UK.

I know how some aspects have changed over time (e.g. popularity of UK coastal resorts as holiday destinations).

Place knowledge

I know how some places are similar and others are different in relation to their human and physical features e.g. London on River Thames and Chester on River Dee.

Human & physical geography

I can give extended descriptions of the physical features of different places around the UK.

I know how some places in the UK are similar and others are different in relation to their human and physical features.

Geographical skills & fieldwork

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.

Performing

I can learn and perform songs for significant festivals (Harvest and Xmas) and sing with expression and control.

I can sing/play rhythmic patterns in contrasting tempo keeping to the pulse.

Composing

I can create accompaniments for tunes and songs.

Appraising

I know musical words and use them to describe a piece of music and compositions.
I can identify the character of a piece of music.

Algorithms and Programs

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.

I can use repeat instructions to draw regular shapes on screen, using commands.

I can experiment with variables to control models.

I can make turns specifying the degrees.

I can give an on-screen robot specific directional instructions that takes them from x to y.

I can make accurate predictions about the outcome of a program I have written.

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.

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 know that the Sun, Earth and Moon are 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.

Mountains & glaciers – North & South America v Europe**Locational knowledge**

I know the names and location of the key hill and mountain ranges of the UK.

Place knowledge

I know why some places are similar and others are different in relation to their physical features (comparing 2 locations).

Human & physical geography

I can give extended descriptions of the physical features of different places around the world.

I know how some places are similar and others are different in relation to their human and physical features.

Geographical skills & fieldwork

I can use the 8 points of a compass.

I can explain scale and use maps with a range of scales.

I can plan a journey to a place in another part of the world taking account of distance and time.

I can locate the USA and Canada on a world map and find them in an atlas.

Performing

I can learn and perform songs for significant festivals (Harvest and Xmas) and sing in a different language.

Composing

I can use different dynamics to affect a change of the music.

Appraising

I know how dynamics, timbre and pitch affect changes in music and the impact on the listener.

Clarinets**Algorithms and Programs**

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.

I can explain how an algorithm works.

I can detect errors in a program and correct them.

I can use an ICT program to control a number of events for an external device.

I can use ICT to measure sound, light or temperature using sensors and interpret the data.

I can explore 'what if' questions by planning different scenarios for controlled devices.

I can use input from sensors to trigger events.

I can check and refine a series of instructions.

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.

Whole school theme - Awe & Wonder							
EYFS	Week 1 w/c 5 th Sept	Week 2 w/c 12 th Sept	Week 3 w/c 19 th Sept	Week 4 w/c 26 th Sept	Week 5 w/c 3 rd Oct	Week 6 w/c 10 th Oct	Week 7 w/c 17 th 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 from The Literacy Company)</u> Key text: The Gingerbread Man - Mara Outcome: Retell and labels Additional texts: Little Wandle Letters and Sounds – Autumn 1				
Maths	Baseline assessment	Baseline assessment	White Rose - Getting to Know You		White Rose - Just Like Me		
UTW/EAD	<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>Geography</u> I know where I live. I know the name of the road I live on. I can talk about the features of the locality where I live.		<u>Music</u> I can learn new songs and sing to different audiences. I can tell others about my favourite songs.	<u>Computing</u> I can operate simple equipment.	<u>Art</u> Drawing I can create simple representations of events, objects and people.

PSHE	<p align="center">'Intro – Get HeartSmart (Meet Boris)' https://www.heartsmartv.com/browse (and scroll down for 'Written Curriculum - Church Schools')</p> <p align="center">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	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.