Capenhurst CEP Curriculum Overview – Autumn (2) 2026 - Whole school theme – Awe and Wonder

English	Week 1 w/c 2nd Nov	Week 2 w/c 9th Nov	Week 3 w/c 16th Nov	Week 4 w/c 23rd Nov	Week 5 w/c 30th Nov	Week 6 w/c 7th Dec	Week 7 w/c 14th Dec
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	Reading Group reading	Reading Group reading	Reading Group reading	Reading Group reading	Reading Group reading	Reading Group reading	Reading Group reading
	Writing (units adapted from The Literacy Company model) Key text: Festivals Outcomes: Lists Additional texts: The Story of Diwali by Katie Daynes Sammy Spider's First Hanukkah by Sylvia Rouss Little Glow by Katie Sahota 'Twas the Night Before Christmas by Clement Clarke Moore The Snowman by Raymond Briggs						
	Spelling Begin to write words with adjacent consonants. 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: Nen and the Lonely Fisherman Outcomes: Fantasy story based on a classic tale Additional texts: The Little mermaid, Unicorn academy, Dungeon Runners						
	<u>Spelling</u> 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	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
	Writing (units from The Literacy Company) Key text: Nen and the Lonely Fisherman Outcome: Fantasy story based on a classic tale Additional texts: The Little mermaid, Unicorn academy, Dungeon Runners						
	Spelling Words with the suffix -ly with no change to the root word e.g. kindly, safely.	Spelling Words with the suffix -ly when the root word ends in y e.g. happily, easily.	Spelling Words with the suffix -ly when the root word ends in -le e.g. probably, simply.	Spelling Words with the suffix -ly when the root word ends in -ic e.g. basically, actually.	Spelling Words with the suffix -ly (exceptions to the rule) e.g. truly, daily.	Spelling Statutory Spelling Words e.g. believe, often, describe.	Spelling Words spelt incorrectly taken from individual children's books.

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Handwriting	Y4: I understand which letters are best left un joined. 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
	Writing (units from The Literacy Company) Key text: Nen and the Lonely Fisherman Outcome: Fantasy story based on a classic tale Additional texts: The Little mermaid, Unicorn academy, Dungeon Runners						
	Spelling Words ending with a shun sound spelt with -sion e.g. expansion, persuasion.	Spelling Words ending with a shun sound spelt with -ssion e.g. possession, expression.	Spelling Words ending with a shun sound spelt with -tion e.g. question, mention.	Spelling Words ending with a shun sound spelt with -cian e.g. musician, magician.	Spelling Words with 'ough' e.g. although, thought.	Spelling Statutory Spelling Words e.g. interest, minute, increase.	Spelling 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	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
	Writing (units from The Literacy Company) Key text: The Place for Me: Stories about the Windrush generation by Dame Floella Benjamin et al. Outcome: To write an information text about a period in Black history (hybrid text type including information, recount and explanation) Additional texts: Essential texts: A Brief History of Enslaved African People by The Literacy Company						
	Spelling Homophones & near homophones	Spelling Plurals ending in -s, -es, -ies	Spelling Use of the hyphen	Spelling Statutory words from the Y5/6 Spelling List	Spelling Statutory words from the Y5/6 Spelling List	Spelling Statutory words from the Y5/6 Spelling List	Spelling 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	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
	Writing (units from The Literacy Company) Key text: The Place for Me: Stories about the Windrush generation by Dame Floella Benjamin et al. Outcome: To write an information text about a period in Black history (hybrid text type including information, recount and explanation) Additional texts: Essential texts: A Brief History of Enslaved African People by The Literacy Company						
	Spelling Homophones (ce/se and cy/sy)	Spelling Words ending in -tious or -cious	Spelling Statutory words from the Y5/6 Spelling List	Spelling Statutory words from the Y5/6 Spelling List	Spelling Statutory words from the Y5/6 Spelling List	Spelling Statutory words from the Y5/6 Spelling List	Spelling Review week.

Maths		Week 1 w/c 2nd Nov	Week 2 w/c 9th Nov	Week 3 w/c 16th Nov	Week 4 w/c 23rd Nov	Week 5 w/c 30th Nov	Week 6 w/c 7th Dec	Week 7 w/c 14th Dec
Class 1	EYFS	White rose Circles and triangles	White rose 1,2,3,4,5	White rose 1,2,3,4,5		White Rose – shapes with 4 sides		Consolidation
Class 2	Y1	White Rose – addition and subtraction (within 10)					White Rose – Geometry (shape)	
	Y2	White Rose – addition and subtraction (within 10)				White Rose – Geometry (shape)		
Class 3	Y3	White Rose – Addition and Subtraction			White Rose - Multiplication & Division A			White Rose - Area
	Y4	White Rose – Addition and Subtraction			White Rose - Multiplication & Division A			
Class 4	Y5	White Rose - Multiplication & Division A		White Rose – Fractions A				White Rose - Multiplication & Division B
	Y6	White Rose – Multiplication & Division A		White Rose – Fractions A				White Rose - Multiplication & Division B

	Whole school theme – Awe and Wonder						
Foundation subjects	**Week 1 w/c 2nd Nov Languages**	**Week 2 w/c 9th Nov Geography**	**Week 3 w/c 16th Nov Geography**	**Week 4 w/c 23rd Nov KS1 – History KS2 – Science**	**Week 5 w/c 30th Nov KS1 – Nativity prep KS2 – Science**	**Week 6 w/c 7thDec Food technology**	**Week 7 w/c 14th Dec RE**
Year 1/2	**Own choice of modern foreign language.** I can understand simple classroom commands. I can say simple phrases. I can read and understand single words. I can copy single words correctly.	**Y1 POS- The United Kingdom** **Locational knowledge** I can find where I live on the 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 can learn 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 can identify the features of Autumn and their impact on people's lives and on their environment. I can secure my use of the basic geographical vocabulary needed to talk about key human and physical features. **Geographical skills & fieldwork** I can 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.		**Y1 POS** **The Great Fire of London** **Chronological Understanding** I know about events beyond living memory that are significant nationally or globally 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 **Range and depth** I know about the lives of significant individuals in the past who have contributed to national and international achievements **Interpretations** I use stories to distinguish between fact and fiction.	I can learn and perform songs for a performance. I can learn a script for a performance. I can manage myself during rehearsals and the performance. I can select and use appropriate registers for effective communication as a performer.	**Create a festive 'snack'** 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.	**RE - Why do we give and receive gifts?** Unit 1.3: Christmas – Questful RE (questful-re.org.uk)

			I know how to compare 2 versions of a past event. I can discuss reliability of different stories. **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 understand some of the ways in which we find out about the past and identify different ways in which it is represented			
Year 3/4	**Own choice of modern foreign language.** I can respond to simple classroom commands. I can introduce myself and say how old I am. I can read and understand a short text by picking out familiar words. I can copy a simple dialogue between two	**Y3 POS -Settlements** **Locational knowledge** I know how to describe and understand key aspects of human geography, including: types of settlement and land use **Place knowledge** I know how some places are similar and others are different in relation to their human and physical features **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**	**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 can identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.		**Create a festive 'snack'** 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.	**RE - Why is Jesus described as the light of the world?** Unit 4.2: Christmas – Questful RE (questful-re.org.uk)

	people who are meeting each other for the first time.	I can use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies			
Year 5/6	**Own choice of modern foreign language.** I can understand a short dialogue about the family spoken by native speakers. I can talk about my own family (including any pets) using familiar language. I can use a bilingual dictionary to look up new words. I can write a paragraph about my family and any pets I have.	**Y5 POS- Our Blue Planet** **Locational knowledge** I can identify the range of bodies of water on our planet and their physical and human features **Place knowledge** I know why some places are similar and others are different in relation to their physical features (comparing 3 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 understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America I can collect information about a place and use it in a report.	**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.	**Create a festive 'snack'** 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.	**RE – How is Christmas Celebrated Around the World?** Unit 5.7: Christmas – Questful RE (questful-re.org.uk)

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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	<u>Writing (units from The Literacy Company)</u> Key text: Festivals Outcome: lists Additional texts: The Story of Diwali by Katie Daynes Sammy Spider's First Hanukkah by Sylvia Rouss Little Glow by Katie Sahota 'Twas the Night Before Christmas by Clement Clarke Moore The Snowman by Raymond Briggs Little Wandle Letters and Sounds – Autumn 2						
Maths	White rose – circles and triangles	White Rose- 1,2,3,4,5	White Rose – 1,2,3,4,5	White rose – 1,2,3,4,5	White rose – shapes with 4 sides	White Rose- shapes with 4 sides	White Rose- consolidation
UTW/EAD	<u>Languages</u> I know that people can speak different languages. I can say simple phrases or sing simple songs in	<u>Geography</u> I can say 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>History</u> Family customs and traditions. Which customs and traditions can I describe?	<u>Nativity prep</u> I can learn songs and be part of a shared performance. I can begin to manage myself and my behaviour during	<u>Food technology</u> Create a festive 'snack' I can make sensible choices during snack time.	<u>RE – How do Christians Celebrate Jesus' birthday?</u> <u>EYFS 4: Christmas – Questful RE (questful-re.org.uk)</u>

	another language.		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.	rehearsals and performances.	I know what to eat and drink to keep me healthy.	

PSHE	'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.						
	Week 1 w/c 2nd Nov	**Week 2 w/c 9th Nov**	**Week 3 w/c 16th Nov**	**Week 4 w/c 23rd Nov**	**Week 5 w/c 30th Nov**	**Week 6 w/c 7th Dec**	**Week 7 w/c 14th Dec**
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.