

**Capenhurst CEP Curriculum Overview – Spring (1) 2021 - Whole school theme – Here, There and Everywhere (World Geography)**

| English     | Week 1<br>w/c<br>4 <sup>th</sup> January  | Week 2<br>w/c<br>11 <sup>th</sup> January   | Week 3<br>w/c<br>18 <sup>th</sup> January   | Week 4<br>w/c<br>25 <sup>th</sup> January   | Week 5<br>w/c<br>1 <sup>st</sup> February  | Week 6<br>w/c<br>8 <sup>th</sup> February   | Half term break |
|-------------|---|---|---|---|--|---|-----------------|
| Handwriting | <p><b>Y1:</b><br/>                     Sit correctly at a table and hold a pencil comfortably and correctly.<br/>                     Begin to write letters correctly.<br/>                     Write capital letters and numbers 0-9.<br/>                     Know which letters to form in similar ways.</p>  |   |   |   |  |   |                 |
| Year 1      | <p><u>Reading</u><br/><br/>                     Shared reading comprehension<br/><br/>                     The Camping Trip</p>   | <p><u>Reading</u><br/><br/>                     Shared reading comprehension<br/><br/>                     Deep Sea Explorers</p> | <p><u>Reading</u><br/><br/>                     Shared reading comprehension<br/><br/>                     Knights and Dragons, Unite</p> | <p><u>Reading</u><br/><br/>                     Shared reading comprehension<br/><br/>                     A Tale of Two Feathers</p> | <p><u>Reading</u><br/><br/>                     Shared reading comprehension<br/><br/>                     Wake Up Time on Bumble Farm</p> | <p><u>Reading</u><br/><br/>                     Shared reading comprehension<br/><br/>                     The Lion and the Mouse</p> |                 |
|             | <p><u>Writing (units from The Literacy Company)</u><br/> <u>Key texts</u><br/>                     Lost and Found by Oliver Jeffers<br/>                     Meerkat Mail by Emily Gravett</p> <p><u>Outcomes</u><br/> <u>Narrative</u><br/>                     Use role play to explore imaginative ideas based on a theme from reading and devise a class story.<br/>                     Use photographs images as a story plan.<br/>                     Children to write their own version of a story.</p> |   |   |   |  |   |                 |

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

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|  | <p><u>Grammar &amp; punctuation</u><br/>Write simple sentences which can be read by themselves and others.<br/>Use of capital letters, full stops question marks and exclamation marks to demarcate sentences.</p> | <p><u>Grammar &amp; punctuation</u><br/>Understand the job of an adjective and am beginning to use them to create simple noun phrases.</p> | <p><u>Grammar &amp; punctuation</u><br/>Recognise verbs as action/ doing words and use them appropriately.</p> |  |
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| English   | Week 1<br>w/c<br>4 <sup>th</sup> January   | Week 2<br>w/c<br>11 <sup>th</sup> January                                    | Week 3<br>w/c<br>18 <sup>th</sup> January  | Week 4<br>w/c<br>25 <sup>th</sup> January  | Week 5<br>w/c<br>1 <sup>st</sup> February   | Week 6<br>w/c<br>8 <sup>th</sup> February  | Half term break |
|---|--|--|--|--|---|--|-----------------|
| Handwriting   | <p>Y2:<br/>Write lower-case letters to the correct size.<br/>Start to use some of the diagonal and horizontal strokes needed to join letters.<br/>Write capital letters (and numbers) correctly, making sure they are clearly bigger than the lower case letters.<br/>Leave spaces between my words.</p> |  |  |  |   |  |                 |
| Year 2  | <u>Reading</u><br><br>Shared reading comprehension<br><br>The Camping Trip   | <u>Reading</u><br><br>Shared reading comprehension<br><br>Deep Sea Explorers | <u>Reading</u><br><br>Shared reading comprehension<br><br>Knights and Dragons, Unite | <u>Reading</u><br><br>Shared reading comprehension<br><br>A Tale of Two Feathers | <u>Reading</u><br><br>Shared reading comprehension<br><br>Wake Up Time on Bumble Farm | <u>Reading</u><br><br>Shared reading comprehension<br><br>The Lion and the Mouse |                 |
| <u>Writing (units from The Literacy Company)</u><br><u>Key texts</u><br>Lost and Found by Oliver Jeffers<br>Meerkat Mail by Emily Gravett<br><br><u>Outcome</u><br>Use role play to explore imaginative ideas based on a theme from reading and devise a class story.<br>Use photographs images as a story plan.<br>Children to write their own version of a story. |  |  |  |  |   |  |                 |

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| <p><u>Information texts</u><br/>Children create a page for an information book.</p> <p><u>Key activities</u><br/>Story writing based on predictions<br/>Diary entry<br/>Letter writing<br/>Description of scene<br/>Character description<br/>Write own version of story</p> <p><u>Sentence-level activities</u><br/>Use capital letters for names of people and the personal pronoun I<br/>Use capital letters, full stops, exclamation marks and question marks consistently to demarcate sentences.<br/>Joining words and clauses using and.<br/>Joining clauses with conjunctions because and when.</p> |   |  |  |
| <p><u>Spelling</u><br/>Phase 5/6 Letters and Sounds tricky words.<br/>Babcock spelling programme.</p>   | <p><u>Spelling</u><br/>The suffixes –ment, -ness, -ful, -less, and –ly.</p>   | <p><u>Spelling</u><br/>Contractions - can't, didn't, couldn't, it's , I'll.</p>  |  |
| <p><u>Grammar &amp; punctuation</u><br/>Sequence sentences to form short narratives (link ideas or events by pronoun).<br/>Use a capital letter for places and days of the week.<br/>Punctuate sentences with a capital letter, full stop, question mark or exclamation mark.</p>   | <p><u>Grammar &amp; punctuation</u><br/>Recognise verbs as doing words and being words. Begin to use present/ past tenses correctly, including the past progressive form.</p> | <p><u>Grammar &amp; punctuation</u><br/>Recognise regular and irregular verbs. Begin to follow the rules of Standard English, e.g. subject-verb agreement, consistency of tense.</p> |  |



| English     | Week 1<br>w/c<br>4 <sup>th</sup> January  | Week 2<br>w/c<br>11 <sup>th</sup> January                              | Week 3<br>w/c<br>18 <sup>th</sup> January  | Week 4<br>w/c<br>25 <sup>th</sup> January                            | Week 5<br>w/c<br>1 <sup>st</sup> February                                   | Week 6<br>w/c<br>8 <sup>th</sup> February                                | Half term break |
|-------------|---|--|--|--|---|--|-----------------|
| 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><br><br>Shared reading comprehension<br><br>Marcus Rashford   | <u>Reading</u><br><br>Shared reading comprehension<br><br>Oliver Twist | <u>Reading</u><br><br>Shared reading comprehension<br><br>Sir David Attenborough | <u>Reading</u><br><br>Shared reading comprehension<br><br>Sun Safety | <u>Reading</u><br><br>Shared reading comprehension<br><br>Plastic Pollution | <u>Reading</u><br><br>Shared reading comprehension<br><br>Tour De France |                 |
|             | <u>Writing (Recount/letter writing unit from The Literacy Company)</u><br><u>Key text</u><br>"Winter's Child" by Grahame Baker-Smith<br>"The Ice Palace" by Robert Swindells (class reader)<br><br><u>Outcome</u><br>To write a fantasy story based on a fable<br><br><u>Key activities</u><br>List poem using noun phrases<br>Story writing based on predictions |  |  |  |   |  |                 |

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| <p>Write a short piece of dialogue<br/>Diary entry<br/>Letter writing<br/>Description of scene<br/>Character description<br/>Write own fantasy story</p> <p><u>Sentence-level activities</u><br/>Use a or an according to whether the next word begins with a vowel or a consonant.<br/>Use conjunctions and adverbs to express time, place and cause.<br/>Use inverted commas to punctuate direct speech.</p> <p><u>Text-level activities</u><br/>List poem. Diary. Letter writing. Descriptive writing. Fantasy story.</p> |  |  |  |   |  |  |  |   |  |   |  |
| <p><u>Spelling</u><br/>Spell words with the long 'ai' sound spelt with 'ei' e.g. eight, veil.</p>  |  | <p><u>Spelling</u><br/>Spell words with the long 'ai' sound spelt with 'ey' e.g. they, grey.</p> |  | <p><u>Spelling</u><br/>Spell words with the long 'ai' sound spelt with 'ai' e.g. contain, afraid.</p> |  | <p><u>Spelling</u><br/>Spell words with the 'ur' sound spelt 'ear' e.g. earth, heard.</p>  |  | <p><u>Spelling</u><br/>Homophones and near-homophones e.g. hear, here</p>   |  | <p><u>Spelling</u><br/>Homophones and near-homophones e.g. berry, bury.</p> |  |
| <p><u>Grammar &amp; punctuation</u><br/>Use a or an according to whether the next word begins with a vowel or a consonant.<br/>Use conjunctions and adverbs to express time, place and cause.<br/>Use inverted commas to punctuate direct speech.</p>  |  |  |  |   |  | <p><u>Grammar &amp; punctuation</u><br/>Recognise verbs as doing words and being words.<br/>Begin to use present/ past tenses correctly and consistently (including the progressive form).</p> |  | <p><u>Grammar &amp; punctuation</u><br/>Recognise regular and irregular verbs.<br/>Begin to follow the rules of Standard English (e.g. subject-verb agreement, consistency of tense).</p> |  |   |  |

| English     | Week 1<br>w/c<br>4 <sup>th</sup> January  | Week 2<br>w/c<br>11 <sup>th</sup> January                              | Week 3<br>w/c<br>18 <sup>th</sup> January  | Week 4<br>w/c<br>25 <sup>th</sup> January                            | Week 5<br>w/c<br>1 <sup>st</sup> February                                   | Week 6<br>w/c<br>8 <sup>th</sup> February                                | Half term 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><br><br>Shared reading comprehension<br><br>Marcus Rashford   | <u>Reading</u><br><br>Shared reading comprehension<br><br>Oliver Twist | <u>Reading</u><br><br>Shared reading comprehension<br><br>Sir David Attenborough | <u>Reading</u><br><br>Shared reading comprehension<br><br>Sun Safety | <u>Reading</u><br><br>Shared reading comprehension<br><br>Plastic Pollution | <u>Reading</u><br><br>Shared reading comprehension<br><br>Tour De France |                 |
|             | <u>Writing (Recount/letter writing unit from The Literacy Company)</u><br><u>Key text</u><br>"Winter's Child" by Grahame Baker-Smith<br>"The Ice Palace" by Robert Swindells (class reader)<br><br><u>Outcome</u><br>To write a fantasy story based on a fable<br><br><u>Key activities</u><br>List poem using noun phrases<br>Story writing based on predictions |  |  |  |   |  |                 |

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| <p>Write a short piece of dialogue<br/>Diary entry<br/>Letter writing<br/>Description of scene<br/>Character description<br/>Write own fantasy story</p> <p><u>Sentence-level activities</u><br/>Use a or an according to whether the next word begins with a vowel or a consonant.<br/>Use conjunctions and adverbs to express time, place and cause.<br/>Use inverted commas to punctuate direct speech.</p> <p><u>Text-level activities</u><br/>List poem. Diary. Letter writing. Descriptive writing. Fantasy story.</p> |   |   |   |  |   |  |
| <p><u>Spelling</u><br/>Spell words with the 'aw' sound spelt 'augh' and 'au' e.g. caught, naughty.</p>   | <p><u>Spelling</u><br/>Spell words with the prefix 'in-' e.g. inactive, inedible.</p> | <p><u>Spelling</u><br/>Spell words with the prefix 'im-' e.g. important, imperfect.</p> | <p><u>Spelling</u><br/>Spell words with the prefix 'ill-' and 'irr-' e.g. illegal, irregular.</p> | <p><u>Spelling</u><br/>Homophones and near-homophones e.g. medal, meddle.</p>  | <p><u>Spelling</u><br/>Spell words with '-shun' endings spelt '-sion' e.g. division, invasion.</p>  |  |
| <p><u>Grammar &amp; punctuation</u><br/>Use a or an according to whether the next word begins with a vowel or a consonant.<br/>Use conjunctions and adverbs to express time, place and cause.<br/>Use inverted commas to punctuate direct speech.</p>  |   |   |   | <p><u>Grammar &amp; punctuation</u><br/>Know and follow the rules for Standard English.<br/>Punctuate direct speech using inverted commas and other punctuation.</p> | <p><u>Grammar &amp; punctuation</u><br/>Use fronted adverbials followed by commas.<br/>Recognise the difference between a clause and a phrase and use both appropriately.</p> |  |

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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><br><br>Shared reading comprehension<br><br>The Wright Brothers  | <u>Reading</u><br><br>Shared reading comprehension<br><br>Pearl Harbour | <u>Reading</u><br><br>Shared reading comprehension<br><br>Winter Solstice | <u>Reading</u><br><br>Shared reading comprehension<br><br>Nelson Mandela   | <u>Reading</u><br><br>Shared reading comprehension<br><br>Hanukkah | <u>Reading</u><br><br>Shared reading comprehension<br><br>Matthew Henson |                 |
|             | <u>Writing (non-fiction unit from The Literacy Company)</u><br><br><u>Key texts</u><br>Shackleton's Journey by William Grill<br><u>Outcome</u><br>A summary magazine article for National Geographic to mark the heroic age of Antarctic exploration 1888 – 1914.<br><u>Key activities</u><br>Biography of Shackleton.<br>Letter of application.<br>Diary entry.<br>Non-chronological report about Antarctica. |   |   | <u>Writing (adventure story unit)</u><br><br><u>Key texts</u><br>Journey to the River Sea by Eva Ibbotson<br><u>Outcome</u><br>A detailed book review of Journey to the River Sea.<br><u>Key activities</u><br>Descriptive writing.<br>Non-chronological report about an animal that lives in the Amazon.<br>Information text about Eva Ibbotson.<br>Write a persuasive letter.<br>Character descriptions. |  |  |                 |

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| <p>Poem about Antarctica.<br/> Motivational Speech.<br/> Log book of Shackleton's journey from different viewpoints.<br/> <u>Sentence-level activities</u><br/> Synonyms and antonyms. Relative clauses.<br/> Use of co-ordinating and subordinating conjunctions.<br/> Use of the subjunctive. Vary past tense forms.<br/> <u>Text-level activities</u><br/> Biography. Diary. Non-chronological report. Poetry. Letter.<br/> Information text. Motivational speech.</p> |  |  | <p>Describe what might be in the cellar.<br/> A Wanted Poster.<br/><br/> <u>Sentence-level activities</u><br/> Use of advanced punctuation.<br/> Use of relative clauses. Expanded noun phrases.<br/> Use of co-ordinating and subordinating conjunctions.<br/> <u>Text-level activities</u><br/> Persuasive letter. Information text. Non-chronological report.<br/> Character descriptions. Book review.</p> |  |   |  |
| <p><u>Spelling</u><br/> Plurals adding '-s', '-ies' and '-es'.</p>  | <p><u>Spelling</u><br/> Words containing 'ei'.</p> | <p><u>Spelling</u><br/> Words containing 'ie'.</p> | <p><u>Spelling</u><br/> Year 5/6 statutory words.</p>  | <p><u>Spelling</u><br/> Homophones<br/> e.g. isle, aisle</p> | <p><u>Spelling</u><br/> Homophones<br/> 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.

Grammar & punctuation

Use of advanced punctuation.  
Relative clauses. Expanded noun phrases.  
Use of co-ordinating and subordinating conjunctions.

| English     | Week 1<br>w/c<br>4 <sup>th</sup> January   | Week 2<br>w/c<br>11 <sup>th</sup> January                               | Week 3<br>w/c<br>18 <sup>th</sup> January                                 | Week 4<br>w/c<br>25 <sup>th</sup> January   | Week 5<br>w/c<br>1 <sup>st</sup> February                          | Week 6<br>w/c<br>8 <sup>th</sup> February                                | Half term 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><br><br>Shared reading comprehension<br><br>The Wright Brothers  | <u>Reading</u><br><br>Shared reading comprehension<br><br>Pearl Harbour | <u>Reading</u><br><br>Shared reading comprehension<br><br>Winter Solstice | <u>Reading</u><br><br>Shared reading comprehension<br><br>Nelson Mandela  | <u>Reading</u><br><br>Shared reading comprehension<br><br>Hanukkah | <u>Reading</u><br><br>Shared reading comprehension<br><br>Matthew Henson |                 |
|             | <u>Writing (non-fiction unit from The Literacy Company)</u><br><br><u>Key texts</u><br>Shackleton's Journey by William Grill<br><u>Outcome</u><br>A summary magazine article for National Geographic to mark the heroic age of Antarctic exploration 1888 – 1914.<br><u>Key activities</u><br>Biography of Shackleton.<br>Letter of application.<br>Diary entry. |   |   | <u>Writing (adventure story unit)</u><br><br><u>Key texts</u><br>Journey to the River Sea by Eva Ibbotson<br><u>Outcome</u><br>A detailed book review of Journey to the River Sea.<br><u>Key activities</u><br>Descriptive writing.<br>Non-chronological report about an animal that lives in the Amazon.<br>Information text about Eva Ibbotson.<br>Write a persuasive letter. |  |  |                 |

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| <p>Non-chronological report about Antarctica.<br/>Poem about Antarctica.<br/>Motivational Speech.<br/>Log book of Shackleton's journey from different viewpoints.<br/><u>Sentence-level activities</u><br/>Synonyms and antonyms. Relative clauses.<br/>Use of co-ordinating and subordinating conjunctions.<br/>Use of the subjunctive. Vary past tense forms.<br/><u>Text-level activities</u><br/>Biography. Diary. Non-chronological report. Poetry. Letter.<br/>Information text. Speech.</p> |   |   | <p>Character descriptions.<br/>Describe what might be in the cellar.<br/>A Wanted Poster.</p> <p><u>Sentence-level activities</u><br/>Use of advanced punctuation.<br/>Use of relative clauses. Expanded noun phrases.<br/>Use of co-ordinating and subordinating conjunctions.<br/><u>Text-level activities</u><br/>Persuasive letter. Information text. Non-chronological report.<br/>Character descriptions. Book review.</p> |   |   |  |
| <p><u>Spelling</u><br/>Spell words ending in '-ant', '-ance' and '-ancy'.</p>  | <p><u>Spelling</u><br/>Spell words ending in '-ant', '-ance' and '-ancy'.</p> | <p><u>Spelling</u><br/>Spell words ending in '-ent', '-ence' and '-ency'.</p> | <p><u>Spelling</u><br/>Spell words ending in '-ent', '-ence' and '-ency'.</p>  | <p><u>Spelling</u><br/>Homophones<br/>e.g. draught, draft</p> | <p><u>Spelling</u><br/>Homophones<br/>e.g. coarse, course</p> |  |
| <p><u>Grammar &amp; punctuation</u><br/>Synonyms and antonyms. Relative clauses. Using colons.<br/>Use of co-ordinating and subordinating conjunctions.<br/>Use of the subjunctive. Vary past tense forms.</p>   |   |   | <p><u>Grammar &amp; punctuation</u><br/>Use of advanced punctuation.<br/>Relative clauses. Expanded noun phrases.<br/>Use of co-ordinating and subordinating conjunctions.</p>   |   |   |  |



| Maths   |    | Week 1<br>w/c<br>4 <sup>th</sup> January   | Week 2<br>w/c<br>11 <sup>th</sup> January | Week 3<br>w/c<br>18 <sup>th</sup> January | Week 4<br>w/c<br>25 <sup>th</sup> January | Week 5<br>w/c<br>1 <sup>st</sup> February | Week 6<br>w/c<br>8 <sup>th</sup> February | Half term break |
|---------|----|--|---|---|---|---|---|-----------------|
| Class 2 | Y1 | <p>Please see <b>White Rose lesson by lesson overview for Y1/2:</b><br/> <a href="https://wrm-13b48.kxcdn.com/wp-content/uploads/2020/10/Year-1-and-2-Lesson-by-Lesson-Autumn-Spring.pdf">https://wrm-13b48.kxcdn.com/wp-content/uploads/2020/10/Year-1-and-2-Lesson-by-Lesson-Autumn-Spring.pdf</a></p> <p>Links to the Schemes of Learning can be found towards the bottom of the following page:<br/> <a href="https://whiterosemaths.com/resources/mixed-age-resources/">https://whiterosemaths.com/resources/mixed-age-resources/</a></p> |   |   |   |   |   |                 |
|         | Y2 |  |   |   |   |   |   |                 |
| Class 3 | Y3 | <p>Please see <b>White Rose lesson by lesson overview for Y3/4:</b><br/> <a href="https://wrm-13b48.kxcdn.com/wp-content/uploads/2020/10/Year-3-and-4-Lesson-by-Lesson-Autumn-Spring.pdf">https://wrm-13b48.kxcdn.com/wp-content/uploads/2020/10/Year-3-and-4-Lesson-by-Lesson-Autumn-Spring.pdf</a></p> <p>Links to the Schemes of Learning can be found towards the bottom of the following page:<br/> <a href="https://whiterosemaths.com/resources/mixed-age-resources/">https://whiterosemaths.com/resources/mixed-age-resources/</a></p> |   |   |   |   |   |                 |
|         | Y4 |  |   |   |   |   |   |                 |
|         |    | <p>NB. Every Monday of this half term the children in Class 3 will be taught:<br/> 3NF – 2 Recall of multiplication tables<br/> 4NF – 1 Recall of multiplication tables; 4NF – 2 Division problems with remainders</p>   |   |   |   |   |   |                 |
| Class 4 | Y5 | <p>Please see <b>White Rose lesson by lesson overview for Y5/6:</b><br/> <a href="https://wrm-13b48.kxcdn.com/wp-content/uploads/2020/10/Year-5-and-6-Lesson-by-Lesson-Autumn-Spring.pdf">https://wrm-13b48.kxcdn.com/wp-content/uploads/2020/10/Year-5-and-6-Lesson-by-Lesson-Autumn-Spring.pdf</a></p> <p>Links to the Schemes of Learning can be found towards the bottom of the following page:<br/> <a href="https://whiterosemaths.com/resources/mixed-age-resources/">https://whiterosemaths.com/resources/mixed-age-resources/</a></p> |   |   |   |   |   |                 |
|         | Y6 |  |   |   |   |   |   |                 |

**Whole school theme – Here, There and Everywhere (World Geography)**

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.

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.

| Foundation subjects | Week 1<br>w/c<br>4 <sup>th</sup> January<br>Geography  | Week 2<br>w/c<br>11 <sup>th</sup> January<br>History   | Week 3<br>w/c<br>18 <sup>th</sup> January<br>Science   | Week 4<br>w/c<br>25 <sup>th</sup> January<br>Geography   | Week 5<br>w/c<br>1 <sup>st</sup> February<br>Science   | Week 6<br>w/c<br>8 <sup>th</sup> February<br>Art   | Half term break |
|---------------------|--|--|--|--|--|--|-----------------|
| Year 1/2            | <p><b>Locational knowledge</b><br/>I can name and locate the world's seven continents.<br/>I can name and locate the world's five oceans.</p> <p><b>Place knowledge</b><br/>I can describe the jobs people may do in another part of the world.<br/>I can think of questions to ask about a different locality.</p> <p><b>Human &amp; physical geography</b></p> | <p><b>Events beyond living memory</b><br/>e.g. The Great Fire of London</p> <p><b>What made the Great Fire of London "Great"?</b></p> <p><b>Chronological Understanding</b><br/>I can sequence artefacts closer together in time.</p> <p><b>Interpretations</b><br/>I can use stories to distinguish between fact and fiction.</p> | <p>Y1 POS – Plants</p> <p>I can identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</p> <p>I can sort and group plants using simple features.</p> | <p><b>Locate the cold and hot areas of the world in relation to the Equator and the North and South Poles.</b></p> <p><b>Human &amp; physical geography</b></p> <p>I can explain the main features of a hot and cold place.<br/>I can locate hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> | <p>Y1 POS – Plants</p> <p>I can identify and describe the basic structure of a variety of common flowering plants, including trees.</p> <p>I can identify and classify using parts of the plant.</p> | <p><u>Artistic study</u><br/>I can describe what I can see in the work of an artist.<br/>I can express likes and dislikes about different pieces of art.<br/>I can find out about the life and work of an artist.</p> <p>As next half term the focus is on collage, it would be helpful to study ... e.g.<br/>Beth Collins<br/><a href="https://mymodernmet.com/bridget-">https://mymodernmet.com/bridget-</a></p> |                 |

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|          | <p>I can identify the features of Winter &amp; Spring and their impact on people's lives and on their environment.</p> <p>I can answer questions about the weather and explain the ways in which the weather is different depending on the seasons.</p>   | <p>I can compare 2 versions of a past event.</p>  |  | <p>I can explain the main features of a hot and cold place.</p> <p><b>Geographical skills &amp; fieldwork</b></p> <p>I can point to the North and South Pole and the Equator on a map of the world or on a globe.</p>   |  | <p><a href="http://beth-collins-flora-collages/">beth-collins-flora-collages/</a></p>   |  |
| Year 3/4 | <p><b>Frozen Planet</b></p> <p><b>Locational knowledge</b></p> <p>I can identify and name the Equator, the Tropics of Cancer and Capricorn as well as the Arctic Circle and Antarctica.</p> <p><b>Place knowledge</b></p> <p>I can locate the North and South Poles on a map, a globe and in an atlas.</p> <p>I can begin to understand how the North and South</p> | <p><b>Ancient Greece</b></p> <p>Influences on today &amp; the western world</p> <p><b>What influence did the Ancient Greeks have on today?</b></p> <p><b>Chronological Understanding</b></p> <p>I can place events from the period studied on a timeline.</p> <p>I can use dates and terms related to the study unit and passing of time.</p> <p><b>Range and depth</b></p> | <p>Y3 POS – Forces &amp; Magnets</p> <p>I can compare how things move on different surfaces.</p> <p>I can notice that some forces need contact between two objects, but magnetic forces can act at a distance.</p> <p>I can describe magnets as having two poles.</p> <p>I can identify changes related to scientific ideas.</p> | <p><b>Frozen Planet</b></p> <p><b>Place knowledge</b></p> <p>I can describe how some places are similar and others are different in relation to both their physical and human geography (Arctic Circle vs Antarctica).</p> <p><b>Human &amp; physical geography</b></p> <p>I can give extended descriptions (using the correct geographical vocabulary learnt in KS1) of the physical</p> | <p>Y3 POS – Forces &amp; Magnets</p> <p>I can observe how magnets attract or repel each other and attract some materials and not others.</p> <p>I can predict whether two magnets will attract or repel each other, depending on which poles are facing.</p> <p>I can compare and group together a variety of everyday</p> | <p><u>Artistic study</u></p> <p>I can describe what I can see in the work of an artist and compare with artists around at the same time.</p> <p>I can express opinions about different pieces of art and why an artist may have chosen to create it in that way.</p> <p>I can find out about the life and work of an artist and begin to understand the period in art history</p> |  |

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|  | <p>Poles became isolated from their closest landmasses (Pangea).</p> <p><b>Geographical skills &amp; fieldwork</b></p> <p>I can use the 8 points of a compass.</p> <p>I can collect data about a place and create graphs relating to that data.</p> | <p>I can compare with our life today.</p> <p><b>I can recognise how the Ancient Greeks have had an influence on life today (e.g. art, architecture etc).</b></p> <p><b>Interpretations</b></p> <p>I can identify and give reasons for different ways in which the past is represented.</p> <p><b>Historical enquiry</b></p> <p>I can observe small details from artefacts and pictures.</p> <p>I can ask relevant questions.</p> <p><b>Organisation &amp; Communication</b></p> <p>I can recall, select and organise historical information.</p> | <p>I can provide an oral explanation of findings</p> | <p>and human features of different places around the world.</p> | <p>materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials.</p> <p>I can set up a simple fair test.</p> <p>I can make systematic and careful observations.</p> <p>I can record using a bar chart.</p> <p>I can use results to draw simple conclusions.</p> | <p>that their work represents.</p> <p>As next half term the focus is on collage, it would be helpful to study ... e.g. Chryssa Romanos</p> <p><a href="https://theculturetrip.com/europe/greece/articles/10-contemporary-greek-artists-you-should-know/">https://theculturetrip.com/europe/greece/articles/10-contemporary-greek-artists-you-should-know/</a></p> |  |
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| <p><b>South America – Chile</b><br/> <b>Locational knowledge</b><br/> I can identify and name the Tropics of Cancer and Capricorn as well as the Arctic Circle and Antarctica.<br/> I can explain how time zones work.<br/> I can name the largest desert in the world.</p> <p><b>Place knowledge</b><br/> I can describe how some places are similar and others are different in relation to both their physical and human geography (UK vs Chile).</p> <p><b>Geographical skills &amp; fieldwork</b><br/> I can locate Chile on a map of South America and a map of the world and describe its location relative to other countries in South</p> | <p><b>Local History</b><br/> Changing farms<br/> Link to Anglo Saxons<br/> <b>How has farming changed since the Anglo Saxons?</b><br/> <b>Chronological Understanding</b><br/> I can use relevant terms and periods labels.<br/> <b>Range and depth</b><br/> I can compare life in early and late ‘times’ studied.<br/> I can compare an aspect of life with the same aspect in another period.<br/> <b>Interpretations</b><br/> I can consider ways of checking the accuracy of interpretations – fact or fiction or opinion.<br/> <b>Historical enquiry</b><br/> I can begin to identify primary and secondary sources.</p> | <p>Y6 POS – Living things and their habitats</p> <p>I can describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals.<br/> I can record data and results of increasing complexity using scientific diagrams and labels, classifications keys, tables, scatter graphs, bar and line graphs.<br/> I can identify scientific evidence that has been used to support or refute an idea.</p> | <p><b>South America – Chile</b><br/> <b>Human &amp; physical geography</b><br/> I can give extended descriptions of the physical features of different places around the world e.g. Atacama Desert, Torres del Paine National Park – desert vs glaciers).<br/> I can describe the key physical features of the driest place on Earth (Atacama Desert).<br/> I can describe the distribution of natural resources and how it affects settlement and land use (copper mining in Chile).<br/> I can begin to understand the distribution of minerals (e.g. copper).</p> | <p>Y6 POS – Living things and their habitats</p> <p>I can give reasons for classifying plants and animals based on specific characteristics.<br/> I can record data and results of increasing complexity using scientific diagrams and labels, classifications keys, tables, scatter graphs, bar and line graphs.<br/> I can identify scientific evidence that has been used to support or refute an idea.</p> <p><b>Place knowledge</b><br/> I can describe how some places are similar and others are different in relation to both their physical and human geography (UK vs Chile).</p> | <p><b>Artistic study</b><br/> I can describe what I can see in the work of an artist and identify commonalities between it and the work of other artists around at the same time.<br/> I can express opinions about different pieces of art and say what influenced the artist to create.<br/> I can find out about the life and work of an artist, using a variety of sources, and identify the period in art history that their work represents.</p> <p>As next half term the focus is on collage, it would be helpful to study ... e.g. Mauricio Garrido<br/> <a href="https://www.arteallimite.com/en/2015/0">https://www.arteallimite.com/en/2015/0</a></p> |  |
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|  | <p>America using the 4 points of the compass.<br/>I can use aerials maps and web resources to describe what a location might be like.</p> |  |  |  |  | <p><a href="http://9/04/chile-collage-mauricio-garrido/">9/04/chile-collage-mauricio-garrido/</a></p> |  |
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**Whole school theme – Here, There and Everywhere (World Geography)**

|             | Whole school theme – Here, There and Everywhere (World Geography)   |   |   |   |   |   |                        |
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| <b>EYFS</b> | <b>Week 1<br/>w/c<br/>4<sup>th</sup> January</b>  | <b>Week 2<br/>w/c<br/>11<sup>th</sup> January</b>   | <b>Week 3<br/>w/c<br/>18<sup>th</sup> January</b>                                     | <b>Week 4<br/>w/c<br/>25<sup>th</sup> January</b>                         | <b>Week 5<br/>w/c<br/>1<sup>st</sup> February</b>                                     | <b>Week 6<br/>w/c<br/>8<sup>th</sup> February</b>       | <b>Half term break</b> |
| <b>PSED</b> | I can suggest special things I like to do with special people.  | I can understand that all families are important and special and that others people’s families can look different to my family. | I can begin to explain how someone is feeling based on their expression or behaviour. | I can demonstrate appropriate ways to show care and affection for others. | I can show love to others when they need help and can respond to the needs of others. | I can be thankful for the people who help us at school. |                        |
| <b>CLL</b>  | <p>I can maintain concentration in large and small groups.</p> <p>I can listen and respond to others in a variety of contexts.</p> <p>I can use talk to organise, sequence and clarify thinking, ideas and feelings.</p>  |   |   |   |   |   |                        |
| <b>PD</b>   | <p><u>Dance</u> EYFS: Pupils represent their own ideas, thoughts and feelings through dance.</p> <p>I can compose a simple dance based on my thoughts and feelings.</p> <p>I can perform my basic dance movements with confidence, control and coordination.</p> <p>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.</p> <p><u>Gymnastics</u></p> <p>I can travel safely and confidently in different ways. I can perform large and small shapes with control and coordination. I can rock backwards and forwards with control.</p> <p>I can link basic gymnastic shapes (star/pencil/tuck) with control and accuracy.</p> <p>I can manage space safely, showing an awareness of the mats. I can control my large and small shapes so I can stay on the mat.</p> <p>I can repeat teacher actions with accuracy as a whole group.</p> |   |   |   |   |   |                        |

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| Literacy | The Girl who loved Wellies – Zehra Hicks<br><br>Phonics recap of phase 2 and 3   | The Girl who loved Wellies – Zehra Hicks<br><br>Phonics recap of phase 2 and 3 | Here, There and Everywhere – Sam Mc Bratney<br><br>Phonics recap of phase 2 and 3 | Here, There and Everywhere – Sam Mc Bratney<br><br>Phonics recap of phase 2 and 3 | Walk This World – Lottie Niemnen<br><br>Phonics recap of phase 2 and 3 | Walk This World – Lottie Niemnen<br><br>Phonics recap of phase 2 and 3   |  |
| Maths    | Counting and estimating  | Order and compare numbers  | Partition to create number bonds  | Count on to add   | Count back to subtract   | Where is it? Position  |  |
| UTW      | I can talk about Winter and its features.  | I know my school is in a village and how it is different from a town.          | I can talk about buildings and features that I pass on my way to school.          | I can talk about cultures and traditions from different countries.                | I can understand that people have different beliefs to my own.         | I can complete a simple, age appropriate program on a computer. I can select and use technology for particular purposes. |  |
| EAD      | <u>Artistic study</u> I can say what I like or dislike about the work of different artists. I can say what is the same or different about two pieces of art. Looking at the work of Freidensreich Hundertwasser (1928 – 2000) - <a href="https://www.hundertwasser.com/en">https://www.hundertwasser.com/en</a> particularly his work using building and structures.<br><u>Performing</u> I can expand my repertoire of songs and tunes and perform to larger groups of people.<br><u>Composing</u> I can explore the different sounds of different instruments.<br><u>Appraising</u> I can explain why have used different instruments to make different sounds |  |   |   |  |  |  |

| PSHE     | <p style="text-align: center;"><b>Too Much Selfie isn't Healthy</b><br/> <a href="https://church.heartsmart.school/sign-in">https://church.heartsmart.school/sign-in</a> (and select 300+ lessons)<br/>           C2 – follow Y1, there is a lesson for each week to cover the identified objective.<br/>           C3 – follow Y3, there is a lesson for each week to cover the identified objective.<br/>           C4 – follow Y5, there is a lesson for each week to cover the identified objective.</p> |   |   |   |   |   |                 |
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|          | Week 1<br>w/c<br>4 <sup>th</sup> January   | Week 2<br>w/c<br>11 <sup>th</sup> January   | Week 3<br>w/c<br>18 <sup>th</sup> January   | Week 4<br>w/c<br>25 <sup>th</sup> January                                 | Week 5<br>w/c<br>1 <sup>st</sup> February   | Week 6<br>w/c<br>8 <sup>th</sup> February   | Half term break |
| EYFS     | I can suggest special things I like to do with special people.   | I can understand that all families are important and special and that others people's families can look different to my family. | I can begin to explain how someone is feeling based on their expression or behaviour. | I can demonstrate appropriate ways to show care and affection for others. | I can show love to others when they need help and can respond to the needs of others. | I can be thankful for the people who help us at school.   |                 |
| Year 1/2 | I can suggest ways to show love for others.<br>I can demonstrate loving others.  | I can notice the people around me.  | I can consider ways that I can help others and recall ways that I have been helped.   | I can show appreciation for the people who look after me.                 | I can work as part of a team to complete some relay races/challenges.                 | I can understand some simple rules to keep me safe online.<br>I can reflect on how I show love for others |                 |

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| Year 3/4 | I can suggest ways to show love for others.<br>I can demonstrate loving others. | I can consider ways that I can help others and the effect of doing so.                            | I can demonstrate how to respond in an emergency.      | I can recognise and celebrate the impact kindness can have on another person. | I can work together, listen to one another's ideas and respect each other's views. | I can understand that there is some information that can identify me and it's important to keep this information private. I can reflect on how I show love for others. |  |
| Year 5/6 | I can suggest ways to show love for others.<br>I can demonstrate loving others. | I can suggest who to go to if I feel lonely and can suggest things to do to avoid feeling lonely. | I can list the skills needed to listen to others well. | I can suggest people who should be honoured and ways I can honour them.       | I can investigate the purpose and role of different groups.                        | I can think of things that I should and shouldn't share online. I can reflect on how I show love for others  |  |