

Capenhurst CE Primary School Recovery Overview – Autumn (2) 2020

English	Week 1 w/c 2 nd November	Week 2 w/c 9 th November	Week 3 w/c 16 th November	Week 4 w/c 23 rd November	Week 5 w/c 30 th November	Week 6 w/c 7 th December	Week 7 w/c 14 th December
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></p> <p>Shared reading comprehension</p> <p>Leopards</p>	<p><u>Reading</u></p> <p>Shared reading comprehension</p> <p>Ronald the Rhino</p>	<p><u>Reading</u></p> <p>Shared reading comprehension</p> <p>Pythons</p>	<p><u>Reading</u></p> <p>Shared reading comprehension</p> <p>The Bear Who Came To Babysit</p>	<p><u>Reading</u></p> <p>Shared reading comprehension</p> <p>All About Elephants</p>	<p><u>Reading</u></p> <p>Shared reading comprehension</p> <p>Emperor Penguins</p>	<p><u>Reading</u></p> <p>Shared reading comprehension</p> <p>Around the World in 80 Days</p>
	<p><u>Writing (Y1 Catch-up unit from The Literacy Company)</u></p> <p><u>Key texts</u> Look Up! by Nathan Bryon; Wilma Unlimited by Katherine Krull. My Hair by Hannah Lee</p> <p><u>Outcome</u> To do an oral and a written retell.</p> <p><u>Key activities</u> Break down speech into words. Link sounds to letters.</p>					<p><u>Writing</u></p> <p>Write sentences, re-sequencing them to form short narratives or recount events.</p>	<p><u>Writing</u></p> <p>Write sentences, re-reading what I have written to check that it makes sense.</p>

<p>Make phonetically plausible attempts at words. Write some irregular common words.</p> <p><u>Sentence-level activities</u> Attempt to write short sentences in meaningful contexts. Apply taught digraphs and trigraphs into writing.</p>			
<p><u>Spelling</u> Begin to write words with adjacent consonants. Phase 3 Letters and Sounds tricky words.</p>	<p><u>Spelling</u> Spell words ending in -ing, -ed, -er and -est.</p>	<p><u>Spelling</u> Use plural noun suffixes –s and –es.</p>	<p><u>Spelling</u> Remember sentences my teacher reads to me and write them down correctly.</p>
<p><u>Grammar & punctuation</u> Write simple sentences which can be read by themselves and others. Have an awareness of a capital letter and full stop when writing a simple sentence.</p>	<p><u>Grammar & punctuation</u> Understand the job of an adjective and am beginning to use them to create simple noun phrases.</p>	<p><u>Grammar & punctuation</u> Recognise verbs as action/ doing words and use them appropriately.</p>	<p><u>Grammar & punctuation</u> Can join words and clauses using ‘and’</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	<p><u>Reading</u></p> <p>Shared reading comprehension</p> <p>Leopards</p>	<p><u>Reading</u></p> <p>Shared reading comprehension</p> <p>Ronald the Rhino</p>	<p><u>Reading</u></p> <p>Shared reading comprehension</p> <p>Pythons</p>	<p><u>Reading</u></p> <p>Shared reading comprehension</p> <p>The Bear Who Came To Babysit</p>	<p><u>Reading</u></p> <p>Shared reading comprehension</p> <p>All About Elephants</p>	<p><u>Reading</u></p> <p>Shared reading comprehension</p> <p>Emperor Penguins</p>	<p><u>Reading</u></p> <p>Shared reading comprehension</p> <p>Around the World in 80 Days</p>
	<p><u>Writing (Y1 Catch-up unit from The Literacy Company)</u></p> <p><u>Key texts</u> Look Up! by Nathan Bryon; Mae Among the Stars by Roda Ahmed (available on You Tube). My Hair by Hannah Lee</p> <p><u>Outcome</u> To write a diary recount of a trip into space.</p> <p><u>Key activities</u> Compose a sentence orally before writing it.</p>					<p><u>Writing</u></p> <p>Think carefully about what I am going to write by planning and talking about my ideas.</p>	<p><u>Writing</u></p> <p>Make simple changes or add to my writing: after evaluating it with others; re-reading to check that it makes sense; proofreading for spelling,</p>

<p>Combine words to make sentences. Use capital letters for names of people and the personal pronoun 'I'. Leave spaces between words. Use capital letters and full stops.</p> <p><u>Sentence-level activities</u> Join words and clauses using 'and'. Use simple description.</p>		<p>grammar and punctuation.</p>	
<p><u>Spelling</u> Phase 5 Letters and Sounds tricky words.</p>	<p><u>Spelling</u> Add suffixes where no change is needed to the root of the word e.g. -ed, -ing, -er, -est.</p>	<p><u>Spelling</u> Use plural noun suffixes -s and -es.</p>	<p><u>Spelling</u> Change the meaning of verbs and adjectives by adding prefix 'un'.</p>
<p><u>Grammar & punctuation</u> Sequence sentences to form short narratives (link ideas or events by pronoun). Use a capital letter for places and days of the week. Punctuate sentences with a capital letter, full stop, question mark or exclamation mark.</p>	<p><u>Grammar & punctuation</u> Recognise verbs as doing words and being words. Begin to use present/ past tenses correctly and consistently (including the progressive form).</p>	<p><u>Grammar & punctuation</u> Recognise regular and irregular verbs. Begin to follow the rules of Standard English (e.g. subject-verb agreement, consistency of tense).</p>	<p><u>Grammar & punctuation</u> Begin to use apostrophes for contractions and possession appropriately. Understand when not to use an apostrophe.</p>

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Handwriting	Y3: I can use the diagonal and horizontal strokes that are needed to join letters. I can improve the quality of my own handwriting.						
Year 3	<u>Reading</u> Shared reading comprehension The Gunpowder Plot	<u>Reading</u> Shared reading comprehension Florence Nightingale	<u>Reading</u> Shared reading comprehension Pet Care of a Bearded Dragon	<u>Reading</u> Shared reading comprehension Roald Dahl	<u>Reading</u> Shared reading comprehension Mythical Stories from Other Cultures	<u>Reading</u> Shared reading comprehension Sir Stephen Hawking	<u>Reading</u> Shared reading comprehension Carnival
<u>Writing (Y3 Catch-up unit from The Literacy Company)</u> <u>Key text</u> Counting on Katherine by Helaine Becker Sofia Valdez, Future Prez by Andrea Beaty <u>Outcome</u> To write a fact file about Katherine Johnson, including a short biography. <u>Key activities</u> Combine words to make sentences.					<u>Writing</u> Think carefully about what I am going to write by planning and talking about my ideas.	<u>Writing</u> Make simple changes or add to my writing: after evaluating it with others; re-reading to check that it makes sense; proofreading for spelling,	<u>Writing</u> Begin to group ideas together into paragraphs

<p>Join words and clauses using 'and'. Sequence sentences to form short narratives. Use capital letters and full stops.</p> <p><u>Sentence-level activities</u> Use present and past tenses correctly and consistently including the progressive form. Use subordination (using when, if, that, or, because) and co-ordination (using or, and or but). Use expanded noun phrases to describe and specify.</p>					grammar and punctuation.	
<p><u>Spelling</u> Add suffixes to spell longer words (-ment, -ness, -ful,) e.g. enjoyment, sadness, careful</p>	<p><u>Spelling</u> Add suffixes to spell longer words (-less, -ly) e.g. hopeless, badly</p>	<p><u>Spelling</u> Spell words ending in -tion e.g. station, fiction</p>	<p><u>Spelling</u> Spell words with the possessive apostrophe e.g. Megan's, a dog's, Gus'</p>	<p><u>Spelling</u> Spell question words e.g. who, why, what</p>	<p><u>Spelling</u> Spell common exception words e.g. Many, beautiful, Christmas</p>	<p><u>Spelling</u> Spell months of the year.</p>
<p><u>Grammar & punctuation</u> Use apostrophes for contracted forms.</p>				<p><u>Grammar & punctuation</u> Recognise verbs as doing words and being words. Begin to use present/ past tenses correctly and consistently (including the progressive form).</p>	<p><u>Grammar & punctuation</u> Recognise regular and irregular verbs. Begin to follow the rules of Standard English (e.g. subject-verb agreement, consistency of tense).</p>	<p><u>Grammar & punctuation</u> Begin to use apostrophes for contractions and possession appropriately. Understand when not to use an apostrophe.</p>

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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 The Gunpowder Plot	<u>Reading</u> Shared reading comprehension Florence Nightingale	<u>Reading</u> Shared reading comprehension Pet Care of a Bearded Dragon	<u>Reading</u> Shared reading comprehension Roald Dahl	<u>Reading</u> Shared reading comprehension Mythical Stories from Other Cultures	<u>Reading</u> Shared reading comprehension Sir Stephen Hawking	<u>Reading</u> Shared reading comprehension Carnival
	<u>Writing (Y3 Catch-up unit from The Literacy Company)</u> <u>Key text</u> Counting on Katherine by Helaine Becker Sofia Valdez, Future Prez by Andrea Beaty <u>Outcome</u> To write a fact file about Katherine Johnson, including a short biography. <u>Key activities</u> Use punctuation correctly (full stops, capital letters – including for proper nouns,					<u>Writing</u> Create settings, characters and plot in stories. Evaluate and edit, learning from the effectiveness of my own and others'	<u>Writing</u> Write non-fiction, using simple devices to organise my work. Evaluate and edit, improving my writing by making

<p>exclamation marks, question marks, commas in a list, apostrophes for contraction and singular noun possession). Use subordination (when, if, that, because) and co-ordination (or, and, but). Use present and past tenses correctly and consistently including the progressive form. Use expanded noun phrases. Write sentences with different forms: statement, command, question, exclamation.</p> <p><u>Sentence-level activities</u> Build an increasing range of sentence structures. Use prepositions, conjunctions and adverbs to express time, place and cause. Use present and past tenses correctly and consistently including the progressive form and the present perfect form.</p> <p><u>Text-level activities</u> Group related ideas into paragraphs.</p>				<p>writing and making improvements.</p>	<p>changes to grammar and vocabulary.</p>	<p>intonation/tone/volume, so that the meaning is clear.</p>
<p><u>Spelling</u> Spell words ending in the suffix -al e.g. natural, actual</p>	<p><u>Spelling</u> Spell words ending in the 'zhuh' sound spelt -sure e.g. treasure, measure</p>	<p><u>Spelling</u> Spell words ending in the 'chuh' sound spelt -ture e.g. nature, picture</p>	<p><u>Spelling</u> Spell words ending with the sound 'cher' spelt -ture e.g. lecture, literature</p>	<p><u>Spelling</u> Spell words with a silent letter e.g. island, answer</p>	<p><u>Spelling</u> Spell words with a silent letter e.g. build, guide</p>	<p><u>Spelling</u> Words spelt with the 'aw' sound spelt -ough and -au e.g. caught, cause</p>
<p><u>Grammar & punctuation</u> Use a or an according to whether the next word begins with a vowel or a consonant. In non-narrative material, use simple organisational devices including headings and sub-headings to aid presentation. Assess the effectiveness of own and others' writing (non-fiction).</p>				<p><u>Grammar & punctuation</u> Know and follow the rules for Standard English. Punctuate direct speech using inverted commas and other</p>	<p><u>Grammar & punctuation</u> Use fronted adverbials followed by commas. Recognise the difference between a clause and a phrase and use both</p>	<p><u>Grammar & punctuation</u> Use conjunctions, adverbs or prepositions to express time, place and cause. Use expanded noun phrases with</p>

		punctuation.	appropriately.	modifying adjectives and prepositional phrases.
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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 Black History Month	<u>Reading</u> Shared reading comprehension Earthquakes	<u>Reading</u> Shared reading comprehension Lottery Win Newspaper Report	<u>Reading</u> Shared reading comprehension Refugee Week	<u>Reading</u> Shared reading comprehension Rosa Parks	<u>Reading</u> Shared reading comprehension FA Cup	<u>Reading</u> Shared reading comprehension Fidget Spinners
	<u>Writing (Y5 Catch-up unit from The Literacy Company)</u> <u>Key texts</u> Of Thee I Sing by Barack Obama; Young, Black and Gifted by Jamina Wilson Become a Leader Like Michelle Obama by Caroline Moss <u>Outcome</u> To write a magazine article to celebrate 'Black Heroes' and raise awareness about some of the issues around racial discrimination. <u>Key activities</u>				<u>Writing</u> Use a variety of techniques to engage the reader. Evaluate and edit by assessing the effectiveness of my own writing, using a wider range of	<u>Writing</u> Describe settings, characters and atmosphere. Use dialogue to convey character.	<u>Writing</u> Use other devices (e.g. headings, bullets, diagrams) to organise and present my writing and to guide the reader.

<p>Use punctuation correctly (full stops, capital letters – including for proper nouns, exclamation marks, question marks, commas in a list, apostrophes for contraction and singular noun possession). Use prepositions, conjunctions and adverbs to express time, place and cause. Group related ideas into paragraphs. Use past and present tenses correctly and consistently including the present perfect tense.</p> <p><u>Sentence-level activities</u> Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases. Build a varied and rich vocabulary and an increasing range of sentence structures.</p> <p><u>Text-level activities</u> Use paragraphs to organise information and ideas around a theme.</p>				<p>sentence structures for effect.</p>	<p>Change paragraph accurately and consistently.</p> <p>Know the difference between the language of speech and writing.</p>	
<p><u>Spelling</u></p> <p>Words ending in 'cian' e.g. magician, optician</p>	<p><u>Spelling</u></p> <p>Words with the prefixes 'il', 'im', 'in' or 'ir' e.g. impossible</p>	<p><u>Spelling</u></p> <p>Words with the prefixes 'un', 'mis' or 'dis' e.g. disappear</p>	<p><u>Spelling</u></p> <p>Words ending with the suffix 'ly' or 'ful' e.g. hopeful, happily</p>	<p><u>Spelling</u></p> <p>Words ending in 'tion' e.g. attention, addition</p>	<p><u>Spelling</u></p> <p>Words ending in 'sion' e.g. tension, division</p>	<p><u>Spelling</u></p> <p>Words ending in 'ssion' e.g. possession</p>

	<p><u>Grammar & Punctuation</u></p> <p>Choose nouns and pronouns appropriately for clarity and cohesion and to avoid repetition. Use commas after fronted adverbials. Know the grammatical difference between plural and possessive 's'. Indicate possession by using the possessive apostrophe with plural nouns.</p>	<p><u>Grammar & Punctuation</u></p> <p>Know and follow the rules for Standard English.</p> <p>Use colons to introduce a list.</p>	<p><u>Grammar & Punctuation</u></p> <p>Use direct and reported speech accurately.</p>	<p><u>Grammar & Punctuation</u></p> <p>Begin to use clauses with who, which, where, that, or with an implied relative pronoun.</p> <p>Use brackets or commas to indicate parenthesis.</p>
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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 Black History Month	<u>Reading</u> Shared reading comprehension Earthquakes	<u>Reading</u> Shared reading comprehension Lottery Win Newspaper Report	<u>Reading</u> Shared reading comprehension Refugee Week	<u>Reading</u> Shared reading comprehension Rosa Parks	<u>Reading</u> Shared reading comprehension FA Cup	<u>Reading</u> Shared reading comprehension Fidget Spinners
	<u>Writing (Y5 Catch-up unit from The Literacy Company)</u> <u>Key texts</u> Of Thee I Sing by Barack Obama; Young, Black and Gifted by Jamina Wilson Become a Leader Like Michelle Obama by Caroline Moss <u>Outcome</u> To write a magazine article to celebrate 'Black Heroes' and raise awareness about some of the issues around racial discrimination. <u>Key activities</u>				<u>Writing</u> Use a variety of techniques to engage the reader. Evaluate the effectiveness of own and others' writing.	<u>Writing</u> Think about how authors have developed characters and settings. Describe settings, characters and	<u>Writing</u> Use features such as subheading and bullet points to structure text and guide the reader. Sustain a convincing viewpoint throughout a piece

<p>Use punctuation correctly (full stops, capital letters, exclamation marks, question marks, commas in a list, commas after fronted adverbials, apostrophes for contraction and possession). Use an increasing range of sentence structures. Use a variety of verb forms consistently and correctly. Use paragraphs to organise information and ideas around a theme.</p> <p><u>Sentence-level activities</u> Variety of verb forms used correctly and consistently including the present perfect. Use modal verbs and adverbs to indicate degrees of possibility.</p> <p><u>Text-level activities</u> Use a wider range of devices to build cohesion across paragraphs.</p>					<p>atmosphere.</p> <p>Use dialogue to convey character and move the action on.</p> <p>Know the difference between the language of speech and writing, and using the correct subject-verb agreement.</p>	<p>of writing.</p>
<p><u>Spelling</u></p> <p>Words ending in '-cy' e.g. tendency, urgency</p>	<p><u>Spelling</u></p> <p>Words with 'ia' in them e.g. material, special</p>	<p><u>Spelling</u></p> <p>Words with 'c' making an 's' sound e.g. necessary, centre</p>	<p><u>Spelling</u></p> <p>Words beginning with 'kn' e.g. knuckle, knit</p>	<p><u>Spelling</u></p> <p>Words with 'dg' in them e.g. porridge, fridge</p>	<p><u>Spelling</u></p> <p>Words with 'ure' in them e.g. treasure, leisure</p>	<p><u>Spelling</u></p> <p>Words with the prefix 'ex' e.g. excellent, extreme</p>
<p><u>Grammar & punctuation</u> Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun. Extend the range of sentences with more than one clause by using a wider range of conjunctions. Use brackets, dashes or commas to indicate parenthesis. Choose the appropriate register. Enhance meaning through selecting appropriate grammar and vocabulary. Use brackets, dashes or commas to indicate parenthesis.</p>				<p><u>Grammar & punctuation</u></p> <p>Use a colon to introduce and semicolons within an extended list.</p>	<p><u>Grammar & punctuation</u></p> <p>Use semicolons, colons or dashes between clauses.</p>	<p><u>Grammar & punctuation</u></p> <p>Use ellipsis. Recognise vocabulary and structure appropriate for formal writing</p>

				(including subjunctive).
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Maths		Week 1 w/c 2 nd November	Week 2 w/c 9 th November	Week 3 w/c 16 th November	Week 4 w/c 23 rd November	Week 5 w/c 30 th November	Week 6 w/c 7 th December	Week 7 w/c 14 th December
Class 2	Y1	1AS – 1 Compose and partition numbers to 10	1AS – 1 Compose and partition numbers to 10	1AS–2 Read, write and interpret additive equations	1AS–2 Read, write and interpret additive equations	1NF – 2 Count forwards and backwards in multiples of 2, 5 and 10.	1G-1 Recognise common 2D and 3D shapes	1G-1 Recognise common 2D and 3D shapes
	Y2	2AS – 1 Solve comparative addition and difference problems	2AS – 3 Add and subtract within 100 – part 1	2AS – 4 Add and subtract within 100	2AS – 4 Add and subtract within 100	2MD–1 Multiplication as repeated addition	2G–1 Describe and compare 2D and 3D shapes	2G–1 Describe and compare 2D and 3D shapes
Class 3	Y3	3NF – 3 Scaling number facts by 10	3NF – 3 Scaling number facts by 10	3AS–1 Calculate complements to 100	3AS–2 Columnar addition and subtraction	3AS–2 Columnar addition and subtraction	3MD–1 Multiplication and division structures	3MD–1 Multiplication and division structures
		NB. Every Monday of this half term the children in Class 3 will be taught: 3NF – 2 Recall of multiplication tables 4NF – 1 Recall of multiplication tables; 4NF – 2 Division problems with remainders						
	Y4	4NF – 3 Scaling number facts by 100	4NF – 3 Scaling number facts by 100	3AS–1 Calculate complements to 100	3AS–2 Columnar addition and subtraction	3AS–2 Columnar addition and subtraction	4MD–1 Multiplying and dividing by 10 and 100	4MD–2 Manipulating the multiplicative relationship
Class 4	Y5	5NF–2 Scaling number facts by 0.1 or 0.01	5NF–2 Scaling number facts by 0.1 or 0.01	5MD–1 Multiplying and dividing by 10 and 100	5MD–2 Find factors and multiples	5MD–3 Multiply using a formal written method	5MD–4 Divide using a formal written method	5MD–4 Divide using a formal written method
	Y6	6AS/MD – 2 Derive related calculations	6AS/MD–3 Solve problems involving ratio relationships	6AS/MD–3 Solve problems involving ratio relationships	6AS/MD–4 Solve problems with 2 unknowns	6AS/MD–4 Solve problems with 2 unknowns	6F–1 Simplify fractions	6F–2 Express fractions in a common denomination

Foundation subjects	Week 1 w/c 2 nd November Geography	Week 2 w/c 9 th November History	Week 3 w/c 16 th November Science	Week 4 w/c 23 rd November Art and Design Technology	Week 5 w/c 30 th November Geography	Week 6 w/c 7 th December History	Week 7 w/c 14 th December Science
Year 1/2	<p>I can identify seasonal and daily weather patterns in the UK.</p> <p>I can observe changes across the four seasons.</p> <p>I can observe and describe weather associated with the seasons and how day length varies.</p> <p>I can identify the features of Autumn and their impact on people's lives and on their environment.</p> <p>I can secure my use of the basic geographical vocabulary needed</p>	<p>Gunpowder plot I can know and recount episodes from stories about the past.</p> <p>I can recognise why people did things, why events happened and what happened as a result.</p> <p>I can present information in a range of ways.</p>	<p>Animals (incl. humans) I can identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</p> <p>I can identify and name a variety of common animals that are carnivores, herbivores and omnivores.</p> <p>I can describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).</p>	<p>Sketchbook work A class sketchbook may be used to gather these exploratory drawings as and when required.</p> <p>I can draw with pencils, crayons, charcoal and pastels.</p> <p>I can create moods in my drawings.</p> <p>I can draw different line shapes and thicknesses using, at least 3 grades of pencil.</p> <p>I can use a viewfinder to focus on a specific part of an artefact/image</p>	<p>I can find where I live on the map of the UK.</p> <p>I can describe where I live compared to other places in the UK using simple compass directions.</p> <p>I can give simple directions using directional language and/or simple compass directions.</p> <p>I can write down my knowledge in Geography using some geographical vocabulary and terminology.</p>	<p>I can sequence 3 or 4 artefacts from different periods of time.</p> <p>I can match objects to people of different ages.</p> <p>I can describe memories of key events in people's lives.</p> <p>I can compare pictures or photographs of people or events in the past.</p>	<p>Animals (incl. humans) I can notice that animals, including humans, have offspring which grow into adults.</p> <p>I can find out about and describe the basic needs of animals, including humans, for survival (water, food and air).</p> <p>I can identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p> <p>I can describe the</p>

	to talk about key human and physical features of Capenhurst – Ellesmere Port – Chester.			before drawing it. I can make sensible comments about the drawings of my peers and artists.			importance for humans of exercise, eating the right amounts of different types of food, and hygiene.
Year 3/4	<p>I can name and locate the key rivers of the UK.</p> <p>I can name and locate the key coastal areas of the UK.</p> <p>I can understand how some aspects have changed over time (e.g. popularity of UK coastal resorts as holiday destinations).</p>	<p>Space travel (linked to Literacy text) I can use a range of historical information.</p> <p>I can use the library and internet for research.</p> <p>I can choose relevant material to present a picture of one aspect of life in time past.</p> <p>I can select and record information relevant to the study.</p> <p>I can communicate my knowledge and understanding.</p>	<p>States of Matter I can compare and group materials together, according to whether they are solids, liquids or gases.</p> <p>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).</p> <p>I can identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p>	<p>Sketchbook work I can use my sketchbook to express my feelings about a subject noting my likes and dislikes.</p> <p>I can experiment with a range of drawing and mark-making techniques.</p> <p>I can begin to show facial expressions in my drawings.</p> <p>I can use marks and lines to create texture in my work.</p> <p>I can use different grades of pencil to show tone, shape and colour to represent reflections and a feeling of</p>	<p>I can begin to understand scale and to use maps with different scales.</p> <p>I can explain why a place is like it is.</p> <p>I can explain how a locality has changed over time with reference to human features.</p> <p>I can describe 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.</p>	<p>Stone Age/Iron Age I can use dates and terms related to the Stone Age and Iron Age.</p> <p>I can begin to date events in the Stone Age and Iron Age.</p> <p>I can understand BCE and CE (BC and AD).</p> <p>I can use evidence to reconstruct life in Stone Age and Iron Age.</p> <p>I can identify changes in Britain from the Stone Age to the Iron Age. Interpretations.</p> <p>I can identify key features and events of time studied.</p>	<p>Rocks I can compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.</p> <p>I can describe in simple terms how fossils are formed when things that have lived are trapped within rock.</p> <p>I can recognise that soils are made from rocks and organic matter.</p>

				<p>movement.</p> <p>I can explain why I have used specific materials in my work, with some reference to the work of other artists.</p>			
Year 5/6	<p>I can locate the USA and Canada on a world map and find them in an atlas.</p> <p>I can plan a journey to a place in another part of the world taking account of distance and time.</p> <p>I can use the 8 points of a compass.</p> <p>I can explain scale and use maps with a range of scales.</p>	<p>Black History I can examine causes and results of great events and the impact on people.</p> <p>I can compare beliefs and behaviour of another time studied.</p> <p>I can know key dates, characters and events.</p> <p>I can use evidence to build up a picture of a past event.</p> <p>I can use books and the internet for research with increasing confidence.</p>	<p>Earth and Space I can describe the movement of the Earth, and other planets, relative to the Sun in the solar system.</p> <p>I can describe the movement of the Moon relative to the Earth.</p> <p>I can describe the Sun, Earth and Moon as approximately spherical bodies.</p> <p>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</p>	<p>Sketchbook work I can make detailed notes about the work of others, expressing my likes and dislikes and the impact of the work on me.</p> <p>I can explore a range of drawing and shading techniques including reflection, shadow, movement and perspective.</p> <p>I can draw facial expressions in my work to communicate emotions and a sense of self.</p> <p>I can successfully use a range of drawing</p>	<p>I can describe how some places are similar and others are different in relation to their physical features (comparing 2 locations).</p> <p>I can give extended descriptions of the physical features of different places around the world.</p> <p>I can describe how some places are similar and others are different in relation to their human and physical features.</p> <p>I can collect information about a</p>	<p>Black History I can consider ways of checking the accuracy of interpretations – fact or fiction or opinion.</p> <p>I can be aware that different evidence will lead to different conclusions.</p> <p>I can confidently use books and the internet for research.</p> <p>I can bring knowledge gathered from several sources together in a fluent account.</p> <p>I can select and organise information</p>	<p>Light I can recognise that light appears to travel in straight lines.</p> <p>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.</p> <p>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.</p>

		<p>I can select and organise information to produce structured work, making appropriate use of dates and terms.</p>		<p>techniques to create mood, movement and emotion in my work.</p> <p>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.</p>	<p>place and use it in a report.</p>	<p>to produce structured work, making appropriate use of dates and terms.</p>	<p>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.</p>
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PSHE	<p style="text-align: center;">Don't forget to Let Love In (I am Special) https://church.heartsmart.school/sign-in (and select 300+ lessons) C2 – follow Y1, there is a lesson for each week to cover the identified objective. C3 – follow Y3, there is a lesson for each week to cover the identified objective. C4 – follow Y5, there is a lesson for each week to cover the identified objective.</p>						
	Week 1 w/c 2 nd November	Week 2 w/c 9 th November	Week 3 w/c 16 th November	Week 4 w/c 23 rd November	Week 5 w/c 30 th November	Week 6 w/c 7 th December	Week 7 w/c 14 th December
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 suggest when and how to ask for help and who to go to.	I can reflect on ways to let love into my heart.
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