

**Coppull Primary School and Nursery - Oak class Long Term Overview – 2025 - 2026**

<b>English</b>	Stories in a familiar setting <i>The Jolly Postman by Janet and Allan Ahlberg</i> 4 weeks	Traditional Tales with a twist <i>Hansel and Gretel By Anthony Browne</i> 4 weeks	Stories by the same author <i>The Man on the Moon by Simon Bartram</i> 5 weeks		Adventure stories <i>Super Worm by Julia Donaldson</i> 6 weeks	Story as a theme <i>The Owl who was afraid of the Dark by Jill Tomlinson</i> 4 weeks	
	Non Chronological Reports <i>Create a report about a season</i> 2 weeks	Recounts: Letters <i>Meerkat Mail by Emily Gravett</i> 3 weeks	Instructions <i>Instructions based on our DT unit – textiles 2 weeks</i>	Explanation texts Based on ways to keep healthy 2 weeks	Persuasive poster or advert <i>About a new game/toy.</i> 1 week		
	Classic poetry <i>The Owl and the Pussycat by Edward Lear</i> 2 weeks		Poems on a theme: Animal poems <i>Fantastic Book of poems</i> 2 weeks		Poems with a structure: Riddles <i>A selection of riddles about household objects.</i> 2 weeks		
<b>Grammar:</b> Use familiar and new punctuation including full stops, capital letters, question marks and exclamation marks.  Write correctly punctuated sentences using different forms: statement, command.  Use the correct tense during writing; past and present.		<b>Grammar:</b> Write correctly punctuated sentences using different forms: question and exclamation.  Explore and use comma’s and apostrophes for contractions.  Use the correct tense during writing; past and present.		<b>Grammar:</b> Use sentences including expanded noun phrases to describe characters and settings.  Use ‘and’ to join sentences within story writing.  Subordination using when, if, that or because and co-ordination using or, and or but.			
<b>Maths</b>	Place Value-counting items to 20, making groups on numbers using tens and ones equipment, representing numbers to 30. Length and Mass-using non-standard units of measure to record length and mass of objects. Addition and Subtraction-number bonds to 10, counting on and counting all using accuracy. 2D and 3D shape-name common 2D and 3D shapes. Sequencing and sorting-counting in 2’s and 5’s. Fractions-finding half of 2D shapes or groups of objects. Capacity and volume-measuring using non-standard units. Money-recognising and ordering coins to 20p. Time-before, after, morning, afternoon and night.		Place Value-counting to and backwards from 100, comparing numbers. Mass and Weight-application of number and place value. Addition and subtraction-facts to 20 using concrete materials. Money-recognising coins to £2 and notes. Counting in 2’s and 5’s. Multiplication and division-concrete materials to model doubles, sharing into two equal groups. Length-measuring using units of measure, cm and m. 2D and 3D shape-recognise shapes in different sizes. Fractions, position and direction-halves and quarters of quantity, turning a half or quarter. Time-telling the time using 0’clock and half past an hour.		Addition and subtraction-missing number calculations working out using different methods. Capacity and volume-measuring using standard units ml/l. Fractions-halves and quarters of shapes and quantities. Position and direction and time-quarter and three-quarter turns. 2D and 3D shape-recognise and name 2D and 3D shapes. Multiplication and division-solving word problems linked to 2, 5 and 10’s. Statistics and calculation-interpret block diagrams. Measurement-recording mass using g/kg. Sequencing and Sorting-patterns of 2’s, 5’s and 10’s.		
<b>PSHE and School Values</b>	Family and Relationships Family Friendships Other people’s feelings Getting along with others Friendship problems Gender stereotypes	Health and Well Being Understanding my feelings Steps to success Muscle relaxation Developing a growth mindset Being active Relaxation breathing techniques	Safety and the Changing Body Communication with adults Road safety Why is it important to be safe near roads? What to do if unsafe? The internet	Safety and the Changing Body Safety at home Safety with medicines What to do if i get lost? Appropriate contact My private parts Personal boundaries	Citizenship Rules Similar yet different Caring for others: Animals The needs of others School council Giving my opinions	Economic Well Being My needs and wants Saving and spending money Banks and building societies Jobs	

						Transition to new class
	Respect	Kindness	Happiness	Resilience	Patience	Honesty
<b>Science</b>	<p>Y2 Plants Observe and describe how seeds and bulbs grow into mature plants.</p> <p>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p> <p>Autumn- plant daffodil bulbs</p>	<p>Y1 Animals inc. humans Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</p> <p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</p> <p>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).</p>	<p>Y2 Animals inc. humans Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p> <p>Spring- what seasonal changes can be observed?</p>	<p>Y1 Everyday Materials Describe the simple physical properties of a variety of everyday materials.</p> <p>Compare and group together a variety of everyday materials on the basis of their simple physical properties.</p>	<p>Y2 Living things and their habitats Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other</p>	<p>Y2 Uses of everyday materials Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</p> <p>Summer- observe daffodils</p>
<b>Computing</b>	E-Safety – school expectations Computing systems and networks: Improving mouse skills	Use technology purposefully to create, organise, store, manipulate and retrieve digital content: Word Processing	E-Safety – understand what algorithms are: Scratch Jr. Understand an algorithm is an instruction given in a set way to ensure a sprite can move effectively.	Create and debug simple programmes: Scratch Jr. Program Scratch to move and follow a sequence of instructions creating different scenes.	E-Safety Recognise common uses of information technology beyond school. Newspaper reports	Use logical reasoning to predict the behaviour of simple programmes.
<b>PE</b>	<p>Fundamentals: Yr1 – balancing, running, changing direction, jumping, hopping and skipping.</p> <p>Alice Dance Create and follow a sequence of movements working individually and as a team.</p>	<p>Gymnastics: Yr1 - Lessons 1-6 Basic skills of rolling, jumping, balancing and travelling are used to create a sequence of movements.</p> <p>Sending and Receiving Y1- Throwing and catching, rolling, kicking and tracking a ball.</p>	<p>Fundamentals: Yr1 - Throwing and catching, developing balance, agility and co-ordination, participating in team games.</p> <p>Gymnastics: Yr1 - Practise and develop technique and control during shape jumps.</p>	<p>Athletics: Yr1 – Lessons 1-6 Running at different speeds, changing direction, jumping and throwing.</p> <p>Alice Dance Follow a sequence of movements, travelling in different ways to perform a dance.</p>	<p>Fundamentals: Yr1 - Throwing and catching a ball, balancing and moving in a variety of ways, creating a sequencing of moves.</p> <p>Target Games: Yr1 - Overarm and underarm throw, individual and small group games.</p>	<p>Net and Wall games: Yr1 - Throwing, catching, hitting and tracking a ball in a variety of team games involving a net or wall.</p> <p>Ball Skills: Yr1 – Throwing, catching, rolling and dribbling a ball with both hands and feet.</p>
<b>Music</b>	<p>Charanga: Hey You</p> <p>Old-School Hip Hop style for children to learn about the differences between pulse, rhythm and pitch and to learn how to rap and enjoy it in its original form.</p>	<p>Christmas Show</p> <p>Nativity songs linked to our upcoming performance. Learning the words and actions to songs to perform for adults and school.</p>	<p>BBC Ten Pieces: No Place Like Home</p> <p>Listening to pieces of music linked to home. Classical music exploring a range of pitch, tempo and music. Children will listen to 10 pieces of music.</p>	<p>Charanga: Dance, Sing, Play</p> <p>Listen and appraise, musical games linked to learnt songs. Discussion around pitch and tempo. Dancing to songs listened to.</p>	<p>Charanga: Round and Round</p> <p>Learning is focused around one song: Round And Round, a Bossa Nova Latin style. Singing, learning pitch and exploring tempo of songs.</p>	<p>Charanga: Let's Perform Together!</p> <p>Revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.</p>
<b>RE</b>	Christianity (God) Why do Christians say that God is a	Christianity (Jesus) Why is Jesus special to Christians? The nativity story, beliefs about	Islam How might beliefs about creation affect the way people	Judaism Why might some people put their trust in God?	Hindu Dharma What do Hindus believe about God? One God in many forms, God in all	Christianity (Church) How might some people show that

	'Father'? God the Father, prayer	Jesus as God incarnate, Christmas	treat the world? God as creator, care for the planet.	God's promise, Noah, Abraham, trusting in God.	things, expressing ideas about God.	they 'belong' to God? Baptism, belonging
<b>History</b>	Christopher Columbus and Neil Armstrong – significant individuals (14/1500s-1969)  Overview - Christopher Columbus – who/when/what/where Neil Armstrong – who/when/what/where Compare both Impact and contribution to national and international achievements/impact on science and understanding of the world/space.	Astley Hall – significant places in own locality (1570s)  Overview – when/where/why it was built. How it was built and what it was built from. How it was used and how that has changed over time. Different rooms and how they were used and how they have changed over time. Any significant people involved in the hall.	The Great Fire of London – event beyond living memory (1666)  Overview – what/when/where Timeline London then and now/houses and buildings. Timeline of the day Samuel Pepys and diary Link to materials unit in science/structure in DT?	<b>Technology</b> – changes within living memory (1950s)  Timeline of technology and evolution of technology. Impact of new technologies Changes to everyday life due to technology – home, school, shops.		
<b>Geography</b>	Locational Knowledge Where in the world is the UK?  4 countries of the UK seas Capital cities of the UK	Human and Physical Geography Weather and Seasons  Identify the weather and seasons of the UK Weather studies field work in playground	Human and Physical Geography  Compare London and China/Beijing  What is it like to live there? Locate London and Beijing on a map. Human and physical features in both places Compare both places	Geographical Skills and Fieldwork  Classroom and playground features and map work		
<b>Art</b>	Drawing: Eric Carle  Name, match and draw lines/marks from observations. Observe and draw shapes from observations. Investigate textures.	Painting: Romero Britto Identify primary and secondary colours by name.  Mix primary shades and tones. Mix secondary colours. Work on different scales.	Printing: William Morris Monoprinting using carbon paper  Print with a range of hard and soft materials e.g. corks, pen barrels, sponge. Roll printing ink over found objects to create patterns e.g. plastic mesh, stencils. Build repeating patterns and recognise pattern in the environment. Make rubbings to collect textures and patterns.	Collage: Brianna McCarthy  Sort and group materials for different purposes e.g. colour texture. Fold, crumple, tear and overlap papers. Work on different scales. Create and arrange shapes appropriately.		
<b>Design Technology</b>	Textiles-Puppets  Join fabrics together using a running stitch. Design a puppet and use a template. Join two puppets faces together as ones. Decorate their puppet to match their design.	Structures Home and School  Design a product for a particular user. Use a sketch to show ideas. Choose the best method for joining the parts of the product. Use scissors to cut out a shape neatly and accurately. Explain what they like and dislike about their final product.	Mechanisms-Pull along Toy  Choose and use the most suitable tool for cutting out different shapes accurately. Design, draw and label a product that uses a simple mechanism. Identify the needs of the user. Make and finish a simple pull-along toy. Evaluate a product against simple design criteria and provide feedback.	Cooking and nutrition-Wraps  Name the main food groups and identify foods that belong to each group. Describe the taste, feel and smell of a given food. Think of three different wrap ideas, including flavour combinations. Construct a wrap that meets the design brief and their plan.		

