

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

	Stories in a familiar setting <i>There's No Such Thing as a Dragon by Jack Kent</i> 2-3 weeks	Traditional Tales with a twist <i>The True Story of the Three Little Pigs by Jon Scieszka</i> 3-4 weeks	Stories by the same author <i>Beware of the story book Wolves &amp; Clarice Bean, That's Me Lauren Child</i> 2-3 weeks		Adventure stories <i>Traction Man &amp; Traction Man meets Turbo Dog both by Mini Grey</i> 3-4 weeks	Story as a theme <i>Somebody Swallowed Stanley</i> Sarah Roberts 3-4 weeks
English	Non Chronological Reports <i>Create a report about an animal</i> 1-2 weeks	Recounts: Letters <i>The Day the Crayons Quit by Oliver Jeffery</i> 1-2 weeks	Instructions <i>Instructions based on our DT unit textiles</i> 1-2 weeks	Explanation texts Based on ways to keep healthy 1-2 weeks	Persuasive poster or advert <i>About a new game/toy.</i> 2-3 week	
	Classic poetry <i>The Owl and the Pussycat &amp; The Quangle Wangle's Hat both by Edward Lear</i> 1-2 weeks		Poems on a theme: Animal poems <i>Fantastic Book of poems</i> <i>A Dragonfly p4, Snail p9, Five Little Owls p11 &amp; Granny Goat p16</i> 1-2 weeks		Poems with a structure: Riddles <i>A selection of riddles about household objects.</i> 1-2 weeks	
	Grammar Write a range of sentence types which are grammatically accurate e.g. commands, questions and statements. Use sentence demarcation with increasing accuracy, including capital letters, full stops Co-ordinate sentences using and, but. Sometimes use subordination e.g. when, if, because.		Grammar Sometimes use subordination e.g. when, if, because. Apostrophes for contracted forms, e.g. <i>don't, can't, wouldn't, you're, I'll.</i> Use sentence demarcation with increasing accuracy, including commas to separate items in lists. Use some varied vocabulary to create detail and interest, including adjectives to make noun phrases; adverbs and verbs. Use sentence demarcation with increasing accuracy, including question marks and exclamation marks Identify word classes: noun, adjective, verb and adverb		Grammar Sometimes use subordination e.g. when, if, because. Use some varied vocabulary to create detail and interest, including adjectives to make noun phrases; adverbs and verbs. adding suffixes <i>-ful or less to create adjectives e.g. careful, careless, playful, hopeless.</i> Co-ordinate sentences using and, or, but. Choose the past or present tense appropriately. Experiment with the progressive form e.g. she was swimming. Use appropriate features of Standard English.	
Maths	Key areas to be covered: <ul style="list-style-type: none"> <li>Place Value</li> <li>Length and Mass</li> <li>Addition and Subtraction</li> <li>2D and 3D shape</li> <li>Counting multiplication and sorting</li> <li>Statistics</li> <li>Fractions</li> <li>Capacity and volume</li> <li>Time</li> </ul> 5 & 10 Times Table		Key areas to be covered: <ul style="list-style-type: none"> <li>Place Value</li> <li>Mass, volume and capacity</li> <li>Addition and subtraction</li> <li>Money</li> <li>Multiplication and division</li> <li>Length</li> <li>2D and 3D shape</li> <li>Fractions, position and direction</li> <li>Time</li> </ul> 2 and 4 Times Table		Key areas to be covered: <ul style="list-style-type: none"> <li>Place Value and statistics</li> <li>Addition and subtraction</li> <li>Capacity and volume</li> <li>Temperature</li> <li>Fractions</li> <li>Position and direction and time</li> <li>2D and 3D shape</li> <li>Multiplication and division</li> <li>Statistics and calculation</li> <li>Measurement</li> </ul> 3 times table and recap 2,4,5 and 10 Times Table	
	PSHE and School Values	Family and Relationships Exploring how families can be different. Positive friendships. How people show feelings.	Health and Well Being Identify our emotions. Identify our strengths and qualities. Identify importance of sleep. Learn about sun safety and allergic reactions.	Safety and the Changing Body Learn how to communicate safely with adults. Identify people who keep us safe. How to safely cross the road. Identify what is safe to put into our bodies. Learn how to call 999.	Safety and the Changing Body Identify the difference between secrets and surprises. Learn about appropriate contact. Name parts of the body using scientific names. Respect boundaries.	Citizenship Understand the rules in the classroom and school and the purpose of these rules. Understand some similarities and differences between themselves and their peers. Understand the roles people have in the local community. Understand what makes a good school environment.
Respect		Kindness	Happiness	Resilience	Patience	Honesty
Science	Y2 Plants Observe and describe how seeds and bulbs grow into mature plants.	Y1 Animals inc. humans Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.	Y2 Animals inc. humans Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.	Y1 Everyday Materials Describe the simple physical properties of a variety of everyday materials.	Y2 Living things and their habitats Identify that most living things live in habitats to which they are suited. Describe how different habitats	Y2 Uses of everyday materials Identify and compare the suitability of a variety of everyday materials, including wood, metal,

	Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.	Identify and name a variety of common animals that are carnivores, herbivores and omnivores. Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).	Spring- what seasonal changes can be observed?	Compare and group together a variety of everyday materials on the basis of their simple physical properties.	provide for the basic needs of different kinds of animals and plants, and how they depend on each other.	plastic, glass, brick, rock, paper and cardboard for particular uses.
Computing	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 Jnr.	Create and debug simple programmes: Scratch Jnr.	E-Safety Recognise common uses of information technology beyond school. Newspaper reports	Use logical reasoning to predict the behaviour of simple programmes.
PE	Fundamentals Balancing, running, changing direction, jumping, hopping and skipping.  Dance with Alice Move their body to express an idea, mood, character or feeling.	Gymnastics Shapes, balances, travelling actions, shape jumps, barre rolls, straight roll and forward roll.  Team building Develop teamwork skills through communication and problem solving.	Fundamentals Balancing, running, changing direction, jumping, hopping and skipping.  Gymnastics Shapes, balances, travelling actions, shape jumps, barrel rolls, straight roll and forward roll.	Athletics Run, jump for distance, jump for height, throw for distance, throw for accuracy and balance  Dance with Alice Move their body to express an idea, mood, character or feeling,	Fundamentals Balancing, running, changing direction, jumping, hopping and skipping.  Fitness Develop agility, balance, co-ordination, speed and stamina.	Net and Wall games Throw, catch, hit, track, balance and run.  Invasion games Dribble, throw, catch, kick, receive, run, jump, change direction, change speed and balance.
Music	Charanga: Hey You 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.	Christmas Show Nativity songs linked to our upcoming performance. Learning the words and actions to songs to perform for adults and school.	BBC Ten Pieces: No Place Like Home 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.	Charanga: Dance, Sing, Play Listen and appraise, musical games linked to learnt songs. Discussion around pitch and tempo. Dancing to songs listened to.	Charanga: Round and Round Learning is focused around one song: Round And Round, a Bossa Nova Latin style. Singing, learning pitch and exploring tempo of songs.	Charanga: Let's Perform Together! Exploring a range of pitch, tempo and music.
RE	Christianity (God) Why do Christians say that God is a 'Father'? Why do Christians pray?	Christianity (Jesus) Why is Jesus special to Christians? The nativity story. What do Christians believe about Jesus?	Islam How might beliefs about creation affect the way people treat the world? God as the creator. How we care for the planet.	Judaism Why might some people put their trust in God? What do Jewish people believe?	Hindu Dharma What do Hindus believe about God? How is God shown in Hinduism?	Christianity (Church) How might some people show that they 'belong' to God? Learn about baptism.
History	Christopher Columbus and Neil Armstrong – significant individuals (14/1500s-1969)  Christopher Columbus: who/when/what/where Neil Armstrong: who/when/what/where Compare both. Impact and contribution to national and international achievement. Impact on science and understanding of the world.	Astley Hall – significant places in own locality(1570s)  Astley Hall: 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)  The Great Fire of London: what/when/where Timeline of events. London then and now/houses and buildings. Samuel Pepys and his diary.	Technology – 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.		

<p><b>Geography</b></p>	<p><b>Locational Knowledge</b> Where in the world is the UK? Identify the 4 countries of the UK and surrounding seas Identify the capital cities of the UK.</p>	<p><b>Human and Physical Geography</b> <b>Weather and Seasons</b> Identify the weather and seasons of the UK. Weather studies fieldwork in playground.</p>	<p><b>Human and Physical Geography</b> 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.</p>	<p><b>Geographical Skills and Fieldwork</b> Investigate the classroom and playground to understand human and physical features. Map work including how to use a key. Collect data through sketching and observation.</p>
<p><b>Art</b></p>	<p><b>Drawing: Eric Carle</b> Name, match and draw lines/marks from observations. Observe and draw shapes from observations. Investigate textures.</p>	<p><b>Painting: Romero Britto</b> Identify primary and secondary colours by name. Mix primary shades and tones. Mix secondary colours. Work on different scales.</p>	<p><b>Printing: William Morris</b> 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.</p>	<p><b>Collage: Brianna McCarthy</b> Sort and group materials for different purposes e.g. colour texture. Fold, crumple, tear and overlap papers. Work on different scales. Create and arrange shape appropriately.</p>
<p><b>Design Technology</b></p>	<p><b>Textiles: Puppets</b> 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.</p>	<p><b>Structures: Pencil Pot</b> 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.</p>	<p><b>Mechanisms: Pull along toy</b> 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.</p>	<p><b>Cooking and nutrition: Wraps</b> 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, considering flavour combinations. Construct a wrap that meets the design brief and their plan.</p>