Coppull Primary School and Nursery – Chestnut Class Long Term Overview – 2025 - 2026

English						
	Novel as a theme **Five Children on the Western Front by Kate Saunders (Sequel to Five Children and It by E. Nesbit) 4 weeks**	**Fairy tales** **The Snow Queen** **3 weeks**	**Film and Play scripts-A range of different examples** **4 weeks**	**Issues and dilemmas** **Bill's New Frock by Anne Fine** **3 weeks**	**Myths** **Related to the Romans** **4 weeks**	**Fantasy - The Firework Maker's Daughter by Phillip Pullman** **4 weeks** ==Corridor Display (published piece)==
	Information booklet: *collection of text types, linked to history topic on WW1.* **3-4 weeks** ==Corridor Display==	**Discussion: For and Against-New houses** **2 weeks**	**Persuasion: leaflet to visit Italy (Geography link)** **2 weeks** ==Presentation to another class/parents (published piece)==		**Explanation Texts:** **Into The Volcano by Catherine Ard** **(Geography link)** **2 weeks**	**Recount: newspaper article connected to life in Rome (History Link)** **2 weeks**
	Classical Poetry **Jabberwocky by Lewis Carroll** **1-2 weeks**		**Poems on a theme** **You Tell Me by Roger McGough and Michael Rosen** **2 weeks**		**Poems with a structure** **Guess Who, Haiku by Deanna Caswell.** **Haikus are Hard by Benny Cramer** **1 week**	
	Grammar **Y3** • Write a range of sentence types which are usually grammatically accurate e.g. commands, questions and statements. • Demarcate sentences with increasing security, including capital letters, full stops, question marks and exclamation marks; commas to separate items in lists. • Express time, place and cause using conjunctions • Identify and use a range of prepositions. • Describe characters, settings and /or plot in a simple way, with some interesting details. **Y4** • Use a variety of connectives to join words and sentences e.g. or, but, if, because, when, although. Use time connectives. • Use inverted commas accurately for direct speech. • Usually use the past or present tense, and 1st/3rd person, consistently.		**Grammar** **Y3** • Identify direct speech. Begin to use inverted commas for direct speech. • Consolidate knowledge of word classes: noun, adjective, verb, adverb. • Use 'a' or 'an' according to whether the next word begins with a consonant or vowel. **Y4** • Use sentence demarcation with accuracy, including capital letters, full stops, question marks and exclamation marks; commas to separate items in lists, and for fronted adverbials. • Write a range of sentence types which are grammatically accurate e.g. commands, questions and statements. Experiment with sentences with more than one clause.		**Grammar** **Y3** • Use coordinating and simple subordinating conjunctions to join clauses. • Usually use the past or present tense appropriately. Sometimes use the present perfect e.g. He has gone out to play. • Use headings and subheadings to aid presentation. **Y4** • Vary sentence openers, changing the pronoun e.g. He / Jim, or with a fronted adverbial e.g. Later that day, he… • Use expanded noun phrases and adverbial phrases to expand sentences. • Use sentence demarcation with accuracy, including capital letters, full stops, question marks and exclamation marks; commas to separate items in lists, and for fronted adverbials. • Use inverted commas accurately for direct speech.		

Maths	• Number and place value using numbers to 10,000 • Partition, round and compare numbers using < > and = (Y3 up to 1000) • Place Value and Mental Calculation • Find 1, 10 or 100 more or less. Add/subtract a 3-digit number. (practical) • Length and perimeter of 2D shapes. • Measure in cm, m and mm. • Statistics and Mental Calculation • Bar charts, tables and 1/2 step problems. • Written Addition • Adding 2, 4-digit numbers, numbers, column addition. • Estimate & inverse (Year 3- 3 digit numbers) • Written subtraction • Use formal methods for subtraction, 2 4-digit numbers, column method • Counting Multiplication tables x9 , x 11 (Year 3- x3 x4) • Use arrays, factor pairs, multiplying by 0, 10, 100 • Written and Mental Multiplication • Write and calculate 2-digit numbers x 1-digit numbers • Written and Mental Division • Division of a 2-digit number by a 1-digit number • Time : Analogue, digital and 24-hour clocks 3D shape: Identify and describe 3-D shapes using edges, faces and vertices. Compare and sort 3-D shapes.	• Place multiples of 1000 on a number line (Year 3- up to 1000) • Compare two or more numbers with ones, tenths and hundredths using concrete materials (Year 3- tenths) • Recall and use multiplication and division facts for the 7 and 12 multiplication tables (Year 3-8s) • Use partitioning to calculate a three-digit number multiplied by a single digit number using grid method • Divide a two-digit number by a one-digit number using a partitioning strategy e.g. 96 ÷ 4 becomes (80 ÷ 4) + (16 ÷ 4) • Find non-unit fractions of a set of objects, e.g. 3/8 of 112 • Add two numbers with two decimal places using formal written methods of columnar addition with exchange, e.g. 36.13 + 45.68 • Know that an angle less than a right angle is called 'acute' • Describe positions on a 2-D grid as coordinates in the first quadrant and plot specified points • Know area is a measure of surface within a given boundary (Year 3- Perimeter) • Present time graphs from given data using appropriate scales • Measure, draw and compare the length of different objects including numbers to two decimal places			• Identify, represent and estimate numbers using different representations (including the number line) • Order and compare numbers beyond 1000 (Y3- Up to 1000) • Partition a four-digit number without the use of practical equipment into two groups in different ways where one group is appropriate to the context • Calculate a missing length when perimeter given and lengths of other side • Multiply two-digit and three-digit numbers by a one-digit number using formal written layout • Divide three-digit numbers by a single digit number • Find the area of rectilinear shapes by counting squares in groups (where sides are horizontal or vertical) • Recognise and show, using diagrams, families of common equivalent fractions • Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole Number • Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes (2-D shapes) • Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graph • Count backwards through zero to include negative numbers • Order temperatures including those below 0°C
PSHE and School Values	Family and relationships Introductory lesson: Setting ground rules and signposting friendship issues and bullying Healthy families Stereotyping - Gender Stereotyping - Age/disability How my behaviour affects others Effective communication to support relationships	Family and relationships Respect and manners Respecting differences Health and wellbeing My healthy diary Looking after our teeth Relaxation – visualisation Meaning and purpose - my role Resilience: breaking down problems Celebrating mistakes	Health and wellbeing Communicating my feelings Mental health Safety and the changing Body Fake emails Internet safety: age restrictions Consuming information online	Safety and the changing Body Tobacco First Aid: asthma Choices and influences **Year 3: First Aid: Emergencies and** **calling for help** **Year 4: Introducing puberty and Growing up**	Citizenship Recycling / reusing Local community buildings and groups Local council and democracy Diverse communities Rights of the child Charity	Economic wellbeing Spending choices Budgeting Money and emotions Jobs and careers Jobs for me Transition Coping strategies
	Respect	Kindness	Happiness	Resilience	Patience	Honesty

Science	**Y3 Light** • Recognise that they need light in order to see things, and that dark is the absence of light. • Notice that light is reflected from surfaces. • Recognise that light from the sun can be dangerous and that there are ways to protect their eyes. • Recognise that shadows are formed when the light from a light source is blocked by an opaque object. • Find patterns in the way that the size of shadows changes.	**Y3 Rocks** • Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. • Describe in simple terms how fossils are formed when things that have lived are trapped within rock. • Recognise that soils are made from rocks and organic matter.	**Y3 Animals Including humans** • Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food – they get nutrition from what they eat.	**Y3 Forces and magnets** • Compare how things move on different surfaces. • Notice that some forces need contact between two objects, but magnetic forces can act at a distance. • Observe how magnets attract or repel each other and attract some materials and not others. • Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials. • Describe magnets as having two poles. Predict whether two magnets will attract or repel each other, depending on which poles are facing.	**Y3 Plants** • Identify and describe the functions of different parts of flowering plants: roots; stem/trunk; leaves; and flowers. • Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant. • Investigate the way in which water is transported within plants. • Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.	**Y3 Animals including humans** • Identify that humans and some other animals have skeletons and muscles for support, protection and movement.
Computing	**E-Safety- school expectations** **Word processing and understanding the features of programs** • Use undo and redo. • Make text bold, italic or underline. • Select text in different ways. • Change case. • Align text. • Cut, copy and paste text. • Format the font. • Insert images. • Copy a screenshot into another application.	**Understanding computer networks including the internet (Kiddle) Use search technologies.** • To describe how networks physically connect to other networks • To recognise how networked devices, make up the internet • To outline how websites can be shared via the World Wide Web (WWW) • To describe how content can be added and accessed on the World Wide Web (WWW) • To recognise how the content of the WWW is created by people • To evaluate the consequences of	**E-Safety-** **Data handling- spreadsheets** • Children can enter data into cells, allocate a value to an image and manipulate data using tools, allowing them to solve puzzles. • Children use images and can present data in a variety of ways. • Be able to create a spreadsheet which includes a graph based on simple data collected. • Add colour and appropriate labels to their spreadsheet and graph respectively.	**Programming-** **Scratch, Design, write and debug programmes** • Explain what some of the blocks do in Scratch • Suggest possible additions to an existing program by remixing code. • Recognise where something on screen is controlled by code. • Use a systematic approach to find bugs. • Understand the definitions of decomposition and algorithm and how they are used to create accurate code.	**E-Safety** **Programming-** **Scratch, Be able to use loops, repetition and variables in programmes.** • Explain what a loop is and include on in their program. • Understand how to create a simple script in Scratch. • Add or change a sprite and prevent it from rotating. • Use decomposition to identify key features and understand how to decipher actions that make the quiz game work. • Understand what a variable is and how to use the 'say' and 'ask' blocks.	**Combining Media:** **Green screening** • How to operate green screen software • How to place and manipulate props • Information retrieval and text selection • How to storyboard a scene • Ways to make a scene more interesting or informative

		unreliable content			• **Create a variable and be able to use a variable to record a score.** • **Understand what a variable is and how it works within a program.**	
PE	**Fundamental Movement Skills:** develop balance, run, doge, hop, jump, skip **Ball Skills:** be able to track, throw, catch, dribble, kick	**Golf:** be able to us balance, coordination and striking **Gymnastics:** Use individual and partner balances, rotation jumps, straight roll, barrel roll, forward roll, straddle roll, bridge, shoulder stand to create a sequence	**Gymnastics:** use individual and partner balances, rotation jumps, straight roll, barrel roll, forward roll, straddle roll, bridge, shoulder stand to create a sequence **Fundamental Movement Skills:** develop and master balance, run, doge, hop, jump, skip	**Athletics:** be able to use pace, sprint, jumping for distance, throwing for distance **Basketball:** be able to run, jump, throw, catch, dribble, shoot	**Dance:** be able to use actions, dynamics, space and relationships in a performance **OAA:** use balance, running at speed, running over distance, coordination, problem-solving, trust and reflection individually and in a team	**Tennis:** develop the use of throwing, catching, forehand, backhand and rallying **Cricket:** develop the use of underarm and overarm throwing, overarm bowling, batting, two-handed pickup, short barrier
Music	Ukuleles/Charanga: *Writing Music Down* -Introduce and understand the differences between crotchets and paired quavers. -To play and sing in the time signatures of 2/4, 3/4 and 4/4. -To copy back and improvise with rhythmic patterns using minims, crotchets, quavers and their rests. -To recognise and move in time with the beat. -Begin to recognise (by ear and from notation): minims, crotchets, quavers and their rests. -To identify the names of some pitched notes on a stave.	Ukuleles/Charanga: *Three Little Birds* -Identify the piece's structure: Introduction, chorus, verse, chorus, verse, chorus, chorus, chorus. - Identify the instruments/voices: Bass, drums, electric guitar, keyboard, organ, male, backing vocals. - Find the pulse and identify funky rhythms, tempo changes and dynamics. -Improvise in the lessons and as part of the performance. -Compose a simple melody using simple rhythms and use it as part of the performance -Contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition.	Ukuleles/BBC Ten Pieces: *Beethoven* -Listen and reflect on a piece of orchestral music. - invent their own musical motifs and structure them into a piece. - perform as an ensemble -learn musical language appropriate to the task. - play and perform in ensemble contexts, using voices and playing musical instruments. - improvise and compose music for a range of purposes using the interrelated dimensions of music. -listen with attention to detail and recall sounds with increasing aural memory.	Ukuleles/Easter Show	Ukuleles/Charanga: *Let Your Spirit Fly* -Identify the piece's structure: Introduction, verse, chorus. - Identify the instruments/voices: Male/female voices, bass, drums, guitar, keyboard, synthesizer. -Find the pulse while listening. Some will identify funky rhythms, tempo changes, dynamics. -Play instrumental parts accurately and in time, as part of the performance. -Compose a simple melody using simple rhythms and use it as part of the performance. -Children can contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition.	Ukuleles/Charanga: *More Musical Styles* -To play and sing in the time signatures of 2/4, 3/4 and 4/4. -To copy back and improvise with rhythmic patterns using minims, crotchets, quavers and their rests. -To recognise and move in time with the beat. understand their note values. - To identify the names of some pitched notes on a stave.
RE	**Christianity (God) How (and why) have some people served God? Prophets, service to God, inspirational people.**	**Islam Why is the Prophet Muhammad (pbuh) an example for Muslims? The Prophet. Muhammed (pbuh), Zakah.**	**Christianity (Jesus) What does it mean to be a disciple of Jesus? Discipleship, following the example of Jesus, helping others**	**Christianity (Church) What do Christians mean by the 'Holy Spirit'? The Holy Spirit gifts of the spirit. Pentecost.**	**Sikhism Why are the Gurus important to Sikhs? Guru Nanak The 10 gurus, Baisakhi.**	**Hindu Dharma Why is family an important part of Hindu life? religious duty Hindu scriptures (the Ramayana), Raksha Bandhan.**

MFL	**This is me: Greetings, how are you?** Look carefully at the speaker and respond confidently with the appropriate gesture and phrase. Begin to recognise how some sounds ('on', 'ou', 'et' and 'oi') are represented in written form. Link actions or pictures to the new language, both in spoken and written form. Imitate the pronunciation of sounds. Take turns to speak and use appropriate intonation	**Birthday celebrations: Numbers, months, seasons** Say the numbers 1-31 in French. Read and calculate Maths sums correctly. Match French months to their English equivalents. Ask when someone's birthday is and say when their birthday is. Compare similarities and differences between birthdays in the UK and France. Write sentences to create a wish list, describing things orally and in writing. Appreciate songs in the language. Compare French festivals and their traditions with English ones	**Fabulous French food: Ordering food and drink** Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary. Use the indefinite articles un and une correctly. Speak in sentences, using familiar vocabulary, phrases and basic language structures. Present ideas and information orally to a range of audience. Read carefully and show understanding of words, phrases and simple writing. Show understanding of spoken language by joining in and responding. Apply language detective strategies to decode the meaning of new words.
History	**How did WW1 affect local people and Develop their communities? – a local history study (1914-1918)** • Overview – When did WWI start? Which countries took part? Why? • Changes in children's life at home. • Changes in children's life at school. • Local walk – cenotaphs and impact on local community. • What is Remembrance and why is it important?	**Would you prefer to live in the Stone Age, Bronze Age or Iron Age? – changes in Britain from the Stone Age to Iron Age (10,000 BC – 3300BC – 600 BC – 43 AD)** • Overview – timeline of the three ages. • Compare settlements (growth over time) • Compare homes. • Compare roles/jobs. • Compare travel – method and reasons for travel.	**Roman Empire – the Roman Empire and its impact on Britain (753 BC – 476 AD)** • Overview - where/when/who • Roman impact in Chester – amphitheatre • Roman impact in Bath – baths • Roman impact along Hadrian's Wall –fortresses • Roman impact today e.g. tourism

Geography	**Human and Physical Geography** Are all settlements the same/ types of settlements and land use, economic activity. • Be able to name the countries and counties of the United Kingdom. • Identify different types of settlements and name some of the local cities. • Look at land use in the local area settlements and economic activity (field work) • Look at land use in a contrasting area looking at settlements and economic activity. Begin to identify OS symbols and use a key for research	**Place Knowledge** **Compare England with Italy** Understand geographical similarities and difference through the study of human and physical geography of a region of the UK and Europe. • Identify countries and capital cities of England and Italy on a world map. • Identify the different regions of each country. • Be able to identify human features of the two countries, compare. • Be able to identify physical features of the two countries and compare. • Create a comparison piece of writing	**Locational Knowledge** **Why do people live near volcanoes?** Identify key topographical features and how some of these aspects have changed over time. • Identify what is a volcano, including the layers • Know how they are formed • Explain what happens in an eruption • Benefits and negatives of volcanoes • To know the names of some of the world's most significant mountain ranges.	**Geographical Skills and Fieldwork** • To recognise world maps as a flattened globe • Name the seven continents of the world • Name the five oceans • Use maps, atlases, globes and digital maps to look at the movement of populations. • Use eight points of the compass and four figure grid references.

Art	**Drawing: Paul Cézanne** • Draw different forms and shapes. • Begin to show an awareness of objects having a third dimension. • Apply tone in a drawing in a simple way. • Apply a simple use of pattern and texture in a drawing.	**Painting: Gillian Ayres** • Experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects. • Create different effects and textures with paint according to what they need for the task. • Mix colours and know which primary colours make secondary colours. • Use more specific colour language. • Mix and use tints and shades.	**Printing: Andy Warhol** • Printing using foam Create printing blocks using a relief or impressed method. • Create repeating patterns. • Print with two colour overlays.	**Collage: Henri Matisse** • Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures.
Design Technology	**Structures: Local community** • Explore frame and shell structures • Focus on understanding how structures are made, how they stand up and how they are strengthened • Learn about joining and strengthening techniques • Understand how different shapes and materials affect a structure's strength and stability.	**Mechanisms: Levers and linkages** • Explore how mechanical systems work. • Draw a design which uses annotations to add some detail. • Develop design criteria to inform the design of innovative products aimed at a particular audience. • Make a prototype and well finished poster which aims to have two lever/linkage mechanisms. • Use design criteria to help guide the evaluation process.	**Digital world: Timer/Micro:bits** • State and/or describe the advantages and disadvantages of existing products (timers). • Use research to inform design criteria. • Write a program that displays a timer on the virtual micro:bit based on their chosen seconds/minutes. • Suggest where the errors are, if testing is unsuccessful, by comparing the correct code to their own. • State key functions in the program editor (e.g. loops). • Evaluate the immediate appeal of the virtual micro:bit timer and how it might function	**Cooking and nutrition: Seasonality** • Explain that fruits and vegetables grow in different countries based on their climates. • Understand that seasonal fruits and vegetables grow in a given season. • Understand that eating seasonal fruit and vegetables positively affects the environment. • Design a tart recipe using seasonal ingredients