

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

	<p>Novel as a theme Why the Whales Came by Michael Morpurgo</p> <p>4 weeks</p>	<p>Issues and Dilemmas The Last Bear by Hannah Gold</p> <p>4 weeks</p>	<p>Fantasy The Land of Roar by Jenny McLachlan</p> <p>4 weeks</p>	<p>Films and Playscripts The Witches: Plays for Children adapted by David Wood</p> <p>3 weeks</p>	<p>Myths The Myth of Romulus and Remus</p> <p>4 weeks</p>	<p>Fantasy Puss in Boots by Philip Pullman</p> <p>4 weeks</p> <p>Corridor Display (published piece)</p>
English	<p>Recount: newspaper article Linked to Why the Whales came and WWI</p> <p>2 weeks</p>	<p>Discussion: debate/report Linked The Last Bear and climate change</p> <p>3 weeks</p>	<p>Persuasion: leaflet to visit Roar (<i>based on The Land of Roar</i>)</p> <p>2 weeks</p> <p>Presentation to another class/parents (published piece)</p>	<p>Information booklet: collection of text types What Was it Like to be an Ancient Roman? By David Long</p> <p>2 weeks</p>	<p>Explanation Texts: Into The Volcano by Catherine Ard (Geography link)</p> <p>2 weeks</p>	
	<p>Poems on a theme Poems from the First World War by Gaby Morgan</p> <p>2 weeks</p> <p>Class book (published pieced)</p>		<p>Classic Poetry Colonel Fazackerly Butterworth-Toast by Charles Causley</p> <p>2 weeks</p>	<p>Poems with a structure Who Let the Words Out? By Joshua Seigal</p> <p>2 week</p>		
	<p>Grammar</p> <ul style="list-style-type: none"> Use expanded noun phrases and adverbial phrases to expand sentences. Use inverted commas accurately for direct speech. Use time connectives. Use a variety of connectives to join words and sentences e.g. or, but, if, because, when, although. 	<p>Grammar</p> <ul style="list-style-type: none"> 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. Vary sentence openers, changing the pronoun e.g. He / Jim, or with a fronted adverbial e.g. Later that day, he... Use inverted commas accurately for direct speech. 	<p>Grammar</p> <ul style="list-style-type: none"> Usually use the past or present tense, and 1st/3rd person, consistently. 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. 			
Maths	<ul style="list-style-type: none"> Read and write numbers to at least 10 000 Read and write numbers with one decimal place Compare numbers up to 10,000 Identify multiples of 10 and 100 up to 4-digit numbers. Develop written and mental methods for addition and subtraction. Measure and draw lines and shapes accurately in cm and mm. Measure and calculate the perimeter of rectilinear figures including shapes with missing sides. Present data accurately using bar charts. Interpret data and solve one-step problems. Use arrays to understand multiplication facts. Recall and use multiplication facts for x9 and x11. Understand the term 'factor'. Develop written and mental multiplication and division methods. 	<ul style="list-style-type: none"> Round 4-digit numbers to the nearest thousand. Recognise negative numbers and place them on a number line. Read and write numbers with up to two decimal places. Compare numbers with up to two decimal places. Recall and use multiplication facts for x7 and x12. Partition to double numbers with one decimal place. Partition to halve any 4-digit number or number with one decimal place. Identify factor pairs. Represent multiplication of three numbers using arrays. Develop mental and written methods for multiplication and division. Find fractions of amounts, add and subtract fractions using pictorial representations. Add and subtract numbers with two decimal places using the column method. 	<ul style="list-style-type: none"> Find 0.1, 1, 10, 100 or 1000 more or less than a given number. Compare numbers with up to two decimal places. Round any number to the nearest 10, 100 or 1000. Round numbers with one decimal place. Develop written and mental methods for addition and subtraction. Develop mental and written methods for multiplication and division. Solve problems involving converting years to months; weeks to days; hours to minutes; minutes to seconds. Use pictorial representations to find equivalent fractions. Add and subtract fractions with the same denominator. Find non-unit fractions of an amount using a formal method. Compare any two angles in any orientation. Compare and classify geometric shapes based on their properties and size. 			

	<ul style="list-style-type: none"> Tell and write the time to the nearest minute on analogue and digital clocks. Solve problems involving converting between units of time. Identify, name and describe 2-D and 3-D shapes and their properties. Compare and sort and range of shapes. 		<ul style="list-style-type: none"> Recognise and differentiate between acute, and obtuse angles. Identify lines of symmetry. Name quadrilaterals and identify the properties of 2-D shapes. Read and plot co-ordinates on the first quadrant. Understand and calculate area. Read, interpret and present time graphs. Measure and draw lengths in cm and mm. Measure mass in kg/g and volume in l/ml. 		<ul style="list-style-type: none"> Solve problems using bar charts, pictograms, tables and other graphs. Count backwards through zero to include negative numbers. Develop knowledge of Roman numerals including L =50 and C = 100. Represent any number up to 100 in Roman numerals. 	
PSHE and School Values	<p>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</p>	<p>Family and relationships Respect and manners Respecting differences</p> <p>Health and wellbeing My healthy diary Looking after our teeth Relaxation – visualisation Meaning and purpose - my role Resilience: breaking down problems Celebrating mistakes</p>	<p>Health and wellbeing Communicating my feelings Mental health</p> <p>Safety and the changing Body Fake emails Internet safety: age restrictions Consuming information online</p>	<p>Safety and the changing Body Tobacco First Aid: asthma Choices and influences Introducing puberty and Growing up</p>	<p>Citizenship Recycling / reusing Local community buildings and groups Local council and democracy Diverse communities Rights of the child Charity</p>	<p>Economic wellbeing Spending choices Budgeting Money and emotions Jobs and careers Jobs for me</p> <p>Transition Coping strategies</p>
	Respect	Kindness	Happiness	Resilience	Patience	Honesty
Science	<p>Light</p> <ul style="list-style-type: none"> 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. 	<p>Rocks</p> <ul style="list-style-type: none"> 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. 	<p>Animals Including humans</p> <ul style="list-style-type: none"> 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. 	<p>Forces and magnets</p> <ul style="list-style-type: none"> 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 	<p>Plants</p> <ul style="list-style-type: none"> 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, 	<p>Animals including humans</p> <ul style="list-style-type: none"> Identify that humans and some other animals have skeletons and muscles for support, protection and movement.

				whether two magnets will attract or repel each other, depending on which poles are facing.	seed formation and seed dispersal.	
Computing	<p>E-Safety- school expectations</p> <p>Word processing and understanding the features of programs</p> <ul style="list-style-type: none"> 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. 	<p>Understanding computer networks including the internet (Kiddle) Use search technologies.</p> <ul style="list-style-type: none"> 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 unreliable content 	<p>E-Safety- Data handling- spreadsheets</p> <ul style="list-style-type: none"> 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. 	<p>Programming- Scratch, Design, write and debug programmes</p> <ul style="list-style-type: none"> 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. 	<p>E-Safety Programming- Scratch, Be able to use loops, repetition and variables in programmes.</p> <ul style="list-style-type: none"> 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. 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. 	<p>Combining Media: Green screening</p> <ul style="list-style-type: none"> 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
PE	<p><u>Fundamental Movement Skills:</u> develop balance, run, doge, hop, jump, skip</p> <p><u>Ball Skills:</u> be able to track, throw, catch, dribble, kick</p>	<p><u>Golf:</u> be able to use balance, coordination and striking</p> <p><u>Gymnastics:</u> Use individual and partner balances, rotation jumps, straight roll, barrel roll, forward roll, straddle roll, bridge, shoulder stand to create a sequence</p>	<p><u>Gymnastics:</u> use individual and partner balances, rotation jumps, straight roll, barrel roll, forward roll, straddle roll, bridge, shoulder stand to create a sequence</p> <p><u>Fundamental Movement Skills:</u> develop and master balance, run, doge, hop, jump, skip</p>	<p><u>Athletics:</u> be able to use pace, sprint, jumping for distance, throwing for distance</p> <p><u>Basketball:</u> be able to run, jump, throw, catch, dribble, shoot</p>	<p><u>Dance:</u> be able to use actions, dynamics, space and relationships in a performance</p> <p><u>OAA:</u> use balance, running at speed, running over distance, coordination, problem-solving, trust and reflection individually and in a team</p>	<p><u>Tennis:</u> develop the use of throwing, catching, forehand, backhand and rallying</p> <p><u>Cricket:</u> develop the use of underarm and overarm throwing, overarm bowling, batting, two-handed pickup, short barrier</p>
Music	Ukuleles/Charanga: <i>Writing Music Down</i>	Ukuleles/Charanga: <i>Three Little Birds</i>	Ukuleles/BBC Ten Pieces: <i>Beethoven</i>	Ukuleles/Easter Show	Ukuleles/Charanga: <i>Let Your Spirit Fly</i>	Ukuleles/Charanga: <i>More Musical Styles</i>

	<p>-Introduce and understand the differences between crotchets and paired quavers.</p> <p>-To play and sing in the time signatures of 2/4, 3/4 and 4/4.</p> <p>-To copy back and improvise with rhythmic patterns using minims, crotchets, quavers and their rests.</p> <p>-To recognise and move in time with the beat.</p> <p>-Begin to recognise (by ear and from notation): minims, crotchets, quavers and their rests.</p> <p>-To identify the names of some pitched notes on a staff.</p>	<p>-Identify the piece's structure: Introduction, chorus, verse, chorus, verse, chorus, chorus.</p> <p>- Identify the instruments/voices: Bass, drums, electric guitar, keyboard, organ, male, backing vocals.</p> <p>- Find the pulse and identify funky rhythms, tempo changes and dynamics.</p> <p>-Improvise in the lessons and as part of the performance.</p> <p>-Compose a simple melody using simple rhythms and use it as part of the performance</p> <p>-Contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition.</p>	<p>-Listen and reflect on a piece of orchestral music.</p> <p>- invent their own musical motifs and structure them into a piece.</p> <p>- perform as an ensemble</p> <p>-learn musical language appropriate to the task.</p> <p>- play and perform in ensemble contexts, using voices and playing musical instruments.</p> <p>- improvise and compose music for a range of purposes using the interrelated dimensions of music.</p> <p>-listen with attention to detail and recall sounds with increasing aural memory.</p>		<p>-Identify the piece's structure: Introduction, verse, chorus.</p> <p>- Identify the instruments/voices: Male/female voices, bass, drums, guitar, keyboard, synthesizer.</p> <p>-Find the pulse while listening.</p> <p>Some will identify funky rhythms, tempo changes, dynamics.</p> <p>-Play instrumental parts accurately and in time, as part of the performance.</p> <p>-Compose a simple melody using simple rhythms and use it as part of the performance.</p> <p>-Children can contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition.</p>	<p>-To play and sing in the time signatures of 2/4, 3/4 and 4/4.</p> <p>-To copy back and improvise with rhythmic patterns using minims, crotchets, quavers and their rests.</p> <p>-To recognise and move in time with the beat.</p> <p>- understand their note values.</p> <p>- To identify the names of some pitched notes on a staff.</p>
RE	<p>Christianity (God) How (and why) have some people served God? Prophets, service to God, inspirational people.</p>	<p>Islam Why is the Prophet Muhammad (pbuh) an example for Muslims? The Prophet. Muhammed (pbuh), Zakah.</p>	<p>Christianity (Jesus) What does it mean to be a disciple of Jesus? Discipleship, following the example of Jesus, helping others</p>	<p>Christianity (Church) What do Christians mean by the 'Holy Spirit'? The Holy Spirit gifts of the spirit. Pentecost.</p>	<p>Sikhism Why are the Gurus important to Sikhs? Guru Nanak The 10 gurus, Baisakhi.</p>	<p>Hindu Dharma Why is family an important part of Hindu life? religious duty Hindu scriptures (the Ramayana), Raksha Bandhan.</p>
MFL	<p>This is me: Greetings, how are you? Look carefully at the speaker and respond confidently with the appropriate gesture and phrase.</p> <p>Begin to recognise how some sounds ('on', 'ou', 'et' and 'oi') are represented in written form.</p> <p>Link actions or pictures to the new language, both in spoken and written form.</p> <p>Imitate the pronunciation of sounds.</p> <p>Take turns to speak and use appropriate intonation</p>	<p>Birthdays: Numbers, months, seasons</p> <p>Say the numbers 1-31 in French.</p> <p>Read and calculate Maths sums correctly.</p> <p>Match French months to their English equivalents.</p> <p>Ask when someone's birthday is and say when their birthday is.</p> <p>Compare similarities and differences between birthdays in the UK and France.</p> <p>Write sentences to create a wish list, describing things orally and in writing.</p> <p>Appreciate songs in the language.</p> <p>Compare French festivals and their traditions with English ones</p>	<p>Fabulous French food: Ordering food and drink</p> <p>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</p> <p>Use the indefinite articles un and une correctly.</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> <p>Present ideas and information orally to a range of audience.</p> <p>Read carefully and show understanding of words, phrases and simple writing.</p> <p>Show understanding of spoken language by joining in and responding.</p> <p>Apply language detective strategies to decode the meaning of new words.</p>			
History	<p>How did WW1 affect local people and Develop their communities? – a local history study (1914-1918)</p> <ul style="list-style-type: none"> • 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. 	<p>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)</p> <ul style="list-style-type: none"> • Overview – timeline of the three ages. • Compare settlements (growth over time) • Compare homes. • Compare roles/jobs. • Compare travel – method and reasons for travel. 	<p>Roman Empire – the Roman Empire and its impact on Britain (753 BC – 476 AD)</p> <ul style="list-style-type: none"> • 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 			

	<ul style="list-style-type: none"> What is Remembrance and why is it important? 			
Geography	<p>Human and Physical Geography Are all settlements the same/ types of settlements and land use, economic activity.</p> <ul style="list-style-type: none"> 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 	<p>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.</p> <ul style="list-style-type: none"> 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. 	<p>Locational Knowledge Why do people live near volcanoes? Identify key topographical features and how some of these aspects have changed over time.</p> <ul style="list-style-type: none"> 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. 	<p>Geographical Skills and Fieldwork</p> <ul style="list-style-type: none"> 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	<p>Drawing: Paul Cézanne</p> <ul style="list-style-type: none"> 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. 	<p>Painting: Gillian Ayres</p> <ul style="list-style-type: none"> 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. 	<p>Printing: Andy Warhol</p> <ul style="list-style-type: none"> Printing using foam Create printing blocks using a relief or impressed method. Create repeating patterns. Print with two colour overlays. 	<p>Collage: Henri Matisse</p> <ul style="list-style-type: none"> Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures.
Design Technology	<p>Structures: Local community</p> <ul style="list-style-type: none"> 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. 	<p>Mechanisms: Levers and linkages</p> <ul style="list-style-type: none"> 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. 	<p>Digital world: Timer/Micro:bits</p> <ul style="list-style-type: none"> 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 	<p>Cooking and nutrition: Seasonality</p> <ul style="list-style-type: none"> 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