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

<table>
<tr><td rowspan="4">English</td><td colspan="2">Novel as a theme
3-4 weeks
1918 – Coming home, War Horse</td><td>Stories with flashbacks
3-4 weeks
The Piano</td><td colspan="2">Classic fiction
4-5 weeks
Wizard of Oz
(Published write - share with younger children)</td><td colspan="2">Detective fiction
3-4 weeks
High Rise Mystery</td></tr>
<tr><td colspan="3">Persuasion – A Formal Review
2-3 weeks
(War Horse on the stage and also link to Pantomime visit)</td><td>Recount- biography
2-3 weeks
(Link to Science and Art)</td><td>Explanation
2-3 weeks
(Link to Science- Evolution and Inheritance)</td><td>Non-chronological report
2-3 weeks
(Link to History and Geography)</td><td>Discussion
2-3 weeks
(Link to PSHE issues discussed over the year – Citizenship unit)</td></tr>
<tr><td colspan="3">Poetry with imagery
1-2 weeks
War Poetry - Beyond the Lines, Flanders Fields
Dulce et Decorum Est
(Published write - share with care home)</td><td colspan="2">Free verse poetry
1-2 weeks
The Magic Box – Kit Wright</td><td colspan="2">Classic Narrative Poetry
1-2 weeks
The Final Year, Let's Chase Stars Together
(Published write - produce a booklet for end of year)</td></tr>
<tr><td colspan="3"><u>Grammar:</u>
- Identify different word classes in texts
- identify the subject and object within a sentence
- Explore, investigate and apply use of active and passive
- Use devices to build cohesion between paragraphs
- Select and use appropriate vocabulary and language effects for impact, e.g. simile, metaphor, personification
- Converting nouns or adjectives into verbs using suffixes
- Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun
- Indicating degrees of possibility using adverbs or modal verbs
- Linking ideas across paragraphs using adverbials of time, place, number or tense choices</td><td colspan="2"><u>Grammar:</u>
- Identify different word classes in texts
- Investigate, collect and use synonyms and antonyms
- Identify and use devices to build cohesion between paragraphs
- Show an understanding and be able to use the passive voice
- Manipulate sentences to create particular effects
- Review and improve the effectiveness of sentence choices
- Select and use appropriate vocabulary and language effects for impact, e.g. simile, metaphor, personification.
- Find examples of where poets have broken conventions to achieve specific effects
- Converting nouns or adjectives into verbs using suffixes
- Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun
- Indicating degrees of possibility using adverbs or modal verbs
- Linking ideas across paragraphs using adverbials of time, place, number or tense choices</td><td colspan="2"><u>Grammar:</u>
- Identify different word classes in texts
- identify the subject and object within a sentence
- Explore, investigate and apply use of active and passive
- Explore, collect and use vocabulary typical of formal and informal speech and writing
- Investigate, collect and use synonyms and antonyms
- Identify and use devices to build cohesion between paragraphs
- Converting nouns or adjectives into verbs using suffixes
- Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun
- Indicating degrees of possibility using adverbs or modal verbs
- Linking ideas across paragraphs using adverbials of time, place, number or tense choices</td></tr>
<tr><td>Maths</td><td colspan="3"><u>Key areas to be covered:</u>
• Place value including decimals
• Mental addition and subtraction
• Written addition and subtraction
• Mental strategies
• Know common multiples, common factors, prime numbers
• Written multiplication and division
• Use short and long written strategies, including decimals, using brackets, order of operations
• Fractions, Decimals and Percentages
• Add and Subtract fractions
• 2D and 3D shape
• Angles</td><td colspan="2"><u>Key areas to be covered:</u>
• Measures
• Area, Perimeter and Volume
• Co-ordinates, translation and reflection
• Statistics
• Angles
• Written calculation methods and Problem Solving
• Measures
• Ratio and Proportion
• 2D and 3D Shapes
• Fractions and Percentages
• Algebra and Sequences
• Using simple formula, missing number problems</td><td colspan="2"><u>Key areas to be covered:</u>
• Place value
• Measures
• Written calculation methods and problem solving
• Statistics
• Angles
• Multi-step problems
• Fractions and Percentages
• 2D and 3D Shapes
• Algebra and Sequences</td></tr>
</table>

PSHE and School Values	**Family and relationships** - Introduction lesson: Setting rules and signposting - Friendship skills - Respect - Resolving conflict - Family life - Change and loss	**Family and relationships** - Stereotyping - Challenging stereotypes **Health and wellbeing** - Relaxation mindfulness - What can I be? - Taking responsibility for my health - The impact of technology on health - Resilience toolbox - Immunisation	**Health and wellbeing** - Physical health concerns - Good and bad habits **Safety and the changing Body** - Critical digital consumers - Social media	**Economic wellbeing** - Attitudes to money - Keeping money safe - Stereotypes in the workplace - Gambling - Careers *(Covered by Brian Souter)*	**Citizenship** - Pressure groups - Valuing diversity - Food choices and the environment - Caring for others - Rights and responsibilities - Parliament and national democracy (*Link to London trip)*	**Safety and the changing body** - First Aid: Bleeding - First Aid: Basic life support Year 5: - Puberty - Menstruation - Emotional changes in puberty Year 6: - Physical and emotional changes of puberty - Conception, Pregnancy and Health – *Can withdraw from lesson 5 and lesson 6* **Year 6: Identify** - What is identity? Identity and body image **Transition** - Roles and responsibilities
	Respect	**Kindness**	**Happiness**	**Resilience**	**Patience**	**Honesty**
Science	**Living things & their habitats** - Living things can be formally grouped according to characteristics. Plants and animals are two main groups but there are other livings things that do not fit into these groups. - Plants can make their own food whereas animals cannot. - Animals can be divided into two main groups: those that have backbones (vertebrates); and those that do not (invertebrates). - Vertebrates can be divided into five small groups: fish; amphibians; reptiles; birds; and mammals. Each group has common characteristics. - Invertebrates can be divided into a number of groups, including insects, spiders, snails and worms. - Plants can be divided broadly into two main groups: flowering plants; and non-flowering plants.	**Forces** - Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. - Identify the effects of air resistance, water resistance and friction that act between moving surfaces. - Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.	**Evolution and Inheritance** - All living things have offspring of the same kind, as features in the offspring are inherited from the parents. Due to sexual reproduction, the offspring are not identical to their parents and vary from each other. - Plants and animals have characteristics that make them suited (adapted) to their environment. If the environment changes rapidly, some variations of a species may not suit the new environment and will die. - If the environment changes slowly, animals and plants with variations that are best suited survive in greater numbers to reproduce and pass their characteristics on to their young	**Inventors and their inventions** - Research various famous scientists and inventors, both historical and contemporary, understanding their key inventions. e.g. The Wright brothers, Stephanie Kwolek, James Dyson, Marie Curie - Delve into the details of each invention: - What problem did it solve? - How does it work? - What materials were used? - Who were the key people involved in its development? - Explore the broader impact of the invention on science, technology, society, or everyday life. - Connect to Science: Explain the scientific principles underlying the invention. - Choose a Format: Create a presentation, poster, or even a physical model to showcase their work. - Explore the impact of these inventions on society and everyday life.	**Electricity** - Adding more cells to a complete circuit will make a bulb brighter, a motor spin faster or a buzzer make a louder sound. - If you use a battery with a higher voltage, the same thing happens. - Adding more bulbs to a circuit will make each bulb less bright. - Using more motors or buzzers, each motor will spin more slowly and each buzzer will be quieter. - Turning a switch off (open) breaks a circuit so the circuit is not complete and electricity cannot flow. Any bulbs, motors or buzzers will then turn off as well.	**Living things & their habitats** - Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. - Describe the life process of reproduction in some plants and animals. *(Link to PSHE/SRE)*

Computing	E-safety – self-image and identity. Word processing: - Creating documents - Using images - Entering and editing text - Using tables and templates	E-safety - know how to maintain secure passwords. Networks: - Identifying examples of networks Recognising types of networks - Understanding internet services - Discussing positive and negative use of networks	E-safety - search the Internet with a consideration for the reliability of the results of sources to check validity. Data handling - spreadsheets: - Use formulae - Explore measurement conversions - Carry out numerical investigations - Create computational models	E-safety - Ensuring reliability through using different methods of communication. Coding: - Coding efficiently by refining code - Simulating a physical system - Exploring decomposition and abstraction - Using functions and variables	E-safety - identify benefits and risks of mobile devices broadcasting the location of the user/device, e.g., apps accessing location. Blogging: - Planning the theme, content and structure - Writing, editing and publishing a blog post - Understanding blog moderation - Reviewing and commenting on blog posts	E-safety - have a clear idea of appropriate online behaviour and how this can protect themselves and others from possible online dangers, bullying and inappropriate behaviour. Programming: micro bits : - Exploring sensor inputs and the accelerometer - Using selection, variables, inputs and outputs - Coding for the micro:bit pins
PE	- Fitness - develop flexibility, strength, technique, control and balance. - OAA - take part in outdoor and adventurous activity challenges both individually and within a team	- Gymnastics - use knowledge of compositional principles to combine and link actions. - Basketball – develop an understanding of how to maintain possession and moving the ball to score.	- Dance - perform dances using a range of movement patterns. - Tag Rugby - develop an understanding of when to pass and when to run with the ball, using the backwards pass effectively.	- Athletics - think about how to achieve their greatest possible speed, height, distance or accuracy. - Handball – Be able to send and receive under pressure, developing skills to move away from defenders and create space.	- Cricket - think about how to use skills, strategies and tactics to outwit the opposition. - Volleyball – Develop the fast catch volley with consideration of attacking principles and identify when to use different shots.	- Tennis - develop tactical awareness, how to outwit an opponent when playing individually or with a partner - Football – Move the ball in different ways and apply to different situations, sending and receiving when under pressure.
Music	**Brass lessons -** Mr Crane **Charanga:** Sing and play in different styles - Understand that singing and playing in different styles with different grooves is part of being in a band or an ensemble - Understand 'tempo' - Improvise together	**Brass lessons -** Mr Crane **Charanga:** Livin' On A Prayer - Listen and appraise rock songs - Identify the structure of a piece of music - Identify the instruments/voices in a piece of music - Find the pulse whilst listening to a piece of music - Play instrumental parts accurately and in time as part of a performance	**Brass lessons -** Mr Crane **BBC Ten Pieces:** Margaret Bonds - Engage with a piece of orchestral music through listening, watching, moving, and discussing - Create own pieces of music using voices and instruments - Perform as an ensemble - Explore musical language and engage with Western musical notation	**Brass lessons -** Mr Crane **Charanga:** Improvising with confidence - think about phrasing and dynamics - Explore how phrases fit together to make a melody - Change the dynamics of music to help make music more exciting	**Brass lessons -** Mr Crane **Charanga:** Happy - Describe the style indicators of the song/music - Describe the structure of the song - Identify the instruments/voices they can hear - Talk about the musical dimensions used in the song - Play instrumental parts accurately and in time as part of a performance	**Brass lessons -** Mr Crane Year 5 and 6 Play rehearsal and performance.
RE	**Christianity (God)** Why is it sometimes difficult to do the right thing? Sin, Adam and Eve's disobedience, temptation and morality	**Islam** Why is the Qur'an so important to Muslims? The Qur'an. The Night of Power	**Hindu** Dharma - What might Hindus learn from stories about Krishna? Krishna, Holi.	**Christianity (Jesus)** What do we mean by a miracle? Miracles of Jesus, pilgrimage.	**Christianity (Church)** How do people decide what to believe? The Trinity, use of symbols and metaphors, The Worldwide Church.	**Judaism** Do people need laws to guide them? The Torah, the synagogue.
MFL	**French Transport** Using language detective skills to spot cognates; learning transport-related vocabulary and constructing sentences using parts of the verb 'aller' with prepositions.	**In my French house** Learning about surroundings and discovering the fascinating world of different homes	**French music celebrations** Learning Name musical instruments and types of music; expressing opinions about music by forming extended sentences using conjunctions and adjectives	**Verbs in a French week** Learning to identify the infinitive form of verbs and subject pronouns	**Visiting a town in France** Learning directional, transport, and town vocabulary together with prepositional phrases, the children describe where places are in a town.	**French sport and the Olympics** Conjugating the verb aller – to go, revisiting nouns for countries and learning how to contract articles when using the verb faire.

History	<u>What was the impact of WW2 on the people of Britain?</u> A local history study (1939 – 1945) -Why did we go to war? – Link to WW1/Neville Chamberlain - Battle of Britain – The Blitz - D-Day Landings - Anne Frank - Women's roles in the war - Why did people migrate? (Windrush)	<u>Why was life in 10th century Baghdad so significant?</u> Non-European society that provides contrast with British history (600 -1258 AD) - Silk road – Trade and Power - Importance of Baghdad – Life/Construction - Golden age of Baghdad – compare to dark age of Anglo-Saxons - Inventions - Islamic art	<u>What can we learn from the Mayans?</u> Achievements of the earliest civilisations (2000 BC – 1500 AD) - Who were the Mayans and where did they live? - How do we know about the Mayans? - Indus valley - Trade/Food - Achievements - Numbers/Writing - Architecture - Religion and Gods	
Geography	<u>Locational Knowledge</u> - UK – urban and rural/key topographical features, human and physical characteristics how they have changed over time. - Locate counties of England on a map. - Use maps in a wider context - Plan a journey - Learn about the Lake District National Park and identify key features of maps. - Discuss land formation and changes over time - Consider the impact of tourism in the Lake District - Compare urban and rural locations – Lake District and London - Reflect on the importance of the Lake District and other rural locations for future generations	<u>Human and physical geography</u> Natural resources - energy - Describe the significance of energy - Give examples of sources of energy and their trading routes - Define renewable and non-renewable energy - Discuss the benefits and drawbacks of different energy sources - Describe the significance of the Prime Meridian - Identify human features on a digital map - Discuss how transport links have changed over time - Locate UK cities on a map - Use six-figure grid references to identify features on an OS map - Consider and justify the location of energy sources	<u>Geographical Skills and Fieldwork</u> Local area fieldwork (Yarrow Valley Park) - Give examples of issues in the local area. - Identify questions to be asked to find the relevant data - Justify which data collection method is most suitable - Design an accurate data collection template - Identify areas along a route that are best for data collection - Discuss how to mediate potential risks - Collect data at points located on an OS map – use a compass - Manage risks during a fieldwork trip - Identify any outcomes from data collected - Map data digitally - Describe the enquiry process	<u>Place Knowledge</u> North/South America – link with Mayans -Explain that a continent is a large landmass and they are groups of countries - Identify some countries in North America and South America - Describe physical geographical features of an area of South America - Describe the climate of areas in the Americas - Describe the human geography of an area in the Americas - Explain what latitude is - Identify the equator, tropics and poles on a map - Explore the various time zones of the Americas and how these compare to other time zones around the world - Discuss similarities and differences between areas of the Americas - Name and study some wonders of the Americas
Art	<u>Drawing: David Hockney</u> - Experiment with wet/dry media to make different marks, lines, patterns, textures and shapes. - Explore colour mixing and blending techniques with coloured pencils. - Use different techniques for different purposes i.e. shading, hatching within their own work. - Begin to use simple perspective in their work using a single focal point and horizon. - Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background.	<u>Painting: Vincent Van Gogh</u> - Develop a painting from a drawing. - Carry out preliminary studies, trying out different media and materials and mixing appropriate colours. - Create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music. - Mix and match colours to create atmosphere and light effects. - Be able to identify and work with complementary and contrasting colours.	<u>Printing: Sybil Andrews</u> - Printing using foam or metal then to add detail on top by drawing or painting - Use relief or impressed method. - Create prints with three overlays. - Work into prints with a range of media e.g. pens, colour pens and paints.	<u>Collage: Richard Hamilton</u> - Add collage to a painted, printed or drawn background. - Use a range of media to create collages. - Use different techniques, colours and textures etc. when designing and making pieces of work. - Use collage as a means of extending work from initial ideas.

Design Technology	<u>Textiles – Bags</u> (Link to History – Gas mask carrier) - Explore and compare real textile products - Use labelled drawings and diagrams to show clear design ideas - Make 3D textile shapes by carefully cutting, folding and joining materials to match the design - Join fabrics securely using stitches or knots and add decorative details to improve the appearance - Evaluate how well the final product meets the design criteria and suggest improvements	<u>Structures – Building Bridges</u> (Link to science – Forces) - Use technical vocabulary to explain how bridges are constructed - Investigate and explore the effectiveness of different designs - Use technical vocabulary to explain how bridges spread the load of objects travelling across them – link to work on forces - Build and test models to find a strong bridge design that will support a given weight - Work collaboratively to produce a prototype according to an agreed design - Evaluate their product according to design criteria	<u>Electrical Systems – Steady Hand game</u> (Link to science - electricity) - Generate ideas through sketching and discussion - Model ideas through prototypes - Understand the purpose of products - Make and test a circuit, incorporating this into the design - Test their own and others' finished games, identifying what went well and making suggestions for improvement	<u>Cooking and nutrition – Global Food</u> (Mexico – link to geography/history) - Name some varied ingredients and say which part of the world they come from - Explain the different food groups on the eat well plate - Follow a simple recipe - Use some basic food skills, such as grating and chopping, which enable them to prepare a variety of simple savoury dishes