

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

<b>English</b>	Novel as a theme 3-4 weeks Resist – Tom Palmer <b>Publish – share with parents</b>	Stories with flashbacks 3-4 weeks The Piano	Classic fiction 4-5 weeks Wizard of Oz		Detective fiction 3-4 weeks Sherlock Holmes Children’s Collection: Shadows, Secrets and Stolen Treasures by Sir Arthur Conan Doyle	
	Recount- biography 2-3 weeks		Explanation 2-3 weeks	Non-chronological 2-3 weeks	Persuasion – A Formal Review 2-3 weeks <b>Publish – another class</b>	Discussion 2-3 weeks
	Classic Narrative Poetry 1-2 weeks The Raven – Edgar Allen Poe		Poetry with imagery 1-2 weeks Winter Morning by Ogden Nash, The Warm and the Cold and Sea Storm by Emma Swan <b>Publish – create a class book</b>		Free verse poetry 1-2 weeks Cosmic Disco by Grace Nichols and Thrill Ride by Ken Nesbitt	
	<b>Grammar</b>		<b>Grammar</b>		<b>Grammar</b>	
	<ul style="list-style-type: none"> <li>Identify the subject and object of a sentence.</li> <li>Explore and investigate active and passive e.g. <i>I broke the window in the greenhouse versus The window in the greenhouse was broken.</i></li> <li>Use active and passive voice to achieve intended effects.</li> <li>Manipulate sentences to create particular effects.</li> <li>Use devices to build cohesion between paragraphs in recount e.g. <i>in the meantime, meanwhile, in due course, until then.</i></li> <li>Explore, collect and use vocabulary typical of formal and informal speech and writing e.g. <i>find out – discover, ask for - request, go in – enter.</i></li> <li>Use a range of appropriate strategies to edit, proofread and correct spelling in own work</li> <li>Understand underlying themes, causes and points of view</li> <li>Understand how writers use different structures to create coherence and impact.</li> </ul>		<ul style="list-style-type: none"> <li>Investigate and collect a range of synonyms and antonyms e.g. mischievous, wicked, evil, impish, spiteful, well-behaved</li> <li>Use devices to build cohesion between paragraphs in narrative e.g. <i>in the meantime, meanwhile, in due course, until then</i></li> <li>Select appropriate vocabulary and language effects, appropriate to task, audience and purpose, for precision and impact                             <ul style="list-style-type: none"> <li>Manipulate sentences to create particular effects.</li> <li>Explore and investigate active and passive e.g. <i>I broke the window in the greenhouse versus The window in the greenhouse was broken.</i></li> <li>Use devices to build cohesion between paragraphs in explanatory texts e.g. <i>similarly, in contrast, although, additionally, another possibility, alternatively, as a consequence.</i></li> <li>Identify and use colons to introduce a list.</li> <li>Use active and passive voice to achieve intended effects e.g. in formal reports, explanations and mystery narrative.                                     <ul style="list-style-type: none"> <li>Evaluate and edit by:   <ul style="list-style-type: none"> <li>reflect upon the effectiveness of writing in relation to audience and purpose, suggesting and making changes to enhance effects and clarify meaning.</li> <li>proofread for grammatical, spelling and punctuation errors.</li> </ul> </li> </ul> </li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>Manipulate sentences to create particular effects.</li> <li>Use devices to build cohesion between paragraphs in narrative e.g. <i>in the meantime, meanwhile, in due course, until then.</i></li> <li>Identify the subject and object of a sentence.</li> <li>Explore and investigate active and passive e.g. <i>I broke the window in the greenhouse versus the window in the greenhouse was broken.</i></li> <li>Use devices to build cohesion between paragraphs in persuasive texts e.g. <i>on the other hand, the opposing view, similarly, in contrast, although, additionally, another possibility, alternatively, as a consequence.</i></li> <li>Make conscious choices about techniques to engage the reader including appropriate tone and style e.g. rhetorical questions, direct address to the reader.</li> <li>Select the appropriate structure, vocabulary and grammar.</li> </ul>	

<p><b>Maths</b></p>	<p><u>Key areas to be covered:</u></p> <ul style="list-style-type: none"> <li>Place value including decimals</li> <li>Mental addition and subtraction</li> <li>Written addition and subtraction</li> <li>Mental strategies</li> <li>Know common multiples, common factors, prime numbers</li> <li>Written multiplication and division</li> <li>Use short and long written strategies, including decimals, using brackets, order of operations</li> <li>Fractions, Decimals and Percentages</li> <li>Add and Subtract fractions</li> <li>2D and 3D shape</li> <li>Angles</li> </ul>		<p><u>Key areas to be covered:</u></p> <ul style="list-style-type: none"> <li>Measures</li> <li>Area, Perimeter and Volume</li> <li>Co-ordinates, translation and reflection</li> <li>Statistics</li> <li>Angles</li> <li>Written calculation methods and Problem Solving</li> <li>Measures</li> <li>Ratio and Proportion</li> <li>2D and 3D Shapes</li> <li>Fractions and Percentages</li> <li>Algebra and Sequences</li> <li>Using simple formula, missing number problems</li> </ul>		<p><u>Key areas to be covered:</u></p> <ul style="list-style-type: none"> <li>Place value</li> <li>Measures</li> <li>Written calculation methods and problem solving</li> <li>Statistics</li> <li>Angles</li> <li>Multi-step problems</li> <li>Fractions and Percentages</li> <li>2D and 3D Shapes</li> <li>Algebra and Sequences</li> </ul>	
<p><b>PSHE and School Values</b></p>	<p><b>Family and relationships</b> Introduction lesson: Setting rules and signposting Build a friend - what makes a good Friend Respect Respecting myself Marriage Bullying</p>	<p><b>Family and relationships</b> Stereotyping Challenging stereotypes</p> <p><b>Health and wellbeing</b> Relaxation – yoga The importance of rest Embracing failure Going for goals Taking responsibility for my feelings Healthy meals Sun safety</p>	<p><b>Safety and the changing Body</b> <b>Online friendships</b> <b>Staying safe online</b> First Aid: Choking Alcohol Drugs, alcohol and tobacco: Influences</p>	<p><b>Economic wellbeing</b> Borrowing Income and expenditure Prioritising spending Risks with money Careers</p>	<p><b>Citizenship</b> Breaking the law Prejudice and discrimination Protecting the planet Contributing to the community Rights and responsibilities Parliament and national democracy</p> <p><b>Transition</b> Roles and responsibilities</p>	<p>Safety and the changing body</p> <p>Year 6: Physical and emotional changes of puberty Conception, Pregnancy and Health – <i>Can withdraw from lesson 5 and lesson 6</i></p>
	<p><b>Respect</b></p>	<p><b>Kindness</b></p>	<p><b>Happiness</b></p>	<p><b>Resilience</b></p>	<p><b>Patience</b></p>	<p><b>Honesty</b></p>
<p><b>Science</b></p>	<p><u>Living things &amp; their habitats</u> - Living things can be formally grouped according to characteristics. Plants and animals are two main groups but there are other living 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.</p>	<p><u>Forces</u> - 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.</p>	<p><u>Evolution and Inheritance</u> - 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</p>	<p><u>Inventors and their inventions</u> - 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.</p>	<p><u>Electricity</u> - 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</p>	<p><u>Living things &amp; their habitats</u> - 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.</p> <p><i>(Link to PSHE/SRE)</i></p>

	<p>Invertebrates can be divided into a number of groups, including insects, spiders, snails and worms.</p> <p>- Plants can be divided broadly into two main groups: flowering plants; and non-flowering plants.</p>		<p>survive in greater numbers to reproduce and pass their characteristics on to their young</p>	<p>- Connect to Science: Explain the scientific principles underlying the invention.</p> <p>- Choose a Format: Create a presentation, poster, or even a physical model to showcase their work.</p> <p>- Explore the impact of these inventions on society and everyday life.</p>	<p>or buzzers will then turn off as well.</p>	
<b>Computing</b>	<p><u>E-safety Y5 Purple Mash</u></p> <p><u>Word processing Y5 Purple Mash:</u></p> <ul style="list-style-type: none"> <li>- Creating documents</li> <li>- Using images</li> <li>- Entering and editing text</li> <li>- Using tables and templates</li> </ul>	<p><u>E-safety Y5 Purple Mash</u></p> <ul style="list-style-type: none"> <li>-passwords</li> </ul> <p><u>Networks – Y6 Purple Mash</u></p> <ul style="list-style-type: none"> <li>-identifying examples of networks</li> <li>-Recognising types of networks</li> <li>- Understanding internet services</li> <li>- Discussing positive and negative use of networks</li> </ul>	<p><u>E-safety Y5 Purple Mash</u></p> <ul style="list-style-type: none"> <li>- search the Internet with a consideration for the reliability of the results of sources to check validity.</li> </ul> <p><u>Data handling – spreadsheets (Y5 Purple Mash)</u></p> <ul style="list-style-type: none"> <li>-Use formulae</li> <li>-Explore measurement conversions</li> <li>-Carry out numerical investigations</li> <li>- Create computational models</li> </ul>	<p><u>E-safety Y5 Purple Mash</u></p> <ul style="list-style-type: none"> <li>- Ensuring reliability through using different methods of communication.</li> </ul> <p><u>Coding Y5 Purple Mash:</u></p> <ul style="list-style-type: none"> <li>- Coding efficiently by refining code</li> <li>- Simulating a physical system</li> <li>- Exploring decomposition and abstraction</li> <li>- Using functions and variables</li> </ul>	<p><u>E-safety Y5 Purple Mash</u></p> <ul style="list-style-type: none"> <li>- identify benefits and risks of mobile devices broadcasting the location of the user/device, e.g., apps accessing location.</li> </ul> <p><u>Blogging Y6 Purple Mash:</u></p> <ul style="list-style-type: none"> <li>- Planning the theme, content and structure</li> <li>- Writing, editing and publishing a blog post</li> <li>- Understanding blog moderation</li> <li>- Reviewing and commenting on blog posts</li> </ul>	<p><u>E-safety Y5 Purple Mash</u></p> <ul style="list-style-type: none"> <li>- have a clear idea of appropriate online behaviour and how this can protect themselves and others from possible online dangers, bullying and inappropriate behaviour.</li> </ul> <p><u>Programming: micro bits Y5 Purple Mash</u></p> <ul style="list-style-type: none"> <li>- Exploring sensor inputs and the accelerometer</li> <li>- Using selection, variables, inputs and outputs</li> <li>- Coding for the micro:bit pins</li> </ul>
<b>PE</b>	<ul style="list-style-type: none"> <li>• <u>Fitness</u> - develop flexibility, strength, technique, control and balance.</li> <li>• <u>OAA</u> - take part in outdoor and adventurous activity challenges both individually and within a team</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Dance</u> - perform dances using a range of movement patterns.</li> <li>• <u>Basketball</u> – use running, jumping, throwing and catching in isolation and in combination.</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Gymnastics</u> - use knowledge of compositional principles to combine and link actions.</li> <li>• <u>Tag Rugby</u> - develop an understanding of the attacking and defending principles of invasion games.</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Athletics</u> - think about how to achieve their greatest possible speed, height, distance or accuracy.</li> <li>• <u>Handball</u> – throw, catch, run, dribble, change direction and speed.</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Cricket</u> - think about how to use skills, strategies and tactics to outwit the opposition.</li> <li>• <u>Volleyball</u> – develop understanding of net and wall games by throwing, catching, serving and jumping.</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Tennis</u> - develop tactical awareness, how to outwit an opponent when playing individually or with a partner</li> <li>• <u>Netball</u> – learn to maintain possession and move the ball towards the goal to shoot and score.</li> </ul>
<b>Music</b>	<p><b>Brass/Charanga:</b></p> <p>Sing and play in different styles</p>	<p><b>Brass / Charanga:</b></p> <p><i>Living' On A Prayer</i></p>	<p><b>Brass /BBC Ten Pieces:</b></p> <p><i>Margaret Bonds</i></p>	<p><b>Brass/Charanga:</b></p> <p>Improvising with confidence</p>	<p><b>Brass/Charanga:</b></p> <p><i>Happy</i></p>	<p>Brass/Summer Show</p>
<b>RE</b>	<p><b>Christianity (God)</b></p> <p>Why is it sometimes difficult to do the right thing? Sin, Adam</p>	<p><b>Islam</b></p>	<p><b>Hindu</b></p>	<p><b>Christianity (Jesus)</b></p>	<p><b>Christianity (Church)</b></p> <p>How do people decide what to believe? The Trinity, use of</p>	<p><b>Judaism</b></p>

	and Eve's disobedience, temptation and morality	Why is the Qur'an so important to Muslims? The Qur'an. The Night of Power	Dharma - What might Hindus learn from stories about Krishna? Krishna, Holi.	What do we mean by a miracle? Miracles of Jesus, pilgrimage.	symbols and metaphors, The Worldwide Church.	Do people need laws to guide them? The Torah, the synagogue.
<b>MFL</b>	<b><u>French Transport</u></b> Using language detective skills to spot cognates; learning transport-related vocabulary and constructing sentences using parts of the verb 'aller' with prepositions.	<b><u>In my French house</u></b> Learning about surroundings and discovering the fascinating world of different homes	<b><u>French music celebrations</u></b> Learning Name musical instruments and types of music; expressing opinions about music by forming extended sentences using conjunctions and adjectives	<b><u>Verbs in a French week</u></b> Learning to identify the infinitive form of verbs and subject pronouns	<b><u>Visiting a town in France</u></b> Learning directional, transport, and town vocabulary together with prepositional phrases, the children describe where places are in a town.	<b><u>French sport and the Olympics</u></b> Conjugating the verb aller – to go, revisiting nouns for countries and learning how to contract articles when using the verb faire.
<b>History</b>	<b><u>What was the impact of WW2 on the people of Britain?</u></b> A local history study (1939 – 1945) <ul style="list-style-type: none"> <li>Why did we go to war? – Link to WW1/Neville Chamberlain</li> <li>Battle of Britain – The Blitz</li> <li>D-Day Landings</li> <li>Anne Frank</li> <li>Women's roles in the war</li> <li>Why did people migrate? (Windrush)</li> </ul>		<b><u>Why was life in 10th century Baghdad so significant?</u></b> Non-European society that provides contrast with British history (600 -1258 AD) <ul style="list-style-type: none"> <li>Silk road – Trade and Power</li> <li>Importance of Baghdad – Life/Construction</li> <li>Golden age of Baghdad – compare to dark age of Anglo-Saxons</li> <li>Inventions</li> <li>Islamic art</li> </ul>		<b><u>What can we learn from the Mayans?</u></b> Achievements of the earliest civilisations (2000 BC – 1500 AD) <ul style="list-style-type: none"> <li>Who were the Maayans and where did they live?</li> <li>How do we know about the Mayans?</li> <li>Indus valley</li> <li>Trade/Food</li> <li>Achievements</li> <li>Numbers/Writing</li> <li>Architecture</li> <li>Religion and Gods</li> </ul>	
<b>Geography</b>	<b><u>Locational Knowledge</u></b> <ul style="list-style-type: none"> <li>UK – urban and rural/key topographical features, human and physical characteristics how they have changed over time.</li> <li>Locate counties of England on a map.</li> <li>Use maps in a wider context</li> <li>Plan a journey</li> <li>Learn about the Lake District National Park and identify key features of maps.</li> <li>Discuss land formation and changes over time</li> <li>Consider the impact of tourism in the Lake District</li> <li>Compare urban and rural locations – Lake District and London</li> <li>Reflect on the importance of the Lake District and other rural locations for future generations</li> </ul>	<b><u>Human and physical geography</u></b> Natural resources – energy <ul style="list-style-type: none"> <li>Describe the significance of energy</li> <li>Give examples of sources of energy and their trading routes</li> <li>Define renewable and non-renewable energy</li> <li>Discuss the benefits and drawbacks of different energy sources</li> <li>Describe the significance of the Prime Meridian</li> <li>Identify human features on a digital map</li> <li>Discuss how transport links have changed over time</li> <li>Locate UK cities on a map</li> <li>Use six-figure grid references to identify features on an OS map</li> <li>Consider and justify the location of energy sources</li> </ul>	<b><u>Geographical Skills and Fieldwork</u></b> Local area fieldwork (Yarrow Valley Park) <ul style="list-style-type: none"> <li>Give examples of issues in the local area.</li> <li>Identify questions to be asked to find the relevant data</li> <li>Justify which data collection method is most suitable</li> <li>Design an accurate data collection template</li> <li>Identify areas along a route that are best for data collection</li> <li>Discuss how to mediate potential risks</li> <li>Collect data at points located on an OS map – use a compass</li> <li>Manage risks during a fieldwork trip</li> <li>Identify any outcomes from data collected</li> <li>Map data digitally</li> <li>Describe the enquiry process</li> </ul>	<b><u>Place Knowledge</u></b> North/South America – link with Mayans <ul style="list-style-type: none"> <li>Explain that a continent is a large landmass and they are groups of countries</li> <li>Identify some countries in North America and South America</li> <li>Describe physical geographical features of an area of South America</li> <li>Describe the climate of areas in the Americas</li> <li>Describe the human geography of an area in the Americas</li> <li>Explain what latitude is</li> <li>Identify the equator, tropics and poles on a map</li> <li>Explore the various time zones of the Americas and how these compare to other time zones around the world</li> <li>Discuss similarities and differences between areas of the Americas</li> <li>Name and study some wonders of the Americas</li> </ul>		
<b>Art</b>	<b><u>Drawing: David Hockney</u></b> <ul style="list-style-type: none"> <li>Experiment with wet/dry media to make different marks, lines, patterns, textures and shapes.</li> </ul>	<b><u>Painting: Vincent Van Gogh</u></b> <ul style="list-style-type: none"> <li>Develop a painting from a drawing.</li> <li>Carry out preliminary studies, trying out different media and materials and mixing</li> </ul>	<b><u>Printing: Sybil Andrews</u></b> <ul style="list-style-type: none"> <li>Printing using foam or metal then to add detail on top by drawing or painting</li> <li>Use relief or impressed method.</li> </ul>	<b><u>Collage: Richard Hamilton</u></b> <ul style="list-style-type: none"> <li>Add collage to a painted, printed or drawn background.</li> <li>Use a range of media to create collages.</li> </ul>		

	<ul style="list-style-type: none"> <li>• Explore colour mixing and blending techniques with coloured pencils.</li> <li>• Use different techniques for different purposes i.e. shading, hatching within their own work.</li> <li>• Begin to use simple perspective in their work using a single focal point and horizon.</li> <li>• Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background.</li> </ul>	<p>appropriate colours. Create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music.</p> <ul style="list-style-type: none"> <li>• Mix and match colours to create atmosphere and light effects.</li> <li>• Be able to identify and work with complementary and contrasting colours.</li> </ul>	<ul style="list-style-type: none"> <li>• Create prints with three overlays.</li> <li>• Work into prints with a range of media e.g. pens, colour pens and paints.</li> </ul>	<ul style="list-style-type: none"> <li>• Use different techniques, colours and textures etc. when designing and making pieces of work.</li> <li>• Use collage as a means of extending work from initial ideas.</li> </ul>
<p><b>Design Technology</b></p>	<p><u>Textiles – Bags</u> (Link to History – Gas mask carrier)</p> <ul style="list-style-type: none"> <li>- Explore and compare real textile products</li> <li>- Use labelled drawings and diagrams to show clear design ideas</li> <li>- Make 3D textile shapes by carefully cutting, folding and joining materials to match the design</li> <li>- Join fabrics securely using stitches or knots and add decorative details to improve the appearance</li> <li>- Evaluate how well the final product meets the design criteria and suggest improvements</li> </ul>	<p><u>Structures – Building Bridges</u> (Link to science – Forces)</p> <ul style="list-style-type: none"> <li>- Use technical vocabulary to explain how bridges are constructed</li> <li>- Investigate and explore the effectiveness of different designs</li> <li>- Use technical vocabulary to explain how bridges spread the load of objects travelling across them – link to work on forces</li> <li>- Build and test models to find a strong bridge design that will support a given weight</li> <li>- Work collaboratively to produce a prototype according to an agreed design</li> <li>- Evaluate their product according to design criteria</li> </ul>	<p><u>Electrical Systems – Steady Hand game</u> (Link to science - electricity)</p> <ul style="list-style-type: none"> <li>- Generate ideas through sketching and discussion</li> <li>- Model ideas through prototypes</li> <li>- Understand the purpose of products</li> <li>- Make and test a circuit, incorporating this into the design</li> <li>- Test their own and others' finished games, identifying what went well and making suggestions for improvement</li> </ul>	<p><u>Cooking and nutrition – Global Food</u> (Mexico – link to geography/history)</p> <ul style="list-style-type: none"> <li>- Name some varied ingredients and say which part of the world they come from</li> <li>- Explain the different food groups on the eat well plate</li> <li>- Follow a simple recipe</li> <li>- Use some basic food skills, such as grating and chopping, which enable them to prepare a variety of simple savoury dishes</li> </ul>