

# Long Term Overview

**Class: Chestnut**

**Teacher(s): Miss Crockett**

**Date: 2025-26**

|                   | Autumn 1                                                                  | Autumn 2                                      | Spring 1                                        | Spring 2                                                 | Summer 1                    | Summer 2                                                       |
|-------------------|---------------------------------------------------------------------------|-----------------------------------------------|-------------------------------------------------|----------------------------------------------------------|-----------------------------|----------------------------------------------------------------|
| Key Events        | WB 15.09 – NSPCC Speak Out, Stay Safe Week                                | WB 03.11 - South Africa Week                  | WB 19.01 – Chesterton Poetry Week               | WB 02.03 - Book Week                                     | 22.04 – Sportshall Showdown | WB 01.06 - Arts Week (Flowers)                                 |
|                   | 24.09 –Macmillan Coffee Afternoon                                         | WB 10.11 – Anti-bullying Week                 | WB 26.01 – RSPB Big Schools Birdwatch           | WB 09.03 - Science Week                                  | 20.05 - May Day             | WB 01.06 – Walk to School Week                                 |
|                   | 07.10 – Harvest Festival                                                  | 14.11 – Children in Need                      | 10.02 – Safer Internet Day                      | 20.03 - Comic Relief                                     |                             | WB 15.06 - Sports Week                                         |
|                   | 15.10 – Climate Action Day                                                | WB 17.11 – Maths Week                         |                                                 | 23.03 – 25.03 - Year 3/4 Culmington Residential          |                             | WB 15.06 – Festival of Voices - TBC                            |
|                   |                                                                           | 16.12 – Christmas Service and Christmas Lunch |                                                 | 26.03 – Easter Church Service                            |                             | 16.06 – Sports Day                                             |
|                   |                                                                           | 18.12 – Singing Around the Tree               |                                                 |                                                          |                             | 07.07 – Changeover Day                                         |
|                   |                                                                           | 18.12 – Chesterton Christmas Jumper Day       |                                                 |                                                          |                             |                                                                |
| Topic             |                                                                           |                                               |                                                 |                                                          |                             |                                                                |
| Subject Focus     | Britain Begins                                                            |                                               | UK Explorers                                    |                                                          | The Romans                  |                                                                |
|                   |                                                                           |                                               |                                                 |                                                          |                             |                                                                |
| Science           | Rocks                                                                     | Light                                         | Animals and Humans<br>Plan Science Week         | Science Week<br>Plants                                   |                             | Forces and magnets (VT)                                        |
| History           | Stone Age, Bronze Age and Iron Age                                        |                                               |                                                 |                                                          | The Romans                  |                                                                |
| Geography         | Where do people choose to settle and how do they use the land there? (VT) |                                               | How do geographers split up the United Kingdom? | How are physical and human features represented on maps? |                             |                                                                |
| Art and Design    |                                                                           | Textiles – Appliqué and embroidery            | Sketching UK landmarks                          |                                                          |                             | Art Week<br>Collage Focus (overlapping, tessellation, mosaics) |
| Design Technology |                                                                           |                                               |                                                 | Cooking & Nutrition - Cottage Pie                        |                             | Strengthening structures - Roman                               |

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| Computing      |                         | Connecting Computers<br>(Computing Systems and Networks) (VT)                                                                                                                                                                                    | E-safety                                                                                                                                                                                                                                                                                                | Sequencing Sounds<br>(Programming A) (VT)                                                                                                                                                                                                                                                                                         | Desktop Publishing (Creating Media)                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                |
|                |                         |                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                |
| Trip / Visitor |                         | Stone Age Day by Julian Richards (History, English)<br>Architecture through Lego (2 sessions – Geography, Computing, D&T)                                                                                                                        |                                                                                                                                                                                                                                                                                                         | Visit to Oxford – tour of the city centre and Story Museum; visit to theatre (TBC)<br>(Geography, English and Art)                                                                                                                                                                                                                |                                                                                                                                                                                                                                                           | Roman Day by History Lives (History)                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                |
|                |                         |                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                |
| English        | Text Types              | Letter to inform, based on book ‘Dear Teacher’ by Amy Husband (2 weeks)<br><br>Adventure stories, based on book ‘Stone Age Boy’ by Satoshi Kitamura (4 ½ weeks)<br><br>CAP week (1 week)                                                         | Take One Poet – Michael Rosen (1 week)<br><br>Recount, based on Stone Age Day with Julian Richards (3 weeks)<br><br>Non-chronological report on Stone Age animals (3 weeks)                                                                                                                             | Fairy tales setting description, based on the book ‘The Lost Happy Endings’ by Carol Ann Duffy (2 weeks)<br><br>Instructions, based on the book ‘The Big Book of Magical Mix-Ups’ by Nick Sharratt and Hilary Robinson (2 weeks)<br><br>CAP week (1 week)<br><br>Take One Book / Poetry – Revolting Rhymes by Roald Dahl (1 week) | Fairy tales with a twist, based on the book ‘The Three Little Wolves and the Big Bad Pig’ by Eugene Trivizas (5 weeks)                                                                                                                                    | Fables inspired by Aesop’s Fables (5 weeks)<br><br>Poetry – Haiku, tanka, kenning, limerick (1 week)                                                                                                                                                                                                   | Play Scripts, based on the book ‘Escape from Pompeii’ by Christina Balit (4 weeks)<br><br>CAP week (1 week)<br><br>Explanation text on Roman Chariots work (2 weeks)                                                                           |
| English        | Grammar and Punctuation | Fronted adverbials, commas after fronted adverbials<br><br>Main clause, coordinating conjunctions<br><br>Capital letters and full stops<br><br>Beginnings of paragraph structure<br><br>Expanded noun phrases<br><br>Apostrophes for contraction | Paragraphs<br><br>Organisational devices – headings, subheadings<br><br>Expressing time, place and cause using conjunctions, adverbs, prepositions<br><br>Subordinating clause, subordinating conjunction<br><br>Apostrophes for possession<br><br>Question marks (sentence types- statement, question, | Paragraphs<br><br>Organisational devices – headings, subheadings<br><br>Expressing time, place and cause using conjunctions, adverbs, prepositions<br><br>Sentence types (commands, questions, statements, exclamations) and related punctuation<br><br>Use of commas after subordinate clauses and fronted adverbials            | Paragraphs<br><br>Expressing time, place and cause using conjunctions, adverbs, prepositions<br><br>Wider range of fronted adverbials; commas after fronted adverbials<br><br>Apostrophes for possession and contraction<br><br>Punctuating direct speech | Paragraphs<br><br>Wide range of sentence structures, including subordinating conjunctions, coordinating conjunctions, fronted adverbials and prepositions<br><br>Punctuating direct speech<br><br>Apostrophes for possession and contraction<br><br>Determiners- a and an<br><br>Present perfect tense | Paragraphs<br><br>Organisational devices – headings, subheadings<br><br>Wide range of sentence structures with focus on use of commas<br><br>Exclamation marks<br><br>Use of colon and brackets in scripts<br><br>Targeted areas identified in |

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|         |             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | command, exclamation)<br>Commas for lists                                                                                                                                         | Commas for lists<br>Determiners - a and an<br>Present perfect tense                                                                                                                       |                                                                                                                                   |                                                                                                                                                                                                                                                                   | assessments.                                                                                                                                                                                                                                                                                 |
| English | Spellings   | <p>The l sound spelt –y at the end of words (1 week)</p> <p>Adding –es to nouns and verbs ending y (1 week)</p> <p>Adding –ed, –ing, –er and –est to a root word ending in –y with a consonant before it (1 week)</p> <p>Adding the endings – ing, –ed, –er, –est and –y to words ending in –e with a consonant before it (1 week)</p> <p>Adding –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter (1 week)</p> <p>Adding suffixes beginning with vowel letters to words of more than one syllable (1 week)</p> <p>CAP Week (1 week)</p> | <p>Key Word Spelling Assessment (1 week)</p> <p>ly suffix (1 week)</p> <p>Homophones (2 weeks)</p> <p>Contraction apostrophes (1 week)</p> <p>Possessive apostrophes (1 week)</p> | <p>un prefix (1 week)</p> <p>dis prefix (1 week)</p> <p>mis prefix (1 week)</p> <p>in, il, im, ir prefixes (1 weeks)</p> <p>in, il, im, ir prefixes (1 week)</p> <p>CAP Week (1 week)</p> | <p>Key Word Spelling Assessment (1 week)</p> <p>super prefix (1 week)</p> <p>anti prefix (1 week)</p> <p>auto prefix (1 week)</p> | <p>Forming nouns – ation (1 week)</p> <p>Forming nouns - er and or (1 week)</p> <p>Forming verbs – en suffix (1 week)</p> <p>er sound sure ture (1 week)</p> <p>A sound ei eigh ey (1 week)</p> <p>Silent letters – k before an n; b when after an m (1 week)</p> | <p>Key Word Spelling Assessment (1 week)</p> <p>The l sound spelt y elsewhere than at the end of words (1 week)</p> <p>The uh sound spelt ou (1 week)</p> <p>Apostrophes for possession and contraction (1 week)</p> <p>Homophones and near homophones (1 week)</p> <p>CAP Week (1 week)</p> |
| English | Handwriting | <p>Number formation</p> <p>The Ladder Family (l, i, u, t, y and j)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <p>The One-Armed Robot Family (n, m, h, k, b, p and r)</p>                                                                                                                        | <p>The Curly Caterpillar Family (c, a, d, e, s and g)</p>                                                                                                                                 | <p>The Curly Caterpillar Family (f, q and o)</p> <p>The Zigzag Monster Family (z)</p>                                             | <p>The Zigzag Monster Family (v, w and x)</p> <p>Capital letter formation</p>                                                                                                                                                                                     | <p>Handwriting Practice reviewing joins learnt. Chn to work on individual target areas.</p>                                                                                                                                                                                                  |
|         | Maths       | <p>Place Value – 4 weeks</p> <p>Addition and subtraction – 3 weeks</p> <p>CAP Week – ½ week</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <p>Addition and subtraction – 3 weeks</p> <p>Multiplication and division A – 4 weeks</p>                                                                                          | <p>Multiplication and division B – 3 weeks</p> <p>Fractions A – 2 weeks</p> <p>CAP Week - 1 week</p>                                                                                      | <p>Fractions A – 1 week</p> <p>Fractions B – 2 weeks</p> <p>Length and Perimeter – 1 week</p>                                     | <p>Length and Perimeter – 2 weeks</p> <p>Shape – 2 weeks</p> <p>Money – 2 weeks</p> <p>Statistics – 1 week (Taught one lesson a week)</p>                                                                                                                         | <p>Mass and Capacity – 3 weeks</p> <p>Time – 3 weeks</p> <p>CAP Week - 1 week</p>                                                                                                                                                                                                            |

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| Discrete Units | <b>MfL</b>   | French – Greetings                                           |                                                                                 |                                                              | French – Numbers                                                     |                                         | French – School                           |
|                | <b>RE</b>    | How are different people inspired by the teachings of Jesus? | How does the worldwide Christian family celebrate, worship and mark key events? | What do Muslims believe about God and where did Islam start? | What is the Qur'an and why do many Muslims try to learn it by heart? | Does art help with understanding story? | Does it matter if a story is true or not? |
|                | <b>PE</b>    | Basketball<br><br>Gymnastics: Symmetry and Asymmetry         | Communication and Tactics<br><br>Mindfulness                                    | Orienteering<br><br>Dance: Witches and Wizards               | Swimming<br><br>Dodgeball                                            | May Day Dancing<br><br>Forest School    | Athletics<br><br>Rounders                 |
|                | <b>PSHE</b>  |                                                              | SCARF: Me and My Relationships (VT)                                             | SCARF: Keeping Safe (VT)                                     | SCARF: Valuing Difference (VT)                                       | SCARF: Rights and Respect (VT)          | SCARF: Growing and Changing (VT)          |
|                | <b>Music</b> | Let Your Spirit Fly (VT)                                     |                                                                                 | Hear it, Play it! Exploring rhythmic patterns (VT)           |                                                                      | Bring Us Together (VT)                  |                                           |