



Unit Coverage- Year 3/4/5/6
2025/2026
Spring Term 2

Unit Theme: The Coast

Subject	Week 1 23 rd February	Week 2 2 nd March	Week 3 9 th March	Week 4 16 th March	Week 5 23 rd March	Week 6 30 th March	
VIPERS Reading comprehension	Viking Boy Tony Bradman	Viking Boy Tony Bradman	Viking Boy Tony Bradman	Viking Boy Tony Bradman	Thorfinn the Nicest Viking by David McPhail	Thorfinn the Nicest Viking by David McPhail	
English Writing skills	Recount-diary 	Recount-diary 	Recount-diary 	Explanation/ Recount of science experiment 	Explanation/ Recount of science experiment 	Explanation/ Recount of science experiment 	
Maths	Year 3/ 4 Length and Perimeter Year 5/6 Decimals A	Year 3/ 4 Length and Perimeter Year 5/6 Decimals A	Year 3/ 4 Fractions A Year 5/6 Area, Perimeter and Volume	Year 3/ 4 Fractions A Year 5/6 Decimals B	Year 5/6 Decimals B SATs Practice	Year 5/6 Fractions, Decimals and Percentages SATs Practice	
Science How do mammals change and reproduce throughout their lifecycle?	What are the key stages of a mammal's life cycle ?	How long is the gestation periods of mammals ?	How does a foetus develop?	Are all hands the same span size?	What changes will I experience during puberty ?	What are the changes humans may experience during old age ?	
NC Links	<p>Working Scientifically Year 3 and 4:</p> <ul style="list-style-type: none"> asking relevant questions and using different types of scientific enquiries to answer them setting up simple practical enquiries, comparative and fair tests gathering, recording, classifying and presenting data in a variety of ways to help in answering questions recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables reporting on findings from enquiries, including oral and written explanations, displays <p>Working Scientifically Year 5 and 6:</p> <ul style="list-style-type: none"> planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs using test results to make predictions to set up further comparative and fair tests reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations <p>Year 3 and 4</p> <ul style="list-style-type: none"> recognise that living things can be grouped in a variety of ways explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment <p>Year 5 and 6</p> <ul style="list-style-type: none"> 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. 						
Geography What features are found on the coast?	What are coasts?	How are coastal features formed?	How can we protect our coasts?	How does coastal erosion affect people?	Why do people travel to the coast?	Create a poster highlighting coastal features and how they can be protected.	

NC Links	Geographical skills and fieldwork <ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied describe and understand key aspects of: <ul style="list-style-type: none"> physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water 						
Design Technology Design, make and evaluate a deckchair model.	What is the purpose of a deckchair?	What features are important in deckchair design?	How can I design a deckchair?	How can I make my deckchair attractive to a consumer?	Can I create a model deckchair to match my design?	Is my deckchair model fit for purpose?	
NC Links	<ul style="list-style-type: none"> understand and apply the principles of a healthy and varied diet prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. 						
RE How do festivals and worship show what matters to a Muslim?	How do festivals and family life show what matters to a Muslim?	What does the opening chapter of the Qur'an teach Muslims about God?	Why does prayer matter to Muslims?	Why is the mosque a special place for Muslims?	Why do Muslims celebrate at the end of Ramadan?	Assessment Task	
Music Focus piece - You've Got A Friend by Carole King	Listen and Appraise You've Got A Friend by Carole King <ol style="list-style-type: none"> Warm-up Games Option: Flexible Games b. Vocal warm ups and start to learn the song You've Got A Friend Sing the song	Listen and Appraise The Loco-Motion sung by Little Eva You've Got A Friend by Carole King <ol style="list-style-type: none"> Warm-up Games Option: Flexible Games c. Vocal warm ups. Continue to learn to sing the song You've Got A Friend d. Play instrumental parts Sing the song and play instrumental parts within the song	Listen and Appraise One Fine Day sung by The Chiffons You've Got A Friend by Carole King <ol style="list-style-type: none"> Warm-up Games Option: Flexible Games c. Vocal warm ups. Sing the song You've Got A Friend c. Play instrumental parts d. Improvise Sing the song and improvise using voices and/or instruments within the song	Listen and Appraise Up On The Roof by The Drifters You've Got A Friend by Carole King <ol style="list-style-type: none"> Warm-up Games Option: Flexible Games c. Vocal warm ups. Sing the song You've Got A Friend d. Play instrumental parts e. Compose Sing the song and perform composition(s) within the song	Listen and Appraise Will You Still Love Me Tomorrow by Carole King You've Got A Friend by Carole King <ol style="list-style-type: none"> Warm-up Games Option: Flexible Games c. Vocal warm ups. Sing the song You've Got A Friend Options: d. Include some instrumental and/or e. Vocal improvisation within the song f. Play your composition(s) within the song Choose what you perform today. Start to prepare for the end-of-unit performance	Listen and Appraise .(You Make Me Feel Like) A Natural Woman by Carole King You've Got A Friend by Carole King <ol style="list-style-type: none"> Warm-up Games Option: Flexible Games c. Vocal warm ups. Sing the song You've Got A Friend d. Choose and play two performance options, then decide which one to practise for the end-of-unit performance Prepare for the end-of-unit performance	
NC Links	<ul style="list-style-type: none"> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression improvise and compose music for a range of purposes using the inter-related dimensions of music listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notations appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians develop an understanding of the history of music 						
PSHE How do I take care of my body and make informed	I know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart	I know some of the risks with misusing alcohol, including anti-social	I know and can put into practice basic emergency aid procedures (including recovery position) and know	I understand how the media, social media and celebrity culture promotes certain body types	I can describe the different attitudes people have to food and how	I know what makes a healthy lifestyle including healthy eating and the	

decisions when affected by external influences?	I can make an informed decision about whether or not I choose to smoke and know how to resist pressure	behaviour, and how it affects the liver and heart I can make an informed decision about whether or not I choose to drink alcohol and know how to resist pressure	how to get help in emergency situations I know how to keep myself calm in emergencies	I can reflect on my own body image and know how important it is that this is positive and I accept and respect myself for who I am	these can be affected by external influences I respect and value my body	choices I need to make to be healthy and happy I am motivated to keep myself healthy and happy	
PE How can I choreograph a dance piece using the influence of different styles?	THEME: Waiting for... To develop a dance phrase using actions, dynamics, space and relationships.	THEME: Waiting for... To copy and create actions with consideration to stimulus.	THEME: Waiting for... To use choreographic devices to improve the aesthetics of a performance.	THEME: 70s Disco To copy and repeat a phrase of movement in the 1970s disco style.	THEME: 70s Disco To choreograph a freeze frame montage in the 1970s style.	THEME: 70s Disco To use feedback to develop and refine a 1970s dance performance.	
NC Links	<ul style="list-style-type: none"> develop flexibility, strength, technique, control and balance compare their performances with previous ones and demonstrate improvement to achieve their personal best. 						
Computing What are spreadsheets and how are they useful?	How can I collect data for use in a spreadsheet?	How do I format a spreadsheet?	What is a formula?	How do I calculate and duplicate data?	How can I organise data for an event?	Assessment task- How can I present data for an event?	
NC Links	<ul style="list-style-type: none"> use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact use sequence, selection, and repetition in programs; work with variables and various forms of input and output select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information 						
Languages How can I say the names of vegetables and use them in conversation?	To introduce the second set of phonics sounds/phonemes in French. The sounds introduced in this lesson are: i in ique ille	I will learn and become familiar with 5 vegetable nouns and their plural determiner in French.	I will learn and become familiar with 5 more vegetable nouns and their plural determiner in French	I will learn how to ask for a kilo or half a kilo of a vegetable in French.	I will learn how to use the structure 'je voudrais' (I would like) when buying vegetables.	I will learn how to use the conjunction 'et' (and) when buying more than one vegetable option. Assessment task– role play buying vegetables	
NC Links	<ul style="list-style-type: none"> listen attentively to spoken language and show understanding by joining in and responding explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help speak in sentences, using familiar vocabulary, phrases and basic language structures develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases present ideas and information orally to a range of audiences read carefully and show understanding of words, phrases and simple writing appreciate stories, songs, poems and rhymes in the language broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary write phrases from memory, and adapt these to create new sentences, to express ideas clearly describe people, places, things and actions orally* and in writing understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. 						