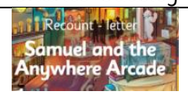
Unit Coverage- Year 3/4/5/6
2026-2027
Autumn Term 2

Unit Theme: Cornwall

Subject	Week 1 3rd November	Week 2 10th November	Week 3 17th November	Week 4 24th November	Week 5 1st December	Week 6 8th December	Week 7 15th December
VIPERS	Colonel Fazackerley Butterworth – Toast by Charles Causley	Wild Oak by C.C Harrington	Wild Oak by C.C Harrington	Wild Oak by C.C Harrington	Wild Oak by C.C Harrington	Wild Oak by C.C Harrington	Wild Oak by C.C Harrington
English	 Recount Letter	 Recount Letter	 Recount Letter	 Recount Letter	 Setting Description	 Setting Description	 Setting Description
Maths	YR3/4 Addition and Subtraction YR5/6 Multiplication and Division A	YR3/4 Addition and Subtraction YR5/6 Fractions	YR3/4 Addition and Subtraction YR3/4 Multiplication and Division A YR5/6 Fractions	YR3/4 Multiplication and Division A YR5/6 Fractions	YR3/4 Multiplication and Division A YR5/6 Fractions	YR3/4 Multiplication and Division A YR5/6 Multiplication and Division B	YR3/4 Area YR5/6 Multiplication and Division B
Science How are shadows formed?	What is the difference between light sources and non-light sources?	How does the light travel from the sun and how do we stay safe?	Which materials which are reflective?	How are shadows Formed?	How do shadows change throughout the day?	How can you change the size of a shadow?	Assessment Week

NC Links	**Working Scientifically Year 3 and 4:** • 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 **Working Scientifically Year 5 and 6:** • 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 **Light and Shadow Year 3** • 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 change. **Light Year 6** • recognise that light appears to travel in straight lines • use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye • explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes • use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.

Geography Where is Truro and why is it important to Cornwall?	Where is Truro?	How is the land used in Truro?	What are the geographical features of Truro?	How can I map out the Truro locality?	Why is Truro important to Cornwall?	Visiting Truro	
NC Links	Geographical skills and fieldwork • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied describe and understand key aspects of: • 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 How do Lighthouses work?	What is a lighthouse and why are they important to coastal counties like Cornwall?	What does a lighthouse look like and what will I need to build a model?	How do I recreate my plan with the resources available?	How do I recreate my plan with the resources available?	How do I make my model light up?	Does my model work as I planned? What could I do to improve?	
NC Links	**Design** • use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups • generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design **Make** • select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately • select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities **Evaluate** • investigate and analyse a range of existing products • evaluate their ideas and products against their own design criteria and consider the views of others to improve their work • understand how key events and individuals in design and technology have helped shape the world **Technical knowledge** • apply their understanding of how to strengthen, stiffen and reinforce more complex structures • understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]						
RE Why do Christians believe Jesus was the messiah?	What happened in Genesis 1 and 2 that meant people needed a saviour?	How could events in Jesus; birth and life point to him being the Messiah?	What evidence is in Matthew's Gospel that suggests Jesus is the Messiah?	Why do Christians believe Jesus is the Messiah?	How does Christmas fit with Christian beliefs about Jesus?	Why do Christians believe Jesus is the Messiah?- Assessment	Assessment Week
Music Glockenspiel 1	•Easy E - Player 2/Group 2 •Easy E - Player1/group 1 •Easy E •Easy E theory - the language of music •Easy E (notation) •Strictly D •Strictly D (Note-names) •Strictly D (Note-names and notes) •Strictly D Theory - the language of music •Strictly D (notation) •Copyback 1	•Play your music •Play your music(note-names) •Play your music (notes and note-names) •Play your music theory- the language of music •Play your music (notation) •Drive •Drive (note-names) •Drive (note-names and notes) •Drive theory - the language of music •Drive (notation	•DeeCee's Blues •DeeCee's Blues (note-names) •DeeCee's Blues (notes + note-names) •DeeCee's Blues theory - the language of music •DeeCee's Blues (notation) • Improvising to DeeCee's Blues •DeeCee's Blues and your improvisation •Copy Back 2 •What's up? •What's Up? (note-names) •What's Up? (note-names + notes) •What's up? theory - the language of music •What's Up? (notation)	•D-E-F-inately •D-E-Finately (note-names) •D-E-F inately(notes + note-names) •D-E-Finately theory - the language of music •D-E-Finately(notation)	•Roundabout •March of the Golden Guards •March of the Golden Guards (note-names) •March of the Golden Guards (note-names + notes) •March of the Golden Guards theory - the language of music •March of the Golden Guards (notation) •Theory - the language of music •Portsmouth	Composition	Performance

NC Links	• 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 Celebrating difference	I understand there are different perceptions about what normal means I can empathise with people who are different	I understand how being different could affect someone's life I am aware of my attitude towards people who are different to me	I can explain some of the ways in which one person or a group can have power over another I know how it can feel to be excluded or treated badly by being different in some way	I know some of the reasons why people use bullying behaviours I can tell you a range of strategies for managing my feelings in bullying situations and for problem-solving when I'm part of one	I can give examples of people with disabilities who lead amazing lives I appreciate people for who they are	I can explain ways in which difference can be a source of conflict and a cause for celebration I can show empathy with people in either situation	
PE Gymnastics	To create interesting point and patch balances.	To develop point and patch balances on apparatus.	To develop stepping into shape jumps with control.	To develop stepping into shape jumps using apparatus.	To develop the straight, barrel, and forward roll.	To include rolls in sequence work using apparatus.	
NC Links	• develop flexibility, strength, technique, control and balance • compare their performances with previous ones and demonstrate improvement to achieve their personal best.						
Computing KS2 Selection in Quizzes Programming B	Lesson 1 Explore conditions	Lesson 2 Selecting outcomes	Lesson 3 Asking questions	Lesson 4 Designing a quiz	Lesson 5 Testing a quiz	Lesson 6 Assessment- Playing the quiz	
NC Links	• 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 Seasons	Recognise, recall and spell the 4 different seasons and express which one is my favourite	Say and write 2 phrases that can be used to describe spring.	Say and write 2 phrases that can be used to describe summer	Say and write 2 phrases that can be used to describe autumn	Say and write 2 phrases that can be used to describe winter	Hold a conversation in French about the seasons	
NC Links	• 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.						