

Unit Coverage- Year 3/4/5/6 2025/2026 Autumn Term 1



Unit Theme: The Romans									
Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7		
_	8 th September	15 th September	22 nd September	29 th September	6 th October	13 th October	20 th October		
VIPERS	Dum Spiro	Escape from Pompeii	Escape from Pompeii	Escape from Pompeii	Roman Invasion	I am a Roman Soldier	I am a Roman Soldier		
	Animated	Christina Balit	Christina Balit	Christina Balit	Comprehension	Josiah Wedgwood	Josiah Wedgwood		
English	The Place Value of	The Place Value of	The Place Value of	The Place Value of	Non- Chronological Report	Non- Chronological	Non- Chronological		
3	Punctuation and Grammar-	Punctuation and Grammar-	Punctuation and Grammar-	Punctuation and Grammar-		Report	Report		
	Nouns	Verbs	Subject and Building Single	Building Single Sentences					
			Clause Sentences	and Co-ordinating					
				Conjunctions					
Maths	YR3/4 Place Value	YR3/4 Place Value	YR3/4 Place Value	YR3/4 Place Value	YR3/4 Addition and	YR3/4 Addition and	YR3/4 Addition and		
	YR5/6 Place Value	YR5/6 Place Value	YR5/6 Place Value	YR5/6 Addition and	Subtraction	Subtraction	Subtraction		
				Subtraction	YR5/6 Multiplication and	YR5/6 Multiplication	YR5/6 Multiplication		
					Division	and Division	and Division		
Science	Where does my food go?	What organs are used to	How can I use models to	What is the function of	Why are teeth important	How does eating a	End of unit assessment-		
The Digestive System		digest my food?	show how food moves	each organ in the digestive	to the digestive system	balanced diet keep our	Quiz		
3			through the digestive system?	system?	and how do we look after	digestive system			
					them?	healthy?			
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:								

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

Year 3 and 4

- identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat
- describe the simple functions of the basic parts of the digestive system in humans
- identify the different types of teeth in humans and their simple functions

Year 5 and 6

• describe the ways in which nutrients and water are transported within animals, including humans

History Why did the Romans invade Britain?	Where and when was Rome founded?	Who was in charge of the Roman Empire?	What was daily life like in ancient Rome?	What did the Romans do for entertainment?	What did the Romans believe?	Why did the leaders of Rome invade Britain?	Who was Boudicca and why did she take revenge on the Romans? End of unit assessment
NC Links	• the Roman empire and its impact on Britain						

Art and Design Exploring tessellation- M.C Escher	Who was M.C Escher?	What is tessellation?	How are shapes and pattern used in art?	Can you see shape and pattern in nature?	Plan and create my own work of art based on tessellation.	Plan and create my own work of art based on tessellation.	Evaluate my artwork and the work of others.		
NC Links	 to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay about great artists, architects and designers in history 								
RE What do Christians learn from the Creation Story?	Where does Creation belong in the 'Big Story' of the Bible?	What kind of world do Christians believe in? What do we mean by good?	How have Christians interpreted looking after the world?	How do different Christians think about and look after the environment?	What do Christians mean by 'The Fall'?	What do many Christians learn from the stories of Creation and the Fall?	End of unit assessment- quiz		
Music Happy Section 1 Listen and Appraise Section 2 Musical Activities Section 3 Perform	Happy by Pharrell Williams a. Warm-up Games b. Flexible Games (optional) b. Vocal warm ups and start to learn the song Happy Sing the song	Top Of The World sung by The Carpenters Happy by Pharrell Williams a. Warm-up Games b. Flexible Games (optional) c. Vocal warm ups. Continue to learn to sing the song Happy d. Play instrumental parts Sing the song and play instrumental parts within the song	Don't Worry Be Happy sung by Bobby McFerrin Happy by Pharrell Williams a. Warm-up Games b. Flexible Games (optional) c. Vocal warm ups. Sing the song Happy, perhaps use the extended version. c. Play instrumental parts d. Improvise Sing the song and improvise using voices and/or instruments within the song	Walking On Sunshine sung by Katrina And The Waves Happy by Pharrell Williams a. Warm-up Games b. Flexible Games (optional) c. Vocal warm ups. Sing the song Happy, perhaps use the extended version. d. Play instrumental parts e. Compose Sing the song and perform composition(s) within the song	When You're Smiling sung by Frank Sinatra Happy by Pharrell Williams a. Warm-up Games b. Flexible Games (optional) c. Vocal warm ups. Sing the song Happy 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	Love Will Save The Day sung by Brendan Reilly Happy by Pharrell Williams a. Warm-up Games b. Flexible Games (optional) c. Vocal warm ups. Sing the song Happy 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	Evaluate my performance and that of others.		
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 Being in My World	I can face new challenges positively and know how to set personal goals I know what I value most about my school and can identify my hopes for this school year	I understand my rights and responsibilities as a citizen of my country I can empathise with people in this country whose lives are different to my own	I understand my rights and responsibilities as a citizen of my country and as a member of my school I can empathise with people in this country whose lives are different to my own	I can make choices about my own behaviour because I understand how rewards and consequences feel I understand that my actions affect me and others	I understand how an individual's behaviour can impact on a group I can contribute to the group and understand how we can function as a whole	I understand how democracy and having a voice benefits the school community and know how to participate in this I understand why our school community benefits from a Learning Charter and can help others to follow it	Reflect on my role as a citizen of the U.K		
PE Team Games Rounders	Develop throwing and catching with accuracy and apply these to a striking and fielding game.	Develop bowling and learn the rules of the skill within this game	Develop batting technique and understand where to hit the ball.	develop fielding techniques and apply them to game situations.	Play different roles in a game and begin to think tactically about each role.	Apply skills and knowledge to compete in a tournament.	Reflect on my own physical and teamwork skills.		
NC Links	use running, jumping, throwing and catching in isolation and in combination								

	 play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending compare their performances with previous ones and demonstrate improvement to achieve their personal best. 								
Computing Vector Drawing Digital Media / Cross Curricular	How can I create a vector drawing that is comprised of lines and shapes of different colours.	How can I resize, duplicate, rotate, align and colour objects in vector drawings.	How can I use grouping ar layers in my vector drawing	I		using vector drawings linked	Evaluate my completed work and the work of others		
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	Hello	What's your name?	How are you?	Goodbye	Numbers 0-10	How old are you?	Assessment Greet a friend and share some facts about yourself.		
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. 								