



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

Unit Theme: The Coast

| Subject | Week 1 5 th January 2026 | Week 2 12 th January 2026 | Week 3 19 th January 2026 | Week 4 26 th January 2026 | Week 5 2 nd February 2026 | Week 6 9 th February 2026 |
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| VIPERS | Vikings in Britain Viking Myths | Viking Gods Riding the Waves | How to be a Viking by Cressida Cowell | How to be a Viking by Cressida Cowell | How to be a Viking by Cressida Cowell | The Sea by James Reeves(poetry) |
| English | The Viking Oath Narrative- Characterising Speech | The Viking Oath Narrative- Characterising Speech | The Viking Oath Narrative- Characterising Speech | The Iron Hill Fort of Long Ago Narrative- Setting Description | The Iron Hill Fort of Long Ago Narrative- Setting Description | The Iron Hill Fort of Long Ago Narrative- Setting Description |
| Maths | Year 3/ 4 Multiplication Year 5/ 6 Multiplication and Division | Year 3/ 4 Multiplication Year 5/ 6 Fractions | Year 3/ 4 Multiplication Year 5/ 6 Fractions | Year 3/ 4 Length and Perimeter Year 5/ 6 Decimals | Year 3/ 4 Length and Perimeter Year 5/ 6 Decimals | Year 3/ 4 Fractions Year 5/ 6 Area, Perimeter and Volume |
| Science Can humans have a positive impact on nature? | What is an ecosystem and how is it affected by changes in the seasons? | What impact do humans have on the environment through deforestation? | Is the air I breathe polluted? | What is causing water pollution? | How can we conserve water? | Can humans have a positive impact on nature? |
| NC Links | Working Scientifically Year 3 and 4: <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 Working Scientifically Year 5 and 6: <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 Year 3 and 4 <ul style="list-style-type: none"> recognise that environments can change and that this can sometimes pose dangers to living things Year 5 and 6 (non statutory) <ul style="list-style-type: none"> Pupils might work scientifically by: observing and raising questions about local animals and how they are adapted to their environment; comparing how some living things are adapted to survive in extreme conditions | | | | | |
| History How did the Vikings change Britain? | Where did the Vikings come from? | What was a Viking settlement like? | What did the Vikings believe? | How did the Vikings travel to Britain? | What did the Vikings bring to Britain? | Why did the Vikings attack the monasteries? |
| NC Links | <ul style="list-style-type: none"> the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor | | | | | |
| Art and Design What is Land art and which artists are well known in this area? | What is Land art? | How can environmental issues influence art? | How is Land art recorded? | Plan my own Land art piece | Create my own work of art based on the work of Land artists. | What do I think and feel about my artwork? |
| NC Links | <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas | | | | | |

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| | <ul style="list-style-type: none"> 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 is it like for someone to follow God? | Which information about Bible stories can we get from different types of text? | What can we about Noah form reading the Biblical story? | What is the link between the story of Noah and the idea of covenant? What are the links between the story of Noah and how many Christian people live? | What is the link between a Christian wedding ceremony and the idea of covenant | Did Abram show he trusted God? | What is it like for someone to follow God? Assessment |
| Music A New Year Carol | A New Year Carol by Benjamin Britten Sing the song A New Year Carol | A New Year Carol by Benjamin Britten A New Year Carol - Urban Gospel version Sing both or one version of A New Year Carol | I Mun be Married on Sunday by Benjamin Britten Options to listen to: A New Year Carol by Benjamin Britten and A New Year Carol - Urban Gospel version Sing both or one version of A New Year Carol | I Mun be Married on Sunday Britten version and Bhangra version Options to listen to: A New Year Carol by Benjamin Britten and A New Year Carol - Urban Gospel version Sing both or one version of A New Year Carol | Fishing Song by Benjamin Britten Options to listen to: A New Year Carol by Benjamin Britten and A New Year Carol - Urban Gospel version Sing both or one version of A New Year Carol | Fishing Song Britten version and South African version Options to listen to: A New Year Carol by Benjamin Britten and A New Year Carol - Urban Gospel version Sing both or one version of A New Year Carol |
| 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 Dreams and Goals | I understand that I will need money to help me achieve some of my dreams I can identify what I would like my life to be like when I am grown up | I know about a range of jobs carried out by people I know and have explored how much people earn in different jobs I appreciate the contributions made by people in different jobs | I can identify a job I would like to do when I grow up and understand what motivates me and what I need to do to achieve it I appreciate the opportunities that learning and education are giving me and understand how this will help me to build my future | I can describe the dreams and goals of young people in a culture different to mine I can reflect on how these relate to my own | I understand that communicating with someone in a different culture means we can learn from each other and I can identify a range of ways that we could support each other I appreciate the similarities and differences in aspirations between myself and young people in a different culture | I can encourage my peers to support young people here and abroad to meet their aspirations, and suggest ways we might do this, e.g. through sponsorship I understand why I am motivated to make a positive contribution to supporting others |
| PE Dance | THEME: Stamp, Clap To copy and repeat a dance phrase showing confidence in movements | THEME: Stamp, Clap To work with others to explore and develop the dance idea. | THEME: Stamp, Clap To use changes in dynamics in response to the stimulus. | THEME: Bhangra To demonstrate a sense of rhythm and energy when performing bhangra style motifs. | THEME: Bhangra To perform a bhangra dance, showing an awareness of timing, formations and direction. | THEME: Bhangra To select, order, structure and perform movements in a bhangra style, showing various group formations. |
| NC Links | <ul style="list-style-type: none"> 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 Data Logging Data & Information | How can I collect data? | How do I use a data logger to collect information? | How do data loggers work? | How can I analyse data? | What questions can I ask to collect data? | What answers am I looking for when collecting data? |

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| 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 An introduction to phonics in French Les Fruits | To introduce the first set of phonics sounds/phonemes in French. The sounds introduced in this lesson are: ch ou on oi Recognise, recall and spell five different fruits with the singular indefinite article/determiner in the foreign language. | Recognise, recall and spell a further five different fruits with the singular indefinite article/determiner in the foreign language | Learn how to say the ten fruits introduced in the previous two lessons in plural form. | Learn how to formulate and express an opinion using the fruits they have learnt in this unit using the positive structure ‘I like...’. | Continue to formulate and express an opinion about the fruits that they have learnt so far in the unit using the negative structure ‘I do not like...’. | Revise and consolidate all language covered in the unit and complete the end of unit assessment. |
| 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. | | | | | |