


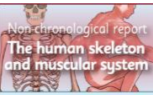





Unit Coverage- Year 3/4/5/6
2025/2026
Summer Term 1

Unit Theme: Were The Dark Ages Really Dark?

Subject	Week 1 20 th April	Week 2 27 th April	Week 3 4 th May	Week 4 11 th May	Week 5 18 th May
VIPERS	The Anglo Saxons Crime and Punishment	How 'great' was Alfred? The unearthing of Sutton Hoo	Creating a Country Scuffles with the Vikings	SATS week	
English	How To Raid An Anglo Saxon Settlement 	How To Raid An Anglo Saxon Settlement 	How To Raid An Anglo Saxon Settlement 	The Human Skeleton and Muscular System 	The Human Skeleton and Muscular System 
Maths	YR3 and YR4 Time YR5 and YR6 Ratio	YR3 and YR4 Time YR5 and YR6 Ratio/Algebra	YR3 and YR4 Decimals YR5 and YR6 Algebra	YR3 and YR4 Decimals YR5 and YR6 Shape	YR3 and YR4 Decimals YR5 and YR6 Shape
Science Why do some animals have different teeth types?	What type of teeth do humans have?	How does what we eat and drink affect our teeth?	Why are teeth important in the food chain?	What are food webs?	How do food webs support the ecosystem?
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"> identify the different types of teeth in humans and their simple functions construct and interpret a variety of food chains, identifying producers, predators and prey. <p>Year 5 and 6</p> <ul style="list-style-type: none"> recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function 				
History How did the Anglo-Saxons live and how have they influenced modern day Britain?	Who were the Anglo-Saxons and how do we know about them?	What countries did the Anglo-Saxons come from and where did they settle in Britain?	What are the differences in classes in Anglo-Saxon society?	How did the Anglo-Saxon punished crimes?	Were battles were a big part of Anglo- Saxon life? How did the Anglo-Saxons influence modern day England?
NC Links	<ul style="list-style-type: none"> Britain's settlement by Anglo-Saxons and Scots 				

Art and Design Can art influence jewellery?	Why do people wear jewellery? What types of jewellery do we know about?	How can art influence jewellery and can I use art to influence my design of an Anglo Saxon brooch?	How can I bring my design to life?	How can I bring my design to life?	Evaluation of final piece.
NC Links <ul style="list-style-type: none"> 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 Why do Christians call the day Jesus died 'Good Friday'?	What do you remember about Holy week?	How did people feel on Good Friday?	Why did Jesus have to die and rise again?	Why is the Easter story important? For Christians, why is Good Friday so important?	Why do Christians call the day Jesus dies 'Good Friday'? Assessment task
Music Music and Me	Something Helpful by Anna Meredith O by Shiva Feshareki Heroes & Villains by Eska And! by Afrodeutsche Choose an artist from the Inspirational Women's Timeline to listen to and learn about a. Watch the video 'Introduction to the Artists' b. Discuss themes and key words that relate to 'Music and Me' Get into groups and begin to create your own beats/lyrics/melodies	Something Helpful by Anna Meredith Choose an artist from the Inspirational Women's Timeline to listen to and learn about a. Video 1 Music and Anna - Who is Anna? b. Video 2 Music and Anna - Anna the Composer c. Video 3 Music and Anna - Anna's Music d. Video 4 Music and Anna - Anna's Way Into Writing Music Get into groups and begin to create your own beats/lyrics/melodies	V-A-C Moscow by Shiva Feshareki Choose an artist from the Inspirational Women's Timeline to listen to and learn about a. Video 1 Music and Shiva - Who is Shiva? b. Video 2 Music and Shiva - Confidence and Believing in Yourself c. Video 3 Music and Shiva - Shiva's Work and her Role Models Get into groups and continue to create your own music	Shades Of Blue by Eska Choose an artist from the Inspirational Women's Timeline to listen to and learn about a. Video 1 Music and Eska - Who is Eska? b. Video 2 Music and Eska - My Purpose in the World Get into groups and continue to create your own music	The Middle Middle by Afrodeutsche Choose an artist from the Inspirational Women's Timeline to listen to and learn about a. Video 1 Music and Afrodeutsche - Who is Afrodeutsche? b. Video 2 Music and Afrodeutsche - Music is Powerful Prepare for your performances
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 Relationships	I have an accurate picture of who I am as a person in terms of my characteristics and personal qualities I know how to keep building my own self-esteem	I understand that belonging to an online community can have positive and negative consequences I can recognise when an online community feels unsafe or uncomfortable	I understand there are rights and responsibilities in an online community or social network I can recognise when an online community is helpful or unhelpful to me	I know there are rights and responsibilities when playing a game online I can recognise when an online game is becoming unhelpful or unsafe	I can recognise when I am spending too much time using devices (screen time) online I can identify things I can do to reduce screen time, so my health isn't affected I can explain how to stay safe when using technology to communicate with my friends I can recognise and resist pressures to use technology in ways that may be risky or may cause harm to myself or others
PE Athletics	To develop my own and others sprinting technique.	To identify a suitable pace for the event.	To develop power, control and technique for the triple jump.	To develop power, control and technique when throwing for distance.	To develop throwing with force and accuracy for longer distances.

					To work collaboratively in a team to develop the officiating skills of measuring, timing and recording.
NC Links	<ul style="list-style-type: none"> • use running, jumping, throwing and catching in isolation and in combination • compare their performances with previous ones and demonstrate improvement to achieve their personal best. 				
Computing Sequence in Music Programming A	What is Scratch and how is it used?	How do I programme sprites?	How can I programme a sequence of sounds?	How do I order commands?	How do I change the appearance of sprite? Share final project piece.
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 Chez Moi	How do I say where I live in French?	What are the names of the rooms in my house in French?	What are the names of the rooms in my house in French?	Can I say what rooms I do not have in my home in French?	Can I include where I live and some details about my home in a conversation?
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. 				