

# Mixed Age planning – 3 year rolling programme

## Class 3 (Year 4/5/6)

### Cycle C

|                      | Autumn 1   | Autumn 2   | Spring 1  | Spring 2   | Summer 1  | Summer 2  |
|----------------------|--|--|---|--|---|---|
| Topic                | Playlist<br><br>What conducts electricity?<br>Can you make a circuit from playdoh?<br>How do plugs work? | Ground-breaking Greeks<br><br>Architecture   | Frozen Kingdoms<br><br>Inuit  | Blue Abyss<br><br>How does pollution affect habitats?  | Maafa<br><br>Trailblazers, Barrier Breakers   | Blood Heart<br><br>How does blood flow?<br>What's in blood?   |
| Texts                | Poems to Perform by Julia Donaldson  | Who Let the Gods Out? by Maz Evans   | The Wolf Wilder by Katherine Rundell  | Treasure Island by Robert Louis Stevenson; 20,000 Leagues Under the Sea by Jules Verne         | Freedom by Catherine Johnson  | Pig Heart Boy by Malorie Blackman   |
| Memorable experience | Live musical performance   | Time team  | Polar expedition<br>Inuit art   | Visit an aquarium  | Exploring Africa today  | Sheep's heart dissection  |
| Innovate Challenge   | Class Factor   | The ancient Greeks' greatest idea  | Discovering the Arctic<br>My print  | 3-D art exhibition   | Inspirational black Britons   | Heart charity fundraiser  |
| English              | Poetry; Short narratives and silent movies; Lyrics; Posters; Information leaflets                        | Greek myths; Balanced arguments; Playscripts; Odes   | Non-chronological reports; Haiku poetry; Newspaper reports; Adventure narratives  | Poetry; Dilemma stories; Biographies; Persuasive letters; Ballads                              | Newspaper reports; Persuasive letters; Non-chronological reports; Acrostic poems                                  | Non-chronological reports; Shape poetry; Slogans and adverts; Biographies; Narratives using personification |
| Geography            | Location of countries  | Interpreting geographical sources  | Arctic and Antarctic regions; Lines of latitude and longitude; Polar climates; Polar day and night; Polar oceans; Polar landscapes; Climate change; Natural resources; Indigenous people; Tourism | Seas and oceans of the world; The Great Barrier Reef; Environmental issues                     | Africa – countries, land use, natural resources, location, settlements, population, climate and physical features |   |
| Computing            | Digital recordings   |  |   | Programming; Video editing; Multimedia presentations   |   | Websites; Flow diagrams   |
| Art and Design       | Music-inspired art   |  | Printmaking; Carving  | Observational drawing; 3-D models; Clay sculpture; Anthony Gormley; Batik; Printing; Seascapes | Significant black artists; Analysing artwork; Creating artwork with meaning                                       | Modelling and sculpture; Abstract art   |
| Design Technology    | Making instruments   | Architecture over time; Greek architecture; Structural support, stiffness and stability; Building design |   | Designing submarines; Working models   |   | Tools and equipment; Recipes; Packaging; Working models   |

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| History |  | Ancient Greek periods - Minoan civilisation, Mycenaean civilisation, Dark Age, Archaic period, Classical period, Hellenistic period; Chronology and timelines; Primary and secondary sources; City states; Democracy; Role of men and women; Social hierarchy; Great Athenians; the Acropolis; Greek art, culture, architecture, philosophy, medicine and mathematics; Olympic Games; Alexander the Great; End of the Greek Empire; Legacy | Polar exploration; Significant people - Robert Falcon Scott, Ernest Shackleton; Significant events - Titanic | 19 <sup>th</sup> century ocean exploration  | Ancient African kingdoms; Development of the transatlantic slave trade; Britain's role in the slave trade; Human impact; Everyday life on plantations; Rebellion and marronage; Causes and consequences of the abolition of the slave trade and slavery; Colonisation of Africa; Black people in 20 <sup>th</sup> century Britain; Race Relations Act; Equality Act; Significant black Britons; Multiculturalism |  |
| Music   | Improvisation & Composition<br>Music of the 20 <sup>th</sup> Century                             | Improvisation & Composition  | Tuned & Untuned Instruments  | Tuned & Untuned Instruments   | Singing & Performing   | Singing & Performing<br>Pulse; Raps  |
| PSHE    | Health & Well being  | Health & Well being  | Relationships  | Relationships   | Living in the wider world<br>Prejudice and discrimination; Diversity and multiculturalism  | Living in the wider world<br>Harmful substances; Caring about others   |
| Science | Sound; Electricity; Investigations   | Investigations - Why did Icarus fall from the sky? Can we track the Sun?   | Classifying living things; Classification keys; Adaption; Investigations                                     | Living things and their habitats; Animals, including humans; Working scientifically; Investigations |  | Circulatory system; Measuring heart rate; Lifestyle effects; Animals, including humans; Working scientifically; Investigations |
| PE      | Modified team games, hand/eye coordination<br>Batting & fielding games - Kwik Cricket & rounders | Modified games, attacking & defending<br>Tag Rugby   | ABC's in isolation & combination<br>Dance, movement through music & gymnastics                               | Evaluating & recognising success through games<br>Handball, benchball, basketball & dodgeball       | Dynamic movement through modified games<br>Orienteering & volleyball   | Developing flexibility, speed, strength, power, technique, control & balance<br>Athletics & football                           |
| RE      | Judaism - Rosh Hashanah and Yom Kippur   | UC 2b.5<br>What would Jesus do?  | Buddhism - Parinirvana   | UC 2b.7<br>What difference does the resurrection make for Christians?                               | UC 2b.8<br>What kind of king is Jesus?   | Christianity - Sunday  |
| French  | Core 3   | At school  | My town  | Sport   | Hobbies  | Environment  |