

**CAWSTON CE PRIMARY ACADEMY**  
**ALDER CLASS LONG TERM PLAN 2019-20**

<b>YEAR 6</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Theme</b>	<b>Who's the Mummy?</b> Ancient Egypt & Egypt Today	<b>Home Front Heroes</b> World War II	<b>Pole to Pole</b> Shackleton's Journey	<b>Brilliant Britain</b> Post-war Britain to Present Day Britain	<b>Tomorrow's World</b> World of Technology	<b>A Time to Shine</b> From Primary School to High School
<b>English</b>	<p><b>Power of Reading Book:</b> Pig Heart Boy</p> <p><b>Narrative:</b> Diary Writing</p> <p><b>Non-Fiction:</b> Arguments; Non-chronological Report</p> <p><b>Spelling, Punctuation and Grammar taught daily</b></p>	<p><b>Power of Reading Book:</b> Goodnight Mr Tom</p> <p><b>Narrative:</b> Stories with a historical setting</p> <p><b>Non-Fiction:</b> Information Leaflets <i>(what to do in the blackout)</i></p> <p><b>Poetry:</b> Narrative Poetry</p> <p><b>Spelling, Punctuation and Grammar taught daily</b></p>	<p><b>Power of Reading Book:</b> Shackleton's Journey</p> <p><b>Narrative:</b> Descriptive setting writing</p> <p><b>Non-Fiction:</b> Newspaper Report</p> <p><b>Poetry:</b> The Power of Imagery</p> <p><b>Spelling, Punctuation and Grammar taught daily</b></p>	<p><b>Power of Reading Book:</b> The London Eye Mystery</p> <p><b>Narrative:</b> Stories with flashbacks</p> <p><b>Non-Fiction:</b> Formal Letter; Information Text</p> <p><b>Poetry:</b> Free Verse Poetry; Haiku</p> <p><b>Spelling, Punctuation and Grammar taught daily</b></p>	<p><b>Power of Reading Book:</b> The Viewer</p> <p><b>Narrative:</b> <i>Editing and reviewing</i> Police Transcript</p> <p><b>Non-Fiction:</b> Letters to persuade; Discussion</p> <p><b>Poetry:</b> 'Found' Poetry</p> <p><b>Spelling, Punctuation and Grammar taught daily</b></p>	<p><b>Power of Reading Book:</b> Macbeth</p> <p><b>Narrative:</b> Play scripts <i>Editing and reviewing</i></p> <p><b>Non-Fiction:</b> Autobiographies/ Biographies</p> <p><b>Poetry:</b> Sonnets</p> <p><b>Spelling, Punctuation and Grammar taught daily</b></p>
<b>Maths</b>	<p><b>Number – Place Value</b> (1 week)</p> <p><b>Number – Addition, Subtraction and Multiplication</b> (2 weeks)</p>	<p><b>Number – Division</b> (1 week)</p> <p><b>Number – Decimals</b> (1 week)</p> <p><b>Number – Ratio</b> (1 week)</p>	<p><b>Number – Place Value</b> (2 days)</p> <p><b>Number – Decimals</b> (1 week)</p> <p><b>Number – Ratio</b> (3 days)</p>	<p><b>Number – Multiplication and Division</b> (1 week)</p> <p><b>Number – Percentages</b> (1 week)</p> <p><b>Number – Algebra</b></p>	<p><b>Problem Solving and Consolidation</b> (3 weeks)</p> <p><b>SATs week</b></p> <p><b>Statistics</b> (1 week)</p>	<p><b>Investigations</b></p>

	<p><b>Statistics: Mean Average</b> (3 days)</p> <p><b>Geometry – Properties of Shapes: Exterior/ Interior Angles</b> (1 week)</p> <p><b>Baseline SATs Assessments</b> (2 days + 2 days)</p>	<p><b>Fractions</b> (2 weeks)</p> <p><b>Measurement – Converting Units</b> (1 week)</p> <p><b>Geometry – Position and Direction</b> (1 week)</p> <p><b>SATs Assessments</b> (2 days)</p>	<p><b>Number – Percentages</b> (1 week)</p> <p><b>Number – Algebra</b> (1 week)</p> <p><b>Fractions</b> (1 week)</p> <p><b>Geometry – Properties of Shapes</b> (1 week)</p> <p><b>SATs Assessments</b> (2 days)</p>	<p>(1 week)</p> <p><b>Fractions</b> (1 week)</p> <p><b>Measurement – Perimeter, Area and Volume</b> (1 week + 3 days)</p> <p><b>SATs Assessments</b> (2 days)</p>		
<b>Science</b>	<p>Longitudinal Study</p> <p>Micro-organisms</p> <p>Animals, including Humans: Circulatory System</p>	<p>Animals, including Humans: Healthy Lifestyle</p> <p>Light &amp; Shadow</p>	<p>All Living Things</p>	<p>Longitudinal Study</p> <p>Evolution &amp; Inheritance</p>	<p>Electricity</p>	<p>Longitudinal Study</p> <p>SRE</p>
<b>LOtC</b>	<p>Garden Skills</p> <p>Potato Harvest</p>	<p>Garden Skills – Dig for Victory</p>	<p>Master Gardeners</p> <p>Classification</p>	<p>Master Gardeners: Plant Potatoes</p> <p>Compost</p>	<p>Buddy Activities</p> <p>Pond</p>	<p>Buddy Activities</p> <p>Tree Study</p>
<b>Computing</b>	<p>PowerPoint – Geographical fact file</p> <p><b>Safe Use of Internet</b></p>	<p>Coding (Scratch)</p>	<p>Spreadsheets</p> <p><b>Safe Use of Internet</b></p>	<p>Databases (Controlling Devices)</p>	<p>Create a computer game (programming)</p> <p><b>Safe Use of Internet</b></p>	<p>Internet Research and Website Design</p>
<b>History</b>	<p>The achievements of the Ancient Egyptians: A study of where and when this civilization appeared and its significance</p>	<p><i>Why was Britain at war with Germany?</i></p> <p><i>What it was like to be a child during WW2?</i></p> <p>A significant turning point in British history –</p>	<p>Research the life and achievements of Ernest Shackleton</p>	<p>A Study of Modern British History post-war, focusing on significant changes to music and fashion</p>		

		The Battle of Britain & the use of RADAR				
<b>Geography</b>	<p>Location of Egypt</p> <p>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</p> <p>Geographic fact file of modern Egypt</p>	<p>Locate European countries using maps</p>	<p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries (<i>Antarctica</i>) and describe features studied (<i>desert regions</i>)</p>	<p>Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p> <p>Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the UK</p>		
<b>Art &amp; Design</b>	<p>Use sketch books to record observations and to review and revisit ideas</p> <p>To improve their mastery of design techniques (printing) – decorated Egyptian collar</p>	<p>Use sketch books to record observations and to review and revisit ideas:</p> <p>Propaganda posters</p> <p>Artist study: LS Lowry</p> <p>To improve their mastery painting, cutting and pasting – create a Blitz skyline silhouette</p>	<p>Use sketch books to record observations and to review and revisit ideas</p> <p>To improve their mastery of drawing and painting – create a monochrome mixed media (oil pastel and watercolour) picture</p>	<p>Designer study: Vivienne Westwood</p> <p>Use sketchbooks to create own design drawings of fashion</p>	<p>Use sketch books to record observations and to review and revisit ideas</p>	

	To improve their mastery of design techniques (paper mâché sculpture) – create canopic jars					
<b>Design &amp; Technology</b>		WWII Cooking  The invention of RADAR (understand how key events <i>and individuals in design and technology</i> have helped shape the world)		Traditional British Cooking	Design, make and evaluate a robot, applying technical knowledge: the use of mechanical systems and the use of electrical systems	
<b>Music</b>	Jazz Music 2  Songs about Ancient Egypt	Wartime songs  Composition	Classical Music, including Antonio Vivaldi ( <i>The Four Seasons</i> )	British Pop Music	‘Futuristic’ Music  Making ‘Synthetic’ Music	Sing and Perform Songs  Music to Celebrate
<b>Modern Languages – Spanish</b>	<i><b>Taught by Languages Specialist</b></i>					
<b>Physical Education</b>	Tag Rugby  Gymnastics  <i>Swimming</i>	Sportshall (Indoor Athletics)  Football  <i>Swimming</i>	Dance  Hockey	OAA (Orienteering)  Netball	Athletics  Cricket  <i>Booster Swimming</i>	Tennis  Quadkids (Athletics)  <i>Booster Swimming</i>
<b>Religious Education</b>	Islam Revelation  <i>Harvest Festival</i>	Christianity Incarnation: <i>Was Jesus the Messiah?</i>  <i>Christmas Carols</i>	Hinduism Buddha  <i>Easter Service</i>	Christianity Salvation: <i>What difference does the resurrection make to Christians?</i>	World religions <i>Can one person inspire many?</i> <b>Key Concepts:</b> Agape, Discipleship, Gospel	Christianity Creation/Fall: <i>Creation and Science: conflicting or complementary?</i>
<b>PATHS</b>	Unit 1: Getting Back into PATHS	Unit 2: Study and Organisational Skills	Unit 3: Conflict Resolution	Unit 4: Respect	Unit 5: Endings and Transitioning	Sex and Relationships Education (SRE)