



Burlington Junior school – Curriculum Long Term Plan- Spring 1 2019/2020: Year 6



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| Spring Term | |
| Values: | |
| Spring Term 1 -Tolerance | |
| Spring Term 2 – Calmness | |
| Poetry | Link poetry to narrative themes- use this to develop vocabulary and rich language. |
| Narrative | Text: The Boy in the Striped Pyjamas, John Boyne (Meeting tale) Text: Letters from the Lighthouse, Emma Carroll (Suspense tale) |
| Non-Narrative | Explanation - |
| Maths | Effective Maths |
| British Science Week – Amazing discoveries – dead and alive | To describe and evaluate their own and others’ scientific ideas related to topics in the national curriculum (including ideas that have changed over time), using evidence from a range of sources To ask their own questions about the scientific phenomena that they are studying, and select the most appropriate ways to answer these questions, recognising and controlling variables where necessary (i.e. observing changes over different periods of time, noticing patterns, grouping and classifying things, carrying out comparative and fair tests, and finding things out using a wide range of secondary sources) To use a range of scientific equipment to take accurate and precise measurements or readings, with repeat readings where appropriate. To record data and results using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. To draw conclusions, explain and evaluate their methods and findings, communicating these in a variety of ways. To raise further questions that could be investigated, based on their data and observations. To explore the work of scientists and scientific research. |
| It’s Electrifying | To understand how Hedy Lamarr and Alan Turing revolutionised the modern world To use recognised symbols when representing a simple circuit in a diagram To compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches To associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit |
| SOS – Planet Earth! | To describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals To give reasons for classifying plants and animals based on specific characteristics |



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| RE Living the faith | <p>To show how forms of worship are expressions of belief</p> <p>To express thoughts about the importance of worship for faith members</p> <p>To show how the milestones of life give a sense of identity and belonging for faith members</p> <p>To discuss the impact of rites of passage on faith members, their family and community</p> |
| Computing | <p>To use technology to present their work, showing an increasing degree of skill and using advanced features of software and tools</p> <p>To use spreadsheets to create graphs and present data in different ways</p> <p>To design, construct, evaluate and modify simple models i.e. enter data, enter formulae, copy cells and use formatting in a spreadsheet</p> <p>To develop their understanding of how technology works and how computers process instructions and commands, including the use of coding languages</p> <p>To use more complex programming software which interacts with external controllers, and elements on screen, creating algorithms and using logic and calculations.</p> <p>To deconstruct and Investigate the effect of changing variables in simulations. (Program)</p> <p>Pupils to collaborate on a project using a range of web tools to support their work- including, but not limited to google docs / sites / wikis</p> <p>To use a range of sources to check reliability and validity; recognise different viewpoints and the impact of incorrect data</p> <p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>Use sequence, selection and repetition in programs; work with variables and various forms of input and output</p> <p>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p> <p>I can design and create a game, app and / or model, incorporating variables and different forms of input and output</p> <p>I can test, debug and modify a program to improve it</p> |
| French | Language Angels |
| PE | Rising Stars Curriculum |
| Theme | A Child’s War (6 weeks) |



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| Objectives: | World War 2 - a study of an aspect of British History that extends pupils' chronological knowledge beyond 1066 |
| History | <p>To place current study on time line in relation to other studies</p> <p>To use relevant dates and specialist terms</p> <p>To sequence up to ten events on a time line</p> <p>To have an in depth factual knowledge and understanding of Britain and the wider world</p> <p>To know key dates, people and events of time studied</p> <p>To consider ways of checking the accuracy of interpretations – fact or fiction and opinion (re: BitSP; how Jews were portrayed)</p> <p>To be aware that different evidence will lead to different conclusions (re: BitSP; how Jews were portrayed)</p> <p>To be confident use of the library etc. for research</p> <p>To recognise primary and secondary sources</p> <p>To bring knowledge gathering from several sources together in a fluent account</p> <p>To select aspect of study to make a display</p> <p>To use a variety of ways to communicate knowledge and understanding including extended writing</p> |
| Geography | <p>To 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>To understand about the links and relationships between different places and that make places dependent on each other.</p> <p>To describe and understand key aspects of 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>To explain own views</p> |
| Art | <p>Drawing: World War II posters</p> <p>Independently develop a range of ideas which show curiosity, imagination and originality.</p> <p>PAINTING:</p> <p>To develop a painting from a drawing.</p> <p>To carry out preliminary studies, trying out different materials and mixing appropriate colours.</p> <p>[COLOUR]</p> <p>To mix and match colour to create atmosphere and light effects.</p> <p>To be able to identify primary, secondary, complementary and contrasting colours.</p> <p>To work with complementary colours.</p> <p>To provide a reasoned evaluation of both their own and professionals' work, which takes into account the starting points, intentions and context behind the work.</p> |



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| | To know how to describe, interpret and explain the work, ideas and practices of some significant artists, designers and architects, taking account of the influence of the different historical, cultural and social contexts in which they worked. |
| Theme | Hola Mexico! (2 weeks) |
| Objectives: | Ancient Maya – a non-European society that provides contrasts with British History |
| Art | <p>Printing: Press print – 3 colour overlays, worked into with other media. To independently develop a range of ideas which show curiosity, imagination and originality. To systematically investigate, research and test ideas and plans using sketchbooks and other appropriate approaches. For example, sketchbooks will show in advance how work will be produced and how the qualities of materials will be used.</p> <p>PRINTING:</p> <p>To create printing blocks by simplifying an initial sketch book idea. To use relief or impressed method. To create prints with three overlays. To work into prints with a range of media e.g. pens, colour pens and paints. To provide a reasoned evaluation of both their own and professionals' work, which takes into account the starting points, intentions and context behind the work. To use detailed annotations in sketchbooks To know how to describe, interpret and explain the work, ideas and practices of some significant artists, designers and architects, taking account of the influence of the different historical, cultural and social contexts in which they worked. To know technical vocabulary and techniques for modifying the qualities of materials and processes.</p> |
| DT/STEM | <p>To communicate their ideas through detailed labelled drawings To develop a design specification To explore, develop and communicate aspects of their design proposals by modelling their ideas in a variety of ways To plan the order of their work, choosing appropriate materials, tools and techniques To select appropriate materials, components and techniques To assemble components make working models</p> |



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| | <p>To make modifications as they go along</p> <p>To record their evaluations using drawings with labels</p> <p>To evaluate against their original criteria and suggest ways that their product could be improved</p> |
| Theme | All different, all equal (1 week) |
| Objectives: PSHE | <p>To identify and evaluate the different feelings that I experience.</p> <p>To explain ways in which difference can be a source of conflict or a cause for celebration.</p> <p>To show empathy with people in either situation.</p> <p>To describe some ways in which I can work with other people to help make the world a better place.</p> <p>To identify why I am motivated to do this.</p> |
| Theme | Our Family – Being part of the Commonwealth (1 week) |
| Objectives: History | <p>The Windrush Generation</p> <p>To be able to describe the story of the Windrush generation</p> <p>To be able to explain the cause of the Windrush immigrants coming to the UK</p> <p>To evaluate the consequence of the Windrush immigrants coming to the UK</p> <p>To use relevant dates and specialist terms</p> <p>To identify features and make links between past societies and periods</p> <p>To have an in depth factual knowledge and understanding of Britain and the wider world</p> <p>To write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation</p> <p>To know key dates, people and events of time studied</p> <p>To confidently use the library etc. for research</p> <p>To use a range of sources to find out about an aspect of time past. Suggest omissions and the means of finding out</p> <p>To understand the methods of historical enquiry, including how evidence is used and discern how and why contrasting arguments and interpretations of the past have been constructed</p> <p>To use a variety of ways to communicate knowledge and understanding including extended writing</p> |
| Geography | <p>To 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>To understand about the links and relationships between different places and that make places dependent on each other.</p> <p>To describe and understand key aspects of 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> |



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| DT | To explain own views Develop a design specification To plan the order of their work, choosing appropriate materials, tools and techniques To use tools safely and accurately To achieve a quality product To evaluate against their original criteria and suggest ways that their product could be improved |
| Additional Enrichment | Community Project: Interviewing the elderly – What was life like...? Activity Passport: Interviewing the elderly – What was life like...? Visits/visitors: Science visitor Life Skills: Organise afternoon tea Experience/launch: Evacuation – children to experience an evacuation day Outdoor Learning: Create plastic pyramids Challenging Stereotypes: Women in work Positions of Responsibility: Computing, library, house point monitors |



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