



**Burlington Junior School – Curriculum Long Term Plan – Autumn 2020/2021: Year 6**



Autumn Term Values: Autumn Term 1 – Resilience Autumn Term 2 – Respect		SMSC Spiritual, moral, social and cultural <u>Fundamental British Values</u>	RSE Relationship and Sex Education	Safeguarding
<b>English Poetry</b>	Link poetry to narrative themes- use this to develop vocabulary and rich language.			
<b>Narrative</b>	<p><b>Text:</b> Wonder, RJ Palacio (Character change)</p> <p><b>Text:</b> Letters from the Lighthouse by Emma Carroll (HISTORY)</p>	<p>Right and wrong Behaviour and consequences Cultural influences values across cultures Reflect own beliefs</p> <p>Democracy Mutual Respect Rule of law Individual liberty</p>	Respect each other's work	Keeping safe Relationships. Keeping safe, beach and water safety.
<b>Non-Narrative</b>	Instructions (how to be a perfect friend), Information text (evolution and inheritance)	<p>Right and wrong Behaviour and consequences Cultural influences values across cultures Reflect own beliefs</p> <p>Democracy Mutual Respect Rule of law</p>	Respect each other's work	Keeping safe Relationships. Keeping safe, beach and water safety.



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		Individual liberty		
<b>Maths</b>	<b>Effective Maths</b> Place Value Addition and Subtraction Multiplication and Division Time Fractions Percentages Geometry	Ability to accept other people’s viewpoints. Being able to reflect.  Mutual Respect	Collaboration, working together positively	Relationships (working as partners)
<b>Science</b>	<b>Evolution and Inheritance</b> <ul style="list-style-type: none"> <li>To identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</li> <li>To recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</li> <li>To recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</li> <li>To report and present 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</li> <li>Identify scientific evidence that has been used to support or refute ideas and arguments.</li> <li>To plan different types of scientific enquiries to answer questions including recognising and controlling variables where necessary.</li> </ul> <b>Light</b> <ul style="list-style-type: none"> <li>To use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them</li> <li>To explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes</li> </ul>	Understand our relationship with the world around us (how the physical world behaves, the interdependence of all living things).  Encourage pupils to be both open minded (generating a hypothesis) and critical (demanding evidence) and to use their understanding of the world around them in a positive manner.  Encourage pupils to work together on scientific investigations	Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents	Also looks at its application and safe usage of electricity.  Look at how the rule of law protects people and how each of us have a moral duty to be responsible with it.



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	<ul style="list-style-type: none"> <li>• To report and present 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</li> <li>• To identify scientific evidence that has been used to support or refute ideas and arguments.</li> <li>• To recognise that light appears to travel in straight lines</li> <li>• To use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye</li> </ul>	<p>and to share results (to improve reliability).</p> <p>Understand the importance of safety rules when working scientifically</p> <p>Make choices when planning an investigation</p> <p>Scientific discoveries have come from other cultures</p> <p>Religious beliefs often compete with scientific understanding</p> <p>Work as a team</p> <p>Discuss findings</p>		
<b>RE</b>	<p><b>Freedom and Justice</b></p> <ul style="list-style-type: none"> <li>• Describe what freedom means to people of faith</li> <li>• Show understanding of the beliefs and feelings of faith members who have experienced injustice</li> <li>• Identify the impact of a religious teaching such as forgiveness on a believer’s actions</li> <li>• Identify the impact that reconciliation has on community harmony</li> <li>• Explain what freedom means to them</li> <li>• Share experiences of injustice and explain their hopes and dreams for a just world</li> <li>• Give examples of conflicts that have been resolved within the family, school or community</li> </ul>	<p>Respect for different people’s faiths</p> <p>Learning about their own identity</p> <p>Everyone has rights</p> <p>Mutual respect – treat others with respect</p>	<p>To discuss fairness and the democratic right to choose</p>	<p>Develop objectivity when considering texts and stories</p> <p>Social, emotional aspects of learning (Jigsaw) program delivered</p>



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	<ul style="list-style-type: none"> <li>Appreciate the power of forgiveness and reconciliation in the world</li> </ul>	<p>Tolerance of those with different faiths and beliefs</p> <p>Teaching students to respect and value diversity</p>		
<b>Computing</b>	<p><b>Online safety</b></p> <ul style="list-style-type: none"> <li>Identify benefits and risks of mobile devices broadcasting the location of the user/device, e.g. apps accessing location.</li> <li>Identify secure sites by looking for privacy seals of approval, e.g. https, padlock icon.</li> <li>Identify the benefits and risks of giving personal information and device access to different software.</li> <li>To review the meaning of a digital footprint and understand how and why people use their information and online presence to create a virtual image of themselves as a user.</li> <li>To have a clear idea of appropriate online behaviour and how this can protect themselves and others from possible online dangers, bullying and inappropriate behaviour.</li> <li>To begin to understand how information online can persist and give away details of those who share or modify it.</li> <li>To understand the importance of balancing game and screen time with other parts of their lives, e.g. explore the reasons why they may be tempted to spend more time playing games or find it difficult to stop playing and the effect this has on their health.</li> <li>To identify the positive and negative influences of technology on health and the environment</li> </ul> <p><b>Coding</b></p> <ul style="list-style-type: none"> <li>Review good planning skills</li> <li>Design programs using their choice of objects, attributing specific actions to each using their new programming knowledge</li> </ul>	<p>Computing provides opportunities for reflection of awe and wonder about the achievements in ICT today and the possibilities for the future.</p> <p>Students consider the effects of social networking and the consequences of cyber bullying</p> <p>As part of the computing curriculum students are taught to think and produce work that reflects the needs of diverse audiences within our community and the wider community.</p>	<p>To respect each other when online</p> <p>That people sometimes behave differently online, including by pretending to be someone they are not</p> <p>That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous</p> <p>How to critically consider their</p>	<p>E-Safety</p> <p>Model expectations and responses to information</p> <p>predict risks and take appropriate action to keep yourself safe online</p> <p>Take responsibility for what you say and do - links to social media</p> <p>respect other people’s experiences, thoughts and be prepare to reflect and challenge appropriately</p>



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	<ul style="list-style-type: none"> <li>• Use variables within a game to keep track of the properties of objects</li> <li>• Use functions and understand why they are useful in 2Code</li> <li>• Debug a program and organise the code into tabs</li> <li>• Organise code into functions and Call functions to eliminate surplus code in the program</li> <li>• Explore the options for getting text input from the user in 2Code</li> <li>• Include interactivity in programming</li> <li>• Use flowcharts to test and debug a program</li> <li>• Create a simulation of a room in which devices can be controlled</li> <li>• Explore how 2Code can be used to make a text-based adventure game</li> </ul>	<p>Students explore how developments in technology have changed our culture, particularly the rise in social networking sites and the ability to communicate instantly across National and International borders.</p> <p>How to use the internet positively including social media</p> <p>The dangers of the internet are highlighted to students and they are taught about what to do if they are uncomfortable with any online behaviour or material they see</p> <p>How to be a respectful digital citizen</p> <p>Posting offensive/slandorous material on social media or Cyber-bullying</p>	<p>online friendships and sources of information including awareness of the risks associated with people they have never met</p>	<p>Develop a healthy digital attitude, recognising the impact of excessive use on mental and physical wellbeing</p> <p>Follow a set of instructions and reflect on the effectiveness of those choices</p> <p>Safeguarding knowledge is deepened and children are more able to protect themselves from harm.</p> <p>The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</p>
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<p><b>French</b></p>	<p><b>Language Angels</b>  <b>Verbs (Regular) and Grammar</b></p> <ul style="list-style-type: none"> <li>Recognise and understand what a pronoun is in both English and French and be able to say what the key personal pronouns are in French</li> <li>Understand what a verb is in both English and French and how to then create a stem and work out the endings for regular –ER, -IR and -RE verbs</li> <li>Conjugate in French a regular –ER verb</li> <li>Conjugate in French a regular –IR verb</li> <li>Conjugate in French a regular –RE verb</li> </ul> <p><b>At School</b></p> <ul style="list-style-type: none"> <li>Repeat and recognise the vocabulary for school subjects</li> <li>Say what subjects they like and dislike at school</li> <li>Tell the time in French</li> <li>Create a French timetable for school</li> <li>Use the verb aller in French to say what time they go to school</li> </ul>	<p>Respect for different people’s faiths</p> <p>Mutual respect – treat others with respect</p> <p>Tolerance of those with different faiths and beliefs</p>	<p>Develop confidence in talking, listening and thinking about feelings and relationships</p>	
<p><b>PE</b></p>	<p><b>Outdoor OAA</b></p> <ul style="list-style-type: none"> <li>Develop and refine orienteering and problem-solving skills when working in groups and on their own</li> <li>Decide what approach to use to meet the challenge set</li> <li>Adapt their skills and understanding as they move from familiar to unfamiliar environment</li> <li>See the importance of a group or team plan, and the value of pooling ideas</li> <li>Improve their performance by changing or adapting their approaches as needed</li> </ul> <p><b>Invaders</b></p> <ul style="list-style-type: none"> <li>To understand the basic rules of tag rugby</li> <li>To work as a team, using ball-handling skills</li> </ul>	<p>PE offers many opportunities that support the social development of our children.</p> <p>Groupings allow children to work together and give them the chance to develop respect for the abilities of other children through collaborative and co-operative work,</p>	<p>To develop skills for a healthier safer lifestyle</p> <p>To respect and care for their bodies</p>	<p>Using equipment properly and safely.</p> <p>Healthy body, mind and lifestyle.</p>



	<ul style="list-style-type: none"> <li>• To pass and carry a ball using balance and co-ordination</li> <li>• To use skills learned to play a game of tag rugby</li> <li>• To apply rules and skills learned to a game</li> <li>• To play in a mini tag rugby competition</li> </ul> <p><b>Indoor</b></p> <p><b>Step to the Beat</b></p> <ul style="list-style-type: none"> <li>• To understand the value of aerobic exercise</li> <li>• To learn how to measure heart rate and note any changes</li> <li>• To perform aerobic activity to music</li> <li>• To understand the value of aerobic exercise</li> <li>• To practise and apply a sequence of step moves to the beat of the music</li> <li>• To understand the value of step-based exercise</li> <li>• To understand the value of aerobic exercise</li> <li>• To devise a sequence of step-based activities to music</li> </ul> <p><b>Gymfit circuits</b></p> <ul style="list-style-type: none"> <li>• To plan a personal programme</li> <li>• Develop a personal programme that is suitable for each child, using the knowledge and understanding</li> </ul> <p><b>Mighty Movers</b></p> <ul style="list-style-type: none"> <li>• To know and understand the basic principles of a good warm-up</li> <li>• To understand how moves can be linked together to perform more complex/challenging moves</li> <li>• To understand how moves can be linked together to perform more complex/challenging moves</li> <li>• To perform and devise a sequence of movements to music</li> </ul>	<p>while gaining a better understanding of themselves</p> <p>“fair play”, following and developing rules, celebrating and rewarding success, accepting defeat and participating in activities that promote cooperation with others and inclusion for all</p>		
<p><b>PSHE</b></p>	<p><b>Being Me In My World</b></p> <ul style="list-style-type: none"> <li>• I can identify my goals for this year, understand my fears and worries about the future and know how to express them</li> </ul>	<p>Enquire and communicate ideas, meanings and feelings.</p>	<p>Develop confidence in talking, listening and thinking about</p>	<p>Keeping safe. Healthy body and mental health.</p>



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	<ul style="list-style-type: none"> <li>• I know that there are universal rights for all children but for many children these rights are not met</li> <li>• I understand that my actions affect other people locally and globally</li> <li>• I can make choices about my own behaviour because I understand how rewards and consequences feel and I understand how these relate to my rights and responsibilities</li> <li>• I understand how an individual’s behaviour can impact on a group</li> <li>• I understand how democracy and having a voice benefits the school community</li> </ul> <p><b>Celebrating Difference</b></p> <ul style="list-style-type: none"> <li>• I understand there are different perceptions about what normal means</li> <li>• I understand how having a disability could affect someone’s life</li> <li>• I can explain some of the ways in which one person or a group can have power over another</li> <li>• I know some of the reasons why people use bullying behaviours</li> <li>• I can give examples of people with disabilities who lead amazing lives</li> <li>• I can explain ways in which difference can be a source of conflict and a cause for celebration</li> </ul>	<p>Reflect on own beliefs and experiences.</p> <p>Mutual respect – treat others with respect</p> <p>Tolerance of those in difficult situations</p> <p>Individual liberty</p> <p>Teaching students to respect and value diversity</p>	<p>feelings and relationships</p> <p>To develop skills to make and maintain positive relationships</p> <p>To develop positive attitudes and values and respect differences in opinion</p>	<p>Healthy lifestyle and choices.</p>
<p><b>Theme Lessons</b></p>	<p><b>You Are Awesome</b></p>			
<p><b>Objectives</b></p> <p><b>PSHE</b></p>	<ul style="list-style-type: none"> <li>• To identify and evaluate the different feelings that I experience.</li> <li>• To identify who I can talk to when I feel overwhelmed.</li> <li>• To explain the responsibilities that I have towards myself.</li> </ul>	<p>Enquire and communicate ideas, meanings and feelings.</p> <p>Reflect on own beliefs and experiences.</p> <p>Mutual respect – treat others with respect</p> <p>Tolerance of those in difficult situations</p>	<p>Develop confidence in talking, listening and thinking about feelings and relationships;</p> <p>To develop skills to make and maintain positive relationships</p>	<p>Keeping safe.</p> <p>Healthy body and mental health.</p>



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		Individual liberty  Teaching students to respect and value diversity	To develop positive attitudes and values and respect differences in opinion	
<b>Theme</b>	<b>The Vikings</b>			
<b>Objectives</b> <b>Geography</b>  <b>History</b>	<ul style="list-style-type: none"> <li>To know where the Vikings came from and why they attacked</li> <li>To know that the Vikings were a real threat from the sea</li> <li>To locate the Vikings in time in relation to the Romans and Saxons</li> <li>To understand how the Vikings gained their reputation</li> <li>To understand that it was exaggerated by the accounts written by monks</li> <li>To distinguish between a Saxon and Viking account of the same event</li> <li>To identify at least one period when the Vikings were successful and another when they were not</li> <li>To understand the importance of the Danelaw as an area of Viking settlement</li> <li>To identify which source historians used when making statements, e.g. about trade routes and jewellery so that they can see that Vikings were more than simple raiders; they also traded</li> <li>To locate places with 6 of main Viking suffixes from a given map</li> <li>To know that people differ in their view of the Vikings not just at the time</li> </ul>	<p>Recognise the difference between right and wrong</p> <p>Behaviours and actions have consequences</p> <p>Encouraging pupils to comment on moral questions and dilemmas from the past.</p> <p>The study of social issues is a common theme in History lessons.</p> <p>Developing a better understanding of our multicultural society through studying links between local, British, European and world history.</p>	<p>Encourage children to challenge stereotypes and prejudice.</p> <p>Encourage children to have respect for others and have knowledge of them in terms of gender / race / sexuality / culture.</p>	<p>Resist extremism and prevent radicalisation</p> <p>Reflect on ethics/morals what is acceptable and not acceptable</p> <p>Prejudice and Discrimination</p> <p>Understand that learning from the past is deepened by reflecting on the present and this can always change</p>



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Theme	Portraits			
<b>Objectives</b>  <b>Art</b>	<ul style="list-style-type: none"> <li>Know how to <b>research and discuss</b> the ideas and approaches of various artists, designers and architects; taking account of their particular <b>cultural context and intentions</b>.</li> <li>Provide a <b>reasoned evaluation</b> of both their <b>own and professionals'</b> work, which takes into account the <b>starting points, intentions and context</b> behind the work.</li> <li>Understand how to <b>describe the processes</b> they are using and how they hope to achieve <b>high quality outcomes</b></li> <li><b>Confidently</b> use sketchbooks for a variety of purposes including: recording observations, develop ideas; testing materials; planning and recording information.</li> <li>Independently select and effectively use relevant processes in order to create successful and finished work. <u>Observational drawing evidences convincing scale, depth, texture, and tone through the majority of a piece.</u></li> <li>Create detailed drawings and develop close observation skills</li> <li>Provide a <b>reasoned evaluation</b> of both their <b>own and professionals'</b> work, which takes into account the <b>starting points, intentions and context</b> behind the work.</li> </ul>	<p>Enquire and communicate ideas, meanings and feelings.</p> <p>Students will investigate visual, tactile and other sensory qualities of their own and others work.</p> <p>Look at work that will often pose a moral question</p> <p>Students work celebrated throughout the school</p> <p>Students will be exposed to a wide variety of cultures, beliefs and religions.</p>	<p>To develop skills to make and maintain positive relationships</p> <p>To develop positive attitudes and values and respect differences in opinion</p>	<p>Identifying feelings and understanding empathy</p> <p>Understand that all art should be respected and valued</p> <p>Everyone can be an artist, everyone has a different opinion of what is 'good art'</p> <p>Celebrating success with positive praise to reflect and making choices including accepting reflections from others</p>
<b>Theme</b>	<b>Local Area and Region</b>			
<b>Objectives</b>	<ul style="list-style-type: none"> <li>To locate the region and local area in relation to other places</li> <li>To use an aerial image to describe the key physical and human features of the region and local area</li> <li>To understand local, regional, national and international links to the local area</li> </ul>	Developing a sense of identity and belonging within the local community.	In school and in wider society they can expect to be treated with	Raise questions through an enquiry approach and create a



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<p><b>Geography</b></p>	<ul style="list-style-type: none"> <li>• To identify the principal features of a region within the UK</li> <li>• To locate key sites on a regional map</li> <li>• To use scale on a map to measure approximate distances</li> <li>• To use distance and compass points to identify the approximate location of a place</li> <li>• To consider how a region can meet the needs of its population</li> <li>• To identify key human needs and processes</li> <li>• To gather evidence through urban fieldwork of how a region is meeting people’s needs</li> <li>• To annotate an Ordnance Survey map to accurately locate specific sites</li> <li>• To create symbols and a key for a simple land use map</li> <li>• To create accurate six-figure grid references for specific sites</li> <li>• Communicate geographical information about the region, using maps and writing at length</li> </ul>	<p>Effects of humans on the natural environment e.g tourism, farming.</p> <p>Cultural understanding of how people adapt the landscape and how they use the natural environment.</p>	<p>respect by others, and that in turn they should show due respect to others, including those in positions of authority</p>	<p>hypothesis (reasoning), be prepared to change an opinion or belief</p> <p>Understand the difference between fact and opinion</p> <p>Appreciate the effect that actions can have on others (consequence) and learn from problems in the past</p>
<p><b>Theme</b></p>	<p><b>Lest We Forget!</b></p>			
<p><b>Objectives: History</b></p>	<ul style="list-style-type: none"> <li>• To understand the changing locations of Britain’s wars across time and to suggest reasons why the locations changed e.g. changes in transport and technology.</li> <li>• To understand some of the motives that led to these wars and how these motives may have changed across time</li> <li>• To make links between past and present, identifying similarities and differences across time.</li> <li>• To know key dates, people and events of time studied</li> <li>• To be able to use relevant dates and specialist terms</li> <li>• To sequence up to ten events on a time line</li> <li>• To use a variety of ways to communicate knowledge and understanding including extended writing</li> </ul>	<p>Recognise the difference between right and wrong</p> <p>Behaviours and actions have consequences</p>	<p>Encourage children to challenge stereotypes and prejudice.</p> <p>Encourage children to have respect for others and have knowledge of them in terms of gender</p>	



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	<ul style="list-style-type: none"> <li>To consider ways of checking the accuracy of interpretations – fact or fiction and opinion.</li> <li>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</li> </ul>		/ race / sexuality / culture.	
<b>Theme</b>	<b>Viking Longboats</b>			
<b>Objectives:</b>	<ul style="list-style-type: none"> <li>Use a range of information to inform a design (i.e. market research using surveys, interviews, questionnaires or web based resources).</li> <li>Communicate their ideas through detailed labelled drawings</li> <li>Develop a design specification</li> <li>Plan the order of their work, choosing appropriate materials, tools and technique</li> <li>Use a range of tools and equipment precisely.</li> <li>Consider the aesthetic qualities and functionality of my product as making it, refining details as necessary</li> <li>Select appropriate materials, components and techniques</li> <li>Assemble components make working models</li> <li>Use tools safely and accurately</li> <li>Construct products using permanent joining techniques</li> <li>Make modifications as they go along</li> <li>Pin, sew and stitch materials together create a product</li> <li>Achieve a quality product</li> <li>Know of how key events and individuals in design and technology have helped shape the world</li> <li>Evaluate their products identifying strengths and areas for development, and carrying out appropriate tests</li> <li>Evaluate against their original criteria and suggest ways that their product could be improved</li> <li>Use sheet and construction materials appropriately.</li> <li>Create simple patterns and appropriate decoration techniques (e.g. applique)</li> </ul>	<p>How historical knowledge changes with new evidence and different interpretations of events.</p> <p>Encouraging pupils to comment on moral questions and dilemmas from the past.</p>	<p>To develop skills to make and maintain positive relationships</p> <p>To develop positive attitudes and values and respect differences in opinion</p>	<p>Understand that all DT should be respected and valued</p> <p>Celebrating success with positive praise to reflect and making choices including accepting reflections from others</p>
<b>DT</b>				



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<b>Additional Enrichment</b>	<b>Community Project:</b>  <b>Activity Passport: Plan a tour around our local area</b>  <b>Visits/visitors: Author visit – TEAMs meeting</b>  <b>Life Skills: Being safe in the environment – Road Safety</b>  <b>Experience/launch: Visit the harbour – Mapping the local area, Local history of Kit Brown’s life</b>  <b>Outdoor Learning: Living Sea Centre, RSPB, pond area – TEAMs meeting</b>  <b>Challenging Stereotypes: LGBT – Anti-Bullying</b>  <b>Positions of Responsibility: School Councillors/Reading Ambassadors</b>			
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