



Burlington Junior School – Year 6 - Curriculum Long Term Plan – 2021/2022



| Subject | Autumn | | Spring | | Summer | | SMSC Spiritual, moral, social and cultural <u>Fundamental British Values</u> | RSE Relationship and Sex Education | Safeguarding |
|---------------|--|--|--|--|--|---|--|---|--|
| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 | | | |
| School Values | Resilience | Respect | Tolerance | Calmness | Kindness | Responsibility | | | |
| Reading | Text: Wonder | Text: Letters from the Lighthouse | Text: The Boy in the Striped Pyjamas | Text: The Giant's Necklace | Text: The Curse of the Maya | Text: Pig Heart Boy | Right and wrong Consequences Cultural, values Reflect own beliefs | Respect each other's work | Keeping safe Relationships Beach safety |
| Writing | Narrative: Character Change Non-narrative: Instructions | Narrative: Suspense Tale Non-narrative: Explanation | Narrative: Warning Tale Non-narrative: Balanced Argument | Narrative: Conquering the monster tale Non-narrative: Formal letter, Journalistic Writing | Narrative: Quest Tale Non-narrative: Non-Chronological report | Narrative: Wishing tale Non-narrative: Explanation | Right and wrong Consequences Cultural values Reflect own beliefs | Respect each other's work | Keeping safe Relationships Beach safety |
| Maths | Place Value Addition and Subtraction Multiplication and Division Time Fractions Percentages Geometry | | Geometry Money and decimals Place Value Addition and Subtraction Multiplication and Division Fractions Algebra and Ratio Statistics | | Place Value calculation (+, -, *, /) money and decimals length and height perimeter and area patterns and relationships mass and volume problem solving | | Ability to accept other people's viewpoints. Being able to reflect. | Collaboration, working together positively | Relationships (working as partners) |



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| | | Measures | arithmetic | Mutual Respect | | |
|-----------|--|---------------------------------------|---|--|--|---|
| Science | Evolution and Inheritance Classification | Light It's electrifying | Circulatory System Neurology, physical and mental health | Open minded Understanding of the world around them. | Take turns, instructions Consequences | Safe use of equipment |
| History | Local history | WWII | Ancient Mayans | Right, wrong Consequences Moral questions Social issues Understanding of our multicultural society | Respect Gender, race, sexuality, culture. Challenge stereotypes prejudice, discrimination | Resist extremism and prevent radicalisation Reflect on ethics/moral |
| Geography | Local Area and Region | UK tourism and environmental studies. | Coast, fieldwork and map work. | Identity, belonging within the local community. Effects of humans on the natural environment | Respect by / to others | Resist extremism and prevent radicalisation Reflect on ethics/moral s what is acceptable and not acceptable |
| RE | Freedom and Justice | Living the Faith | Hopes and visions | Respect for different people's faiths | Collaboration, working together positively | Develop objectivity when considering |



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| | | | | Learning about their own identity Tolerance of those with different faiths and beliefs | | texts and stories Social, emotional aspects of learning (Jigsaw) program delivered |
| Computing | Online Safety | Coding | Digital literacy/Multimedia | ICT today, future Social networking Cyber bullying Changes in culture National and International borders. Social media use Respectful digital citizen | Respect online online Relationship s respect for others online including when we are anonymous | E-Safety Predict risks, dangers and action being Rules safety online, recognise risks, harmful content, reporting |
| French | At School Regular Verbs | The Weekend WWII | Les Planets Me and my world | Respect faiths and culture | Confidence, Relationships | Reflect on ethics/morals what is acceptable and not acceptable |



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| PE | OAA Invaders Step to the Beat Gymfit Circuits MightyMovers | Cool Core Gymfit Circuits Striking and Fielding | Nimble Nets Gymnastics Invasion Games | Social development, teamwork, collaboration “fair play” | Healthy and safer lifestyle To respect and care for their bodies | Using equipment properly and safely. |
| PSHE | Being Me in My World Celebrating Difference | Dreams and Goals Healthy Me | Relationships Changing Me | Ideas, meanings and feelings. Own beliefs and experiences. Mutual respect Tolerance Diversity | Confidence in talking, listening feelings, values, positive relationships | Keeping safe. Healthy body and mental health. Healthy lifestyle and choices. |
| Art | Portraits Seascapes | Typography Compositional Drawing - Figures | Sculpture - Clay Mixed Media Collage | Communicate ideas, meanings, feelings. | Attitudes, values, respect | Safe use of equipment |
| DT | RNLI Lifeboats | WWII – Evacuee Teddy Bear | Healthy Eating | Mutual respect Reflection | Attitudes, values, respect | Safe use of equipment |
| Music | Drumming/Glockenspiels | Drumming/Glockenspiels | Drumming/Glockenspiels | Mutual respect Reflection | Attitudes, values, respect | Safe use of equipment |



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| Additional Enrichment (Depending on Covid-19 restrictions) | | | |
|--|--|--|---|
| Community Project: Local Environmental Project (e.g. beach clean) | Activity Passport: Interview with a local historian Plan a tour around the local area | Visits/visitors: RNLI Author visit Online science talk London Trip Library Tour Visit to harbour museum | Life Skills: Bikeability Being safe in our environment – Road safety Beach Safety Kidzania |
| Experience/launch: Evacuation Day (Merton Park/visitor) Local area visit (Priory/Great Gale) Traveller from Mexico (Mr C's time in Mexico/working with the Maya) | Outdoor Learning: Go Ape Environmental study School Grounds Areas Local plants and wildlife | Challenging Stereotypes Debating: listening to other opinions and understanding difference. Linking to Picture News PSHE curriculum and RE. Male/Female roles during periods of History (e.g. in WWII) and changes over time. LGBT – anti-bullying | Positions of Responsibility: Reading ambassadors School councillors Eco-ambassadors |