



**Burlington Junior School – Year 6 - Curriculum Long Term Plan – 2024/2025**



Subject	Autumn		Spring		Summer		SMSC Spiritual, moral, social and cultural <b>Fundamental British Values</b>	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	<b>Text:</b> Clockwork	<b>Text:</b> Letters from the Lighthouse	<b>Text:</b> Darwin's Dragons		<b>Text:</b> The Curse of the Maya	<b>Text:</b> Portal Story- The door	Right and wrong Consequences Cultural, values Reflect own beliefs	Respect each other's work	Keeping safe Relationships Beach safety
Writing	<b>Narrative:</b> Basic Skills; Suspense Tale (Titanium) <b>Setting;</b> <b>Description;</b> <b>Endings</b>  <b>Non-narrative:</b> Recount: - Newspaper report (Three Little Pigs)	<b>Narrative:</b> Quest <b>Setting; dialogue</b>  <b>Non-narrative:</b> Persuasion: Formal Letter (LftL)	<b>Narrative:</b> Journey - diary <b>Description;</b> <b>Characterisation</b>  <b>Non-narrative:</b> Information: Non-Chron Report (Monsters T4W unit)	<b>Narrative:</b> Tale of fear <b>Dialogue; Effective Vocabulary</b>  <b>Non-narrative:</b> Information (Interview with an animal )	<b>Narrative:</b> Warning <b>Openings;</b> <b>Suspense</b>  <b>Non-narrative:</b> Discussion on Mayans	<b>Narrative:</b> Portal <b>Contrast in Settings</b>  <b>Non-narrative:</b> Explanation: How are fossils formed.	Right and wrong Consequences Cultural values Reflect own beliefs	Respect each other's work	Keeping safe Relationships Beach safety



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<b>Maths</b>	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 Measures	Place Value calculation (+, -, *, /) money and decimals length and height perimeter and area patterns and relationships mass and volume problem solving arithmetic	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> <b>Light</b>	<b>It's electrifying</b> <b>Classification</b>	<b>Circulatory System</b>	Open minded Understanding of the world around them.	Take turns, instructions Consequences	Safe use of equipment
<b>History</b>	<b>WWII</b>	<b>Ancient Mayans</b>	<b>Crime and Punishment</b>	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
<b>Geography</b>	<b>Local Area and Region and mapping</b>	<b>Economic activity of the UK</b>	<b>Coasts and fieldwork.</b>	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/morals what is/not acceptable



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<b>RE</b>	Freedom and Justice	Living the Faith	Hopes and visions	Respect for different people’s faiths  Learning about their own identity  Tolerance of those with different faiths and beliefs	Collaboration, working together positively	Develop objectivity when considering texts and stories  Social, emotional aspects of learning (Jigsaw) program delivered
<b>Computing</b>	Online Safety/Internet; Communication; Webpage Creation (using Google Sites)	Variables in Games (using Scratch); Introduction to Spreadsheets (using Google Sheets)	Sensing (using MicroBits); 3D Modelling (using <a href="https://www.tinkercad.com">https://www.tinkercad.com</a> )	ICT today, future Social networking Cyber bullying Changes in culture National and International borders. Social media use Respectful digital citizen	Respect online Relationships 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
<b>French</b>	At School	WWII	Healthy Lifestyle	Respect faiths and culture	Confidence, Relationships	Reflect on ethics/morals what is/not acceptable



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<b>PE</b>	<b>Dance</b> <b>Striking and Fielding – invent a game</b> <b>Gymnastics – solo sequence</b> <b>Invasion – hockey (Tigers trust)</b>	<b>Gymnastics – apparatus sequence</b> <b>Invasion – tag rugby</b> <b>Gymnastics – group sequence</b> <b>Games – tennis</b>	<b>Athletics – personal best</b> <b>OAA (Tigers trust)</b> <b>Athletics – team events</b>	Social development, teamwork, collaboration “fair play”	Healthy and safer lifestyle To respect and care for their bodies	Using equipment properly and safely.
<b>PSHE</b>	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.
<b>Art</b>	<b>Portrait</b> <b>Seascape</b>	<b>Typography</b> <b>Compositional Drawing – Figures</b>	<b>Sculpture – Clay</b>	Communicate ideas, meanings, feelings.	Attitudes, values, respect	Safe use of equipment
<b>DT</b>	<b>WWII – Evacuee Teddy Bear</b>	<b>RNLI Lifeboats</b>	<b>Healthy Eating</b>	Mutual respect Reflection	Attitudes, values, respect	Safe use of equipment
<b>Music</b>	<b>Drumming/Percussion</b>	<b>Drumming/Percussion</b>	<b>Drumming/Percussion</b>	Mutual respect Reflection	Attitudes, values, respect	Safe use of equipment



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**Additional Enrichment**

**Community/Career Project:**

Local Environmental Project (e.g. beach clean)  
World of Work  
Fire Service/Get a Life at Sea/Local Bank Visit

**Visits/visitors:**

RNLI  
Author visit  
Online science talk  
London Trip  
Library Tour

**Outdoor Learning:**

Environmental study  
School Grounds Areas  
Nature Friendly Schools  
30 Days Wild  
Orienteering

**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  
Mental Health NHS