



Burlington Junior School – Year 6 Curriculum Overview



2021 – 2022

	AUTUMN TERM		SPRING TERM		SUMMER TERM	
	1 st Half	2 nd Half	1 st Half	2 nd Half	1 st Half	2 nd Half
English	<p>Varmints by Helen Ward Letters Descriptive writing Discussion</p> <p>The Bermuda Triangle Balanced argument Letter</p> <p>Macavity the Mystery Cat by T.S. Eliot Poetry</p>	<p>Street Child by Berlie Doherty Narrative fiction Newspaper report</p> <p>The Highwayman by Alfred Noyes Poetry Persuasive writing</p> <p>A Christmas Carol by Charles Dickens (abridged) Play scripts</p>	<p>Shakespeare's The Tempest by Marcia Williams Character Description Story writing</p> <p>Fairytales Uncovered Persuasive writing</p> <p>Cosmic Disco by Grace Nichols Poetry</p>	<p>Dragonology by Dugald Steer Non-chronological report Explanation</p> <p>The Piano (visual literacy) Story Letter writing</p> <p>Book Week Unit – to be revealed during Book Week by the English Leaders</p>	<p>There's a Boy in the Girls' Bathroom by Louis Sachar Instructional writing Short story Character description Newspaper report Diary entries</p>	<p>Britain's Got Talent (visual literacy) Review</p> <p>Stories with a twist Short stories</p> <p>School Reports Non-chronological reports</p>
Maths	<p>Place Value:</p> <ul style="list-style-type: none"> - Ordering and comparing numbers up to 10,000,000 - Rounding - Negative numbers <p>Four Operations:</p> <ul style="list-style-type: none"> - Add and subtract numbers with more than 4 digits - Inverse operations - Multiply and divide up to 4 digit numbers by 1 and 2 digits including long division - Common factors, multiples and prime numbers - BODMAS - Mental calculations and estimation 	<p>Fractions:</p> <ul style="list-style-type: none"> - Simplify fractions - Order and compare fractions - Linear number sequences - Add, subtract, multiply and dividing fractions and mixed numbers - Fractions of amounts - Calculating decimal equivalents <p>Geometry:</p> <ul style="list-style-type: none"> - Describe positions on tall four quadrants - Draw and translate shapes - Reflect in the axis. 	<p>Decimals:</p> <ul style="list-style-type: none"> - Place value of up to 3 decimal places - Multiply and divide by 10, 100 and 1000 - Multiply and divide numbers up to 2dp by a whole number - Converting between fractions and decimals <p>Percentages:</p> <ul style="list-style-type: none"> - Understand percentages - Equivalent fractions, decimals and percentages. - Order fractions, decimals and percentages - Percentages of amounts - Percentages missing values 	<p>Algebra:</p> <ul style="list-style-type: none"> - Finding a rule (1 step and 2 step) - Forming expressions and equations - Use simple formulae - Substitutions - Finding pairs of values - Solve 1 and 2 step equations <p>Measurement:</p> <ul style="list-style-type: none"> - Convert and calculate with metric units of measure - Mile and kilometres - Imperial measures - Perimeter - Calculate area of triangles and parallelograms - Calculate and compare volume of cuboids. <p>Ratio:</p> <ul style="list-style-type: none"> - Using ratio language and using the symbol - Calculating ratio and the scale factor 	<p>Geometry:</p> <ul style="list-style-type: none"> - Calculate angles - Vertically opposite angles - Angles in triangles, special quadrilaterals and regular polygons - Draw 2D shapes and nets of 3D shapes <p>Problem Solving:</p> <ul style="list-style-type: none"> - Children to apply subject knowledge to a range of real life topics. 	<p>Statistics:</p> <ul style="list-style-type: none"> - Illustrate and name parts of circles - Interpret and construct pie charts and line graphs - Solve problems involving data - Calculate the mean
Science	<p>Living Things and their Habitats Classify living things into broad groups according to</p>	<p>Evolution and Inheritance Know about evolution and can explain what it is.</p>	<p>Animals Including Humans To identify and name the main parts of the human circulatory system, and describe the</p>	<p>Light Recognise that light appears to travel in straight lines.</p>	<p>Electricity and Inventors Associate the brightness of a lamp or the volume of a buzzer</p>	<p>Electricity and Inventors Associate the brightness of a lamp or the volume of a buzzer</p>

	<p>observable characteristics and based on similarities and differences.</p> <p>Give reasons for classifying plants and animals based on specific characteristics.</p>	<p>To know how fossils can be used to find out about the past (millions of years ago).</p> <p>To recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.</p> <p>To identify how animals and plants are adapted to suit their environment in different ways and that adaptations may lead to evolution.</p> <p>To recognise that living things have changed over time and that fossils provide information about living things that inhabited Earth millions of years ago.</p>	<p>functions of the heart, blood vessels and blood.</p> <p>To recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.</p> <p>To describe the ways in which nutrients and water are transported within animals, including humans.</p>	<p>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.</p> <p>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.</p> <p>Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. Know how simple optical instruments work, e.g. periscope, telescope, binoculars, mirror, magnifying glass etc.</p>	<p>with the number and voltage of cells used in the circuit.</p> <p>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.</p> <p>Use recognised symbols when representing a simple circuit in a diagram.</p>	<p>with the number and voltage of cells used in the circuit.</p> <p>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.</p> <p>Use recognised symbols when representing a simple circuit in a diagram.</p>
Art	<p>Drawing: Observation</p> <p>Drawing: Cubist Self-Portraits</p> <p>Influential Artists: William Morris Pablo Picasso Georgia O'Keefe</p>		<p>Printing and Stencils: Graffiti: art or vandalism?</p> <p>Influential Artists: Banksy and Keith Haring</p>	Sculpture: Mod Roc Mythical Beast		
Computing	<p>Online Safety Cyberpass (based on assessment from Y5)</p> <p>Digital Literacy Email social media using Gobubble.</p>	<p>Programming Scratch - making a computer game.</p>	<p>Creating Media: Webpage Design Google Sites</p>	Networks and the internet	<p>Programming Minecraft Education Programming - based on projects from makecode.</p>	<p>Programming Python – text-based coding</p>
Design and Technology		<p>Textiles: Mobile Phone Covers</p>			<p>Mechanical Systems (CAMs): Moving messages</p>	<p>Cooking and Nutrition: Healthy Pizza</p>
French	<p>Core Vocabulary: La Phonétique / Phonics & Pronunciation</p>	<p>Core Vocabulary: Les Verbes Irréguliers / Irregular Verbs Joyeux Noël / Christmas</p>	<p>Moi Dans Le Monde / Me In The World</p>	Le Week-end / The Weekend	<p>La Seconde Guerre Mondiale / World War II</p>	<p>A L'École / At School</p>
Geography			<p>Natural Disasters: Tectonic plates and natural disasters, land-use patterns, topographical features, types of volcano, case studies, the</p>	<p>Natural Disasters: Tectonic plates and natural disasters, land-use patterns, topographical features, types of volcano, case studies, the</p>		<p>Local Environment Study Settlements and trade, land-use patterns, changes over time, fieldwork, economic activity</p>

			<p>impact of natural disasters on humans</p> <p>Big Question: How have natural disasters affected the people who live in these places?</p>	<p>impact of natural disasters on humans</p> <p>Enquiry Question: How have natural disasters affected the people who live in these places?</p>		<p>Enquiry Question: Is New Malden a 'home town' or a 'clone town'?</p>
History	<p>The Victorians Chronology: Place the Victorian Era in relation to other periods in history, understand change over time</p> <p>Life for children in the 1840s, the monarchy, how the work of individuals can change society, how homes have changed, Victorian education</p> <p>Enquiry Question: Was the Victorian Era the most significant in history</p>	<p>The Victorians Chronology: Place the Victorian Era in relation to other periods in history, understand change over time</p> <p>Life for children in the 1840s, the monarchy, how the work of individuals can change society, how homes have changed, Victorian education</p> <p>Enquiry Question: Was the Victorian Era the most significant in history?</p>			<p>World War Two Chronology: Order the key events of WW2 chronologically</p> <p>Key events of WW2, evacuation, rationing, the role of women, propaganda</p> <p>Enquiry Question: How were people affected by WW2?</p>	
Music	Charanga: The Fresh Prince of Bel Air	Singing and Performance: Christmas	<p>Instruments of the orchestra</p> <p>Charanga: Happy</p>	Charanga: Music and Identity	<p>Singing and Performance: the Production</p> <p>Staff notation</p>	Singing and Performance: the Production
P.E.	<p><u>Outdoor:</u> Football or hockey</p> <p><u>Indoor:</u> Gymnastics: Routines and Dismounting</p>	<p><u>Outdoor:</u> Football or hockey</p> <p><u>Indoor:</u> Fitness - Circuits</p>	<p><u>Outdoor:</u> Tag rugby or Basketball</p> <p><u>Indoor:</u> Dance: Ballet Boyz</p>	<p><u>Outdoor:</u> Tag rugby or Basketball</p> <p><u>Indoor:</u> Gymnastics: Rhythmic</p>	<p><u>Outdoor one:</u> Rounders or Tennis</p> <p><u>Outdoor two:</u> Athletics</p>	<p><u>Outdoor one:</u> Rounders or Tennis</p> <p><u>Outdoor two:</u> Cricket</p>
PSHE	<p>Being Me in My World</p> <p>Key Themes: My Year Ahead (dreams and goals) Being a global citizen The learning charter (choices and consequences) Our learning charter (an individual's impact on a group) Owning our learning charter (democracy)</p> <p>Changing Me (Local Authority Nurses providing input)</p> <p>Key Themes: Puberty Babies: conception to birth</p>	<p>Celebrating Differences</p> <p>Key Themes: Am I normal? Understanding difference and the impact on someone's life Power struggles Why bully? Celebrating difference (disabilities) Celebrating difference (understanding how difference is a source of conflict and a cause of celebration)</p>	<p>Dreams and Goals</p> <p>Key Themes: Personal learning goals Steps to success My dream for the world Helping to make a difference Recognising our achievements</p>	<p>Healthy Me</p> <p>Key Themes: Taking responsibility for my health and well-being Drugs (uses and effects on the body) Exploitation (the rule of law) Gangs (and the risks involved) Emotional and mental health Managing stress and pressure</p>	<p>Relationships</p> <p>Key Themes: What is mental health? My mental health Love and loss (grief) Power and control (in relationships) Being online: real or fake? Using technology responsibly</p>	<p>Changing Me</p> <p>Key Themes: My self-image Real self and ideal self (positive self-esteem) The year ahead (transition to secondary school)</p>

	Boyfriends and girlfriends (physical attraction)					
R.E.	Christianity – Creation and science: conflicting or complementary?	All faiths and Non-Religions – Why do some people believe in God, and some people not?	Hinduism - Why do Hindus want to be good?	Christianity – What do Christians believe Jesus did to “save” people?	Christianity – For Christians, what kind of king is Jesus?	All faiths and Non-Religions – How does faith help people when life gets hard?
Enrichment: Trips, Visits and Visitors and Outdoor Learning	History: Victorian day	To be confirmed	To be confirmed	To be confirmed	P.E.: PGL Residential (outdoor and adventurous activities)	To be confirmed