



# Burlington Junior School – Year 6 Curriculum Overview



## 2024 – 2025

	AUTUMN TERM		SPRING TERM		SUMMER TERM	
	1 <sup>st</sup> Half	2 <sup>nd</sup> Half	1 <sup>st</sup> Half	2 <sup>nd</sup> Half	1 <sup>st</sup> Half	2 <sup>nd</sup> Half
<b>English</b>	<p><b>Varmints by Helen Ward</b> Letters Descriptive writing Discussion</p> <p><b>The Bermuda Triangle</b> Balanced argument Letter</p> <p><b>Cosmic Disco by Grace Nichols</b> Poetry</p>	<p><b>The Highwayman by Alfred Noyes</b> Poetry Character descriptions / narrative</p> <p><b>Shakespeare's The Tempest by Marcia Williams</b> Character Description Story writing</p>	<p><b>Street Child by Berlie Doherty</b> Narrative fiction Describing action</p> <p><b>Short Story with a Twist</b> Short stories</p>	<p><b>Dragonology by Dugald Steer</b> Non-chronological report Explanation</p> <p><b>Fairytales Uncovered</b> Persuasive writing</p> <p><b>Book Week Unit</b> – to be revealed during Book Week by the English Leaders</p>	<p><b>Britain's Got Talent (visual literacy)</b> Review</p> <p><b>The Piano (visual literacy)</b> Story Letter writing</p> <p><b>Writing across different genres</b> Stories with a change of mood Action scenes Complaint letter Promotional leaflet</p>	<p><b>There's a Boy in the Girls' Bathroom by Louis Sachar</b> Instructional writing Short story Character description Newspaper report Diary entries School reports</p>
<b>Maths</b>	<p><b>Place Value:</b></p> <ul style="list-style-type: none"> <li>- Ordering and comparing numbers up to 10,000,000</li> <li>- Rounding</li> <li>- Negative numbers</li> </ul> <p><b>Four Operations:</b></p> <ul style="list-style-type: none"> <li>- Add and subtract numbers with more than 4 digits</li> <li>- Inverse operations</li> <li>- Multiply and divide up to 4 digit numbers by 1 and 2 digits including long division</li> <li>- Common factors, multiples and prime numbers</li> <li>- BODMAS</li> <li>- Mental calculations and estimation</li> </ul>	<p><b>Fractions:</b></p> <ul style="list-style-type: none"> <li>- Simplify fractions</li> <li>- Order and compare fractions</li> <li>- Linear number sequences</li> <li>- Add, subtract, multiply and dividing fractions and mixed numbers</li> <li>- Fractions of amounts</li> <li>- Calculating decimal equivalents</li> </ul> <p><b>Ratio:</b></p> <ul style="list-style-type: none"> <li>- Using ratio language and using the symbol</li> <li>- Calculating ratio and the scale factor</li> </ul> <p><b>Measurement:</b></p> <ul style="list-style-type: none"> <li>- Convert and calculate with metric units of measure</li> <li>- Mile and kilometres</li> <li>- Imperial measures</li> <li>- Perimeter</li> <li>- Calculate area of triangles and parallelograms</li> <li>- Calculate and compare volume of cuboids.</li> </ul>	<p><b>Algebra:</b></p> <ul style="list-style-type: none"> <li>- Finding a rule (1 step and 2 step)</li> <li>- Forming expressions and equations</li> <li>- Use simple formulae</li> <li>- Substitutions</li> <li>- Finding pairs of values</li> <li>- Solve 1 and 2 step equations</li> </ul> <p><b>Decimals:</b></p> <ul style="list-style-type: none"> <li>- Place value of up to 3 decimal places</li> <li>- Multiply and divide by 10, 100 and 1000</li> <li>- Multiply and divide numbers up to 2dp by a whole number</li> <li>- Converting between fractions and decimals</li> </ul> <p><b>Percentages:</b></p> <ul style="list-style-type: none"> <li>- Understand percentages</li> <li>- Equivalent fractions, decimals and percentages.</li> <li>- Order fractions, decimals and percentages</li> <li>- Percentages of amounts</li> <li>- Percentages missing values</li> </ul>	<p><b>Area, Perimeter and Volume:</b></p> <ul style="list-style-type: none"> <li>- Calculate area and perimeter of rectilinear shapes</li> <li>- Calculate the area of triangles</li> <li>- Calculate the area of parallelograms</li> <li>- Calculate the volume of cuboids</li> </ul> <p><b>Geometry:</b></p> <ul style="list-style-type: none"> <li>- Angles in triangles, special quadrilaterals and regular polygons</li> <li>- Draw 2D shapes and nets of 3D shapes</li> </ul> <p><b>Statistics:</b></p> <ul style="list-style-type: none"> <li>- Illustrate and name parts of circles</li> <li>- Interpret and construct pie charts and line graphs</li> <li>- Solve problems involving data</li> <li>- Calculate the mean</li> </ul>	<p><b>Position and Direction:</b></p> <ul style="list-style-type: none"> <li>- Describe positions on tall four quadrants</li> <li>- Draw and translate shapes</li> <li>- Reflect in the x and y axis.</li> <li>- Calculate angles</li> <li>- Vertically opposite angles</li> </ul> <p><b>Problem Solving:</b></p> <ul style="list-style-type: none"> <li>- Children to apply subject knowledge to a range of real life topics.</li> </ul>	<p><b>Problem Solving:</b></p> <ul style="list-style-type: none"> <li>- Children to apply subject knowledge to a range of real life topics.</li> </ul>

<b>Science</b>	<p><b>Living Things and their Habitats: Classification</b> Classify living things into broad groups according to observable characteristics and based on similarities and differences.</p> <p>Give reasons for classifying plants and animals based on specific characteristics.</p>	<p><b>Evolution and Inheritance</b> Know about evolution and can explain what it is.</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><b>Electricity</b> Associate the brightness of a lamp or the volume of a buzzer 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><b>Animals Including Humans: Circulatory System</b> To identify and name the main parts of the human circulatory system, and describe the 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><b>Light</b> Recognise that light appears to travel in straight lines.</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><b>Consolidation</b> Review and consolidate learning from across Year 5 and Year 6</p>
<b>Art</b>	<p><b>Key Skill: Drawing and Painting</b> <b>Outcome:</b> Cubist Self-portraits <b>Medium:</b> Paint</p>	<p><b>Key Skill: Painting</b> <b>Outcome:</b> Street Art <b>Medium:</b> Paint with Stencils</p>	<p><b>Key Skill: Sculpture</b> <b>Outcome:</b> Mythical Beast <b>Medium:</b> Mod Roc</p>			
<b>Computing</b>	<p><b>Online Safety - Natterhub</b> Inequality and prejudice, positive and negative interactions, places to get help, facts and opinions, evaluating content</p>	<p><b>Website Design</b> Google Sites Considering copyright Presenting information html</p>	<p><b>Computer Science - Programming</b> <b>Micro:bit Step Counter</b> Algorithms, abstraction, decomposition, patterns, logic, evaluating, tinkering, creating, debugging, persevering, collaborating</p>	<p><b>Databases: Spreadsheets</b> Data and Information Spreadsheets</p>	<p><b>Information Technology - Communication and Collaboration</b> Internet addresses, data transfer, sharing information online, collaborative use of technology</p>	<p><b>Computer Science - Programming</b> <b>Python – text-based coding</b> Algorithms, abstraction, decomposition, patterns, logic, evaluating, tinkering, creating, debugging, persevering, collaborating</p>
<b>Design and Technology</b>				<p><b>Mechanical Systems (Pulleys) / Electrical Systems</b> Moving Vehicle</p>	<p><b>Textiles:</b> Mobile Phone Cases</p> <p><b>Structures (S.T.E.M. Week):</b> Chairs - Design Museum Workshop</p>	<p><b>Cooking and Nutrition:</b> Healthy Pizza</p>
<b>French</b>	<p><b>La Phonétique</b> / Phonics &amp; Pronunciation</p> <p><b>Les Vikings</b> Vikings</p> <p><b>Joyeux Noël</b> / Merry Christmas</p>		<p><b>A L'École</b> / At School</p> <p><b>Le Week-end</b> / The Weekend</p>		<p><b>Moi Dans Le Monde</b> / Me In The World</p> <p><b>Consolidation</b></p>	

<b>Geography</b>	<b>Natural Disasters: Volcanoes and Earthquakes</b> Tectonic plates and natural disasters, land-use patterns, topographical features, types of volcano, case studies, the impact of natural disasters on humans  <b>Key Questions:</b> What causes natural disasters to take place? What impact do natural disasters have on the world around them?			<b>USA:</b> Locating places, comparisons, North America, population density, land use, natural resources  <b>Key Questions:</b> Where is the USA? How do time zones affect people living in the USA? How are regions within the USA similar or different to the UK?		<b>Local Environment Study</b> Settlements and trade, land-use patterns, changes over time, fieldwork, economic activity  <b>Key Question:</b> How can we use data to answer geographical questions?
<b>History</b>		<b>Anglo-Saxons and Vikings - The Struggle for England</b>  <b>Enquiry Question:</b> Who won the struggle for the Kingdom of England?	<b>The Victorians: Monarchy and Empire</b>  <b>Enquiry Question:</b> How has the power of British rulers and monarchs changed over time?		<b>Early Islamic Civilisation</b>  <b>Enquiry Question:</b> Which of the early Islamic achievements has had the most impact on our lives today? Why was this period of time called 'The Golden Age'?	
<b>Music</b>	<b>Charanga: The Fresh Prince of Bel Air</b> Voices Listening, singing, performance	<b>Music and Technology</b> Composition, listening, music and production  <b>Singing and Performance:</b> Christmas	<b>Ukulele</b> Instruments Listening, performance, improvisation	<b>Composition Project</b> <b>Charanga: Music and Me</b> Voices and Instruments Listening, composition, performance	<b>Staff Notation</b> Listening, reading notation, writing notation, composition	<b>Singing and Performance</b> School Production Listening, singing, performance
<b>P.E.</b>	<u>Outdoor:</u> Invasion Games: Hockey or Football  <u>Indoor:</u> Target Games: Dodgeball	<u>Outdoor:</u> Invasion Games: Hockey or Football  <u>Indoor:</u> Gymnastics	<u>Outdoor:</u> Invasion Games: Netball or Invasion Game Consolidation  <u>Indoor:</u> Dance	<u>Outdoor:</u> Invasion Games: Netball or Invasion Game Consolidation  <u>Indoor:</u> Net and Racket Sports: Badminton	<u>Outdoor one:</u> Fitness Review  <u>Outdoor two:</u> Athletics	<u>Outdoor one:</u> Net and Racket Sports: Tennis  <u>Outdoor two:</u> Striking and Fielding: Rounders
<b>PSHE</b>	<b>Being Me in My World</b>  <b>Key Themes:</b> 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)	<b>Celebrating Differences</b>  <b>Key Themes:</b> Am I normal? Understanding difference and the impact on someone's life Power struggles Why bully? Celebrating difference (disabilities) Understanding how difference is a source of conflict and a cause of celebration)	<b>Dreams and Goals</b>  <b>Key Themes:</b> Personal learning goals Steps to success My dream for the world Helping to make a difference Recognising our achievements	<b>Healthy Me</b>  <b>Key Themes:</b> 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	<b>Relationships</b>  <b>Key Themes:</b> What is mental health? My mental health Love and loss (grief) Power and control (in relationships) Being online: real or fake? Using technology responsibly	<b>Changing Me</b>  <b>Key Themes:</b> My self-image Real self and ideal self (positive self-esteem) The year ahead (transition to secondary school)

	<p><b>Changing Me (Local Authority Nurses providing input)</b></p> <p><b>Key Themes:</b>          Puberty          Babies: conception to birth          Boyfriends and girlfriends (physical attraction)</p>					
<b>R.E.</b>	<p><b>Christianity</b> – Creation and science: conflicting or complementary?</p>	<p><b>All faiths and Non-Religions</b> – Why do some people believe in God, and some people not?</p>	<p><b>Hinduism</b> - Why do Hindus want to be good?</p>	<p><b>Christianity</b> – What do Christians believe Jesus did to “save” people?</p>	<p><b>Christianity</b> – For Christians, what kind of king is Jesus?</p>	<p><b>All faiths and Non-Religions</b> – Green religion? How and why should religious communities do more to care for the Earth?</p>
<b>Enrichment: Trips, Visits and Visitors and Outdoor Learning</b>		<p><b>D.T.</b> - Design Museum (Structures)</p>	<p><b>PSHE:</b> Junior Citizenship Day</p> <p><b>History:</b> Victorian day</p>		<p><b>P.E.:</b> PGL Residential (outdoor and adventurous activities)</p>	<p><b>Geography:</b> Local Area Walk and Study</p>