



## Burnt Oak Junior School Long Term Curriculum Plan Year 6



	CUSP	CUSP	White Rose	International Primary Curriculum	Bexley Scheme	Cambridge Scheme	Language Angels	P.E Pro	KAPOW! & NCCE	
	English Reading/writing	Spelling	Maths	IPC (Including Science, Geography, History, Art, and DT)	RE	PSHCE	MFL	P.E	COMPUTING	MUSIC
Autumn 1	<u>Texts</u> Rooftoppers and The Listeners  <u>Writing Overview</u> Autobiography  Discursive writing and speeches  Poems that create images and explore vocabulary	Revision Block based on assessments  Homophones Revisited  Prefixes and Suffixes Revisited	Place Value  Addition, Subtraction, Multiplication and Division	Brainwaves-Metacognition  Existing, Endangered, Extinct	<u>Believing</u> What do religions say to us when life gets hard? Christians, Hindus and non-religious (e.g. Humanists)	Drug Education	At School	Fundamental Movement Skills  Football  Top Up Swimming	<u>E-Safety</u> Life online  <u>Computing</u> Data and information – Introduction to Spreadsheets	Pulse – To be able to sing/play regular (2/4,3/4,4/4) and irregular (7/4,5/4)



## Burnt Oak Junior School Long Term Curriculum Plan Year 6



Autumn 2	<p><u>Texts</u> Pig Heart Boy and How to Live Forever</p> <p><u>Writing Overview</u> First person stories with a moral</p> <p>Shakespeare's sonnets</p> <p>Explanatory texts</p>	<p>Statutory Word List</p> <p>Endings which sound like /Sas/ spelt –cious ir –tious and /sal/ spelt –cial, or –tial revisited</p> <p>Words ending in –ant, –ance/-ancy, –ent, ence/-ency revisited</p>	<p>Fractions</p> <p>Measurement</p>	<p>Existing, Endangered, Extinct</p> <p>WWII</p>	<p><u>Believing</u> What do religions say to us when life gets hard? Christians, Hindus and non-religious (e.g. Humanists)</p>	<p>Personal Safety</p>	<p>Healthy Lifestyle</p>	<p>Gymnastics</p> <p>Basketball</p> <p>Top Up Swimming</p>	<p><u>E-Safety</u> Sharing online</p> <p><u>Computing</u> Creating Media Web page creation</p>	<p>Rhythm - To create ideas to compose a melody as a team, recording ideas and using graphic notation</p>
	<p><u>Texts</u> All Aboard the Emperor Windrush</p> <p><u>Writing Overview</u> Extended third person narrative (adventure stories)</p> <p>Explanatory texts</p> <p>News reports</p>	<p>Revision Block based on assessments</p> <p>Words ending in –able and –ible Words ending in –ably and –ibly revisited</p> <p>Statutory word list revisited</p>	<p>Ratio</p> <p>Algebra</p> <p>Decimals</p>	<p>900CE</p>	<p><u>Expressing</u> Is it better to express your beliefs in arts and architecture or in charity and generosity? Christians, Muslims and nonreligious (e.g. Humanists)</p>	<p>Financial Capability</p>	<p>At the Weekend</p>	<p>OAA</p> <p>Netball</p>	<p><u>E-Safety</u> Creating a positive online reputation</p> <p><u>Computing</u> Network Systems</p>	<p>Pitch - To compose music combining rhythm, pitch, dynamics, timbre and tempo</p>



## Burnt Oak Junior School Long Term Curriculum Plan Year 6



<b>Spring 2</b>	<p><u>Texts</u> The Island and Skellig</p> <p><u>Writing Overview</u> News reports</p> <p>Autobiography</p> <p>First person stories with a moral</p>	<p>Words with the /i:/ sound spelt ei after c</p> <p>Homophones Revisited</p> <p>Adding suffixes beginning with vowel letters to words ending in -fer</p>	<p>Fractions, Decimals and Percentages</p> <p>Area, Perimeter and Volume</p> <p>Statistics</p>	<p>Earth as an Island</p>	<p><u>Expressing</u> Is it better to express your beliefs in arts and architecture or in charity and generosity? Christians, Muslims and nonreligious (e.g. Humanists)</p>	<p>Body Image</p>	<p>World War 2</p>	<p>Hockey</p> <p>Handball</p>	<p><u>E-Safety</u> Capturing evidence</p> <p><u>Computing</u> Programming B – Sensing movements (microbits)</p>	<p>20<sup>th</sup> Century Music - To learn how to play 'Yesterday' by the Beatles on the glockenspiel</p>
<b>Summer 1</b>	<p><u>Texts</u> Introduction to Dickens – Extracts from Oliver Twist</p> <p><u>Writing Overview</u> Extended third person narrative (adventure stories)</p> <p>News reports</p>	<p>Words containing the letter string ough</p> <p>Words with 'silent' letters</p> <p>Statutory word list Revisited</p>	<p>Shape</p> <p>Position and Direction</p>	<p>Fairgrounds Full Power</p>	<p><u>Living</u> What matters most to Christians and Humanists?</p>	<p>Diversity and Communities Education</p>	<p>Vikings</p>	<p>Functional Fitness</p> <p>Cricket</p>	<p><u>E-Safety</u> Password protection</p> <p><u>Computing</u> Programming A – Variables in games</p>	<p>Voice - To understand pitch and refine sound and pitch in their voice.</p>



## Burnt Oak Junior School Long Term Curriculum Plan Year 6



	<u>Texts</u> Dare to Be You  <u>Writing Overview</u> Discursive writing and speeches  Poems that create images and explore vocabulary Enrichment  Shakespeare's sonnets Enrichment	Flexible content based on assessments/gaps	Themed Projects, Consolidation and Problem Solving	Bake It!	<u>Living</u> What difference does it make to believe in ahimsa (harmlessness), grace and Ummah (community)? Christians, Hindus and Muslims	Sex and Relationships	Me in the World	Athletics  Tennis	<u>E-Safety</u> Think before you click  <u>Computing</u> Creating Media – Video editing	Music Sequencing – To manipulate and create sounds in a creative way using technology.
--	--	--	--	----------	---	-----------------------	-----------------	-------------------------	---	---