





Fairisle Junior School Learning Overview 2019-2020 – Year 6

Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
TOPIC:	<i>Bombs Away!</i>		<i>All's Fair in Love and War</i>	<i>Beasts, Battles and Bloodshed</i>		<i>Survival of the Fittest</i>
Hook	Walk the walls		Performance Drama	Art – list of features using dice to create their own beast. Creating name for beast		The Epic of Everest
Outcome		Book	Performance poetry	Mythical beast gallery – invite parents		Filming of news report
Trips/ Visitors	Residential - Little Canada Little Fairisle Southampton walk the walls	Remembrance Assembly Fort Nelson	Watch a performance			Paulton's Park Swimming Leavers' Assembly & Party
English	<p>Goodnight Mister Tom (link with reading)</p> <p><i>Informal Letter</i></p> <p>Description (setting)</p> <p>Description (Character)</p> <p>Year 5 Revision: Using relative clauses</p> <p>Using modal verbs or adverbs to indicate degrees of possibility</p> <p>Use adverbial phrases and prepositional phrases</p> 	<p>Goodnight Mister Tom</p> <p>Non-Chronological Report</p> <p>Short story (Dialogue)</p> <p>Skill: Using semi-colons, colons and dashes to mark boundaries between independent clauses</p> <p>Skill: Using passive verbs to affect the presentation of information in a sentence</p> 	<p>Shakespeare – Macbeth</p> <p><i>Poetry</i> <i>Narrative</i></p> <p>Year 5 Revision: Using expanded noun phrases to convey complicated information concisely</p> <p>Skills: Commas to clarify meaning or avoid ambiguity in writing</p> 	<p>Myths – based on Mythical creatures</p> <p><i>Write own Myth – focus on language used (Dialogue)</i></p> <p>Year 5 Revision: Using brackets, dashes or commas to indicate parenthesis and using hyphens to avoid ambiguity</p>	<p>Myths – based on Mythical creatures</p> <p>Non – Chronological report – own mythical creature.</p> <p>Skill: Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive and managing shifts of formality</p>	<p>Survivors and Extreme Sports</p> <p><i>Newspaper Report (turn one of the narratives into a report)</i></p> <p><i>Short Story</i></p> <p>Skill: Use the past and present perfect verb form.</p> 
Science	<p>Animals Including Humans</p> <p><i>Circulatory system, impact of diet, exercise, drugs & lifestyle and finding out how water and nutrients are transported within animals</i></p>		<p>Electricity</p> <p><i>Voltage of cells in a circuit & their impact, recognising symbols of a circuit diagram</i></p>	<p>Living Things & Their Habitats</p> <p><i>Classifying plants & animals according to characteristics, similarities, differences &</i></p>	<p>Light</p> <p><i>How light travels, how light is reflected, explaining how we see and how shadow are created</i></p>	<p>Living Things & Their Habitats</p> <p><i>Classifying plants & animals according to characteristics, similarities, differences &</i></p>

				<i>common observable characteristics</i>	(Focus on all elements of working scientifically)	<i>common observable characteristics</i>
Computing (E-safety to be recapped at the beginning of every half term)	Computational Thinking Coding <i>I SPY</i>	Digital Literacy <i>Link to music – Garage Band</i>	Digital Literacy <i>Publishing</i> Internet Safety Day		Coding <i>GP Blocks</i> <i>(Warhol linked to Art)</i>	Coding <i>Python – Ghost Game</i>
D.T./Art	D.T. – Making Teddy Bears <i>Researching & developing design criteria to design a product fit for purpose, communicating ideas through discussion & sketches, using a range of materials & techniques safely</i>	D.T. – Cooking on Rations <i>Select from a range of rationed ingredients to refine a prototype using a range of cooking techniques</i>	Art – People in Motion (Pop Art) <i>Using digital media to manipulate images</i> <i>Warhol</i>	Art – Mayan art and architecture <i>Develop an understanding of great art through history (sculpting)</i>	DT – Computer programming <i>Use knowledge of computing to programme, monitor and control a moving product</i> <i>Lego – moving dragons</i>	Art – A Sense of Place <i>(Linked to P.S.H.E.)</i> <i>Collage linked to personal lives and the wider community</i>
History/Geography	History/Geography – Local Study of The War Years <i>Continue to develop chronology, devising historically valid questions, using a range of sources, studying local history during the war years</i> <i>Mapping buffer zones using Digimap</i> <i>Creating a detailed route map to show invasion</i>		Geography – Around the World <i>Using maps/atlases/globes to locate the world's countries, human & physical characteristics & cities, key aspects of physical geography, compass & 6-figure grid references</i>	History/Geography – South America and the Mayans <i>A study of a non-European society (Mayans) that provides contrasts with British history</i> <i>To locate countries and cities within South America and describe features studied. To compare human and physical features of South America</i> <i>To understand how land use has changed over time (link to History)</i>	Geography – Map Work <i>Locational knowledge, world & UK mapping, topographical features. To include time zones</i> <i>RECAP: learning from previous year group.</i>	
P.S.H.E. & British Values	Black History Month Mutual respect & tolerance	Reproduction (SRE) Mutual respect & personal freedom Anti-Bullying Week Mutual respect, tolerance & personal freedom	LGBT History Month (February) Mutual respect & tolerance	Body Image & the Media Mutual respect, tolerance & personal freedom	More Than Friends Mutual respect, tolerance & personal freedom	Moving On (Including a focus on illegal drugs & peer pressure) Mutual respect, tolerance, rule of law & personal freedom SCM
Music	Jazz & Blues <i>Exploring history</i>	Film Composition	<i>Famous composer:</i> http://www.warcomposers.co.uk/	Mayan Music	<i>End of Year Performance</i>	

	<i>(Link to Black History Month)</i>	<i>Comparing different styles of music and composing Using War Time Music Exploring history & listening with attention to detail</i>	<i>technological sounds to create a sense of motion (Launchpad/garageband)</i>	<i>Appreciate & understand music from the Mayans</i>	<i>Playing/performing in solo and ensembles with increasing confidence and control</i>	
French	Au Collège <i>Talking about school</i>	Mon Uniforme <i>Describing school uniform</i>	Ma Routine Quotidienne <i>Talking about daily routine, including time</i>	Au Café <i>Talking about food likes and dislikes</i>	Revision of learning from the whole Key Stage	
R.E. & British Values	CONCEPT: Sacrifice A Eid-ul-Adha Mutual respect, tolerance, rule of law & personal freedom	CONCEPT: Interpretation A The Two Birth Narratives Mutual respect & tolerance	CONCEPT: Messages B Jesus & His Teachings Mutual respect & tolerance	CONCEPT: Resurrection C The Empty Cross Mutual respect & tolerance SCM	CONCEPT: Ritual B Ramadan/Eid-ul-fitr Mutual respect, personal freedom & tolerance Hampshire box	CONCEPT: Rites of Passage B The Hajj: Journey of Life Mutual respect, personal freedom & tolerance
P.E.	Gymnastics & Invasion Games (Tag Rugby Skills & Games)	Dance & Invasion Games (Football Skills & Games)	Gymnastics, OAA & Fitness	Dance & Invasion Games (Basketball Skills & Games)	Athletics	Cricket, Volleyball & Tri-Golf