



# Barnacles class - Year 6 - Climate change

## Spring 2 Medium Term Planning

Anchored in the community, a place to be, a world to explore

Subject	Objectives Covered
English	<p>I can draft and write, making selective choices of vocabulary for effect based on the book 'The way of the wolves'.</p> <p>I can use expanded noun phrases to convey complicated information concisely</p> <p>I can link ideas within and across paragraphs using a wider range of cohesive devices – adverbials</p> <p>I can use semi-colons and dashes to mark the boundary between independent clauses</p> <p>I can use colons to introduce a list</p> <p>I can use hyphens to avoid ambiguity</p> <p>I can edit my own writing</p> <p>Spelling:</p> <p>I can learn to spell using prefixes, suffixes, and understand the rules for adding them. I can spell words with silent letters (e.g., <i>knight</i>, <i>psalm</i>, <i>solemn</i>).</p> <p>I can distinguish between homophones and other commonly confused words.</p> <p>I can use my knowledge of morphology (word structure) and etymology (word origin) to inform spelling, and learn some words that need to be memorised as listed in the statutory English spelling lists.</p> <p>I can use dictionaries to check spellings and meanings, using the first few letters of a word to look it up.</p> <p>Reading: 'Beetle boy'</p> <p>I can improve the fluency of my reading and read with expression and understanding.</p> <p>I can learn the meaning of new vocabulary.</p> <p>I can answer questions about the text, involving retrieving information; making inferences; summarising the text; discussing the author's use of language and how the text is structured and organised; considering themes within the text and giving opinions.</p>

Outcomes	To write a documentary narrative in the style of David Attenborough for Miss Jagger at APHS to read.
Maths	<p>I can recognise that shapes with the same areas can have different perimeters and vice versa</p> <p>I can recognise when it is possible to use formulae for area and volume of shapes</p> <p>I can calculate the area of parallelograms and triangles</p> <p>I can calculate, estimate and compare volume of cubes and cuboids using standard units, including centimetre cubed (<math>\text{cm}^3</math>) and cubic metres (<math>\text{m}^3</math>), and extending to other units [for example <math>\text{mm}^3</math> and <math>\text{km}^3</math> ]</p> <p>I can describe positions on the full coordinate grid (all four quadrants)</p> <p>I can draw and translate simple shapes on the coordinate plane, and reflect them in the axes</p> <p>I can draw 2-D shapes using given dimensions and angles</p> <p>I can recognise, describe and build simple 3-D shapes, including making nets</p>
Science	<p>Classification:</p> <p>I can understand how living things are grouped based on shared characteristics.</p> <p>I know that animals are classified into groups like mammals, birds, reptiles, amphibians and fish.</p> <p>I can use classification keys to identify unknown organisms.</p> <p>I can explain how grouping living things helps us learn about biodiversity and how animals adapt to their habitats.</p> <p>I can observe and compare characteristics of a variety of living things.</p> <p>I can record observations using diagrams, tables, and charts.</p>
Outcome	<p>Use classification keys to identify different insects and animals at the 'Bug Park'</p> <p>To Write an information report explaining why animal conservation is important, to be published in the local 'Quay' magazine.</p>
Personal Social Emotional	<p>The influence of media on people:</p> <p>I can think critically and question what is seen, heard, or read.</p> <p>I can recognising bias and persuasion techniques (e.g. advertising tricks, influencer marketing).</p> <p>I can understand how media can impact self-image and emotions.</p> <p>I can describe how to stay safe online, including dealing with pressure from media.</p> <p>I can identify trustworthy sources of information.</p>

<p>Geography</p>	<p>Climate change Threat to biomes</p> <p>I can use world maps and digital mapping tools to locate the Earth’s major biomes (e.g. rainforest, desert, tundra, savannah, temperate forest, polar regions).</p> <p>I can identify the climate zones (tropical, temperate, polar) where different biomes are found.</p> <p>I can understand Climate Patterns</p> <p>I can use and interpret climate graphs and data to understand temperature and rainfall patterns across different biomes.</p> <p>I can explain how latitude, altitude, and distance from the equator affect climate. I can use maps, diagrams, and data sets to explore how climate change is affecting global temperatures, sea levels, and weather patterns.</p> <p>I can investigate how human actions (e.g. deforestation, burning fossil fuels, pollution) contribute to global warming.</p> <p>I can Investigate the Impact on Biomes</p> <p>I can explain how climate change can affect local marshes and rivers.</p>
<p>Outcome</p>	<p>Write a speech to persuade the local community to take action against climate change, explaining how it is harming biomes and rivers – especially here in Norfolk.</p>
<p>Art</p>	<p>Frida Kahlo and self-portraits</p> <p>I can research and record observations about Frida Kahlo’s life, themes and style in sketchbooks</p> <p>I can use proportion and positioning to draw accurate or expressive self-portraits</p> <p>I can apply colour theory (tone, shade and hue) to convey mood or emotion</p> <p>I can use symbolism and background elements to represent personal identity</p> <p>I can evaluate and reflect on their own and others’ work, explaining how visual choices express meaning.</p>
<p>Outcome</p>	<p>Create a self-portrait in the style of Frida Kahlo</p>
<p>Music</p>	<p>Classroom Jazz</p> <p>I can identify features of jazz and blues styles.</p> <p>I can understand how jazz musicians use improvisation and form.</p> <p>I can name some typical jazz instruments: saxophone, trumpet, double bass, drum kit, piano.</p>

	<p>I can play melodic patterns using notes from the C major or C blues scale on glockenspiel or keyboard.</p> <p>I can maintain a steady pulse and perform in time with backing tracks.</p> <p>I can improvise short melodic phrases using 3–5 note sets (e.g. C–D–E–G–A or the blues scale).</p> <p>I can create short motifs or riffs in a jazz or blues style.</p>
Outcomes	Compose a short Jazz -style piece of music
R.E.	<p><b>I can compare perspectives:</b> Identify similarities and differences between scientific and Christian explanations of creation.</p> <p>I can explain that Christians believe God created the world, as told in the Bible’s Genesis story.</p> <p>I can explain that Science offers explanations like the Big Bang and evolution to describe how the universe and life began.</p> <p>I can explain that some people see science and religion as conflicting; others believe they can both help explain different parts of creation.+</p> <p>I can understand that creation involves respecting both faith and scientific inquiry as ways to explore life’s origins</p>
Computing	<p>Spreadsheets</p> <p>I can navigate a spreadsheet interface (e.g. Microsoft Excel, Google Sheets).</p> <p>I can enter and format data into cells.</p> <p>I can write simple formulas using =, +, -, and built-in functions like SUM.</p> <p>I can sort and filter data to find patterns or trends.</p> <p>I can create and interpret simple graphs and charts from data.</p>
PE	<p>Fitness</p> <p>I can change direction with a fluent action and transition smoothly between varying speeds.</p> <p>I can show fluency and control when travelling, landing, stopping and changing direction.</p> <p>I can co-ordinate a range of body parts with a fluent action at a speed appropriate to the challenge.</p> <p>I can adapt running technique to meet the needs of the distance.</p> <p>I can complete body weight exercises for increased repetitions with control and fluency.</p> <p>I can use my breath to increase my ability to move for sustained periods of time.</p>

# Links to: anchored in the community, a place to be, a world to explore

Take part in 'World book day' activities. Take part in fund-raising activities. Trip to the 'bug Park'. Sports competitions.