



Barnacles class - Year 6 – The Mayans/ The Salt Marsh

Summer 2 Medium Term Planning

Anchored in the community, a place to be, a world to explore
This term's values is - aspiration

Subject	Objectives Covered
English	<p>Writing: 'Varmit's by Helen ward Fiction: Environmental Change Narrative Purpose: To narrate</p> <p>Build on previous units & focus on: Develop understanding of how words are related by meaning as synonyms and antonyms.</p> <p>I can use expanded noun phrases to convey complicated information precisely. I can develop understanding of the passive to affect the presentation of information in a sentence. I can link ideas within and across paragraphs using a wider range of cohesive devices – adverbials. I can use semi-colons to mark the boundary between independent clauses. I can use colons to mark the boundary between independent clauses.</p> <p>Spelling: 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, psalm, solemn</i>). I can distinguish between homophones and other commonly confused words. 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. I can use dictionaries to check spellings and meanings, using the first few letters of a word to look it up.</p>

	<p>Reading: O Maya Gods!</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>
<p>Outcomes</p>	<p>Writing – To write an Environmental change narrative</p>
<p>Maths</p>	<p>Recap on key maths units that require revision. Fractions/decimals/percentages – week 1 and 2 - Week 3 Area, perimeter and Volume, Week 4/5 Shape, Week 6 Statistics</p> <p>I can use common factors to simplify fractions down to their lowest terms. Put fractions with different denominators (bottom numbers) in order by finding a common denominator. Add and subtract fractions with different denominators and mixed numbers. Multiply simple pairs of proper fractions together, writing the answer in its simplest form. Divide a fraction by a whole number. Multiply decimals with up to two decimal places by whole numbers. Recall and use famous fraction, decimal, and percentage equivalents. Find percentages of amounts.</p> <p>I know that perimeter is the distance <i>around</i> a shape, while area is the space <i>inside</i> it. I can calculate the area of any triangle using the correct formula .I can calculate the area of a parallelogram using the correct formula. I can recognise that shapes can have the same perimeter but different areas, and vice versa.</p> <p>I can calculate missing angles: Find unknown angles in triangles quadrilaterals and regular polygons. I can use Angle Rules: Use the facts that angles on a straight line equal 180, angles around a point equal 360, and vertically opposite angles are equal. I can draw & classify 2D Shapes: Draw shapes accurately using a ruler and protractor with given lengths and angles. 3D Shapes & Nets: Name and describe 3D shapes (faces, edges, vertices) and recognize them from flat 2D nets. I can identify the parts of a Circle: Know the terms radius, diameter, and circumference, and know that the diameter is twice the length of the radius.</p> <p>I can read, understand, and draw complex charts, including pie charts and line graphs, to solve problems. I can use total amounts and fractions/percentages to figure out the data shown in a pie chart. I can find the geometric "average" (the mean) of a set of data by adding all the numbers together and dividing the total by the number of values.</p>
<p>Science</p>	<p>The human body</p> <p>I can investigate how exercise affects heart rate.</p> <p>I can discuss the effects of different lifestyle choices on the body.</p> <p>I can present information clearly using scientific vocabulary.</p>

Outcome	Plan, carry out and write up an investigation into the effects of exercise on the human body.
Personal Social Emotional	High school transition – preparing for change, what to expect, worries and what we are looking forward to, how to be prepared. Sex education Puberty & Body Changes: Understand how male and female bodies change as they grow up (including hair growth, body shape, periods for girls, and wet dreams for boys). Emotional Wellbeing: Recognize that growing up brings changing emotions, and learn how to handle mood swings and body image pressure. Human Reproduction: Learn the scientific facts of how a baby is made (how a sperm and egg meet) and how it grows during pregnancy. Proper Body Vocabulary: Use the correct biological names for male and female body parts. Healthy Relationships: Identify what makes a good, safe relationship (trust, respect, and kindness) versus an unhealthy one. Consent & Boundaries: Know that your body belongs to you, how to set personal boundaries, and how to respect other people's boundaries. Staying Safe Online: Understand how to protect yourself on the internet and what to do if online content makes you uncomfortable. Trusted Adults: Know exactly who to talk to (like parents, teachers, or helpers) if you have worries or questions.
History	The Mayans I can place the Maya within a broader historical timeline and compare with other ancient civilizations. I can examine artefacts, codices, ruins, and accounts to learn about the Maya. I can ask questions about Mayan society, beliefs, and reasons for decline. I can compare Mayan achievements and society with other ancient civilizations like the Egyptians or Romans. I can imagine the lives of different people in Mayan society.
Outcome	Write a Non-Fiction Report: Life and Legacy of the Mayans
Geography	The Salt Marsh – a unique Habitat I can explain that a salt marsh is a coastal wetland found in sheltered areas where sea water and fresh water mix, such as behind sand dunes or along tidal creek. I can explore the Holkham National Nature Reserve, on the North Norfolk coast, which has extensive salt marshes, sand dunes, and mudflats formed by the action of tides and sediment. I can explain that the Salt marshes are created when sediment builds up in sheltered coastal areas. Plants like samphire and sea lavender grow, helping to trap more sediment and stabilise the land. I can describe how they provide a habitat for wildlife (especially birds and salt-tolerant plants), protect coasts from erosion and flooding, and store carbon, helping to reduce the effects of climate change. I can describe how people use Holkham's salt marshes for tourism, walking, and conservation work. I can explain how the area is protected as part of the Holkham National Nature Reserve to balance human use and environmental protection.
Outcome	Create a persuasive piece of Writing on- Why the Salt Marsh should be protected.
Art	What can we learn from Mayan sculpture? I can design and plan a sculpture inspired by Mayan stelae using sketchbooks to develop ideas. I can explore relief carving techniques using clay, modroc, or cardboard. I can use tools safely to shape, carve, and add texture and detail to their sculpture. I can experiment with form, line, and surface decoration to tell a story or represent an idea. I can evaluate my own work and others', considering cultural inspiration and symbolism.

Outcome	Create a Mayan inspired sculpture.
Music	<p>Singing</p> <p>I can sing with accurate pitch, clear diction, and expressive phrasing. I can use unison and simple harmony (where applicable). I can follow musical notation and respond to conductor cues (e.g. for dynamics and tempo changes).</p>
Outcomes	Sing songs in Y6 leaver's assembly
R.E.	<p>I can consider : What can we learn about the meaning of life from the world's great philosophers? Critical thinking: I can analyse and reflect on philosophical ideas about life's meaning. Questioning: I can develop and explore big questions with openness. Comparing viewpoints: I can understand and compare different philosophical perspectives. Reasoned argument: I can express my own ideas clearly and back them up with reasons. Empathy and respect: I can appreciate different beliefs and ideas, even if they differ from my own.</p>
Computing	<p>3D modelling</p> <p>I can navigate 3D design environments using zoom, rotate and pan tools. I can select and combine 3D shapes to build more complex models. I can re-size, align and position 3D objects accurately. I can use digital tools to group, duplicate and mirror components.</p>
PE	<p>Cricket / Rounders</p> <p>Striking: I can understand that the momentum and power for striking comes from legs as well as arms. Fielding: I know which fielding action to apply for the situation. Throwing and catching: I can consistently make good decisions on who to throw to and when to throw in order to get batters out. I know that accuracy, speed and consistency of throwing and catching will help to limit a batter's score. Tactics: I can understand and apply some tactics in the game as a batter, bowler and fielder. Rules: I can understand, apply and use rules consistently in a variety of striking and fielding games whilst playing and officiating.</p> <p>Volleyball</p> <p>Shots: I can understand the appropriate skill for the situation under pressure e.g. choosing to play the ball short over the net, if I have just moved my opponent to the back of the court. Serving: I can begin to apply tactics when serving e.g. aiming to serve short on the first point and then long on the</p>

second point.

Rallying: I can understand how to play different shots depending on if a rally is co-operative or competitive.

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

Take part in cluster sports events. Take a leadership role in sports day. Perform to school and guests in Y6 leavers' assembly. Trips.