	Barnacles Class - Year 6 **Autumn 2 Medium Term Planning** **Anchored in the community, a place to be, a world to explore** **Values and learning disposition: resilience**
English	**A Story Like The Wind** • I can find the difference between informal and formal speech • I can select appropriate language and vocabulary for formal writing. • I can understand how words are related by meanings as synonyms and antonyms. • I can convert nouns and adjectives into verbs using a range of suffixes. • I can use expanded noun phrases to convey complicated information concisely. • I can link ideas within and across paragraphs using a wide range of cohesive devices such as adverbials. • I can use semi-colons to mark the boundary between independent clauses. • I can use hyphens to avoid ambiguity.
Outcomes	Write a story that contains a flashback. Write a news report.
Guided Reading	**On The Move by Michael Rosen** **Theme:** Immigration/Poetry/Individual experience. • I can improve reading fluency. • I can read with increased expression and understanding. • I can retrieve information accurately from a text. • I can infer about a character's feelings/actions. • I can summarise a text. • I can discuss the author's use of language in a text. • I can explain how texts are structured.

Maths	**Maths Unit: Fractions** • I can find equivalent fractions and simplify them • I can find equivalent fractions on a number line • I can compare and order fractions • I can add and subtract any two fractions • I can multiply and divide fractions • I can find fractions of an amount • I can convert metric and imperial units of measure
Science	**Science Unit: Electricity** • Electrical components • I can build and test simple series circuits using bulbs, buzzers, switches, and cells. • I can use circuit diagrams with standard symbols to record and design circuits. • I can investigate how changing the number of cells affects the circuit (e.g., bulb brightness). • I can identify and troubleshoot faults in circuits (e.g., loose connections, broken wires). • I can explain observations and results using scientific vocabulary.
Outcome	Make a series circuit involving multiple components.
Personal Social Emotional	**PSHE Unit: Keeping healthy and being mindful** • I can recognise physical and emotional changes and know they are a normal part of growing up. • I can describe how to practise good personal hygiene routines confidently and independently. • I can make healthy choices about food, exercise, sleep, and screen time. • I can describe some strategies for managing emotional wellbeing, including dealing with mood changes and stress. • I can name people who I would ask for help or advice

Geography	**Geography Unit: Jamaica** • I can describe that Jamaica is an island nation in the Caribbean with both mountainous terrain and coastal lowlands. • I can use map symbols, grid references, and keys to show physical and human features. • I can describe how Jamaica lies in the tropical climate zone, near the Equator and the Tropic of Cancer. • I can use my Mapping skills to explore and compare places around the world using both paper and digital resources. • I can describe how Jamaica has diverse geography and culture, with key cities like Kingston and Montego Bay.
Outcome	A labelled map of Jamaica and its key features
History	**History Unit: The Windrush Generation (An aspect of British history)** • I can explain how after World War II, starting in 1948, people from the Caribbean were invited to Britain to help rebuild the country. • I can describe how the ship HMT Empire Windrush arrived in Tilbury, Essex, in 1948, bringing the first large group of Caribbean migrants to Britain. • I can explain how many migrated due to economic hardship and lack of jobs in the Caribbean, and were attracted by job opportunities in Britain. • I can explain how on arrival, Windrush migrants faced challenges such as racism, housing difficulties, and finding work, but they also made important contributions. • I can describe how the Windrush generation has had a lasting cultural, social, and economic impact on British society • I can place the Windrush migration in the timeline of British and world history. • I can show that I understand why the Windrush generation came to Britain and what effects this migration had. • I can examine different sources such as photographs, oral histories, interviews, and newspaper reports. • I can ask questions about migration, community, and identity. • I can describe the experiences of the Windrush migrants from their point of view. • I can compare life in the Caribbean with life in Britain at that time

Outcome	A written explanation about the Windrush
Design Technology	**Design Unit: Textiles** • I can design detailed, purposeful Christmas textile products considering the target user. • I can create precise and reusable pattern pieces and templates. • I can apply a range of sewing techniques with skill and accuracy. • I can decorate textiles (embroidery, applique). • I can assemble textile products neatly and securely. • I can conduct thorough evaluations of products and suggest realistic improvements.
Outcome	Make a Christmas decoration for the Wells Christmas tree festival
Music	**Music Unit: Festive Performance** • I can identify and describe the inter-related dimensions of music – pitch, tempo, dynamics, texture, and structure. • I can perform with awareness of ensemble singing, intonation, and musical expression.
Outcomes	Perform in the Christmas concert
R.E.	**RE Unit: How do Christians explain suffering in the world?** • I can explore Christian explanations for suffering in the Bible and teachings. • I can consider different Christian perspectives on why suffering exists. • I can reflect on how Christian beliefs influence caring for those who suffer. • I can engage with difficult questions about pain, injustice, and faith. • I can explain how Christians might find meaning and hope despite suffering.
Computing	**Computing Unit: Website Design** • I can create and edit content: adding text, images, and links. • I can use headings and formatting tools for clarity and emphasis. • I can insert hyperlinks and organising navigation. • I can evaluate the design for usability and purpose
Outcome	Create a website on a chosen interest.
PE	**Unit: Hockey**

	• I can send and receive the ball • I can dribble consistently using a range of techniques with increasing control under • pressure. • I can move to the correct space when transitioning from attack to defence or defence to • attack and create and use space for self and others. • I can confidently change direction to lose an opponent • I can use a variety of defending skills (tracking, interception) in game situations. **Unit: Swimming** • I can identify my personal best in a range of strokes. • I can successfully select and apply my fastest stroke over a distance of 25m. • I can demonstrate a smooth and consistent breathing technique in a range of strokes over • a distance of 25m.
Outcome	Play in a hockey match
Links to: anchored in the community, a place to be, a world to explore	
Taking part in our Christmas concert. Visit St Nicholas church for the Christingle service. Create a Christmas decoration for the Wells-next-the-sea Christmas tree festival. Visit the co-op store to find out about plant-based foods.	