

 Downview Primary School Medium Term Planner Our school is underpinned by our 6 school values which were decided upon by staff and children. These values are: Collaboration, Communication, Co-operation, Creativity, Independence, Resilience. Together we live by the motto that “At Downview we grow and learn together everyday.” At Downview Primary our behaviour mantra is that we are "kind, respectful and safe."			End of Unit Assessment Activity: Star maths and reading - entry Mock SATs 1 Week 7 Wow moments: Doodle learning launch – Reading, maths, x tables and spelling Meet the teacher – Year 6					
Year Group: 6 Autumn Term: 1 2026		Curriculum focus: Evolution and Inheritance/ Population change Texts: LT: The Last Bear, Origins of the species						
Autumn Term 1								
	Week 1 (2 days)	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
English	Establishment phase – set expectations yr 6 – spelling, handwriting, English v independent writing books, purpose choice, grammar Recap on writing with a purpose for a target audience – what does this mean/look like? (Library visit)	Handwriting daily The Last Bear Sentence Level focussed recap Year 4/5 L1: What is a sentence? L2: Can I identify and sort fronted adverbials – time/frequency/place/manner L3: Can I write fronted adverbials and correctly position commas - Oral rehearsal L4: Can I identify incorrect tense in a a piece of writing – oral rehearsal edit and redraft	Handwriting daily The Last Bear Sentence Level focussed recap Year 5 L5: Can I identify relative pronouns and sort relative clauses? L6: Can I use advanced punctuation – brackets, dashes and commas to show parenthesis? L7: Can I write my own relative clauses, correctly positioning punctuation for parenthesis? L8: Can I identify and use a range of model verbs to adapt given sentences?	(Year 5 morning grammar) The Last bear Hook L1 Can I use a range of conjunctions to justify opinions? L2 Can I make inferences to describe a character? L3 Can I use personification and similes to generate figurative language? L4 Can I write a log entry in role?	(Year 5 morning grammar) The Last bear L5 (2) Can I use dialogue punctuation to write a conversation between Bear and April? (S&L Drama session first) L6 Can I use model verbs and questions to express the thoughts of characters?	(Year 5 morning grammar) The Last Bear L7 Can I use repeated words and phrases for effect to write another log entry? L9 (2) Can I use the passive voice to describe a scene L10 Can I explore character through role-play – record notes in bullet form	(Year 5 morning grammar) SATs Practise papers 1 L11 Can I summarise the main events and plot them in order?	(Year 5 morning grammar) The Last bear (Purpose & Audi) Application week – To write a newspaper report on April’s heroic feat – choice: recount from her point of view – an interview, informative about the sequence of events, Aprils hopes for the environment. L12 Can I write an effective introduction? L13 Can I write the main body? L14 Can I write the conclusion? L15 Can I edit and publish? (2 sessions)
Reading Non-fiction?	Begin reading class text Establish daily class reading time – expectations sch&hm, rewards, reading records/ recommendations and book corners	Guided reading: whole class daily – The Last Bear Can I gather topic related words/phrases from a text, and predict/discuss the meaning, to use in my writing - working wall Star reading entry *Daily small group MyON texts on iPads T	Origins of the species S2: Can I retrieve and record information from non-fiction texts? *Daily small group myON texts on iPads	Origins of the species Variation under natures – flow dia – see on planet Earth today under visualiser S4: Can I identify and explain hw the information on the non-fiction page is presented and related and how this contributes to the meaning as a whole? *Daily small group using Library loan books T	Guided reading: class comprehension – CGP Fiction 1 *Daily small group using Library loan books	Guided reading: class comprehension – CGP Non-fiction 1 *Daily small group free choice T	Guided reading: whole class daily – The Last Bear Can I compare characters – similarities and differences and make predictions how the story will end using textual evidence? Star reading Aut *Daily small group free choice	The Last Bear – complete and review – recommend for who and why? *Daily small group – Last Bear evaluation T – together set next half terms indiv reading focus and targets
Maths		Place Value Numbers to 1,000,000 Numbers to 10,000,000 Can I Read, write num to 10,000,000 Powers of 10 Star maths entry	Place value Numberline to 10,000,000 Can I Compare and order Can I Round (x 2 sessions) Negative numbers	Four operations Can I use Common Multiples Can I understand the rules of Divisibility Can I work out Square and cube numbers	Four operations Can I multiply up to a 4-digit number by a 2-digit number Can I solve problems with multiplication Can I use Short division	Four operations Can I division using factors Can I begin to use long division Can I begin to use long division with remainders Can I solve multi-step problems Star maths Aut	SATs week	Four operations Order of operations Mental calculations and estimation 4 operations investigation 4 operations calculations
Science Evolution and inheritance		Can I write a factfile on the life and work of Mary Anning? Fossilisation recap and progression from yr3 introduce Mary Anning	Can I write a factfile on the life and work of Mary Anning? Recap and independent study and creation of factfile I can describe who Mary Anning was and why her fossil discoveries were important for understanding prehistoric life. I can explain how Mary Anning’s work helped scientists develop ideas about evolution and the history of living things.	Can I understand how characteristics are passed from parent to their offspring? I can explain that living things inherit characteristics from parents. I can identify and describe differences between inherited characteristics and acquired characteristics.	Can I understand the work of Charles Darwin and his theory of evolution? I can explain that Charles Darwin developed the theory of evolution by natural selection. I can describe how Darwin used observations of plants and animals.	Can I present how Darwin thought his theory of evolution and natural selection works? I can explain that Charles Darwin developed the theory of evolution by natural selection. I can describe how Darwin used observations of plants and animals.	How are animals and plants adapted to suit their environment and how may this lead to evolution? I can explain that animals and plants with characteristics best suit to their environment are more likely to survive and reproduce.	How are animals and plants adapted to suit their environment and how may this lead to evolution? I can explain how animals and plants have features that help them survive in their environment. I can describe how, over a long time, these adaptations may change a whole species, leading to evolution.

Geography Why does population change?		How is the global population changing? I can define global population distribution. I can describe how and why the global population has changed. I can begin to explain why people may choose to live in a particular environment.	What are birth and death rates? I can define birth rate and death rate. I can describe what influences birth and death rates. I can identify the natural increase of a population on a graph.	Why did people migrate? I can define migration. I can describe push and pull factors. I can explain why some migration is involuntary.	How is climate change impacting the population? I can give reasons why climate change is happening. I can describe the impact of climate change on the population. I can suggest ways to fight climate change at a local level.	How is climate change impacting the population? I can give reasons why climate change is happening. I can describe the impact of climate change on the population. I can suggest ways to fight climate change at a local level.	SATs week	How is population impacting our environment; Data findings I can use digital technologies to map data collected. I can analyse and compare two different data sets. I can suggest improvements in response to conclusions drawn.
Computing Computing systems and networks: Communication and collaboration		Internet Safety To go through code of conduct.	To explain the importance of internet addresses I can recognise that data is transferred using agreed methods I can explain that internet devices have addresses I can describe how computers use addresses to access websites	To recognise how data is transferred across the internet I can identify and explain the main parts of a data packet I can explain that data is transferred over networks in packets I can explain that all data transferred over the internet is in packets	To explain how sharing information online can help people to work together I can recognise how to access shared files stored online I can send information over the internet in different ways I can explain that the internet allows different media to be shared	To evaluate different ways of working together online I can identify different ways of working together online I can recognise that working together on the internet can be public or private I can explain how the internet enables effective collaboration purposes	To recognise how we communicate using technology I can explain the different ways in which people communicate I can identify that there are a variety of ways to communicate over the internet I can choose methods of communication to suit particular purposes	To evaluate different methods of online communication I can compare different methods of communicating on the internet I can decide when I should and should not share information online I can explain that communication on the internet may not be private
RE Why does religion look different around the world?		To recognise the importance of words used to describe God. I can discuss different ways people may describe God.	To identify the similarities and differences between some Abrahamic religions. I can recall the origins of the Abrahamic religions. I can explore extracts from scriptures and first-hand accounts to make links between beliefs. I can explain why there are similarities between different religions.	To identify why some mitzvot have been adapted. I can recognise rules many Jewish people follow during Shabbat. I can identify how someone can fulfil mitzvot in the present day. I can suggest how and why someone may need to adapt their practice.	To explain reasons why traditions can vary within a religion. I can recognise traditional practices that some Jewish people observe during Shabbat. I can analyse how the features of a country or region can influence the way a Jewish community practises Shabbat.	To recognise how some religious practices are influenced by both culture and scripture. I can explain how religious and political views affect the style of kippot. I can suggest reasons for a person's choice to wear a kippah. I can discuss the importance of head coverings.	To discuss reasons why someone may choose to cover their hair. I can identify religious and cultural examples of hair coverings. I can explain why someone might choose to cover their hair. I can offer justified advice.	Assessment of: To identify the similarities and differences between some Abrahamic religions. To identify why some mitzvot have been adapted. To explain reasons why traditions can vary within a religion. To recognise how some religious practices are influenced by both culture and scripture. To discuss reasons why someone may choose to cover their hair.
PSHE KAPOW: My Healthy Self	Ongoing getting to know activities	Sports and House Captain Presentations	To interpret nutritional information to help make informed choices about food. I can identify and use key information on food labels. I can explain how poor nutrition affects both short-term and long-term health. I can give reasons for food choices.	To describe how habits can influence long-term health. I can explain how some habits affect the body and mind. I can identify some possible long-term consequences of certain habits. I can make a plan to improve habits for better health in the future.	To recognise and regulate strong and complex feelings. I can identify and name a range of complex feelings. I can give examples of what can influence strong feelings. I can suggest helpful ways to regulate strong or complex feelings.	To explain how our mindset can affect our personal growth. I can identify the difference between a growth mindset and a fixed mindset. I can suggest helpful ways to respond to challenges and setbacks. I can describe how learning from setbacks can build confidence.	To understand how my actions can impact myself and others. (2) I can explain how unkind behaviour, including bullying, can affect self-esteem over time. I can explain how my actions can impact myself and others. I can describe ways to support someone who has been hurt or left out. Year 6 – supporting others moving forward	
PE Developing by Personal skills Coordination Ball skills & Gym- Low Apparatus		Personal Skills Developing my Personal skills and knowledge I know where I am with my learning and I have begun to challenge myself. Try to view things I can't do as an opportunity to improve. Coordination Ball Skills I can move and work the ball in both directions. Keep the ball moving and away from my body. I can move the ball smoothly and fluently. Keep my head up, looking forward. Hand Apparatus Skills I can perform individual movements accurately. Use spotting to aid balance.	Personal Skills Developing my Personal skills and knowledge I can persevere with a task and improve my performance through regular practice. Think about what I can improve when I find things hard. Agility Reaction / Response I can react quickly with good acceleration. React and move early so it gives me time to get balanced. I can catch the ball consistently. Start quickly and accelerate by pushing off hard with my feet. I can maintain balance and control after catching. Extend my front leg across my body and bend my knees to help me to stop quickly in a balanced position. Hand Apparatus Skills I can perform individual movements accurately. Use spotting to aid balance. I can perform individual movements accurately.	Personal Skills Developing my Personal skills and knowledge emerging - I know where I am with my learning and I have begun to challenge myself. Try to view things I can't do as an opportunity to improve. expected - I can persevere with a task and improve my performance through regular practice. Demonstrate a desire to keep trying as a positive reaction to difficulty. exceeding - I recognise my strengths and weaknesses and can set myself appropriate targets. Use my own and others' feedback to help recognise my strengths and weaknesses. Coordination Ball Skills I can move and work the ball in both directions. Keep the ball moving and away from my body. I can move the ball smoothly and fluently. Keep my head up, looking forward.	Personal Skills Developing my Personal skills and knowledge Emerging - I know where I am with my learning and I have begun to challenge myself. Try to view things I can't do as an opportunity to improve. expected - I can persevere with a task and improve my performance through regular practice. Demonstrate a desire to keep trying as a positive reaction to difficulty. exceeding - I recognise my strengths and weaknesses and can set myself appropriate targets. Use my own and others' feedback to help recognise my strengths and weaknesses. Agility Reaction / Response I can react quickly with good acceleration. React and move early so it gives me time to get balanced.	Personal Skills Developing my Personal skills and knowledge Emerging - I know where I am with my learning and I have begun to challenge myself. Try to view things I can't do as an opportunity to improve. expected - I can persevere with a task and improve my performance through regular practice. Demonstrate a desire to keep trying as a positive reaction to difficulty. exceeding - I recognise my strengths and weaknesses and can set myself appropriate targets. Use my own and others' feedback to help recognise my strengths and weaknesses. Agility Reaction / Response I can react quickly with good acceleration. React and move early so it gives me time to get balanced.	Personal Skills Developing my Personal skills and knowledge Emerging - I know where I am with my learning and I have begun to challenge myself. Try to view things I can't do as an opportunity to improve. expected - I can persevere with a task and improve my performance through regular practice. Demonstrate a desire to keep trying as a positive reaction to difficulty. exceeding - I recognise my strengths and weaknesses and can set myself appropriate targets. Use my own and others' feedback to help recognise my strengths and weaknesses. Agility Reaction / Response I can react quickly with good acceleration. React and move early so it gives me time to get balanced.	Personal Skills Developing my Personal skills and knowledge Emerging - I know where I am with my learning and I have begun to challenge myself. Try to view things I can't do as an opportunity to improve. expected - I can persevere with a task and improve my performance through regular practice. Demonstrate a desire to keep trying as a positive reaction to difficulty. exceeding - I recognise my strengths and weaknesses and can set myself appropriate targets. Use my own and others' feedback to help recognise my strengths and weaknesses. Agility Reaction / Response I can react quickly with good acceleration. React and move early so it gives me time to get balanced.

			Use spotting to aid balance. I can maintain good body tension and extension throughout. Tighten muscles to enable controlled movements.	I can maintain fluidity when changing hands. Concentrate on performing movements smoothly to begin with and then gradually increase speed. Hand Apparatus Skills I can perform individual movements accurately. Use spotting to aid balance. I can maintain good body tension and extension throughout. Tighten muscles to enable controlled movements.	I can catch the ball consistently. Start quickly and accelerate by pushing off hard with my feet. I can maintain balance and control after catching. Extend my front leg across my body and bend my knees to help me to stop quickly in a balanced position. Low Apparatus Skills I can move with good posture. Maintain good body tension and extension. I can perform accurate movement patterns. Concentrate on coordination of body parts.	I can catch the ball consistently. Start quickly and accelerate by pushing off hard with my feet. I can maintain balance and control after catching. Extend my front leg across my body and bend my knees to help me to stop quickly in a balanced position. Low Apparatus Skills I can move with good posture. Maintain good body tension and extension. I can perform accurate movement patterns. Concentrate on coordination of body parts. I can perform repeatable movements. Keep at least one body part in contact with apparatus.	I can move the ball smoothly and fluently. Keep my head up, looking forward. I can maintain fluidity when changing hands. Concentrate on performing movements smoothly to begin with and then gradually increase speed. Low Apparatus Skills I can move with good posture. Maintain good body tension and extension. I can perform accurate movement patterns. Concentrate on coordination of body parts. I can perform repeatable movements. Keep at least one body part in contact with apparatus.	Start quickly and accelerate by pushing off hard with my feet. I can maintain balance and control after catching. Extend my front leg across my body and bend my knees to help me to stop quickly in a balanced position. Low Apparatus Skills I can move with good posture. Maintain good body tension and extension. I can perform accurate movement patterns. Concentrate on coordination of body parts. I can perform repeatable movements. Keep at least one body part in contact with apparatus.
Art Drawing: Make my voice heard		To explore how street artists use art to convey messages and provoke thought. I can identify key features and messages of street art and murals. I can discuss the intention and impact of street art examples.	To explore how street artists use art to convey messages and provoke thought. I can identify key features and messages of street art and murals. I can discuss the intention and impact of street art examples. I can sketch ideas inspired by street art.	To understand and apply one point perspective in a drawing inspired by street art. I understand how perspective creates an illusion of depth. I can apply one point perspective in my work. I can use different shading techniques to develop texture, tone and form. I can add details to make my drawing realistic.	To understand and use scale and proportion effectively in drawings. I can accurately enlarge a drawing by scaling up precisely. I can ensure proportions remain consistent to draw objects realistically. I can reflect on how scale affects the impact of art.	To design a street-art-inspired piece using a brief. I can design a street-art-inspired piece that reflects my chosen message. I can apply perspective, scale and proportion in my work. I can articulate my artistic intentions and purposefully choose materials and techniques.	To create a street-art-inspired piece that conveys a message using perspective, scale and proportion. I can scale up a design into a final piece. I can use materials purposefully and articulate my artistic intentions for my piece.	To create a street-art-inspired piece that conveys a message using perspective, scale and proportion. I can scale up a design into a final piece. I can use materials purposefully and articulate my artistic intentions for my piece. I can suggest improvements to refine my work.