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:
SATS

Wow moments:
Evacuee Day

WW2 Celebration Day
- **Anderson Shelters**
- **Bikeability**

Year Group: 6
Autumn Term: 2

Curriculum focus:
History - WW2
Science – Light
Key Texts: Can we save the Tiger? Anne Frank

Autumn Term 2

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
English	3 days L1: Can I use modal and emotive verbs to persuade? (Introduce subjunctive form) L2: Can I open sentences using subordinating conjunctions, correctly placing a comma? L3: Can I use conjunctions to write a persuasive message explaining why we should protect endangered species? *** Homework – children to select their own endangered species*	L4: Can I create expanded noun phrases to describe my own endangered animal? L5: (2 days) Can I write a short information text for a museum, using brackets to give additional information? (formal tone and cohesion) L6/7: Can I write a persuasive speech to convince a group of farmers that the (endangered animal) needs help? (Punctuate thoughtfully to draw reader in)	Application: 4 days L9/L10: Can I recognise when someone is writing to persuade or writing to discuss? Can I create a plan for a discussion text on my chosen animal? L11: Can I write an introductory paragraph to a discussion text using different sentence length for effect? L12: Can I create cohesion using adverbials when presenting and discussing an argument? L13: Can I edit and redraft a section of my discussion text checking I have applied practised skills?	Anne Frank L1 To use modal verbs to make guesses about the past L2 To write an informal letter L3 To write diary entries using brackets for parenthesis L4 Can I use question tags and modal verbs to create a tone of uncertainty?	Setting description focus week – A place to hide and survive L5 Can I describe a setting using expanded noun phrases? • APPLY: informal language, parenthesis, modal verbs • REVIST: Prepositions and adverbials to describe	Mock SATs	L6 Can I use relative clauses in dialogue? Application 3 days: L7 Can plan a diary entry from a different perspective? L8 (2 days) Can I write a diary entry from a different perspective?
Reading	Guided reading – CGP Next key text – see overview) Whole class guided reading: two weeks on next key text developing written comprehension skills, looking at different types of questions To work out the meaning of new language from the context and reading around the text To retrieve information from a wide range of texts To evaluate the author's use of language on the reader – explore their purpose		Guided reading – 2025 SATs – A life changing Game (Non-fiction) To work out the meaning of new language from the context and reading around the text To retrieve information from a wide range of texts To justify answers using evidence from the text To evaluate the author's use of language on the reader – explore their purpose	Guided reading – 2025 SATs In the cave (Narrative with dialogue) To work out the meaning of new language from the context and reading around the text To retrieve information from a wide range of texts To justify answers using evidence from the text To evaluate the author's use of language on the reader – explore their purpose	Guided reading – 2025 SATs Longbow girl (Narrative – tale of old) To work out the meaning of new language from the context and reading around the text To retrieve information from a wide range of texts To justify answers using evidence from the text To evaluate the author's use of language on the reader – explore their purpose	Mock SATs Tests	Guided reading – whole class shared reading using MyOn to support topic work on Anne Frank, Light and Christmas Paired reading – Children revisit MyOn to select: • Suitable AR level • Topic of interest • To include a quiz (T to model during whole class input)

Maths	Arithmetic Equivalent fractions and simplifying Equivalent fractions on a number line Compare and order (denominator) Compare and order (numerator)	Arithmetic Add and subtract simple fractions Add and subtract any two fractions Add mixed numbers Subtract mixed numbers	Arithmetic Multi-step problems Multiply fractions by integers Multiply fractions by fractions Divide a fraction by an integer	Arithmetic Divide any fraction by an integer Mixed questions with fractions Fraction of an amount Fraction of an amount – find the whole	Metric measures Convert Metric measures Calculate with Metric measures Miles and kilometres Imperially measures	Mock SATs Tests Arithmetic Focus	Arithmetic Add or multiply Use ratio language Problem solving
Science **Light**	Can I understand how mirrors can be used to change the direction of light? Funny face investigation - mirror maze	Can I investigate how refraction changes the direction in which light travels? Chd Investigate refraction using a glass of water, prisms and amazing arrows	Can I investigate shadows? Investigation: What effects the size of a shadow? Recording and data as a graph Concluding sentences	Can I use mirrors and reflection to make a periscope? Proving how light travels That light can be reflected at right angles	Can I use mirrors and reflection to make a periscope? Proving how light travels That light can be reflected at right angles	Recap and review: Cahoot quiz on light	
History **WW2**	Rainbow Theatre WW2 Day Can I create a timeline to order the main events of World War Two? Can I take notes about the evacuees of World War Two? Can I use secondary sources to research World War Two?	Can I create a fact sheet about the Blitz?	Can I describe the events of the Battle of Britain	Can I identify the allied and axis countries on a map?	Can I use secondary sources to research famous people from World War Two?	SATs Tests	Recap and Review (Lesson taught in first week)
Art **Painting and mixed media: Artist Study**	To understand how to analyse a famous painting.	To Apply drama techniques to explore the meaning of a painting.	To understand how to find meaning in painting.	To apply interpretation skills to analyse and respond to an abstract painting.	To develop starting points for creative outcome.	To demonstrate an understanding of painting techniques to make personal choices - plan	To demonstrate an understanding of painting techniques to make personal choices
Computing **Bebrass Challenge and Spreadsheets**	Bebrass Challenge - Pupils will explore a range of Bebras computational thinking tasks, using logic and reasoning to solve problems. They will discuss different strategies and explain how they reached their solutions.	Bebrass Challenge - Pupils will complete further Bebras challenge activities, applying computational thinking skills including pattern recognition, decomposition and algorithmic thinking. They will evaluate their solutions and compare different approaches to problem-solving.	To collect and organise data in a format of their choice. They will then explore how data can be structured in a table. Finally they will input data into a spreadsheet.	To develop their understanding of the structure of a spreadsheet. They will be introduced to cell references, data items and the concept of formatting cells. Learners will see data items formatted in different ways, they will then choose formats for data items before applying formats in their own spreadsheet.	To begin to use formulas to produce calculated data. They will understand that the type of data in a cell is important (e.g. numbers can be used in calculations whereas words cannot). Learners will create formulas to use in a spreadsheet using cell references and identify that changing inputs will change the output of the calculation.	To calculate data using the operations of multiplication, subtraction, division, and addition. They will use these operations to create formulas in a spreadsheet. Learners will then begin to understand the importance of creating formulas that include a range of cells and the advantage of duplicating in order to apply formulas to multiple cells.	To plan and calculate the cost of an event using a spreadsheet. They will use a predefined list to choose what they would like to include in their event, and use their spreadsheet to answer questions on the data they have selected. Learners will be reminded of the importance of organising data and will then create a spreadsheet using formulas to work out costs for their event.
French **Sports and the Olympics**	Recap and Review	To express playing a sport using the correct verb	To express sporting preferences	To express travel plans using the verb aller.	To create sentences for a sports diary including opinion verbs, second verbs and adjectives.	To create a description using familiar language, a wide range of vocabulary and grammatical structures.	

PSHE **Connecting with others:**	Recap and Review	To make links between values and personal growth.	To evaluate how to be respectful in different situations.	To set and respect personal boundaries, including seeking and giving consent.	To evaluate safe, respectful ways to challenge unfairness in everyday situations.	To describe how to respond to bullying safely.	To explain when to seek help for yourself or someone else.
PE **Real PE Unit 2 social** **Dynamic balance / counter balance**	Developing my Social skills and knowledge so… I show patience and support others, listening carefully to them about our work. Give specific feedback on what others have done well. Take responsibility for making sure everyone is clear on what they are doing. Take turns speaking and give specific feedback on what others have done well. Give clear, simple instructions and check for understanding. I can maintain balance throughout. Keep my core muscles tight.	Developing my Social skills and knowledge so… I cooperate well with others and give helpful feedback. Take responsibility for making sure everyone is clear on what they are doing. Listen to and take on others' opinions and then discuss the best way forward. I can move smoothly and with control. Keep my body straight throughout.	Developing my Social skills and knowledge so… I help organise roles and responsibilities and can guide a small group through a task. Listen to and take on others' opinions and then discuss the best way forward. Give a positive comment before any improvement feedback. I can coordinate movements with my partner. Start leaning in and then slowly lean back using smooth, controlled movements.	Developing my Social skills and knowledge so… I can negotiate and collaborate appropriately. Give a positive comment before any improvement feedback. Use a combination of praise, positive body language and challenge to motivate other team members.	Developing my Social skills and knowledge so… I can negotiate and collaborate appropriately. Give a positive comment before any improvement feedback. Use a combination of praise, positive body language and challenge to motivate other team members.	Developing my Social skills and knowledge so… I can involve others and motivate those around me to perform better. Ensure all team members are involved and if not, encourage them and ask for their input. Use a combination of praise, positive body language and challenge to motivate other team members.	Developing my Social skills and knowledge so… I can involve others and motivate those around me to perform better. Ensure all team members are involved and if not, encourage them and ask for their input. Use a combination of praise, positive body language and challenge to motivate other team members.
PE **Real P.E. Dance Unit 2 social /shapes, Circles, Artistry, Partnering**	Developing my Social skills and knowledge so… I help organise roles and responsibilities. Take responsibility for making sure everyone is clear on what they are doing, including myself. I can create multiple standing and floor shapes… Balanced on 1 foot with other foot higher than 45°. With 2 points of contact using combination of hands, arms and shoulders for support. I can travel between shapes including rotation… On the floor (spirals and turns) and in the air. In different directions. At different speeds.	Developing my Social skills and knowledge so… I help organise roles and responsibilities. Take responsibility for making sure everyone is clear on what they are doing, including myself. I can create complex movement led by a combination of circles made with different body parts and in different planes leading into… Stepping, body movements and turns. Jumps with 1 foot take-off and landing, other leg extended. Jumps with 180° rotation and change of direction in the air (landing facing backwards).	Developing my Social skills and knowledge so… I can negotiate and collaborate appropriately in creating and performing my dance. Listen to and take on others' opinions and then discuss the best way forward. I can create multiple ways of moving linked to the silk… Where the silk moves lead me into jumping, a turn and a jump, floor and floor shapes. Fluently without stopping.	Developing my Social skills and knowledge so… I can negotiate and collaborate appropriately in creating and performing my dance. Listen to and take on others' opinions and then discuss the best way forward. I can create a combination of shapes, circles and silk moves… Both matching and in contrast to the melody or the main song line. Responding to musical phrases.	Developing my Social skills and knowledge so… I can work with others and motivate those around me to make dance and perform better. Ensure my partner is involved in creating our dance and, if not, encourage them and ask for and listen to their input. With my partner, I can create movements, including turning and jumping… Leading into and out of partner supports. Leaning towards and away from my partner. In unison. In canon. Independently.	Developing my Social skills and knowledge so… I can work with others and motivate those around me to make dance and perform better. Ensure my partner is involved in creating our dance and, if not, encourage them and ask for and listen to their input. Dance Skill Challenges I can create a sequence of a minimum of 6 various moves… With movements made both with arms and legs. In unison followed by moves in contrast and performed independently of my partner.	Developing my Social skills and knowledge so… I can work with others and motivate those around me to make dance and perform better. Ensure my partner is involved in creating our dance and, if not, encourage them and ask for and listen to their input. Performance