



**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, and Resilience.**

Together we live by the motto that **"At Downview we grow and learn together every day."** At Downview Primary our behaviour mantra is that we are **"kind, respectful and safe."**

**End of Unit Assessment Activity:**

Star assessment maths and reading  
APW – Non-fiction writing task

**Wow moments:**

Ancient Greek day and Rainbow Theatre 29<sup>th</sup> April  
Ancient Greek museum showcase to parents 20<sup>th</sup> May  
FCC Magic Day 14<sup>th</sup> April

**Year Group: 5  
Summer Term: 1**

**Curriculum focus:  
History – Ancient Greece  
Texts: Beowulf / The Whale  
Guided reading: The story of  
Titanic**

**Spring Term 1**

	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>	
<b>English</b>	<b>Beowulf</b> <b>L1:</b> Can I ask a range of investigative questions? <b>L2:</b> Can I interpret Anglo Saxon Kennings? Can I use a hyphen? Can I use alliteration?	<b>L3:</b> Can I use modal verbs and adverbs of possibility to write a letter of advice? <b>L4:</b> Can I write a heroic speech using relative clauses and superlatives? <b>L5:</b> Can I use figurative language to describe action?	<b>L6:</b> Can I use adverbials to write a descriptive recount? (2 sessions) <b>L7:</b> Can I use prepositions to expand noun phrases, to describe a setting?	<b>The Whale</b> <b>L1</b> To justify an opinion with an explanation <b>L2</b> To make inferences about a story from a front cover <b>L3</b> To ask and answer questions in role	<b>L4</b> To capture what was said using reported speech <b>L5</b> To write thoughts and speech in role as contrasting characters <b>L6</b> To use effective verb choices to write a descriptive paragraph <b>L7</b> To use expanded noun phrases to write a first-person recount	<b>L8</b> To explore themes within a memory <b>L9</b> To plot the key events of a story <b>L10</b> To create profiles of two characters	
<b>Reading</b>	<b>Literacy Leaves: The story of Titanic</b> Give/explain the meaning of words in context Retrieve and record information /identify key details from fiction and non-fiction Summarise main ideas from more than one paragraph Make inferences from the text/explain and justify inferences with evidence from the text Predict what might happen from details stated and implied Identify /explain how information / narrative content is related and contributes to meaning as whole Identify/ explain how meaning is enhanced through choice of words and phrases Make comparisons within the text						
<b>Maths</b>	<b>Statistics</b> <b>Step 1:</b> Can I draw Line graphs? <b>Step 2:</b> Can I read and interpret line graphs? <b>Step 3:</b> Can I read and interpret tables? <b>Step 4:</b> Can I read and interpret two way tables? <b>Step 5:</b> Can I read and interpret timetables?	<b>Shape</b> <b>Step 1:</b> Can I understand and use degrees? <b>Step 2:</b> Can I classify angles? <b>Step 3:</b> Can I estimate angles? <b>Step 4:</b> Can I measure angles to 180°? <b>Step 5:</b> Can I draw lines and angles accurately?	<b>Step 6:</b> Can I calculate angles around a point? <b>Step 7:</b> Can I calculate angles on a straight line? <b>Step 8:</b> Can I calculate missing lengths and angles in shapes? (2 days) <b>Step 9:</b> Can I identify regular and irregular polygons? <b>Step 10:</b> Can I identify and name 3D shapes?	<b>Position and Direction</b> <b>Step 1:</b> Can I read and plot coordinates? <b>Step 2:</b> Can I solve problems using coordinates? <b>Step 3:</b> Can I translate shapes on a coordinate grid? <b>Step 4:</b> Can I understand and explain how coordinate change when shapes are translated? <b>Step 5:</b> Can I identify lines of symmetry on different shapes?	<b>Step 6:</b> Can I explain the terms horizontal, vertical and diagonal? <b>Decimals</b> <b>Step 1:</b> Can I use known facts to add and subtract decimals within 1? <b>Step 2:</b> Can I work out complements to 1? <b>Step 3:</b> Can I add and subtract decimals across 1? <b>Step 3:</b> Can I add decimals with the same number of decimal places?	<b>Star Maths Assessment</b> <b>Step 5:</b> Can I subtract decimals with the same number of decimal places? <b>Step 6:</b> Can I add decimals with different numbers of decimal places?	
<b>Science</b> Properties of materials	Can I describe a material's properties?	Can I sort and compare materials according to their properties? Can I explain the uses of different materials based on their properties?	Can I identify materials that are thermal conductors and insulators? Can I explain what thermal conductors and insulators are? Can I plan and carry out an investigation into thermal conductors and insulators? Can I give reasons for the uses of thermal conductors and insulators?	Can I give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic?	Can I plan, conduct and evaluate a test on the suitability of different materials?		

<p><b>History</b></p> <p>Ancient Greece</p>		<p>Greek Gods and Goddesses</p> <p>Can I answers questions about Greek Gods and Goddesses by researching?</p>	<p><b>Greek Day</b></p>	<p>Athenians and Spartans</p> <p>Can I make connections and draw contrasts between Athenians and Spartans?</p>	<p>Ancient Greek democracy</p> <p>Can I explain how Athenian democracy has influence modern democracy?</p>	<p>What is the legacy of the Ancient Greeks?</p> <p>Can I evaluate the legacies of the Ancient Greek civilisation?</p>
<p><b>Music</b></p> <p>Charanga Music: Year 5 Unit 1</p>	<p>a. Warm-up Games b. Flexible Games (optional) c. Start to learn the song The Fresh Prince of Bel Air</p>	<p>a. Warm-up Games b. Flexible Games (optional) c. Sing the song The Fresh Prince of Bel Air d. Play instrumental parts</p>	<p>a. Warm-up Games b. Flexible Games (optional) c. Sing the song The Fresh Prince of Bel Air d. Play instrumental parts e. Improvise (optional extension activities for improvisation)</p>	<p>a. Warm-up Games b. Flexible Games (optional) c. Sing the song The Fresh Prince of Bel Air d. Play instrumental parts e. Improvise option (optional extension activities for improvisation) f. Compose</p>	<p>a. Warm-up Games b. Flexible Games (optional) c. Sing the song The Fresh Prince of Bel Air d. Play instrumental parts e. Improvise option (optional extension activities for improvisation) f. Play your composition(s) within the song</p>	<p>a. Warm-up Games b. Flexible Games (optional) c. Sing the song The Fresh Prince of Bel Air d. Choose and play any of the options below, then decide which one to practise for the end-of-unit performance: . Play instrumental parts . Improvise option (optional extension activities for improvisation) . Play your composition(s) within the song Choose and play any of the options below, then decide which one to practise for the end-of-unit performance</p>
<p><b>Computing</b></p> <p>Teach Computing: Selection in physical computing</p>	<p>To identify that drawing tools can be used to produce different outcomes</p> <ul style="list-style-type: none"> <li>I can recognise that vector drawings are made using shapes</li> <li>I can experiment with the shape and line tools</li> </ul> <p>I can discuss how vector drawings are different from paper-based drawings</p>	<p>To create a vector drawing by combining shapes</p> <ul style="list-style-type: none"> <li>I can identify the shapes used to make a vector drawing</li> <li>I can explain that each element added to a vector drawing is an object</li> </ul> <p>I can move, resize, and rotate objects I have duplicated</p>	<p>To use tools to achieve a desired effect</p> <ul style="list-style-type: none"> <li>I can use the zoom tool to help me add detail to my drawings</li> <li>I can explain how alignment grids and resize handles can be used to improve consistency</li> </ul> <p>I can modify objects to create a new image</p>	<p>To recognise that vector drawings consist of layers</p> <ul style="list-style-type: none"> <li>I can identify that each added object creates a new layer in the drawing</li> <li>I can change the order of layers in a vector drawing</li> </ul> <p>I can use layering to create an image</p>	<p>To group objects to make them easier to work with</p> <ul style="list-style-type: none"> <li>I can copy part of a drawing by duplicating several objects</li> <li>I can recognise when I need to group and ungroup objects</li> <li>I can reuse a group of objects to further develop my vector drawing</li> </ul>	<p>To apply what I have learned about vector drawings</p> <ul style="list-style-type: none"> <li>I can create a vector drawing for a specific purpose</li> <li>I can reflect on the skills I have used and why I have used them</li> </ul> <p>I can compare vector drawings to freehand paint drawings</p>
<p><b>PSHE</b></p> <p>Kapow: Safety and the Changing Body</p>	<p><b>Citizenship</b></p> <p>L5: Pressure groups To recognise the role of pressure groups</p>	<p>L6: Parliament To begin to understand how parliament works</p>	<p><b>Economic Well-being</b></p> <p>L1: Why prioritise needs over wants?</p> <p><i>Making and prioritising budgets. Navigating emotional implications in financial situations.</i></p>	<p>L2: How should I budget for the week?</p> <p><i>To create a weekly budget</i></p>	<p>L3: To understand the terms and processes involved in borrowing and lending</p> <p><i>Assessing loan and borrowing responsibilities and suitability. Seeking guidance for financial dilemmas.</i></p>	<p>L4: To understand the risks when handling money online</p> <p><i>Discussing money risks and management.</i></p>
<p><b>Art / DT</b></p>	<p>Lesson 3: Self-portraits</p> <p>To identify the features of self-portraits.</p>	<p>Lesson 4: Changing faces</p> <p>To develop ideas towards an outcome by experimenting with materials and techniques self-portrait.</p>	<p>Lesson 5: Mixed-media portraits</p> <p>To apply knowledge and skills to create a mixed-media</p>	<p><b>Greek day</b></p> <p>Design and make a clay monster</p>	<p>To make an Anglo-saxon boat</p>	
<p><b>RE</b></p>	<p><b>Kapow RE Unit – What happens when we die?</b></p> <p>Lesson 1: Why do some people believe in a soul?</p>	<p>Lesson 2: How do some people make up for bad deeds?</p>	<p>Lesson 3: What is the purpose of a funeral?</p>	<p>Lesson 4: How do some people seek forgiveness in their lives?</p>	<p>Lesson 5: What is samsara?</p>	<p>Lesson 6: How might someone reach Moksha?</p>

**PE**

Real PE Unit 5 Physical

**Balance to agility – Jumping and landing**

I can perform a variety of movements and skills with good body tension.

I can achieve good take off and height.

I can land with balance and control.

Running and throwing preparation for Sports Day

**Real Dance  
Shapes solo**

I can perform a range of skills fluently and accurately in practice and performance situations.

I can perform with balance and control when holding a shape and when moving between shapes / landing.

I can perform a variety of smooth, graceful movements when moving between shapes, with no stopping between moves.

I can perform clear and repeatable shapes and moves.

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**Real Dance  
Artistry Musicality**

I can identify musical melody and express it with body movement.

Count music or sing a melody out loud or in my head if it helps.

I can demonstrate a visible change in movement when music or musical phrase is changed.

Think about how the music makes me feel and start with making my body replicate what the music does.

I can perform a range of shapes, circles and silk moves with control to different music.

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