



**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, Cooperation, 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 W.B. 11<sup>th</sup> May

Star Assessment Reading and Maths

**Wow moments:**

Egyptian Day

**Year Group: 6  
Summer Term: 1**

**Curriculum focus:  
Ancient Egyptians**

**Summer Term 1**

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>English</b>	APW Redraft APW Rewrite The Explorer- Can I explore setting descriptions?	Settings- Can I gather noun phrases, figurative language and sentence starters for a setting description for a rainforest? Can I write a setting description?	Can I create a character profile? Can I understand the features of characterisation? Can I write dialogue with characterisation and action?	Independent writing – Can I write a 3 <sup>rd</sup> person narrative with both setting and character description? Plan-draft-edit-redraft	<b>SATs Week</b>	The explorer continued – Can I identify streams of consciousness and how it helps the narrative and characterisation?
<b>Reading</b>	Model skimming vs scanning words. Teach children to underline key words in questions. Explicitly teach how SATs papers are structured.	Model how to read around the word. Replace word with synonym and check if it makes sense. Explore shades of meaning.	Model what do I know, what does the text say: inferencing skills. Use evidence to justify answers Focus on characters' feelings and motives.	Teach how to identify main ideas Model summarising in 1- 2 sentences. Use evidence to justify predictions.	<b>SATs Week</b>	Develop discussion and oracy skills Explore texts in a more creative, low – pressured way.
<b>Maths</b>	<i>Statistics</i> Line graphs Dual bar charts Read and interpret pie charts Pie charts with percentages Draw pie charts	<i>Statistics</i> The mean <i>Shape</i> Measuring and classify angles Calculate angles Vertically opposite angles Angles in a triangle Angles in a triangle – special cases	<i>Shape</i> Angles in a triangle – missing angles Angles in quadrilaterals Angles in polygons Circles Draw shapes accurately Nets of 3-D shapes	<i>Position and direction</i> The first quadrant Read and plot points in four quadrants Solve problems with coordinates Translations Reflections	<b>SATs Week</b>	<i>Maths Challenge</i> <i>White Rose Bakery</i> Best value Profit & loss Packaging Cooking problems
<b>Science</b> Living things and their habitats	SATs revision	SATs revision	SATs revision	SATs revision	Can I understand how micro-organisms can be divided into groups according to their different characteristics?	Can I understand how animals can be divided into groups according to their different characteristics?  Can I understand how plants can be divided into groups according to their different characteristics?
<b>History</b> Ancient Egyptians	<i>Geography – start of English unit support</i> <i>Can I locate and explain the location of the world's rainforests?</i> <i>Can I describe the features of the layers of a rainforest and the animals living there?</i>	Can I find out about the different ways in which ancient Egyptians lived and worked?	Can I understand what was important to people during ancient Egyptian life?	Can I understand and explain the ancient Egyptian ritual of mummification?	Can I understand how evidence can give us different answers about the past?	Can I compare and contrast the Egyptian writing with my own?
<b>PSHE</b> Citizenship & Economic Wellbeing	Can I recognise examples of prejudice and discrimination and learn how these can be challenged?	Can I understand diversity and value different people bring to a community?	Can I begin to understand how the government works?	Can I identify feelings around money and discuss their impact?	Can I recognise how to safeguard money in digital and physical environments?	Can I identify how money –related develop at secondary school?

<p><b>PE</b> Physical Cog Invasion &amp; Athletics</p>	<p><i>Jump Ball</i> Can I hold a balanced position with control and minimal wobble?</p> <p><i>Athletics</i> Can I sprint using correct techniques to improve my speed?</p>	<p><i>Jump Ball</i> Can I stay balanced while moving in different directions?</p> <p><i>Athletics</i> Can I control my pace to run over a longer distance?</p>	<p><i>Jump Ball</i> Can I jump and land with control and good technique?</p> <p><i>Athletics</i> Can I work as part of a team to complete a successful relay?</p>	<p><i>Jump Ball</i> Can I link movements together so they flow?</p> <p><i>Athletics</i> Can I jump for height and length using power and control?</p>	<p><i>Jump Ball</i> Can I apply my balance and jumping skills in different activities?</p> <p><i>Athletics</i> Can I throw for distance using the correct technique?</p>	<p><i>Jump Ball</i> Can I perform a sequence of movements fluently and accurately?</p> <p><i>Athletics</i> Can I apply my athletics skills in a competitive setting?</p>
<p><b>Computing</b></p>	<p>Can I evaluate websites to identify what makes them effective?</p>	<p>Can I plan the structure and content of a website?</p>	<p>Can I create a clear and engaging homepage?</p>	<p>Can I build a multi-page website with effective navigation?</p>	<p>Can I improve my website using design and multimedia features?</p>	<p>Can I evaluate my website and suggest improvements?</p>