



Year 6, Summer 2- Medium Term Plan

How can I find my way around Didsbury?



Subject	Prior Learning	Assessment	Oracy Opportunities	Learning Questions	Key Vocabulary	House Value
Maths	Divide a number with up to 4 digits by a one-digit number using a formal written method, and interpret remainders appropriately for the context.	Children can articulate their 'real life Maths' learning and present orally using their books as reference.	Design a theme park- persuasive speeches	Introduction into future careers: annual salary Future careers: research your dream job Future careers: present about your dream job Futures: Bills activity 1 Calculate mortgage rates and wages Design a dream house - perimeter, area Enterprise Maths week - Data + Graphs Enterprise Maths week - Data + Graphs Running a shop. Buy ingredients. 4 calculations. Opened ended questions related to real life problems. Enterprise Can the children make a profit?	Budget, mortgage, calculations, data, graphs, real life learning, future	Resilience
Writing	Recap of key genres- Formal letter (enterprise), Soliloquy (Macbeth), Biography (Darwin)	Hot writes- moderation Summer writing project- final piece	Formal letter Soliloquy Biography	LQ: How can I write a formal letter to persuade? (theme park) LQ: How can I write a soliloquy about killing the king? (Lion King) LQ: How can I write a biography? (Walt Disney) Summer writing project Week 1 - Story Immersion Week 2 & 3 - Character exploration, weaving in toolkit, building up writing practice and planning Week 4 - Hot Write		Creativity
Reading	VIPERS questioning Inference work linked to SATS learning	Reading comprehension based on 'the final year' and 'a quiet storm'	Pair, group and class discussion opportunities linked to transition	Class discussions to the 'Final Year' and a 'Quiet Storm' which link to transition	Inference Collaboration Discussion Consensus	Collaboration
Science	Children have made circuits in year 4.	Children will do a pre-assessment and post- assessment.	Group work to complete tests. Kagan group discussions encouraged throughout.	LQ: How can I explain scientifically how static electricity works? LQ: How can I use a lemon to light a bulb? LQ: Can I draw a diagram and explain the lemon circuit investigation?		Fairness



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Geography	Year 3: 8 compass points Year 4: four figure grid references, map symbols and keys Year 5: physical features on maps Year 6: six figure grid references, use of hard and digital maps	W1: grid references summative assessment W4: Use a digimap to establish height references and map scale to articulate distance summative assessment Children self assess against assessment criteria grid for every lesson. Tagging skills to local reference points Secret destination for each Kagan group. Children are assessed against how they reference against map symbols, directional language, grid references to plot how to get to a local destination. Draw an initial sketch map; use of scale; key; symbols and what they represent; what would you need to pack (physical features dictating equipment)	Group work and discussion to complete assessment	LQ: How do I find six figure grid references? LQ: How can we explain and identify more complex map symbols? LQ: How do we use a map scale to find distances? LQ: How is height shown on a map? playground context LQ: How do we find places on a global scale?	six figure grid references, distance, global scale, map symbols, height, scale	Collaboration
History				Geography unit		
DT	Made torches in Year 4	End of unit assessment	Collaboration and group discussion	Who invented the traffic light system and why? How is coding used to make a traffic light system? How can I adapt a traffic light code for different purposes? How can I use a code to make a kitronik traffic light system work? How do I design a traffic light system for a purpose?	coding systems inventions	Resilience
Art			End of Year Production	DT unit		
Computing						



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RE	Year 4: Religious festivals Year 5: Religious places of Worship (Mosque)	What Matters to Muslims? Can you think of similar commitments to the 5 pillars?		What festivals do Muslims celebrate? Name religious places Muslims find important. What helps you through the journey of life and what helps Muslims? What is a key belief of Muslims and how does this effect their lives? Why does prayer matter to Muslims? How is charity important to Muslims and to you? Why do Muslims fast? Why do Muslims want to go on a pilgrimage?		Kindness
PSHE	Links to RSE in Year 5- Gender stereotypes/puberty	Discussion and understanding	Group and class discussions Time to discuss ides in pairs	What changes happen in my life? What happens in a loving relationship and what is forced marriage? How is a baby made?	Body parts key medical vocabulary	Collaboration
Music			End of Year Production			Creativity
PE	The children will all be able to hit the ball using forehand, backhand, and volleying with some degree of accuracy. The children will also understand how to move around the court in order to give themselves the best possible chance of returning the ball. All children should be able to hold a rally with another person and play competitive matches.	Ongoing formative assessment	Oral feedback during and after lessons Use of key vocab	LQ: What is the ready position and how do we strike the ball using the forehand technique? LQ: How do we control where the ball is going? LQ: In order to hit targets what must we do? LQ: What is a volley and when should we be using it? LQ: When serving what are the 3 basic steps? LQ: Can you name 3 advanced rules when playing a game of tennis?	Coordination, forehand, backhand, fault, net, serve, smash, volley, racket, baseline, side-line, body position, striking position, awareness, agility, balance, accuracy, control	Collaboration
Dance Gymnastic s				End of Year Production		Collaboration