



Year 6, Summer 1 - Medium Term Plan

Why did the Islamic Golden Age advance history?

Subject	Prior Learning	Assessment	Oracy Opportunities	Learning Questions	Key Vocabulary	House Value
Maths	Year 5 - Perimeter and area, measuring angles, past paper mock sats for revision of sats questions	KS2 SATs assessment	Kagan groups, streaming groups, rally coach	<p>How can I use a protractor to measure angles?</p> <p>How do angles relate to 'turns'?</p> <p>How will I calculate missing angles? What are angles in a triangle?</p> <p>What are angles in an isosceles triangle?</p> <p>Angles in quadrilaterals?</p> <p>What are 3D nets? What are 3D shapes? Sats reasoning questions mixed sats week revision: reasoning and arithmetic opportunities for consolidation</p>		Collaboration
Writing	Children have written a suspense story early this year.	<p>Explain what you think an adventure story is. What do you think makes a good one?</p> <p>End of unit text based on a fictional adventure story.</p>	<p>Drama- hot seating, conscience alley Kagan groups Discussion and debate</p>	<p>How do characters and events make a story interesting? (chapter 1)</p> <p>How can a setting change a character? (chapter 2)</p> <p>How do carefully chosen phrases hook a reader? (chapter 2)</p> <p>How do writers introduce and progress a cohesive flashback? (chapter 3)</p> <p>What features of an adventure narrative can I spot?</p> <p>How can I plan an adventure narrative?</p> <p>How can I write an adventure narrative?</p> <p>LQ: What is the style of Michael's journal in Kensuke's Kingdom?</p> <p>LQ: How can I write a diary entry?</p> <p>The Final Year</p>		Resilience



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Reading	Children have experienced SATs style questions and practice mock SATs	Year 6 Reading SATs	Group work to discuss texts Performance of poetry	<p>How can I explore vocabulary in a story?</p> <p>How do I give my impression of a character using evidence from the text?</p> <p>How do I answer VIPERS style comprehension questions?</p> <p>I can I give evidence to support points about a character using the text?</p> <p>How do I explore the meaning behind complex poems?</p> <p>How do I celebrate and promote texts I enjoy?</p>		Resilience
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.	<p>LQ: How do we draw diagrams of electric circuits?</p> <p>LQ: How can I explain scientifically how static electricity works?</p> <p>LQ: How can I use a lemon to light a bulb?</p> <p>LQ: Can I draw a diagram and explain the lemon circuit investigation?</p>		
Geography				History topic		
History				<p>LQ: What was the House of Wisdom and what happened there?</p> <p>LQ: What is the link between Islam and the 'Golden Age'?</p> <p>LQ: How did the Golden Age improve Health Care?</p> <p>LQ: How did the Golden Age improve education?</p> <p>LQ: Why did the Golden Age come to an end?</p>		Fairness
DT				Art topic		



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Art				<p>How do artists create 3D objects from 2D drawings & paintings?</p> <p>What different types of food packaging are there and what colours and patterns can I identify on the boxes?</p> <p>How do artists create the designs for food packaging? What key drawing techniques support seeing and drawing, and enable me to scale up my drawing?</p> <p>How can I build packaging nets whilst experimenting with drawing, composition and type? How can I add both texture and form to a simple outline shape?</p> <p>How can I transform a 2D drawing to a 3D object?</p>		Creativity



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Computing	This unit presumes that pupils are already confident in their understanding of sequence, repetition and selection independently within programming.	Assessment opportunities detailed in each lesson plan provided by the NCCE. The learning objective and success criteria are introduced at the beginning of each lesson and then reviewed at the end. Learners are invited to assess how well they feel they have met the learning objective using thumbs up, thumbs sideways, or thumbs down.	Continuous formative assessment through a variety of Kagan structures used in each lesson including Times Pair Share and Quiz Quiz Trade.	<p>Sensing</p> <ul style="list-style-type: none"> I can apply my knowledge of programming to a new environment I can test my program on an emulator I can transfer my program to a controllable device I can identify examples of conditions in the real world I can use a variable in an if, then, else statement to select the flow of a program I can determine the flow of a program using selection I can use a condition to change a variable I can experiment with different physical inputs I can explain that checking a variable doesn't change its value I can use an operand (e.g. <=>) in an if, then statement I can explain the importance of the order of conditions in else, if statements I can modify a program to achieve a different outcome I can decide what variables to include in a project I can design the algorithm for my project I can design the program flow for my project I can create a program based on my design I can test my program against my design I can use a range of approaches to find and fix bugs 	<ul style="list-style-type: none"> controllable device conditions modify outcome variables algorithm if, then, else statement input output debug 	Creativity



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RE - What does it mean to be a Muslim in Britain today?	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?		Fairness
PSHE	Safety on devices Personal qualities Discrimination Resilience	Listening to discussions and feedback Drama ideas acted out	Kagan groups Class debates and discussions Role play scenarios	How does the internet affect our mental and physical health? What is stereotyping? How can I challenge negative thoughts and feelings?	Mental Health Emotional Health Resilience Regulation	Resilience
MFL	Fairgrounds (Y6) Telling the time (Y6) Preferences (Y6) At the Market (Y5) The Hungry Giant (Y3) Going on a picnic (Y3)	Speaking and Listening Writing	Group and pair discussions and role plays	How do I say the names of tapas food in Spanish? How do I express my opinions about food and drinks? What foods and drinks would be on a Spanish menu? How can I politely order food and drinks? What might a conversation at a tapas be like?		Collaboration
Music		Speaking and Listening, performance of a piece of music	Workign together to develop their piece of Music	What emotions do I feel while listening to some music? How does a soundtrack create tension? Can I create a piece of music? Can I develop a piece of emotional music? Can I perform my piece of music to an audience?		Creativity
PE						



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<p>Dance Gymnastics</p>	<p>Assembly in year 5.</p>	<p>Showcase of dance at the end of the unit.</p>	<p>Discussions to create different routines and choreography</p>	<p>How will we create a dance motif? How will we create level changes and different directions? How will we include mirror image in our choreography? How can we effectively use chance choreography? (Pair work) How can we use cannon? Rehearse Children will be creating dances for the end of year show.</p>	<p>Rehearse, dance, unit, choreography, cannon, dance motif, levels, directions, mirror image</p>	<p>Creativity</p>