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	Design a circus project Perimeter and area Business plan How can I calculate expenses? How can I 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? (circus) LQ: How can I write a soliloquy? (The Greatest Showman) LQ: How can I write a biography? (PT Barnum) 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 Consensous	**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.	Circus project- linked to DT 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

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
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	Circus project- planning and organising a travelling circus tour 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	Circus project- linked to DT 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 my own show light system? How do I design a light system for a purpose?	coding systems invetions	Resilience
Art			End of Year Production	DT unit		

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
Computing	Using the micro:bit and Make code environment, this transition project aims to support students moving from Key Stage 2 to Key Stage 3, facilitating a smooth progression between primary and secondary computing education. This unit ensures curriculum continuity by aligning teaching approaches and learning objectives between the two stages, whilst also familiarising students with the new school environment, teachers, and classmates. Additionally, it challenges students academically, which subsequently prepares them for the challenges of KS3, allowing them to adjust gradually and build confidence. This unit has been devised as a transitional unit to allow learners to confidently move from Year 6 to Year 7. By the end of the unit, they will have a more secure understanding of the micro:bit, and the MakeCode environment. In addition, they will be able to create and modify block-based programs to meet specific criteria.	Through the activities included in the lessons, pupils will be able to demonstrate learning and understanding through: the modification of the program code, coding creations and worksheets which allow activity notes to be made. In addition, assessment will be carried out by observing learners in their pairs and posing appropriate questions.	Continuous formative assessment through a variety of Kagan structures used in each lesson including Times Pair Share and Quiz Quiz Trade.	**Key Stage 2 – Key Stage 3 Transition Project** To understand how variables and inputs can be used on the micro:bit to create a sports counter To create an algorithm for a sport counter, and code, run and evaluate the use of the micro:bit to count activities To create a countdown timer on the micro: bit using variables To evaluate the effectiveness of the LED display on the micro:bit when used as a timer To modify a program using true and false statements and an if…else command To create an activity completion using a micro:bit counter and a micro:bit timer Compare different inputs on the micro:bit Define iteration Modify a program with count-controlled iteration Create a countdown program using count-controlled iteration Discuss how the game basketball is played and how movement is used Define a function Modify a program to gather data and visualise the data Create a program to gather the strength of a throw in basketball	Micro:bit, MakeCode, input, process, output, flashing, USB, trace, selection, condition, if then else, variable, random, sensing, accelerometer, value, compass, direction, navigation, design, task, algorithm, step counter, plan, create, code, test, debug.	Creativity
RE				PSHE unit		

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
PSHE- What changes happen in my life? What happens in a loving relationship?	Links to RSE in Year 5- Gender sterotypes/puberty	Discussion and understanding	Group and class discussions Time to discuss ides in pairs	1. How can we judge whether our emotions and behaviours are appropriate and proportionate in different situations? 2. What simple self-care strategies can support our mental health and wellbeing? 3. How can feelings change over time and vary in intensity? 4. What is reproduction, what are the male and female body parts associated with conception, and how does pregnancy occur and develop in humans? 5. What are the different forms of committed relationships, and what makes a positive family life? 6. What is forced marriage, why is it illegal, and what help and support is available for anyone worried about this for themselves or others?	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 **Gymnastics**				End of Year Production		Collaboration