Fairview Community Primary School **Medium Term Planner** At Fairview, our school values underpin everything we do and are core to the ethos of our school. Our aim is to develop a community of **responsible** learners who not only demonstrate **collaboration** and **perseverance** in their work, but who also show **kindness**, **respect** and **honesty** towards one another.	**Critical Enquiry Question:** How does human and physical activity impact our rivers and coastlines? **End of Unit Assessment Activity: A choice between an information poster explaining the impact OR a persuasive piece on how to protect our coastline.** **Wow moments: Visit to Wildwood (Science) Friday 20th June. Riverside visit.**

Year Group: 3 **Term: 5 & 6**	**Curriculum focus: Geography**

Term 5

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
English	Development day L.I. To create a soundscape poem. L.I. To use descriptive devices within a setting description. L.I. To use descriptive devices within a setting description.	L.I. To plan dialogue. L.I. To use inverted commas to write a dialogue. L.I. To use subordinate clauses. L.I. To use adverbials to express time. (clauses extended?) L.I. To use the past tense to write a diary entry.	L.I. To use the present perfect tense. L.I. To plan a fantasy narrative. L.I. To write a fantasy narrative. L.I. To write a fantasy narrative.	L.I. To write a fantasy narrative. L.I. To make amendments and improvements to my writing. L.I. To use comparative conjunctions. L.I. To draw inferences and make a prediction. L.I. To express a response to what I have read.	L.I. To use descriptive language. L.I. To plan and describe a portal. L.I. To write the opening. (describe inside of portal the spider's web, the girl's tangled hair etc). L.I. To plan my writing.	L.I. To complete a narrative based on my plan. L.I. To publish a narrative.
Reading	Focus: Topsy Turvy World LI: To explore how vocabulary contributes to meaning. LI: To retrieve information from poetry.	Focus: Topsy Turvy World & Iron Man LI: To explain a poet's choice of language. LI: To identify the meaning of words used within a text. LI: To apply retrieval skills to a fictional text. LI: To explain and sequence a text.	Focus: Iron Man LI: To use inferences to explain. LI: To use skills of inference.	Focus: Evacuation (Once upon a picture). Plastic pollution in the ocean (non-fiction). LI: To draw evidence from an image. LI: To retrieve and sequence information from a non-fiction text. LI: To answer inference questions based on a non-fiction text.	Focus: Black Pearl's Cove	Focus: Amari and the night brothers. LI: To observe, wonder and infer. LI: To read and discuss a fictional text. LI: To explore vocabulary choices. LI: To retrieve information from a fiction text.
Maths	INSET LI: To add fractions PPA LI: To subtract fractions LI: To partition the whole	LI: Unit fractions of a set of objects LI: non unit fractions of a set of objects LI: Reasoning with fractions on an amount . End of block assessment (B) LI: Pounds and pence LI: Convert pounds and pence	Bank Holiday LI: Add money PPA LI: subtract money LI. find change. End of block assessment (B) (Coronation Maths)	Bank Holiday LI: Roman numerals to 12 LI: Tell the time to 5 minutes LI: Tell the time to the minute LI: Read time on a digital clock	LI: Use am and pm LI: years, months, and days PPA LI: Days and hours LI: Hours and minutes – use start and end times	LI: Hours and minutes – use duration LI: Minutes and seconds LI: Units of time LI: Solve problems with time LI: End of block assessment (B)
Science	To explain the difference between food groups and why we need them.		To explore the different types of nutrients.		To explore the fat and sugar contents in a range of foods. (Traffic light. Explore the effects of fat)	To understand the different proportions of nutrients needed to stay healthy. (Plan balanced diet for a day)

Geography	To name and locate features of a river	To compare features of a river	To explore ways of crossing a river	To name and describe the three stages of a river	To define erosion, transportation and deposition	Riverside Trip
Art	LI: To identify when art is from different historical periods. (Claude Monet) To identify the techniques used by different artists (Claude Monet) To apply knowledge of the primary and secondary colours to produce tints and shades.	LI: To identify the techniques used by different artists.	LI: To explore a range of drawing mediums to create texture and form	LI: To identify the techniques used by different artists.	LI: To use a range of brushes to create different effects in painting.	LI: To use a range of brushes to create different effects in painting.
Music	NO YEAR 3 MUSIC DURING TERMS	5 AND 6.	NO YEAR 3 MUSIC DURING TERMS	5 AND 6	NO YEAR 3 MUSIC DURING TERMS	5 AND 6
Computing	To understand the terminology associated with the Internet and searching.	To gain a better understanding of searching the Internet.	To create a leaflet to help someone search for information on the Internet	To find out what a simulation is and understand the purpose of simulations	To explore a simulation, making choices and discussing their effects.	To work through and evaluate a more complex simulation.
RE	Religion: Sikhism Theme: Sharing and Community Key question: Do Sikhs think it is important to share? Engagement LI: To explore the concept of sharing.	Investigation LI: To investigate Sikh Gurus.	Investigation LI: To investigate the Sikh golden rules.	Investigation LI: To investigate a Sikh Langar.	Evaluation LI: To discuss the importance of sharing for Skihs.	Expression LI: To express how I can share.
PSHE	1. LI: To identify the roles and responsibilities of each member of my family and reflect on the expectations for males and females.	2. LI: To identify and put into practice some friendship skills.	3. LI: To identify and put into practice some friendship skills.	4. LI: To explain how some of the actions and work of people around the world help and influence my life.	5. LI: To understand how my needs and rights are shared by children around the world and to identify how our lives may be different.	6. LI: To know how to express my appreciation to my friends and family.
PE	Swimming (Hedgehogs) Tennis Athletics	Swimming (Hedgehogs) Tennis Athletics	Swimming (Hedgehogs) Tennis Athletics	Swimming (Hedgehogs) Tennis Athletics	Swimming (Hedgehogs) Tennis Athletics	Swimming (Hedgehogs) Tennis Athletics

	Term 6					
	Week 7	**Week 8**	**Week 9**	**Week 10**	**Week 11**	**Week 12**
English	SDD PPA School trip The Mermaid of Zennor To make predictions about themes, settings and characters in a book. To use a range of strategies to identify the meaning of words.	British Values Day To use the present perfect tense to write a letter. To use conjunctions, adverbs and prepositions to give reasons for predictions. To use a range of fronted adverbials. To retell known events from a different perspective.	PPA School trip To organise ideas in a non-chronological report. To use subheadings. To create characters for a legend story (additional lesson)	Assessment Week Sports Day Cloud Tea Monkeys To use the forms of a or an according to whether the next word begins with a vowel or a consonant. To express place using prepositions. To express time, place and cause using conjunctions. To use imperative verbs.	PPA Pirate day? To use the present perfect form of verbs instead of the simple past. To frame questions for research. To gather information from multiple sources.	Week 13: Reserve sports day To use inverted commas to punctuate speech. To distinguish between fact and opinion. To plan a non-fiction piece of writing. To ensure factual statements are cohesively linked.
Maths	SDD LI: Turns and angles PPA School Trip LI: Right Angles	LI: Compare angles LI: Measure and draw accurately LI: Horizontal and Vertical LI: Parallel and Perpendicular British Values Day	LI: Recognise and describe 2 D shapes LI: draw polygons PPA LI: Recognise and describe 3D shapes School trip	Assessment Week Sports Day LI: Make 3D shapes LI: End of block assessment (version B)	PPA/Transition Pirate Day? LI: Interpret pictograms PPA LI: Draw pictograms LI: Draw bar charts	LI: collect and represent data LI: Two-way tables LI: End of block assessment (version B) LI: Consolidation LI: Consolidation
Science	To describe and explain the skeleton system in a human body.		To describe and explain the muscular system in a human body.		To compare, contrast and classify skeletons of different animals,	
Reading	Focus: Class novels	Focus: Nim's island LI: To explore vocabulary choices. LI: To use inference skills. LI: To predict and explain. LI: To practice inference.	NFER testing week	Focus: Woodland magic (Poem) LI: To answer questions about a video, using inference. LI: To answer mixed comprehension questions about a poem. x2	Focus: Farm boy LI: To retrieve information from a fictional text. LI: To infer meaning. LI: To use evidence to explain.	Focus: Farm Boy LI: To discuss vocabulary choices made by an author. LI: To infer meaning. LI: To explain and summarise.
Geography	TRIP	L.I. To identify and label the features of a coast.	L.I. To explore the process of erosion in coasts.	L.I. To identify and describe sea defences.	L.I. To understand the process of the water cycle.	L.I. To show what I have learnt.
DT	L.I. To explore existing products.	L.I. To choose appropriate equipment and use it correctly.	L.I. To generate ideas after discussing and exploring existing products.	L.I. To follow a step-by-step plan, choosing the right equipment and materials. To be both hygienic and safe when using food and storing food. To select the most appropriate tools and techniques for a given task.	L.I. To evaluate my dip.	
Music	NO YEAR 3 MUSIC DURING TERMS	5 AND 6	NO YEAR 3 MUSIC DURING TERMS	5 AND 6	NO YEAR 3 MUSIC DURING TERMS	5 AND 6
Computing	1 Introduction to Coding – LI: To create a program using event, object and action code blocks.	LI: To explain what an algorithm is and describe the algorithms they created.	LI: To create a program using the collision detection event.	LI: To create a computer program including different object types, including a button object.	LI: To create a program that uses a timer-after command. LI: To understand there can be different ways to solve a problem.	LI: To understand how to use the repeat command LI: To design and create an interactive scene.

RE	Theme: Prayer and Worship Key Question: What is the best way for a Sikh to show commitment to God? Religion: Sikhism Engagement LI: To understand what commitment means.	Investigation LI: To find out about the 5K's.	Investigation LI: To find out ways Sikhs can show commitment.	Evaluation LI: To evaluate the ways Sikhs can show commitment to God.	Sikh speaker 1pm, 1.30pm, 2pm	Expression LI: To discuss ways to show commitment.
PSHE	LI To understand that in animals and humans lots of changes happen between conception and growing up, and that it is usually the female who has the baby.	LI To understand how babies grow and develop in the mother's uterus. LI To understand what a baby needs to live and grow.	LI To understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies. LI To identify how boys' and girls' bodies change on the outside during this growing up process.	LI To identify how boys' and girls' bodies change on the inside during the growing up process and can say why these changes are necessary so that our bodies can make babies when we grow up.	LI To start to recognise stereotypical ideas I might have about parenting and family roles.	LI I can identify what I am looking forward to when I move to my next class.
PE	Swimming (Wolves and Foxes) Athletics Sports day practice	Swimming (Wolves and Foxes) Athletics Sports day practice	Swimming (Wolves and Foxes) Athletics Sports day practice	Swimming (Wolves and Foxes) Athletics Sports day practice	Swimming (Wolves and Foxes) Athletics Sports day practice	Swimming (Wolves and Foxes) Athletics Sports day practice