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: What can we learn from the End of Unit Assessment Activity: News report			
Year Gr Term: 3	-		Curriculum focus: History – Ancient Egypt			nts: Past productions – Egy	ptian themed	
	1				Term 3		T	
	Wee		Week 2		eek 3	Week 4	Wee	
English	To respond to an To express my op		To express thoughts and feelings. To use nouns.	To express plac prepositions.	e using	To use apostrophes for contraction.	To use adverbs to vocabulary.	
	L.I. To write in the first person and use the past tense.		To use a range of descriptive devices (similes). To use contrasting conjunctions. To develop a character using informal language.	To use conjunctions to explain. To write in the style of an author. To use persuasive features.		To punctuate speech accurately. To explore riddles. To compose ideas by selecting appropriate vocabulary. To identify and use fronted adverbials.	To use and punct adverbials accur To respond to a the informed prediction To identify the feat newspaper.	
Reading	Reading To discuss words and phrases which capture the reader's imagination To identify how language contributes to meaning.		To explore how the authors choice of language contributes to meaning. To read and retrieve information from a fiction text. To draw inferences, using evidence from the text. To use evidence from the text to explain. To retrieve information from non- fiction sources.	To explore the use of vocabulary within a text for meaning. To use inference skills to explore characters within the text. To use freeze-framing to explore characters.		To use evidence from a fiction text to explain. To explore fictional characters using evidence from the text. To use inference skills. To retrieve answers from a fiction text.	To explore character language used by To be able to exp meaning of words To identify main ic and summarise.	
Maths	MathsTo count in multiples of 10.To explore related calculations.To use multiplications facts to reason.		To multiply a 2-digit number by a 1-digit number - no exchange. To multiply a 2-digit number by a 1-digit number - no exchange. To multiply a 2-digit number by a 1-digit number - with exchange. To multiply a 2-digit number by a 1-digit number - with exchange. To link multiplication and division.	To divide a 2-digit number by a 1- digit number - no exchange. To divide a 2-digit number by a 1- digit number - flexible partitioning. To divide a 2-digit number by a 1- digit number - with remainders. To explore scaling.		To solve problems in a number of ways. End of unit assessment.	To measure in me centimetres. To measure in cer millimetres. To measure metre and millimetres To calculate equin (metres, centimet millimetres).	
Science	To recognise that order to see thing is the absence of	gs and that dark	To notice that light is reflected from surfaces.	sun can be dar	hat light from the ngerous and that to protect your	To recognise that shadows are formed when the light from a light source is blocked by an opaque object	To find patterns in the size of shadov	

the discovery of Tutankhamun's tomb? d day – Thursday 12th January Week 6 ek 5 to build a rich To use the features of a newspaper (including speech). ctuate fronted urately. To use the features of a newspaper. text, making an ction. To use empathy. eatures of a To edit and improve. To use conjunctions to express time. racters through To use inference skills. by the author. To explain key themes and plain the characters. rds in context. To explore and respond to a text. ideas in a text

To participate in discussion about a text.

metres andTo compare lengths.centimetres andTo add lengths.centimetres andTo subtract lengths.etres, centimetresTo measure perimeter.puivalent lengths
hetres andTo calculate perimeter.calculate perimeter.End of unit assessment.

History	To be able to locate Ancient Egypt in time and place	To explore everyday life for men, women and children.	Workshop	To make simple deductions and inferences about everyday life and customs	To begin to know about the lives of some Ancient Egyptian rulers.	To recognise the importance of the discovery of Tutankhamun's Tomb.
DT	To explore how pneumatic systems work.	To measure, mark out, cut and shape materials and components with some accuracy.	To research and generate a plan based on existing models.	To develop a prototype based on my plan.	To develop a finished product by making adjustments and improvements.	To evaluate my product.
Music	To know and use dynamics, including forte and piano.		To compose with varied dynamics.		To listen to music and talk about its beat, rhythm and pitch.	To perform music including a beat, a rhythm and pitch variation.
Computing	Programming/ Communication and collaboration Internet Safety: Online relationships	Purple Mash 3.2 To use technology respectfully and responsibly	Purple Mash 3.2 To know different ways to get help if I am concerned	Purple Mash 3.3 Spreadsheets To add and edit data in a table layout. To find out how spreadsheet programs can automatically create graphs from data.	Purple Mash 3.3 Spreadsheets To introduce the 'more than', 'less than' and 'equals' tools. To introduce the 'spin' tool and show how it can be used to count through times tables.	Purple Mash 3.3 Spreadsheets To introduce the Advanced mode of 2Calculate. To learn about describing cells using their addresses.
RE	Theme: Jesus' miracles Key Question: Could Jesus heal people? Were these miracles or is there some other explanation?Religion: Christianity	Engagement To discuss the meaning of word miracle. Is religion the most important influence and inspiration in everyone's life? (Believing/Behaving)	Investigation To retell Bible stories.	Investigation To explore the difference between truth and stories.	Evaluation To question whether Jesus really did perform miracles. Were these miracles or is there some other explanation?	Expression To express my opinion of miracles.
PSHE	I can tell you about a person who has faced difficult challenges and achieved success	I can identify a dream/ambition that is important to me	I enjoy facing new learning challenges and working out the best ways for me to achieve them	I am motivated and enthusiastic about achieving our new challenge	I can recognise obstacles which might hinder my achievement and can take steps to overcome them	I can evaluate my own learning process and identify how it can be better next time
PE	Indoor – Dance Outdoor – Football	Indoor – Dance Outdoor – Football	Indoor – Dance Outdoor – Football	Indoor – Dance Outdoor – Football	Indoor – Dance Outdoor – Football	Indoor – Dance Outdoor – Football

Term 4							
	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	
English	To explore word families. To identify the correct use of apostrophes for possession. To use apostrophes for possession. To use homophones and near homophones.	To identify how commas are use to separate clauses. To use commas to separate clauses. To draw inferences. To develop a setting, using expanded noun phrases to add detail. To progressively build a rich vocabulary.	To use evidence to support my responses. To develop a character, exploring emotions. To use informed predictions to write in role. To use my inference skills to learn about a character.	To use conjunctions to explain. To identify the features of instructions and use imperative verbs. To identify the features of a playscript. To develop a plot through role- play. To use the features of a playscript.	To write and perform a poem using intonation, tempo and volume. To plan for writing. To organise ideas, using subheadings. To consider both points of view in a balanced argument.	To use conjunctions to compare and contrast. To develop a character, writing in the first person. To express a point of view, using apostophes for contraction. To express a point of view, using empathy. To edit and improve.	
Reading	 LI: To explore word meaning. LI: To identify how vocabulary contributes to meaning. LI: To retrieve information from a fictional text. LI: To use inference skills to understand a text. 	LI: To draw inferences, using evidence from the text. LI: To read and retrieve information from a fiction text. LI: To explore vocabulary choices within a non-fiction text. LI: To use a dictionary to find meaning. (extra)	Assessment week	 LI: To read and discuss an archaic text. LI: To understand the use of vocabulary within an archaic text. LI: To use evidence from a text to infer. LI: To retrieve information from an archaic text. 	LI: To recognise synonyms using language from a non-fiction text. LI: To use non-fiction features to retrieve information. LI: To infer meaning.	 LI: To explore word meaning. LI: To identify how vocabulary contributes to meaning. LI: To retrieve information from a fictional text. LI: To use inference skills to understand a text. 	
Maths	To understand the denominators of unit fractions. To compare and order unit fractions. To understand the numerator of non-unit fractions. To understand the whole.	To compare and order non-unit fractions. To explore fractions and scales. To place fractions on a number line. To count in fractions on a number line. To find equivalent fractions on a number line.	To represent equivalent fractions as bar models. To use scales. To measure mass in grams. To measure mass in kilograms and grams.	Assessment week	To find equivalent masses (kilograms and grams). To compare mass. To add and subtract mass. To measure capacity and volume in millilitres.	To measure capacity and volume in litres and millilitres. To find equivalent capacities and volumes (litres and millilitres) To compare capacity and volume. To add and subtract capacity and volume. End of unit assessment.	
Science	To compare how things move on different surfaces.	-To notice that some forces need contact between two objects, but magnetic forces can act at a distance.	To observe how magnets attract or repel each other and attract some materials and not others.	To compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials.	To describe magnets as having two poles To predict whether two magnets will attract or repel each other, depending on which poles are facing.		
History	To explain the importance of the correct preparation for the afterlife.	To sequence the stages of mummification	To locate the River Nile on a world map To understand the importance of the Nile	To mention at least 3 or 4 iconic features of the AE civilisation.	To understand there were other major civilisations in the world at the same time as AE To understand what they all had in common	To review what have we learnt about Ancient Egypt.	

Art	To sketch details carefully by looking at patterns, lines and shapes.	To explore a range of drawing mediums to create texture and form.	To explore a range of lines and shapes to create varied tone.	To develop the focus and length of time used for drawing.	To develop the focus and length of time used for drawing.	
Music	To listen to music with 'question and answer' phrases		To identify and distinguish between 'question and answer' phrases	To perform question and answer phrases in a piece		To compose music from an external stimulus
Computing	Programming/ Communication and collaboration Internet Safety: Online reputation	Educaiton City/ Plan it To understand the concept of a digital footprint	Purple Mash 3.5 Email To think about the different methods of communication.	Purple Mash 3.5 Email To open and respond to an email. To write an email to someone from an address book.	Purple Mash 3.5 Email To learn how to use email safely	Purple Mash 3.5 Email To add an attachment to an email. Extension: To explore a simulated email scenario.
RE	Theme: Easter - forgiveness Key Question: What is 'good' about Good Friday? Religion: Christianity Engagement To discuss how one person can rescue another.	Investigation To investigate the events leading up to Good Friday.	Investigation To sequence the events leading up to Jesus' crucifixion.	Investigation To explore what Jesus' death meant for Christians.	Evaluation To evaluate the choices made by Jesus and the impace this had on Christians. What is 'good' about Good Friday? End of unit assessment activity.	Expression To express gratitude to those who are special to us.
PSHE	To understand how exercise affects my body and know why my heart and lungs are such important organs	To know that the amount of calories, fat and sugar I put into my body will affect my health	To tell you my knowledge and attitude towards drugs	To identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe including who to go to for help	To identify when something feels safe or unsafe	To understand how complex my body is and how important it is to take care of it
PE	Indoor – Dance Outdoor – Rounders	Indoor – Dance Outdoor – Rounders	Indoor – Dance Outdoor – Rounders	Indoor – Dance Outdoor – Rounders	Indoor – Dance Outdoor – Rounders	Indoor – Dance Outdoor – Rounders