



## 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 lives of Ancient Egyptian people?

**End of Unit Assessment Activity:** News report

**Wow moments:** Past productions – Egyptian themed day - Thursday 22<sup>nd</sup> February (term 4)

### Term 3

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>English</b>	2 days <u>Marcy and the Riddle of the Sphinx</u>  Ll: To respond to an illustration  Ll: To write in the first person and to maintain past tense	Ll: To use a range of descriptive devices  Ll: To use contrasting conjunctions  Ll: To use reported (indirect) speech accurately  Ll: To use the 3 <sup>rd</sup> person  Ll: To respond to a text (5Ws)	PPA Ll: To use persuasive features (job advert)  Ll: To identify the features of a newspaper  Ll: To draft a newspaper article  Ll: To use the features of a newspaper.	Ll: To use the features of a newspaper. Ll: To use editing skills  <u>Cinderella of the Nile</u> Ll: To use the present perfect tense  Ll: To make inferences on the basis of what is being said and done  Ll: To identify literary language  Ll: To identify and use literary language	PPA <u>Cinderella of the Nile</u>  Ll: To infer a character's feelings  Ll: To use imperative verbs to create commands  Ll: To identify themes and conventions  Ll: To express time, place and cause using conjunctions	Ll: To make inferences about what is being said and done  Ll: To use the four grammatical forms of sentence  Ll: To be able to sequence events in a story to plan  Ll: To create a comic strip to represent a story  Ll: To create a comic strip to represent a story. Ll: To edit and improve my choice of vocabulary
<b>Reading</b>	Ll: To discuss words and phrases which capture the reader's imagination.  Ll: To identify how language contributes to meaning.  Ll: To explore how the authors choice of language contributes to meaning.	Ll: To read and retrieve information from a fiction text.  Ll: To draw inferences, using evidence from the text.  Ll: To use evidence from the text to explain.  Ll: To use evidence from the text to explain.	Ll: To explore the use of vocabulary within a text for meaning.  Ll: To use inference skills to explore characters within the text.  Ll: To use freeze-framing to explore characters.	Ll: To use evidence from the text to explain.  Ll: To use evidence to explore fictional characters.  Ll: To use inference skills.	Ll: To retrieve information from a fictional text.  Ll: To use evidence from a text to explain.  Ll: To identify the meaning of vocabulary chosen by an author.  Ll: To identify key themes within a text.	Ll: To use skills of inference.  Ll: To use evidence to explain characters in a fiction text.  Ll: To respond to a text.
<b>Maths</b>	<b>Multiplication B</b>  L.I. To know multiples of 10  L.I. To use related calculations	Ll: To reason about multiplication  L.I. To multiply a 2 digit number by a 1 digit number (no exchange)  L.I. To multiply a 2 digit number by a 1 digit number (with exchange)  L.I. To link multiplication and division  L.I. To divide a 2 digit number by a 1 digit number (no exchange)	Ll: To divide a 2 digit number by a 1 digit number (flexible partitioning)  L.I. To divide a 2 digit number by a 1 digit number (with remainders)  PPA  L.I. To use scaling  L.I. How many ways? (Plus assessment)	<b>Length and perimeter</b>  Ll: To measure in metres and centimetres.  L.I. To measure in millimetres  L: To measure in centimetres and millimetres  Ll: To understand metres, centimetres and millimetres  L.I. To use equivalent length (metres and centimetres)	L.I. To use equivalent length (centimetres and millimetres)  Ll: To compare lengths  PPA  Ll: To add lengths  Ll: To subtract lengths	Ll: What is a perimeter?  Ll: measure perimeter  Ll: To calculate perimeter  L.I. Assessment B
<b>Science (Light)</b>	Ll: To identify the difference between light sources and non-light source	Ll: To explore the light that comes from the sun and how to stay safe	Ll: To explore materials which are reflective	Ll: To discover how shadows are formed	Ll: To investigate how shadows change throughout the day	Ll: To investigate how you can change the size of a shadow

<b>History</b>	Ancient Egypt  Ll: To understand Ancient Epypt's position in a historical timeline	Ancient Egypt  Ll: To explore everyday life for Egyptian children.	Ancient Egypt  Ll: To understand everyday life and customs.  Checkpoint: Complete a simple timeline.	Ancient Egypt  Ll: To understand the lives of ancient rulers  Checkpoint: It explain some of the social and cultural diversity in Ancient Egyptian times	Ancient Egypt  Ll: To begin to understand the importance of the discovery of Tutankhamun's Tomb.	Ancient Egypt  Ll: To understand about the afterlife and Gods  Checkpoint: The discovery of the tomb.
<b>Art</b>	Ll: To explore the styles of art from Ancient Egypt and to give opinions about the work.	Ll: To sketch details carefully	Ll: To use water colours to create a desired effect	Ll: To add layers of detail to my portrait	Ll: To combine a range of techniques to create a final piece	Ll: To combine a range of techniques to create a final piece
<b>Music</b>		<ul style="list-style-type: none"> <li>Learn about folk music.</li> <li>Sing a Scottish folk song.</li> <li>Listen to Scottish folk songs.</li> </ul>		<ul style="list-style-type: none"> <li>Learn about a Bengali folk song.</li> <li>Sing a traditional Bengali song.</li> <li>Compare two folk songs: one from Scotland and the other from Bengal.</li> <li>Identify similarities and differences between folk songs from different places</li> </ul>		<ul style="list-style-type: none"> <li>Discuss and develop ideas for a school folk song.</li> <li>Pick a local traditional song or a traditional song from the Song Bank (e.g. <i>Roll the old chariot along</i>) and learn the tune.</li> <li>Write new words to fit this tune.</li> </ul>
<b>Computing</b>	<b>Internet Safety</b> Ll: To know what makes a safe password, how to keep passwords safe and the consequences of giving your passwords away.  Ll: To understand how the Internet can be used to help us to communicate effectively	<b>Internet Safety</b> Ll: To consider if what can be read on websites is always true.  Ll: To look at a 'spoof' website.  Ll: To create a 'spoof' webpage.	<b>Internet Safety</b> Ll: To learn about the meaning of age restrictions symbols on digital media and devices.  Ll: To discuss why PEGI restrictions exist.	<b>Spreadsheets Maths-</b> Data needs to be collected on different subjects for insertion into a Spreadsheet.  Ll: To add and edit data in a table layout.  Ll: To find out how spreadsheet programs can automatically create graphs from data.	<b>Spreadsheets</b> Ll: To introduce the 'more than', 'less than' and 'equals' tools.  Ll: To introduce the 'spin' tool and show how it can be used to count through times tables.	<b>Spreadsheets</b> Ll: To learn about describing cells using their addresses.
<b>RE</b>	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.	Investigation  To retell Bible stories.	Investigation  To explore the difference between truth and stories.	Evaluation  To question whether Jesus really did perform miracles.	Expression  To express my opinion of miracles.
<b>PSHE</b>	Dreams and Goals  Ll: To tell about a person who has faced difficult challenges and achieved success.	Ll: To identify a dream/ambition that is important to me	Ll: To enjoy facing new learning challenges and working out the best ways to achieve them	Ll: To be motivated and enthusiastic about achieving our new challenge.	Ll: To recognise obstacles which might hinder my achievement and take steps to overcome them.	Ll: To evaluate my own learning process and identify how it can be better next time.
<b>PE</b>	Indoor – Dance  Outdoor – Football	Indoor – Dance  Outdoor – Football	Indoor – Dance  Outdoor – Football	Indoor – Dance  Outdoor – Football	Indoor – Dance  Outdoor – Football	Indoor – Dance  Outdoor – Football
<b>French</b>	2 days- no French	To explore and understand better the role of the indefinite article/determiner in French.	To will explore and understand better the role of the definite article/determiner for 'the' in French.	To learn how to use the first person conjugated verb 'je suis' (I am) in French.	To learn how to use the first person conjugated verb 'je joue' (I play) in French.	To revise all language covered so far

Term 4						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>English</b>	<b>The Story of Tutankhamun</b> Egyptian workshop (Thursday)  LI To predict the theme of a story  LI To identify and summarise information around a theme  LI To retrieve and record information from non-fiction  LI To write in first person, past tense	PPA Week  LI To write a non-chronological report  LI To express an opinion  LI To create a set of instructions (for display)  LI To make inferences about a character	World Book Day (Monday) Assessment week  LI To use the present perfect tense  LI To use subordinating conjunctions  LI To understand the relevance of pronouns	PPA + Comic Relief (Friday)  LI To use expanded noun phrases  LI To write a newspaper article (2 days)  LI To use a range of prepositions	LI To choose appropriate fronted adverbials  LI To use superlatives to create a warning poster  LI To articulate and justify opinions  LI To research and plan a biography (2 days)	Good Friday  LI To write a biographical report (2 days)  LI To edit for pronouns  LI To publish for display
<b>Reading</b>	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.	
<b>Maths</b>	L.I. To understand the denominators of unit fractions LI: To compare and order unit fractions LI: Understand the numerators of non-unit fractions Egyptian Day LI: Understand the whole	LI: Compare and order non-unit fractions LI: Fractions and scales Fractions on a number line LI: Count in fractions on a number line PPA	World Book Day LI: Equivalent fractions on a number line LI: Equivalent fractions as bar models. + Assessments B LI: Use Scales LI: Measure mass in grams	Assessment Week???  Red Nose Day and PPA	L.I. measure mass in kg and g LI: Equivalent masses (kg and g) LI: Compare mass LI: Add and subtract mass LI: measure capacity and volume in ml	LI: measure capacity and volume in l and ml LI: Equivalent capacities and volumes (L and ml) LI: Compare capacity and volume LI: Add and subtract capacity and volume + Assessment B
<b>Science</b>	To explore contact and non-contact forces.	To compare how things move on different surfaces	SCIENCE DAY- TIME	To explore different types of magnets	To explore the properties of magnets and everyday objects that are magnetic	To understand that magnetic forces can act at a distance
<b>History</b>	To explain the importance of the correct preparation for the afterlife. Checkpoint: What did we discover from the discovery of Tutankhamun's tomb?	To sequence the stages of mummification	To locate the River Nile on a world map To understand the importance of the Nile Checkpoint: What did the Ancient Egyptians think of the afterlife?	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.

<b>DT</b>	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.
<b>Music</b>	to listen to music with 'question and answer' phrases to identify and distinguish between 'question and answer' phrases		Introduce and understand the difference between crotchets and paired quavers.		Apply word chants to rhythms, understanding how to link each syllable to one musical note	
<b>Computing</b>	Internet Safety- Digital Footprint Spreadsheets	Email To think about the different methods of communication.	Email To open and respond to an email. To write an email to someone from an address book.	Email To learn how to use email safely	Email To add an attachment to an email.	Email Simulations  To explore a simulated email scenario.
<b>RE</b>	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 impact 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.
<b>PSHE</b>	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
<b>PE</b>	Indoor – Gymnastics  Outdoor – Rounders	Indoor – Gymnastics  Outdoor – Rounders	Indoor – Gymnastics  Outdoor – Rounders	Indoor – Gymnastics  Outdoor – Rounders	Indoor – Gymnastics  Outdoor – Rounders	Indoor – Gymnastics  Outdoor – Rounders
<b>French</b>	Egyptian Day/No French	To say 5 fruit nouns with their correct determiner in French.	To learn 5 high frequency infinitive verbs in French.	To say 5 more fruit nouns with their correct determiner in French.	To learn 5 more high frequency infinitive verbs in French.	To move singular nouns to plural form in French.