



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 16th January (term 4- Week 2)

Term 3

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
English	<u>Cinderella of the Nile</u> PPA LI: To use the present perfect tense LI: To make inferences on the basis of what is being said and done	<u>Cinderella of the Nile</u> LI: To identify literary language LI: To identify and use literary language LI: To infer a character's feelings LI: To use imperative verbs to create commands	<u>Cinderella of the Nile</u> PPA LI: To identify themes and conventions LI: To express time, place and cause using conjunctions LI: To make inferences about what is being said and done	<u>Cinderella of the Nile</u> LI: To use the four grammatical forms of sentence LI: To be able to sequence events in a story to plan LI: To create a comic strip to represent a story. LI: To edit and improve my choice of vocabulary	<u>SPAG</u> PPA LI: To understand age-appropriate spelling, grammar and punctuation	<u>SPAG</u> LI: To understand age-appropriate spelling, grammar and punctuation
Reading	LI: To discuss words and phrases which capture the reader's imagination. LI: To identify how language contributes to meaning. LI: To explore how the authors choice of language contributes to meaning.	LI: To read and retrieve information from a fiction text. LI: To draw inferences, using evidence from the text. LI: To use evidence from the text to explain. LI: To use evidence from the text to explain.	LI: To explore the use of vocabulary within a text for meaning. LI: To use inference skills to explore characters within the text. LI: To use freeze-framing to explore characters.	LI: To use evidence from the text to explain. LI: To use evidence to explore fictional characters. LI: To use inference skills.	LI: To retrieve information from a fictional text. LI: To use evidence from a text to explain. LI: To identify the meaning of vocabulary chosen by an author. LI: To identify key themes within a text.	LI: To use skills of inference. LI: To use evidence to explain characters in a fiction text. LI: To respond to a text.
Maths	Multiplication B Staff Development Day L.I. To use multiples of 10 PPA L.I. To use related calculations LI: To compare multiplication statements	L.I. To multiply a 2 digit number by a 1 digit number (no exchange) LI; To multiply with regrouping L.I. To link multiplication and division Egyptian Workshop L.I. To Divide a 2 digit number by a 1 digit number	L LI: To divide with exchanging L.I. To divide with remainders PPA L.I. To understand scaling L.I. To find combinations of 2 sets of objects + assessment B	Length and perimeter LI: To measure in metres and centimetres. L.I. To measure in millimetres L: To measure in centimetres and millimetres LI: To measure in metres, centimetres and millimetres L.I. To know equivalent length (m and cm)	L.I. To know equivalent length (cm and mm) LI: To compare lengths PPA LI: To add lengths: NSPCC Number Day	LI: To subtract lengths LI: To know what is a perimeter LI: To measure perimeter LI: To calculate perimeter LI: Assessment B
Science	Light LI: To identify the difference between light sources and non-light source	LI: To explore the light that comes from the sun and how to stay safe	LI: To explore materials which are reflective	LI: To discover how shadows are formed	LI: To investigate how shadows change throughout the day	LI: To investigate how you can change the size of a shadow

History	<p>Ancient Egypt</p> <p>Ll: To understand Ancient Epypt's position in a historical timeline</p>	<p>Ancient Egypt</p> <p>Ll: To explore everyday life for Egyptian children.</p>	<p>Ancient Egypt</p> <p>Ll: To understand everyday life and customs.</p> <p>Checkpoint: Complete a simple timeline.</p>	<p>Ancient Egypt</p> <p>Ll: To understand the lives of ancient rulers</p> <p>Checkpoint: It explain some of the social and culturial diversity in Ancient Egyptian times</p>	<p>Ancient Egypt</p> <p>Ll: To begin to understand the importance of the discovery of Tutankhamun's Tomb.</p>	<p>Ancient Egypt</p> <p>Ll: To understand about the afterlife and Gods</p> <p>Checkpoint: The discovery of the tomb.</p>
Art Kapow		<p>To investigate the style, pattern and characteristics of Ancient Egyptian art.</p>	<p>To apply design skills inspired by the style of an ancient civilisation.</p>	<p>To apply understanding of ancient techniques to construct a new material.</p>	<p>To apply drawing and painting skills in the style of an ancient civilisation.</p>	<p>To apply an understanding of Egyptian art to develop a contemporary response.</p>
Music	<p>Ll To improvise 'on the spot' musical responses</p> <p>Ll To recognise and use dot notation for crochets, quavers and minims</p>		<p>Ll To recognise and use notes in a pentatonic scale</p> <p>Ll To compose a song accompaniment</p>		<p>Ll To learn to play a piece of music using 6 notes</p> <p>Ll To read simple rhythms from a score</p>	
Computing	<p>Internet Safety</p> <p>Ll: To know what makes a safe password, how to keep passwords safe and the consequences of giving your passwords away.</p> <p>Ll: To understand how the Internet can be used to help us to communicate effectively</p>	<p>Internet Safety</p> <p>Ll: To consider if what can be read on websites is always true.</p> <p>Ll: To look at a 'spoof' website.</p> <p>Ll: To create a 'spoof' webpage.</p>	<p>Internet Safety</p> <p>Ll: To learn about the meaning of age restrictions symbols on digital media and devices.</p> <p>Ll: To discuss why PEGI restrictions exist.</p>	<p>Spreadsheets Maths- Data needs to be collected on different subjects for insertion into a Spreadsheet.</p> <p>Ll: To add and edit data in a table layout.</p> <p>Ll: To find out how spreadsheet programs can automatically create graphs from data.</p>	<p>Spreadsheets</p> <p>Ll: To introduce the 'more than', 'less than' and 'equals' tools.</p> <p>Ll: To introduce the 'spin' tool and show how it can be used to count through times tables.</p>	<p>Spreadsheets</p> <p>Ll: To learn about describing cells using their addresses.</p>
RE	<p>Theme: Jesus' miracles</p> <p>Key Question: Could Jesus heal people? Were these miracles or is there some other explanation?</p> <p>Religion: Christianity</p>	<p>Engagement</p> <p>To discuss the meaning of word miracle.</p>	<p>Investigation</p> <p>To retell Bible stories.</p>	<p>Investigation</p> <p>To explore the difference between truth and stories.</p>	<p>Evaluation</p> <p>To question whether Jesus really did perform miracles.</p>	<p>Expression</p> <p>To express my opinion of miracles.</p>
PSHE	<p>Dreams and Goals</p> <p>Ll: To tell about a person who has faced difficult challenges and achieved success.</p>	<p>Ll: To identify a dream/ambition that is important to me</p>	<p>Ll: To enjoy facing new learning challenges and working out the best ways to achieve them</p>	<p>Ll: To be motivated and enthusiastic about achieving our new challenge.</p>	<p>Ll: To recognise obstacles which might hinder my achievement and take steps to overcome them.</p>	<p>Ll: To evaluate my own learning process and identify how it can be better next time.</p>
PE	<p>Indoor – Multiskills</p> <p>Outdoor – Football</p>	<p>Indoor – Multiskills</p> <p>Outdoor – Football</p>	<p>Indoor – Multiskills</p> <p>Outdoor – Football</p>	<p>Indoor – Multiskills</p> <p>Outdoor – Football</p>	<p>Indoor – Multiskills</p> <p>Outdoor – Football</p>	<p>Indoor – Multiskills</p> <p>Outdoor – Football</p>
French	<p>To learn 5 high frequency infinitive verbs in French.</p>	<p>Specialist Teacher – PPA</p> <p>To learn 5 instruments in French with their correct determiner</p>	<p>To learn 5 more high frequency infinitive verbs in French.</p>	<p>Specialist Teacher - PPA</p> <p>To learn 5 more instrument nouns in French with their correct determiner.</p>	<p>To learn how to use the structure 'je peux' with the infinitive verbs in French</p>	<p>Specialist Teacher - PPA</p> <p>To revise all 10 instrument nouns with their determiners in French and start to attempt the spellings.</p>
Forest School	<p>Using a tarpaulin in shelter building</p>		<p>Creating a waterproof shelter</p>		<p>Safely creating and taking down shelters- understanding the order in which to take it down</p>	

Term 4						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
English	The Story of Tutankhamun 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	LI To use the present perfect tense LI To use subordinating conjunctions LI To understand the relevance of pronouns	PPA Week LI To use expanded noun phrases LI To write a newspaper article 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)	LI To write a biographical report LI To edit for pronouns LI To publish for display
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.	Skill/knowledge reinforcement
Maths	Number Sense lesson L.I. To understand the denominators of unit fractions LI: To compare and order unit fractions LI: Understand the numerators of non-unit fractions LI: Understand the whole	LI: Compare and order non-unit fractions LI: know how Fractions and scales are related LI: Represent fractions on a number line World Book Day PPA	Assessment Week LI: Count in fractions on a number line	LI: Equivalent fractions on a number line LI: Equivalent fractions as bar models. + Assessments B LI: Use Scales LI: Measure mass in grams 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 PPA
Science	To explore contact and non-contact forces.	To compare how things move on different surfaces	To explore different types of magnets	SCIENCE DAY-	To explore the properties of magnets and everyday objects that are magnetic	To understand that magnetic forces can act at a distance
History	To sequence the stages of mummification Checkpoint: What did we discover from the discovery of Tutankhamun's tomb?	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. Checkpoint: What did the Ancient Egyptians think of the afterlife?	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.	To review what have we learnt about Ancient Egypt.

DT		To learn how to sew cross-stitch and appliqué.	To develop and use a template.	To assemble fabric parts into a fabric product.	To decorate fabric using appliqué and cross-stitch.	To evaluate my product.
Music		To compose using a variety of rhythms, written using dot notation: crochets, quavers, semiquavers.		To combine known rhythmic notation with letter names to create rising and falling phrases using just three notes (do, re, and mi).		To develop facility in playing tuned percussion
Computing	Internet Safety- Digital Footprint Spreadsheets	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.
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 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.
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 – Gymnastics Outdoor – Rounders	Indoor – Gymnastics Outdoor – Rounders	Indoor – Gymnastics Outdoor – Rounders	Indoor – Gymnastics Outdoor – Rounders Foxes Swimming	Indoor – Gymnastics Outdoor – Rounders Foxes Swimming	Indoor – Gymnastics Outdoor – Rounders Foxes Swimming
French	To learn how to use the negative structure 'je ne peux pas' followed by infinitive verbs in French.	Specialist Teacher - PPA To explore and understand better the role of the definite article/determiner for 'the' in French.	To learn how to use conjunctions 'et' (and) & 'mais' (but) in French.	Specialist Teacher - PPA To learn how to use the first person conjugated verb 'je joue' (I play) in French.	Unit Revision and Assessment	Specialist Teacher - PPA Unit Revision and Assessment
Forest School						