



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.

Year Group: 4
Terms: 1 & 2

Curriculum focus:
Geography:-

Critical Enquiry Question:

Why do people choose to settle or not in different places?

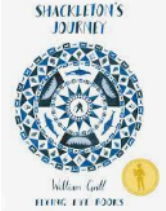
T1 - Who lives in Antarctica?

T2 - Why do people live near volcanoes?

Wow moments:

Term 1 – Term 2 – VR headset experience.

Term 1

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6 & 7
English 	To use adjectives and noun phrases to describe. To use prepositions. To use similes and personification. To use a range of descriptive devices.	To use conjunctions to explain. To identify root words and rules for suffixes that describe qualities. To use persuasive vocabulary. To use subheadings.	To formulate questions. To correctly demarcate sentences. To articulate and justify opinions (conjunctions). To identify synonyms to describe different strengths of emotion. To use synonyms to describe.	To identify appropriate descriptive vocabulary. To use time conjunctions. To use the present perfect tense. To identify how an author has used verbs to add detail.	To use modal verbs (would, could, should). To use opposing conjunctions. To infer characters' thoughts and feelings. To accurately punctuate speech. To explore characters through role-play.	Week 6: To summarise the main events in the story. To identify the features of a newspaper. To explore newspaper features. To plan for writing. Week 7: To draft a newspaper. To edit and suggest improvements.
Reading	Focus: How to heal a dragon. (Instructions) To use observations to make inferences. To retrieve information from an instructional text. To identify vocabulary choices within a text.	Focus: The Kraken (Fiction) To explore the use of vocabulary in a fictional text. To use key vocabulary to explore answers. To use inference to make predictions.	Focus: Planet Earth (The Arctic) Non-fiction To gather information from a non-fiction text. To understand vocabulary in a non-fiction text. To retrieve information from a non-fiction text. To infer answers from a non-fiction text.	Focus: Leo and the Gorgon's Curse To use evidence to make predictions. To read and discuss a text. To explore an author's choice of vocabulary.	Focus: Leo and the Gorgon's Curse To read and discuss. To retrieve information from a fiction text. To use inference skills. To explain and predict.	Focus: Leo and the Gorgon's Curse To read and retrieve. To discuss vocabulary choices. To make inferences using evidence. Class read. Week 7: To identify the meaning of words within a text. To use effective retrieval skills. To infer meaning. To read and discuss.
Maths Number and Place Value	Represent numbers to 1000. Partition numbers up to 1000. Number line up to 1000. Understanding numbers to 1000.	Represent numbers to 10000. Partition numbers to 10000. Flexible partitioning numbers to 10000. Finding 1, 10, 100, 1000 more or less.	Number line to 10000. Estimate numbers up to 10000. Compare numbers to 10000. Order numbers to 10000.	Roman numerals. Round to the nearest 10. Round to the nearest 100. Round to the nearest 1000.	Round to the nearest 10, 100 or 1000. Assessment Add and Subtract 1, 10s, 100s, 1000s. Add up to 4-digit numbers – no exchange.	Add up to 4-digit numbers – with exchange. Add up to 4-digit numbers – with more than one exchange. Subtract 4 digit numbers no exchange. Subtract up to 4-digit numbers – with one exchange.

Science Changing States	To compare and group materials by their properties.	To investigate how water changes state.	To explore the effect of temperature on different substances.	To research the temperature at which materials change state.	To investigate evaporation over a period of time.	To identify different stages of the water cycle. Completed over two weeks (weeks 6 and 7).
Geography Who lives in Antarctica?	What is climate? To understand the position and significance of lines of latitude.	To be able to identify where Antarctica is. To describe the location and physical features of Antarctica.	To explain who lives in Antarctica To describe the human features of Antarctica.	To understand who was Shackleton? To use four-figure grid references to plot Shackleton's route to Antarctica.	To plan an expedition around school To plan a simple route on a map using compass points.	To evaluate our expedition To follow instructions involving compass points and map a simple route.
Art Painting light and dark	To understand how to darken or lighten a colour when mixing paint.	To use tints and shades to give a three-dimensional effect when painting.	To explore how paint can create very different effects.	To consider proportion and composition when planning a still life painting.	To apply knowledge of colour mixing and painting techniques to create a finished piece.	To explore winter landscapes by famous artists. To understand the terms foreground and background.
Music		To listen with attention to detail and recall sounds with increasing aural memory. Recorders: To be able to make a good sound. (The note B)		To play and perform as a solo and as part of an ensemble with increasing accuracy, fluency, control and expression. # Recorders: To be able to change notes with accuracy. (Notes B and A)		To understand how tempo, dynamics, rhythm and structure can be combined to create a piece of music. Recorders: To be able to follow music usinf crochets, quavers and minims. (Notes B, A and G)
Computing Coding	To understand the school's expectations relating to hardware/internet usage <i>To explain what bullying is and can describe how people may bully other</i>	To review coding vocabulary and knowledge. To create a simple computer program.	To begin to understand selection in computer programming. To understand how an IF statement works.	To understand how to use coordinates in computer programming. To understand how an IF statement works.	To understand the Repeat until command. To begin to understand selection in computer programming. To understand how an IF/ELSE statement works.	To understand what a variable is in programming. To use a number variable. To create a playable game.
RE Buddhism Is it possible for everyone to be happy?	To consider what it means to be happy	Will wealth make me happy?	To understand and retell the story of BUddha's life.	To identify the key parts of Buddha's story?	To consider how my behaviour affects other people's happiness	To assess their understanding of Buddhism.
PSHE Being me	To understand the idea of teamwork.	How to be part of a team	To understand my role in the school community	To understand that my actions affect myself and others	To understand the decision making process.	To understand rights and responsibilities.
PE	Indoor - Gymnastics To perform a 6-element sequence that uses changes of speed and direction. Outdoor - Tag Rugby To use accurate passes to create an attack as a team.	Indoor - Gymnastics To use the STEP principle to create and perform a partner sequence. Outdoor - Tag Rugby To pick the ball up from the floor and run with it to start an attack.	Indoor - Gymnastics To take weight on our hands, showing control. Outdoor - Tag Rugby To keep possession of the ball and build and attack.	Indoor - Gymnastics To develop a sequence compositional ideas e.g. pathways. Outdoor - Tag Rugby To evade being tagged.	Indoor - Gymnastics To co-operate as a group to refine a short sequence. Outdoor - Tag Rugby To use changes of speed to create gaps to run into.	Indoor - Gymnastics To compare and judge sequences. Outdoor - Tag Rugby To create attacking opportunities in competitive games.

French	To introduce the unit 'Je peux' (I am able).	To learn how to name (with accurate pronunciation) and remember five more infinitive verbs in French.	To consolidate all ten infinitive verbs and will start to attempt to put them into sentences.	To revise and consolidate all ten verbs and how to put them into a sentence, using je peux + infinitive verb.	Toconsolidate knowledge of how to describe what we can and cannot do in French using the ten verbs and will learn how to extend these sentences with the conjunctions 'et' (and) & 'mais' (but).	To revise all language covered so far and to complete the end of unit assessment.
Forest School		Focus activity: Weaving and Braiding (making a swinging dolly using tools)		Focus activity: Butterfly weaving		Focus activity: God's Eyes

Term 2						
	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
English	<p>To use additional relative clauses that give more information.</p> <p>To use the language of possibility: should, would and could (modal verbs).</p> <p>To explore how a writer has used imagery and the senses in their descriptions to enhance a piece of writing.</p> <p>To be able to write poetic phrases, using authorial techniques.</p> <p>To cohesively join sentences to build stanzas.</p>	<p>To make plausible inferences about a character's emotions throughout a text.</p> <p>To convey character through action and dialogue.</p> <p>To ask investigative questions.</p> <p>To write a recount from the perspective of an eyewitness.</p>	<p>L.I. To write a stanza using future tense and a rhyming pattern.</p> <p>L.I To explore authorial techniques and use these to describe.</p> <p>L.I. To use descriptive vocabulary effectively.</p> <p>L.I. To create tension and suspense.</p> <p>L.I. To be able to use inverted commas to mark direct speech</p>	<p>Assessment week</p> <p>L.I. To innovate a story and create my own ideas.</p>	<p>To write a narrative using a range of literary devices.</p> <p>To write a narrative using a range of literary devices.</p> <p>To write a narrative using a range of literary devices.</p> <p>To write a narrative using a range of literary devices.</p> <p>To proof read, edit and publish.</p>	<p>Christmas themed work based on a John Lewis advert.</p>
Maths	<p>What is area?</p> <p>Count Squares</p> <p>Making shapes</p> <p>Compare areas</p> <p>Assessment</p>	<p>Multiples of 3</p> <p>Multiply and divide by 6</p> <p>6 times tables and division facts</p> <p>Multiply and divide by 0</p> <p>Assessment</p>	<p>9 times tables and division facts</p> <p>The 3, 6 and 9 times tables</p> <p>Multiply by 7</p> <p>7 times tables and division facts</p>	Testing Week	<p>11 times tables and facts</p> <p>12 times tables and facts</p> <p>Multiply by 1 and 10</p> <p>Divide by 1 and itself</p>	<p>Multiply three numbers together</p> <p>Revision lesson</p> <p>ASSESSMENT</p>
Science Electricity	<p>Ll: To explore electrical appliances and electrical safety.</p>	<p>Ll: To learn about electrical components in a series circuit.</p>	<p>Ll: To investiagte electrical circuits.</p>	<p>Ll: To explore consuctors and insulators.</p>	<p>Ll: To learn about electrical switches.</p>	<p>Ll: To investigate how electrical components can change within a circuit.</p>
Reading Text focus: The Lion, The Witch and The Wardrobe.	<p>Ll: To use evidence to make inferences.</p> <p>Ll: To retrieve answers from a fiction text.</p> <p>Ll: To explain and summarise.</p> <p>Class read.</p>	<p>Ll: To use evidence to make inferences.</p> <p>Ll: To retrieve answers from a fiction text.</p> <p>Ll: To explain and summarise.</p> <p>Class read.</p>	<p>Ll: To discuss vocabulary choices within a text.</p> <p>Ll: To retrieve information from a fictional story.</p> <p>Ll: To infer meaning.</p> <p>Ll: To explain and summarise.</p> <p>Class read.</p>	<p>Testing week</p> <p>Class read.</p>	<p>Ll: To explore a character through language.</p> <p>Ll: To compare and contrast.</p> <p>Ll: To make inferences.</p> <p>Ll: To use evidence to explain.</p>	<p>Ll: To retrieve and summarise a chapter.</p> <p>Ll: To explore vocabulary from a text.</p> <p>Ll: To infer using evidence from a text.</p> <p>Class read.</p> <p>Ll: To use evidence from a fiction text to summarise.</p> <p>Ll: To use sub-headings to support retrieval.</p> <p>Ll: To explore plot.</p>
Geography	<p>Lesson 1: How is the Earth constructed?</p> <p>To name and describe the layers of the Earth.</p>	<p>Lesson 2: Where are mountains found?</p> <p>To explain how and where mountains are formed.</p>	<p>Lesson 3: Why and where do we get volcanoes?</p> <p>To explain why volcanoes happen and where they occur.</p>	<p>Lesson 4: What are the effects of a volcanic eruption?</p> <p>To recognise the negative and positive effects of living near a volcano.</p>	<p>Lesson 5: What are earthquakes and where do we get them?</p> <p>To explain what earthquakes are and where they occur.</p>	<p>Lesson 6: Where have the rocks around school come from?</p> <p>To observe and record the location of rocks around the school grounds and discuss findings.</p>
DT	<p>Ll: To learn about electrical items and how they work.</p>	<p>Ll: To analyse and evaluate electrical products.</p>	<p>Ll: To design a product to fit a set of specific user needs.</p>	<p>Ll: To make a torch</p>	<p>Ll: To make and evaluate a torch</p>	<p>Ll: to use the skills to design a light up christmas decoration</p>

Music		To compare different versions of the same piece. Singing: preparation for Christmas performance. Recorders: To recognise and use notation for notes B, A, G and C.		To sing in different styles, showing an understanding of the story behind the song and the styles used. Singing: preparation for Christmas performance. Recorders: To be able to play five notes B, A, G, C and D.		To compose accompaniments to a song, using an ostinato, bass notes and a pentatonic improvisation. Singing: preparation for Christmas performance. Recorders: To rehearse and perform a 5 note piece of music as part of a whole class ensemble.
Computing	Internet Safety LI: To understand how children can protect themselves from online identity theft. LI: Understand that information put online leaves a digital footprint or trail and that this can aid identity theft.	LI: To Identify the risks and benefits of installing software including apps.	LI: To understand that copying the work of others and presenting it as their own is called 'plagiarism' and to consider the consequences of plagiarism. LI: To identify appropriate behaviour when participating or contributing to collaborative online projects for learning.	LI: To identify the positive and negative influences of technology on health and the environment. LI: To understand the importance of balancing game and screen time with other parts of their lives.	Hardware LI: To understand the different parts that make up a computer. Children can name the different parts of a desktop computer. Children know what the function of the different parts of a computer is.	LI: To recall the different parts that make up a computer. Children have created a leaflet to show the function of computer parts.
RE	LI: To explore images and symbols of Christmas.	LI: To understand the Christmas story	LI: To sequence the Christmas story	LI: To explore the themes and symbolism in the Christmas Story.	LI: To explore why the Nativity is still important for Christians today.	LI: To design decorations that reflect Christian and personal themes at Christmas.
PSHE	LI To understand not to judge based on appearances	To understand various influences on my life.	L.I To understand what bullying is and what can be done against it.	LI: To problem solve.	L.I To identify what is special about me.	LI: To understand difference and how we look.
PE Hockey and Badminton	LI: to perform a push pass with accuracy To perform a straight dribble to maintain possession	LI: to use and underarm forehand shot To hit an overhead clear shot	LI: to use a reverse stick to control a ball To use a slap pass to send a ball over longer distances	LI: to hit a backhand shot with control and accuracy To learn trick shots and interesting ways of hitting the shuttle	LI: to turn to keep a ball under control and move into a space To use ball skills in competitive situations and look to improve	LI: to work collaboratively to score points in different scenarios To use backhand and forehand shots in a single game
Forest School		Focus activity: Creating Mini Dens		Focus activity: Making A-Frames		Focus activity: Christmas crafts