

## 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: 5 Terms: 3 & 4

## Curriculum focus:

Geography – Natural disasters and North America

Critical Enquiry Question: How is our planet being changed?

**End of Unit Assessment Activity:** Annotated poster to illustrate dangers to the planet and possible solutions.

Wow moments: Volcanoes VR workshop

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	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
English	To use modal verbs to explore possibilities and make inferences	To write informally in role.	To use the subjunctive form	To select appropriate language.	To use contrasting conjunctions to make comparisons	Planning and independent writing week
	To create poetry using expanded noun phrases	To be able to identify a range of adverbs.	To write persuasively using a formal tone	To use personification to write descriptive sentences.	To use contrasting conjunctions to make comparisons	
	·	To use noun phrases to describe a character's emotions	To use relative clauses to present information	To use 'show not tell' sentences  To use conditional sentences to	To expand single-clause	
		To use adverbials to portray a character	To use a single dash to emphasis a point	suggest possibilities	sentences with adverbial phrases  To use a range of descriptive	
			To use informal language.		devices  To use passive voice to summarise	
Reading	To explain the meaning of words in context.	To explain the meaning of words in context.	To explain the meaning of words in context.	To explain the meaning of words in context.	To explain the meaning of words in context.	To explain the meaning of words in context.
	To retrieve and record information.	To retrieve and record information.	To retrieve and record information.	To retrieve and record information.	To retrieve and record information.	To retrieve and record information.
	To justify inferences using evidence.	To justify inferences using evidence.	To justify inferences using evidence.	To justify inferences using evidence.	To justify inferences using evidence.	To justify inferences using evidence.
	To summarise events.	To summarise events.	To summarise events.	To summarise events.	To summarise events.	To summarise events.
Maths	Revision lessons:  1. Multiply / divide whole numbers by powers of 10. 2. Multi-step worded problems	Multiply up to a 4-digit number by a 1-digit number Multiply a 2-digit number by a 2-digit number Multiply a 2-digit number by a 2-digit number Multiply a 3-digit number by a 2-	Multiply a 4-digit number by a 2-digit number Solve problems with multiplication Short division Divide a 4-digit number by a 1-digit number	Divide with remainders Efficient division Solve problems with multiplication and division End of unit assessment	Multiply a unit fraction by an integer Multiply a non-unit fraction by an integer Multiply a mixed number by an integer Calculate a fraction of a quantity	To find a Fraction of an amount To Find the whole Decimals up to 2 decimal places Equivalent fractions and decimals
•		digit number				
Science	To explore the properties of materials	To identify thermal conductors and thermal insulators	To investigate hardness of materials	To discover materials that are soluble in water	To investigate the solubility of material	To explore how mixtures can be separated by filtering, sieving, evaporating or magnets.
Geography	To be able to locate and name the oceans of the world.	To be able to identify threats to the world's oceans and possible solutions.	To understand how earthquakes are formed.	To explain where volcanoes are located.	To understand the impact of tsunamis	To show understanding of the impact of human and physical impacts on the planet. Be able to
	To understand whaere the main ocean currents are.	SOIOTIONS.	To be able to identify the places in the world where earthquakes are most common	To understand how a volcano erupts and the different types of volcano.	To understand hwo people can protect themselves from a natural disaster.	identify possible solutions and ways that people can protect themselves.
	To be able to explain the importance of the world's oceans.					(Poster)

Art & Design/DT	To identify and mix colours	To explore tone and how this can enhance art work.	To explore the work of David Hockney. To recreate a piece of David Hockney's work.	To explore the work of Hokusai. To recreate a piece of Hokusai's work.	To experiment with printing, layering such as with motifs and colours.	To shape, form and construct using a variety of materials.  To explore the work of Darrell Wakelam
Music		<ul> <li>Learn about spirituals and Gospel music.</li> <li>Listen to recordings of spirituals and Gospel music.</li> <li>Learn about Gospel songwriter and artist Kirk Franklin.</li> <li>Watch a performance of Why we sing and discuss the music.</li> </ul>		<ul> <li>Warm up bodies and voices with Let's start to sing.</li> <li>Recap what they have learnt about Gospel music.</li> <li>Join in with a performance of Why we sing.</li> <li>Work on skills of phrasing and articulation in singing.</li> </ul>		<ul> <li>Compare the features and styles of Gospel pioneers and more contemporary artists.</li> <li>Listen and move in time to songs in a Gospel style.</li> <li>Participate in a performance of Why we Sing, incorporating things they have learnt about performing music in a Gospel style.</li> </ul>
Computing	Internet safety lesson	To make a document from a blank page	To insert images considering copyright	To edit images in Microsoft Word	To add and edit text	To add finishes touches to a final piece of work.
RE  How can  Brahman be everywhere and everything?	To understand that one person has different roles in their life	To describe what a Hindu might believe about one of the Hindu Gods To start to understand that Brahman is everything	To identify different aspects of Brahman and their roles	To identify different aspects of Brahman and their roles	To make links between Hindu beliefs regarding Brahman and gods with how they live their lives	End of unit assessment activity. To explain how the Hindu belief that Brahman is everywhere and in everything and give my own views
PSHE  Dreams and Goals	N/A	To discuss what I would like my life to be like when I grow up.	To identify a job I would like to do when I grow up.  To understand what motivates me and what I need to do to achieve it.	To explore and describe the dreams and goals of young people in a culture different to mine.	I can explain what mental health is and talk about ways people can help their mind be healthy.	I can explain why everyone is unique and understand why this should be celebrated and respected.
PE	Indoor – table tennis Outdoor – netball	Indoor – table tennis Outdoor – netball	Indoor – table tennis Outdoor – netball	Indoor – table tennis Outdoor – netball	Indoor – table tennis Outdoor – netball	Indoor – table tennis Outdoor – netball

	Term 4							
	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12		
English	To ask a range of investigative questions. To use pronouns / noun phrases. To use modal verbs.	To write a letter of advice. To use expanded noun phrases in a diary entry. To write an interview transcript.	To write in a journalistic style. To use modal verbs. To plan a biography.	To use adverbials of time. To use quoatations with accuracy To change tense to maintain cohesions.	To plan effective introductory and concluding paragraphs. To edit and publish a biography.	To discuss and evallutae how authors use language in poetry. To understand figurative language and its impact on the reader. To read and performa poem. To compose a poem based on a known poem.		
Reading	To explain the meaning of words in context. To retrieve and record	To explain the meaning of words in context.	To explain the meaning of words in context.	To explain the meaning of words in context.	To explain the meaning of words in context.	To explain the meaning of words in context.		
	information.	To retrieve and record information.	To retrieve and record information.	To retrieve and record information.	To retrieve and record information.	To retrieve and record information.		
	To justify inferences using evidence.	To justify inferences using evidence.	To justify inferences using evidence.	To justify inferences using evidence.	To justify inferences using evidence.	To justify inferences using evidence.		
	To summarise events.	To summarise events.	To summarise events.	To summarise events.	To summarise events.	To summarise events.		
Maths	Equivalent fractions and decimals Thousandths as fractions Thousandths as decimals Thousandths on a place value chart	Order and compare any decimals with up to 3 decimal places Round to the nearest whole number Round to 1 decimal place Understand percentages	Percentages as fractions Percentages as decimals Equivalent fractions, decimals and percentages Perimeter of rectangles and rectilinear shapes	Perimeter of polygons Area of rectangles Area of compound shapes Estimate area	Draw line graphs Read and interpret line graphs Read and interpret tables	Two-way tables Read and interpret timetables		
Science	To understand the process of avaporation to separate a solid from a liquid.	To recognise and describe reversible changes	To observe chemical reactions and know how new materials are made.	Investigate rusting and burning reactions.	Investigate chemical reactions – acids and bicarbonate of soda.	(5 week term / Science week in addition to planned curriculum)		
Geography	To be able to identify the continents of the world.  To be able to name and locate the countries of North America.	To understand the meaning of climate and use data to locate specific places in North America	To be able to describe the settlement and population patterns across North America	To identify significant physical and man made featutes in North America	To describe patterns of industry and farming in North America	To identify main transport networks within North America		
DT	N/A	To explore how to reinforce a beam (structure) to improve its strength.	To build a spaghetti truss bridge.	To design a wooden truss bridge.	To make a wooden truss bridge (2 lessons blocked)	To complete, reinforce and evaluate my truss bridge.		
Music	<ul> <li>To sing songs over a simple groove, in time with the beat</li> <li>To listen to music with a simple groove and effective melodic shape</li> <li>To compose a short ternary piece</li> <li>To perform a piece of music, or part of one, by ear.</li> </ul>		Understand the differences between semibreves, minims, crotchets and crotchet rests and practice these on untuned and tuned percussion.	Learn the new note values of quavers and semiquavers and learn to perform these in pairs and fours.		<ul> <li>Understand the differences between 2/4, 3/4 and 4/4 time signatures.</li> <li>Pracitce playing along with pieces in these time signatures.</li> <li>Compose short rhythms of pieces in these time signatures.</li> </ul>		
Computing	Online safety – online reputation	To be introduced to the 2Design and Make tool.	To explore the effects of moving points when designing.	To design a 3D model to fit certain criteria.	To design a 3D model to fit certain criteria.	To refine and print a model.		
<b>RE</b> Easter	Key question: How significant is it for Christians to believe God intended Jesus to die?  To know that Christians believe that God had a plan for Jesus	To be able to explain the importance of Palm Sunday	To be able to explain what happens on Maundy Thursday	To be able to explain what happened on Good Friday.	To question whether God intended Jesus to be crucified or whether Jesus' crucifixion was the consequence of events during Holy Week.	End of unit assessment activity.		

PSHE  Jigsaw 4 -  Healthy Me	I know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart. I can make an informed decision about whether or not I choose to smoke and know how to resist pressure.	I know some of the risks with misusing alcohol, including antisocial behaviour, and how it affects the liver and heart.  I can make an informed decision about whether or not I choose to drink alcohol and know how to resist pressure.	I know and can put into practice basic emergency aid procedures (including recovery position) and know how to get help in an emergency situation.  I know how to keep myself calm in emergencies.	I understand how the media, social media and celebrity culture promotoes certain body types.  I can reflect on my own body image and know how important it is that this is postive and I accept and respect myself for who I am.	I can describe the different roles food can play in people's lives and can explain how people can develop eating problems (disorders) relating to body image pressures.  I respect and value my body.	I know what makes a healthy lifestyle including healthy eating and the choices I need to make to be healthy and happy.  I am motivated to keep mysel healthy and happy.
PE	Indoor – gymnastics	Indoor – gymnastics	Indoor – gymnastics	Indoor – gymnastics	Indoor – gymnastics	Indoor – gymnastics
	Outdoor – Netball or rugby	Outdoor – Netball or rugby	Outdoor – Netball or rugby	Outdoor – Netball or rugby	Outdoor – Netball or rugby	Outdoor Netball or rugby