

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 Term: 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 be able to make predictions based on a text	To be able to describe a setting To be able to make inferences about characters. To use rhetorical questions and internal monologues.	To use descriptive phrases. To be able to summarise information. To identify / use the features of a formal letter.	To be able to give an opinion. To identify and summarise key events in a story. To write narrative using direct speech.	To give an opinion on a story with a reason. To be able to summarise the key elements in a story. To empathise with a character.	To be able to use the features of a newspaper report. To be able to evaluate a piece of writing and suggest improvements.
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 edit and improve writing. 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	Subtract fractions Subtract from a mixed number Subtract from a mixed number - breaking the whole Subtract two mixed numbers	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-digit number	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
Science		To explore techniques to separate materials.	To understand what thermal insulators are and do.	To investigate which materials make the best thermal insulators	To test the absorbency of materials.	To identify and explain irreversible chemical changes.
Geography	To be able to locate and name the oceans of the world. To understand whaere the main ocean currents are. To be able to explain the importance of the world's oceans.	To be able to identify threats to the world's oceans and possible solutions.	To understand how earthquakes are formed. To be able to identify the places in the world where earthquakes are most common	To explain where volcanoes are located To understand how a volcano erupts and the different types of volcano.	To understand the impact of tsunamis To understand hwo people can protect themselves from a natural disaster.	To show understanding of the impact of human and physical impacts on the planet. Be able to identify possible solutions and ways that people can protect themselves. (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	Artist appreciation.
Music		To recall and sing songs from singing assembly and other performance opportunities To listen to pieces containing chordal accompaniments To compose music with a wider range of dynamics, including ff, pp, mf and mp To perform chordal accompaniments to songs		To recall and sing songs from singing assembly and other performance opportunities To listen to pieces containing chordal accompaniments To compose music with a wider range of dynamics, including ff, pp, mf and mp To perform chordal accompaniments to songs		To recall and sing songs from singing assembly and other performance opportunities To listen to pieces containing chordal accompaniments To compose music with a wider range of dynamics, including ff, pp, mf and mp To perform chordal accompaniments to songs
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 discuus 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 information. To justify inferences using evidence. To summarise events.	To explain the meaning of words in context. To retrieve and record information. To justify inferences using evidence. To summarise events.	To explain the meaning of words in context. To retrieve and record information. To justify inferences using evidence. To summarise events.	To explain the meaning of words in context. To retrieve and record information. To justify inferences using evidence. To summarise events.	To explain the meaning of words in context. To retrieve and record information. To justify inferences using evidence. To summarise events.	To explain the meaning of words in context. To retrieve and record information. To justify inferences using evidence. 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 identify forces acting on objects.	To explain the effect of gravity on unsupported objects.	To investigate how surface area can affect air resistance.	To explore the effects of water resistance.	To understand how friction acts as a force.	To explore and design mechanisms.	
Geography	To be able to identify the continents of the world. To be ablwe to name and locate the countreis 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	To research kites from around the world.	To identify the features of a kite and explain how a kite flies.	To explore how to reinforce structures.	To design a kite structure based on my prior knowledge and research.	To make a kite based on my design.	To evaluate the effectiveness of my product.	
Music		To sing songs over a simple groove, in time with the beat To listen to music with a simple groove and effective melodic shape To compose a short ternary piece to perform a piece of music, or part of one, by ear		To sing songs over a simple groove, in time with the beat To listen to music with a simple groove and effective melodic shape To compose a short ternary piece to perform a piece of music, or part of one, by ear		To sing songs over a simple groove, in time with the beat To listen to music with a simple groove and effective melodic shape To compose a short ternary piece to perform a piece of music, or part of one, by ear	
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.	

RE Easter - Christianity Key question: How significant is it for Christians to believe God intended Jesus to die?	to know that Christiansbelieve 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 Outdoor – netball	Indoor – gymnastics Outdoor – netball	Indoor – gymnastics Outdoor – netball	Indoor – gymnastics Outdoor – netball	Indoor – gymnastics Outdoor – netball	Indoor – gymnastics Outdoor – cricket