



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 – How is our Planet Being Changed?

Critical Enquiry Question: How is our planet being changed?

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

Wow moments: Term 4: art workshop & geography fieldwork – traffic survey / interviews

Term 3						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
English	To use modal verbs to explore possibilities and make inferences To create poetry using expanded noun phrases	To write informally in role. To be able to identify a range of adverbs. To use noun phrases to describe a character's emotions To use adverbials to portray a character	To use the subjunctive form To write persuasively using a formal tone To use relative clauses to present information To use a single dash to emphasis a point To use informal language.	To select appropriate language. To use personification to write descriptive sentences. To use 'show not tell' sentences To use conditional sentences to suggest possibilities	To use contrasting conjunctions to make comparisons To use contrasting conjunctions to make comparisons To expand single-clause sentences with adverbial phrases To use a range of descriptive devices To use passive voice to summarise	Planning and independent writing week
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	Revision lessons: <ul style="list-style-type: none">• Multiply / divide whole numbers by powers of 10.• 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-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	<i>To find a</i> Fraction of an amount To Find the whole Decimals up to 2 decimal places Equivalent fractions and decimals
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 materials	To explore how mixtures can be separated by filtering, sieving, evaporating or magnets
Geography	Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and	To locate the main oceans of the world. To explain the importance of our oceans.	To be able to identify threats to the world's oceans and possible solutions.	To locate and describe the significance of the Great Barrier Reef.	To explain the impact humans have on coral reefs and oceans.	To understand ways to keep our oceans healthy

	time zones (including day and night)					
Art & Design/DT	To identify and compare features of art installations.	To investigate the effect of space and scale when creating 3D art.	To problem-solve when constructing 3D artworks.	To plan an installation that communicates an idea.	To apply their knowledge of installation art and develop ideas into a finished piece.	To apply their knowledge of installation art and develop ideas into a finished piece.
Music Sing up- introduction to songwriting Ukulele whole class		Ukulele-Revise Chords aminor, C major plus island strum pattern- to accompany Firework- Katy Perry. LI To listen and appraise, identifying the structure of songs and analysing them to appreciate the role of metaphor.		Ukulele- as last session but also add E minor chord. LI To improvise and compose, 'doodling' with sound, playing around with pitch and rhythm to create a strong hook. LI To create fragments of songs that can be developed into fully-fledged songs.		Ukulele- as both previous sessions but also add G major. LI To understand techniques for creating a song and develop a greater understanding of the songwriting process.
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
Forest School		Focus activity: Building an a-frame to create a shelter		Focus activity: Building an a-frame and adding different resources (branches, material) to make it waterproof		Focus activity: Experimenting with different angles and moving shelters

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 and noun phrases to build cohesion To use modal verbs to give advice To write a letter of advice	To use expanded noun phrases in a diary entry. To write a formal interview transcript. To write quotations in a journalistic style.	To write in a journalistic style To use modal verbs. To plan a biography. Testing Week	To use adverbials of time. To use quotations with accuracy Testing week	To change tense to maintain cohesions. To plan effective introductory and concluding paragraphs. To edit and publish a biography.	GPAS revision
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 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.	<i>(5 week term / Science week in addition to planned curriculum)</i>
Geography	To know why energy sources are important.	To understand the benefits and drawbacks of different energy sources.	To understand how energy is generated in the United States.	To know how energy sources are distributed in an area. (Focus on UK)	To explain reasons for choosing an energy source.	To collect and present data on where to position a solar panel on the school grounds.
DT	NA	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	LI To recognise the features of music from a different tradition		LI To read pitch notation and play a melody containing sharps and flats.		To create an accompaniment for a song. LI To sing in more than one part.	
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 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.

<div>PSHE</div> <div>Jigsaw 4 - Healthy Me</div>	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 anti-social 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 promotes certain body types. I can reflect on my own body image and know how important it is that this is positive 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 myself healthy and happy.
<div>PE</div>	Indoor – gymnastics Outdoor – Netball or rugby	Indoor – gymnastics Outdoor – Netball or rugby	Indoor – gymnastics Outdoor – Netball or rugby	Indoor – gymnastics Outdoor – Netball or rugby	Indoor – gymnastics Outdoor – Netball or rugby	Indoor – gymnastics Outdoor Netball or rugby
<div>Forest School</div>	Identifying birds correctly		Looking for birds and correctly identifying them		Learning about bird calls and identifying birds by their call	