



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: 1 & 2

Curriculum focus:
History – Ancient Greece

Critical Enquiry Question:
In what ways have the Ancient Greeks influenced our lives today?

End of Unit Assessment Activity:
Written report using historical evidence.

Wow moments:
VR space workshop and Living History workshop for the Ancient Greeks.

Term 1						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
English Curiosity by Marcus Motem Hidden Figures by Margot Lee Shetterly	To write an informal letter To write a NASA official report To plan a newspaper opinion piece To write a newspaper opinion piece	to ask questions and speculate answers to use modal verbs to write a proposal To use clauses to clarify meaning to convert informal to formal language To explore synonyms for abstract nouns	To use cohesive devices To write an explanation of Curiosity's launch To use the passive voice to write a formal log to can write a news report To use dashes to add information	To ask a range of questions about a subject. To use a range of sentence types. To use a range of noun phrases. To speak in role.	To write a formal letter. To write an informal letter. To write a diary entry. To gather factual evidence to form an opinion. To collect information in note form.	Planning, extended writing and editing final piece week.
Reading	To find and explain the meaning of words in context.	To retrieve and record information and identify key details in a text.	To make and justify inferences using evidence from the text.	To sequence information and key events within a text.	To make predictions based on a text using details given and implied. To give evidence to support a prediction.	To explain how content is related to meaning in a text. To explain how meaning is enhanced through the choice of language.
Maths Number and Place Value Addition and Subtraction	To read and write Roman Numerals. To recognise and represent numbers up to 10,000. To read, write and represent numbers up to 100,000. To read and write numbers to 1 million.	To explore powers of 10. To find numbers 10/ 100 /1,000 /10,000 /100,000 more or less than a given number. To partition numbers to 1,000,000. To identify and write numbers to 1,000,000 on a number line.	To compare and order numbers to 1,000,000. To round to the nearest 10, 100 and 1,000. To round within 1,000,000.	To explore mental strategies for adding and subtracting numbers. To add whole numbers with more than 4 digits. To subtract whole numbers with more than 4 digits. To use rounding to estimate.	To use inverse operations. To solve multi-step addition and subtraction questions. To compare calculations.	To find missing numbers. To use investigative skills to solve addition and subtraction problems.
Science Space	To explain the shape of the earth, sun and moon.	To understand the relative sizes of the Earth, Sun and Moon	To research the planets in our solar system.	To know that day and night is the result of the spin of the Earth.	To investigate how shadows change in a day.	To investigate how shadows change in a day. To represent findings in a graph.
History Ancient Greece	To be able to locate Ancient Greece – bot in time aand location.	To uderstand the legacy of Ancient Greece in the modern world.	To be able to describe the City State system and identify key features of two of these.	To understand the role of Greek Gods in society.	To be able to describe Ancient Greek life using aretfacts.	To investigate what life was like for children in Ancient Greece.
Art	To draw shapes and create form	To create Greek Patterns	To produce studies of the Ancient Greek athletes	To produce a 2D design of a Greek Pot	To develop skills in clay e.g. slabs, coils and slips.	To experiment with different medium and materials for painting.

Sculptures			To create work of sustained, detailed drawings.	To plan a sculpture using observation studies and drawn plans.	To shape, form and construct using a variety of materials.	
Music recorders		Practise keeping a steady beat with body percussion. Learn the song <i>What shall we do with the drunken sailor?</i> Learn about sea shanties. Sing a sea shanty expressively and with a strong beat. Recap performing their vocal arrangement of <i>What shall we do with the drunken sailor?</i> Learn a cup game to perform with the song.		Practise cup rhythms to <i>What shall we do with drunken sailor?</i> Practise their arrangement <i>What shall we do with drunken sailor?</i> Learn <i>Hey, ho! Nobody home</i> ; add beat using body percussion. Some children could transfer this beat to a drum. Practise cup rhythms to <i>What shall we do with drunken sailor?</i> Create body percussion patterns to accompany a sea shanty. Write the patterns in rhythm grid.		Practise the cup rhythms to <i>What shall we do with drunken sailor?</i> Learn to play the bass notes. Learn to play the chords. Learn the song's chord pattern. Recap the bass notes, chords, and chord pattern of <i>What shall we do with the drunken sailor?</i> Recap singing the song. Practise the cup rhythms. Rehearse and perform <i>What shall we do with the drunken sailor?</i>
Computing Coding	To understand the school Internet Safety agreement and be able to explain how to stay safe.	To design a simulation and identify variables.	To use a background and moving element to produce a simulation.	To evaluate and improve a simulation by debugging.	To use commands to make an object move on screen.	To start and end a simulation and create multiple levels.
RE Hinduism	To understand what commitment means.	To have an understanding of Hinduism and what Hindus believe.	To explore how prayer shows a Hindu's commitment to God.	To explore how ways of life show a Hindu's commitment to God.	To explore how pilgrimage shows a Hindu's commitment to God.	To evaluate whether there is a best way for Hindu's to show commitment to God.
PSHE “Being me in my world”	Face new challenges positively and know how to set personal goals	Understand their rights and responsibilities as a British Citizen	Understand their rights and responsibilities as a British Citizen and as a member of their school	Understand how an individual's behaviour can impact on a group	contribute to the group and understand how we can function best as a whole	Understand how democracy and having a voice benefits the school community and know how to participate in this
PE	Indoor – Gymnastics Outdoor - Hockey	Indoor – Gymnastics Outdoor - Hockey	Indoor – Gymnastics Outdoor - Hockey	Indoor – Gymnastics Outdoor - Hockey	Indoor – Gymnastics Outdoor - Hockey	Indoor – Gymnastics Outdoor - Hockey
French	n/a	To be able to find France on a map of the world.	To be able to repeat all my personal details in French, and ask for the same information back	To say numbers 1-10 clearly in French and I can now spell some of these numbers.	To be able to say ten key colours in French, and I can now spell some of these colours.	n/a

Term 2						
	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
English 7 – SPaG 8,9,10 & 11- Odysseus 12 – A Christmas Carol	To revise the use of relative clauses. To use parenthesis to add extra information X2 To understand comma splices and how to fix them.	To ask a range of investigative questions To write a proclamation in the future tense To use a range of verbs and adverbs to persuade To write a soliloquy in the first person	To use multi-clause sentences to write a diary entry in role To use adverbials to portray a character To portray characterisation through dialogue To write a section of narrative in the style of an author To make inferences about a character	To use commas and semi-colons to avoid ambiguity To sequence and summarise the main events of a story using relative clauses To use superlatives to create an advertisement To plan the key events of an epic adventure narrative	To write the opening of an epic adventure story To write the middle section of an epic adventure story To write the ending of an epic adventure story To edit for cohesion	To write a descriptive story opener. To use drama to investigate the ghost Characters. To plan a retelling of A Christmas Carol from the perspective of one of the ghosts.To produce a retelling of events of A Christmas Carol from the perspective of one of the ghosts. To write a description of Scrooge's next Christmas.
Maths Multiplication and division (part A) Fractions (part A)	To multiply by 10, 100 and 1000. To divide by 10, 100 and 1000. To multiply by multiples of 10, 100 and 1000. Arithmetic	To find fraction equivalents to a unit fraction To find fraction equivalents to a non-unit fraction To recognise equivalent fractions Arithmetic	To convert improper fractions to mixed numbers To convert mixed numbers to improper fractions Compare fractions less than 1 Order fractions less than 1 Arithmetic	To compare and order fractions greater than 1 Assessment week To add & subtract fractions with the same denominator	To add fractions within 1 To add fractions with a total greater than 1 To add mixed numbers To add two mixed numbers	To subtract fractions To subtract fractions from a mixed number To subtract from a mixed number To subtract two mixed numbers
Science	To understand that forces are pushes and pulls To explore the force of gravity.	To understand how air resistance affects moving objects.	To understand how water resistance affects moving objects,	To explore the effects of friction.	To investigate mechanisms – levels and pulleys.	To investigate mechanisms – gears.
Reading	To find and explain the meaning of words in context. To retrieve and record information and identify key details in a text. To make and justify inferences using evidence from the text. To summarise the main ideas from a paragraph or whole text.	To find and explain the meaning of words in context. To retrieve and record information and identify key details in a text. To make and justify inferences using evidence from the text. To summarise the main ideas from a paragraph or whole text.	To find and explain the meaning of words in context. To retrieve and record information and identify key details in a text. To make and justify inferences using evidence from the text. To summarise the main ideas from a paragraph or whole text.	To find and explain the meaning of words in context. To retrieve and record information and identify key details in a text. To make and justify inferences using evidence from the text. To summarise the main ideas from a paragraph or whole text.	To find and explain the meaning of words in context. To retrieve and record information and identify key details in a text. To make and justify inferences using evidence from the text. To summarise the main ideas from a paragraph or whole text.	To find and explain the meaning of words in context. To retrieve and record information and identify key details in a text. To make and justify inferences using evidence from the text. To summarise the main ideas from a paragraph or whole text.
History	LI: To explore what life was like in Ancient Athens.	LI: to find out what life was like for women in Ancient Greece?	LI: to explain why the Battle of Marathon was fought and can give reasons for defeat of Persia	LI: to investigate the life of Alexander the Great	LI: to organise information about famous greek thinkers	LI: to explain the characteristic features of Greek architecture
DT Bread making	To understand how key events and individuals in design and technology have helped shape the world.	To research existing products through taste testing.	To explore the processes behind how a product is made.	To design a product based on design criteria and to meet the needs of an individual/group. To generate, develop, model and communicate ideas through discussion and annotated sketches.	To develop my knowledge of food hygiene and safety when cooking. To prepare and cook a savoury dish using a range of cooking techniques.	To evaluate my ideas and products against my own design criteria. To consider the views of others to improve my work.
Music	Preparation for Christmas Performance	n/a	Preparation for Christmas Performance	n/a	Preparation for Christmas Performance	n/a

Computing	Internet Safety To write citations for websites I use for research	Refresher activities Espresso Coding. Includes Sequence and Conditions Variables Loops and repetition	Part 1- To understand that computer programmers use numbers to set or change an object's properties. These could be things like the object's co-ordinate position on the screen, the direction that it faces or the speed at which it moves. The higher the number, the faster it moves.	Part 2- To understand that computer programmers use numbers to set or change an object's properties. These could be things like the object's co-ordinate position on the screen, the direction that it faces or the speed at which it moves. The higher the number, the faster it moves.	Part 3- To understand that If something is random, it happens by chance, or without any pattern. This makes it impossible to predict. By using random numbers to control certain properties in your program, you can make things less predictable and more interesting.	Part 4- To understand that a simulation is a computer program which models something from real life. This is useful when we need to test how something might work, or to practise a skill without taking any risks. For example, a flight simulator is a complex computer program that allows pilots to train without putting anyone in danger.
RE Theme: Christmas Concept: Incarnation Key Question: Is the Christmas Story true? Religion: Christianity	to start to explain how 'true' could mean different things to different people, and how stories can be 'true' in different ways. can give my opinion on whether a favourite story is 'true' and explain why.	to explain the Christian belief that Jesus was the Incarnation of God. to identify different sources of the Christmas story and explain the meaning of Christmas to Christians (Incarnation).	to explain the Christian belief that Jesus was the Incarnation of God. to identify different sources of the Christmas story and explain the meaning of Christmas to Christians (Incarnation).	to express an opinion on whether the Christmas story is true and what this might mean to Christians. To explain my own opinion on whether the Christmas story is true and say what Christians might think of my opinion.	Christmas experince at St Matthews – 6.12.23 To explore the Christmas story	Christingle service 13.12.23 To understand the symbolism of Christingle
PSHE links to Black History month	to understand that cultural differences sometimes cause conflict	to understand what racism is	to understand how rumour-spreading and name-calling can be bullying behaviours	to can explain the difference between direct and indirect types of bullying	to can compare my life with people in the developing world	to can understand a different culture from my own
PE	Indoor – badminton Outdoor – Tag rugby	Indoor – badminton Outdoor – Tag rugby	Indoor – badminton Outdoor – Tag rugby	Indoor – badminton Outdoor – Tag rugby	Indoor – badminton Outdoor – Tag rugby	Indoor – badminton Outdoor – Tag rugby
French	To introduce the unit 'Les animaux'. In this lesson pupils will learn how to name (with accurate pronunciation) and remember five animals in French with the correct indefinite article/determiner	French specialist To introduce the unit 'Je peux' (I am able). In this lesson pupils will learn how to name (with accurate pronunciation) and remember five high frequency infinitive verbs in French.	In this lesson pupils will learn how to name (with accurate pronunciation) and remember five more animals in French with the correct indefinite article/determiner	French specialist In this lesson pupils will learn how to name (with accurate pronunciation) and remember five more infinitive verbs in French	In this lesson pupils will consolidate all ten nouns for animals in French and will start to attempt to spell these words.	French specialist In this lesson pupils will consolidate all ten infinitive verbs and will start to attempt to put them into sentences describing what they can do in French.