



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.

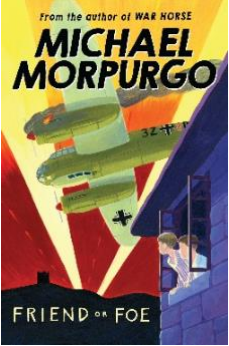
Year Group: 6
Term: 1 & 2

Curriculum focus:
History – World War II

Critical Enquiry Question:
What was the impact of World War II on everyday life in Britain?

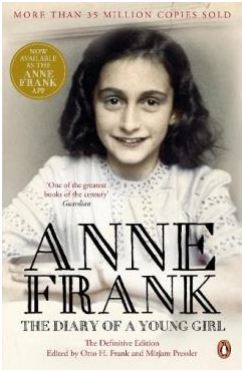
End of Unit Assessment Activity:
Video report using historical evidence.

Wow moments:
Visit to Kent Life (World War 2 Experience Day).

Term 1						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
English 	To analyse a range of information and consider its impact. To use colons and semi-colons accurately in a list. To be able to infer and show a character's thoughts and feelings.	To identify and use adverbials. To use verb tenses consistently and accurately.	To use emotive language in my writing. To write a diary entry in role. To be able to compare and contrast settings. To use relative clauses to add additional information.	To plan a letter in character. To draft a letter. To edit and improve my writing.	To describe a setting using the 5 senses. To use expanded noun phrases. To use figurative language to show a character's emotion. To use adventurous vocabulary.	To plan a letter from a soldier in WW2. To draft a letter from the perspective of a soldier in WW2. To edit and improve my writing. To publish my writing.
Reading	To read and record information. To explore the meaning of words in context. To infer meaning from the text.	To be able to answer questions using the answer, prove and explain model To explore the meaning of words in context.	To be able to make inferences from poetry. To retrieve information from a non-fiction text. To be able to explain why the author choose the words they used. To summarise a text. To be able to explain the meaning of words in context.	To be able to retrieve and record information from a text. To be able to give the meaning of words in context. To be able to infer meaning from a text. To retrieve and record information from a text. To be able to give the meaning of words in context.	To be able to retrieve and record information from a text. To be able to give the meaning of words in context. To be able to infer meaning from a text. To retrieve and record information from a text. To be able to give the meaning of words in context.	To be able to retrieve and record information from a text. To be able to give the meaning of words in context. To be able to infer meaning from a text. To retrieve and record information from a text. To be able to give the meaning of words in context.
Maths Number and Place Value	To read and recognise numbers up to ten million. To solve a range of questions involving numbers up to ten million.	To be able to compare and order any number up to 10,000,000. To round whole numbers up to ten million. To calculate intervals across zero.	To add integers. To subtract integers. To solve problems using short multiplication. To solve problems using short multiplication. To multiply 2 digits by 4 digits.	To divide using short division. To solve division questions using vertical method. To use a formal written method when dividing 4 digits by 2 digits. To use long division to solve remainders in context. To consolidate my learning of the four operations.	To find common factors. To find lowest common multiples. To identify prime numbers to 100. To identify the relationship between square and cube numbers. To recognise the order of operations.	To add and subtract decimal numbers. To apply my knowledge of properties of numbers. Maths investigations.
Science Light	To explore how light travels.	To understand how mirrors reflect light.	To investigate how refraction changes the direction in which light travels.	To investigate how a prism changes a ray of light to show the spectrum.	To understand how light enables us to see colours.	To explain why shadows have the same shape as the object that casts them.
History	To explore why Britain went to war in 1939.	To understand why it was necessary for children to be evacuated.	To explore what it was like for children who were evacuated.	To explore how Britain was able to stand firm against the German threat.	To explore what happened at Dunkirk.	What happened during The Battle of Britain?

World War II						
Art Capturing Conflict	To use visual language to describe a piece of art.	To understand and describe the emotions depicted in a piece of war artwork.	To explore the styles and periods of war artwork.	To research and explore the work of official war artists.	To research and explore the work of official war artists.	
Music						
Computing Coding on HTML		Online safety – cyber bullying To say what bullying and cyberbullying are. To suggest ways in which people could deal with cyberbullying. To know why cyberbullying can be as harmful as in-person bullying.	Online safety – secure websites To look in the address bar of a website so check for security. To identify the lock symbol in an address bar. To understand why I should ask an adult if I am unsure. To identify warning signs that a website might not be secure.	Online safety – people online To identify personal information. I can explain why someone might have an online friendship. To explain what to do if I am asked or told something online which makes me uncomfortable. To explain some of the dangers of revealing personal information to an online friend.	Online safety – online behaviour To review the meaning of a digital footprint. To have a clear idea of appropriate online behaviour and how this can protect themselves and others from possible online dangers, bullying and inappropriate behaviour. To begin to understand how information online can persist and give away details of those who share or modify it.	Online safety – screen time To understand the importance of balancing game and screen time with other parts of our lives. To identify the positive and negative influences of technology on health and the environment.
RE Beliefs and Practices Islam	To understand some of the ways Muslims show commitment to God and to evaluate whether there is a best way. Engagement Lesson: What does it mean to make a commitment?	To understand some of the ways Muslims show commitment to God and to evaluate whether there is a best way. Investigation Lesson: What is the best way for a Muslim to show commitment to God?	To understand some of the ways Muslims show commitment to God and to evaluate whether there is a best way. Investigation Lesson: What are the Five Pillars and why are they important to Muslims?	To understand some of the ways Muslims show commitment to God and to evaluate whether there is a best way. Investigation Lesson: What are the Five Pillars and why are they important to Muslims?	To understand some of the ways Muslims show commitment to God and to evaluate whether there is a best way. Evaluation Lesson: In which ways do Muslims show their commitment to God? Is there a best way for Muslims to show their commitment to God?	To understand some of the ways Muslims show commitment to God and to evaluate whether there is a best way. Expression Lesson: How do we show commitment in our own lives?
PSHE Being me in my world	To identify my goals for this year. To understand my fears and worries about the future and know how to express them. To feel welcome and valued, and know how to make others feel the same way.	To understand that there are universal rights for all children but for many children these rights are not met. To understand my own wants and needs and compare these with children in different communities.	To understand that my actions affect other people locally and globally. To understand my own wants and needs and compare these with children in different communities.	To make choices about my own behaviour because I understand how rewards and consequences feel, and I understand how these relate to my rights and responsibilities. To understand that my actions can affect myself and others.	To understand how an individual's behaviour can impact on a group. To understand how to contribute to a group and how we can function best as a whole.	To understand how democracy and having a voice benefits the school community. To understand why our school community benefits from a learning charter and how I can help others to follow it by modelling it myself.
PE	Indoor – Young Leader Training Outdoor – Hockey	Indoor – Young Leader Training Outdoor - Hockey	Indoor – Young Leader Training Outdoor - Hockey	Indoor – Young Leader Training Outdoor - Hockey	Indoor – Young Leader Training Outdoor - Hockey	Indoor – Young Leader Training Outdoor - Hockey

Term 2						
	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12

<div>English</div> <div></div>	<div>To understand comma splices.</div> <div>To identify the difference between a main and a subordinate clause.</div> <div>To identify the sbject and object within a sentence.</div> <div>To identify whether a sentence is active or passive.</div>	<div>To use a variety of parenthesis punctuation.</div> <div>To be able to explain the rules for writing dialogue.</div> <div>To use narrative when writing dialogue.</div> <div>To apply skills to an emotive piece.</div> <div>To use colons to mark boundaries between independent clauses.</div>	<div>To write a diary entry from a different perspective.</div> <div>To understand the difference between direct and reported speech.</div> <div>To identify the features of a newspaper report.</div>	<div>To plan a detailed newspaper report.</div> <div>To write a newspaper article.</div> <div>To use high-level vocabulary.</div> <div>To use direct and reported speech.</div> <div>To use parenthesis.</div>	<div>To identify the difference between formal and informal language.</div> <div>To use idioms in descriptive sentences.</div> <div>To use adverbials.</div> <div>To share-write a mini biography.</div>	<div>To pair-write a mini biography.</div> <div>To write cohesively.</div> <div>To use a thesaurus accurately.</div> <div>To make notes and develop ideas through research,</div> <div>To write chronologically.</div>
<div>Maths</div> <div>Fractions & Measure</div>	<div>To find and simplify equivalent fractions.</div> <div>To place equivalent fractions on a number line.</div> <div>To compare and order fractions.</div>	<div>To compare and order fractions.</div> <div>To add and subtract simple fractions.</div> <div>To add and subtract any two fractions.</div>	<div>To add mixed number fractions.</div> <div>To subtract mixed number fractions.</div> <div>To solve multi-step problems involving fractions.</div>	<div>To multiply fractions by integers.</div> <div>To multiply fractions by fractions.</div> <div>To divide fractions by integers.</div> <div>To solve mixed questions involving fractions.</div>	<div>To solve mixed questions involving fractions.</div> <div>To find fractions of an amount.</div>	<div>To explore metric measures.</div> <div>To convert metric measures.</div> <div>To calculate with metric measures.</div> <div>To convert between miles and kilometres.</div> <div>To explore imperial measures.</div>
<div>Science</div> <div>Electricity</div>	<div>To explain the importance of the major discoveries in electricity.</div>	<div>To recognise and draw scientific circuit symbols.</div>	<div>To observe and explain the effects of differing voltages in a circuit.</div>	<div>To plan an invesitigation.</div> <div>To understand variations in how components function in a circuit.</div>	<div>To carry out an investigation.</div> <div>To record data and report my findings.</div>	<div>To investigate my results further.</div>
<div>Reading</div>	<div>To read and record information.</div> <div>To explore the meaning of words in context.</div> <div>To infer meaning from the text.</div>	<div>To be able to answer questions using the answer, prove and explain model</div> <div>To explore the meaning of words in context.</div>	<div>To be able to make inferences from poetry.</div> <div>To retrieve information from a non-fiction text.</div> <div>To be able to explain why the author choose the words they used.</div> <div>To summarise a text.</div> <div>To be able to explain the meaning of words in context.</div>	<div>To be able to retrieve and record information from a text.</div> <div>To be able to give the meaning of words in context.</div> <div>To be able to infer meaning from a text.</div> <div>To retrieve and record information from a text.</div> <div>To be able to give the meaning of words in context.</div>	<div>To be able to retrieve and record information from a text.</div> <div>To be able to give the meaning of words in context.</div> <div>To be able to infer meaning from a text.</div> <div>To retrieve and record information from a text.</div> <div>To be able to give the meaning of words in context.</div>	<div>To be able to retrieve and record information from a text.</div> <div>To be able to give the meaning of words in context.</div> <div>To be able to infer meaning from a text.</div> <div>To retrieve and record information from a text.</div> <div>To be able to give the meaning of words in context.</div>
<div>History</div>	<div>To explore the role of men and women during WW2.</div>	<div>To explore the treatment of Jewish people during World War 2.</div>	<div>To understand how The Enigma Machine was used during the war.</div>	<div>Planning video reports to answer this unit's critical question.</div>	<div>Filming video reports to answer this unit's critical question.</div>	<div>Filiming and sharing of video reports to answer this unit's critical question.</div>
<div>DT</div> <div>Bolognese</div>	<div>Design Inspiration</div> <div>To explore existing recipes for spaghettitit bolognese.</div>	<div>Think</div> <div>To create a mood board of ideas for my own bolognese recipe.</div>	<div>Think</div> <div>To create a design diagram for my own bolognese recipe.</div>	<div>Make</div> <div>To create a first prototype of my bolognese recipe.</div>	<div>Break/Re-think</div> <div>To adapt my design appropriatey.</div>	<div>Make</div> <div>To create and evaluate my final design.</div>
<div>Music</div>		<div>To sing songs with syncopated rhythms, with a sense of ensemble and performance, observing phrasing, pitch and style.</div>		<div>To listen to and identify ingredients in Tchaikovsky's 1812 Overture.</div>		<div>To compose an 8- or 16- beat pentatonic melody with rhythmic variety, and try notating it.</div>

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