



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
Terms: 1 & 2

Curriculum focus:
History – World War II

Critical Enquiry Questions:

Why did Britain go to war in 1914?
What was life like in Britain and Medway during World War Two?



End of Unit Assessment Activity:

Video report about the impact of WW2 on every day life in Britain using historical evidence.

Wow moments:


Visit to The Royal Engineers Museum (History)
Virtual reality workshop (Science)

Term 1

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
English  	Friend or Foe – Michael Morpurgo: 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 a character's thoughts and feelings. To identify and use adverbials.	Friend or Foe – Michael Morpurgo: To use verb tenses consistently and accurately. To use emotive language within my writing. To use apostrophes to show singular possession. To write a diary entry in role.	Friend or Foe – Michael Morpurgo: To compare and contrast settings. To use relative clauses to add extra information. To plan a letter in character. To write a letter in role.	SPaG Focus: To explore and understand comma splices. To identify the difference between a main and subordinate clause. To identify the subject and object within a sentence. To identify whether a sentence is active or passive.	Anne Frank – Josephine Poole: To use a variety of parenthesis punctuation. To be able to explain the rules for writing dialogue. To use narrative when writing dialogue. To write an emotive piece. To edit and improve my writing.	Anne Frank – Josephine Poole: To write a diary entry from a different perspective. To understand the difference between direct and reported speech, To identify the features of a newspaper report.	Anne Frank – Josephine Poole: To plan a detailed newspaper article. To write a newspaper article.
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.	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 & Four Operations	Number and Place Value: Numbers up to 1,000,000. Numbers up to 10,000,000. Powers of 10. Number lines to 10,000,000.	Number and Place Value: Compare and order any integers. Round any integer. Negative numbers.	Four Operations: Add and subtract integers. Common factors. Common multiples. Rules of divisibility. Primes to 100.	Four Operations: Square and cube numbers. Multiply up to a 4-digit number by a 2-digit number. Solve problems with multiplication. Short division.	Four Operations: Introducing long division. Long division with remainders. Solve problems with division.	Four Operations: Solve multi-step problems. Order of operations. Mental calculations and estimation. Reason for known facts.	Consolidation and problem-solving activities.

Science Animals Including Humans	To identify and name the main parts of the human circulatory system.	To explore the function of the heart and its role in the circulatory system.	To explore the role of blood in the circulatory system. To identify and compare blood vessels.	To explore how the body transports water and nutrients.	To investigate what can affect your heart rate.	To explore the impact of lifestyle, drugs and alcohol on the body.	Assessment.
History World War II	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?	Assessment.
Art Craft and Design	To apply an understanding of composition to create an effective photomontage advertising poster.	To apply an understanding of abstract art through photography.	To demonstrate an understanding of design choices using digital photography techniques.	To apply an understanding of photography to design and recreate a famous painting.	To demonstrate observation and proportion to create art in a photorealistic style.	To demonstrate observation and proportion to create art in a photorealistic style.	Assessment/Self-Evaluation.
Music		To learn and respond to a song with syncopated rhythm. To understand staff notations and be able to follow a score. To learn about the social/historical context of music.		To understand the terms chromatic and arpeggio. To appreciate a range of recorded music from different traditions. To invent a rhythmic ostinato.		To improvise using a C Major Scale (UKULELE) To perform a song in 3 parts.	
French La date & As-tu un animal?	To recognise, recall and spell the 7 days of the week in French. To learn the 8 different pets in French with their corresponding indefinite article/determiner	To recognise, recall and spell the 12 months of the year in French.	To learn the numbers 21-31 in French and be able to count from 1-31 in French. To introduce the 1st person verb conjugation J'ai (I have) so that pupils can express which pets they have in French. They will also learn the conjunction et (and) to expand their descriptions. To introduce the structure qui s'appelle (that is called) so that pupils can expand their descriptions of the pets by introducing their names.	To apply my knowledge so far to say the date in French.	To learn how to ask and answer the question C'est quand ton anniversaire ? (When is your birthday?) in French. To introduce the negative structure Je n'ai pas de... (I do not have...) so that pupils can express which pet(s) they do not have in French, alongside which pet(s) they do have.	To revise all language covered so far.	To revise all language covered so far and to complete the end of unit assessment. To introduce the conjunction mais (but) so that pupils can combine both positive and negative sentence forms expressing which pets they have and do not have in French.
Computing Coding	Online Safety – People Online To understand the benefits and pitfalls of online relationships. To identify information that I should never share.	To design a playable game with a timer and a score. To plan and use selection and variables. To understand how the launch command works.	To use functions and understand why they are useful. To understand how functions are created and called.	To use flowcharts to test and debug a program. To create a simulation of a room in which devices can be controlled.	To understand the different options of generating user input in 2Code. To understand how user input can be used in a program.	To understand how 2Code can be used to make a text-based adventure game.	To understand how 2Code can be used to make a text-based adventure game.

	Discussing and signing of Computing Agreements						
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?	Assessment.
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 – Gymnastics To learn controlled flight onto high apparatus. Outdoor – Hockey To shoot under pressure from close range.	Indoor – Gymnastics To understand what a base and flyer are in partner balances, and to learn to perform both roles. Outdoor – Hockey To perform long corner routines as part of a team.	Indoor – Gymnastics To perform more advanced partner balances and to evaluate others' work. Outdoor – Hockey To use goal-side marking to prevent an attacker from getting closer to the goal.	Indoor – Gymnastics To incorporate equipment such as hoops and balls into a sequence. Outdoor – Hockey To use a banana run to force an oncoming attacker out wide.	Indoor – Gymnastics To incorporate musicality and timing into a group sequence. Outdoor – Hockey To use a banana run to force an oncoming attacker out wide.	Indoor – Gymnastics To incorporate musicality and timing into a group sequence. Outdoor – Hockey To use a hit-out to successfully restart a game.	Indoor – Gymnastics To combine our skills in partner balances and rhythmic gymnastics in a team performance. Outdoor – Hockey To play competitively using new skills.
Forest School		Focus activity: Kite making		Focus activity: Fairy house making		Focus activity: Hedgehog making	

Term 2							
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<div>English</div> <div></div>	<div>Biographies – Anne Frank and Adolf Hitler</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>Biographies – Anne Frank and Adolf Hitler</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>Biographies – Anne Frank and Adolf Hitler</div> <div>To make notes and develop ideas through research.</div> <div>To write chronologically.</div> <div>To edit for cohesion.</div>	<div>Windrush Child – Benjamin Zephaniah</div> <div>To analyse a range of information and consider its impact.</div> <div>To extract and sequence events chronologically.</div> <div>To write an informal letter in role.</div> <div>To prepare a poem to read aloud.</div>	<div>Windrush Child – Benjamin Zephaniah</div> <div>To create a new version of a known poem.</div> <div>To write a diary entry in role.</div> <div>To use conjunctions and modal verbs to give advice.</div> <div>To use relative clauses to extend ideas.</div>	<div>Windrush Child – Benjamin Zephaniah</div> <div>To write a speech in role.</div> <div>To collect information and record notes.</div> <div>To plan a new monument to the Windrush Generation.</div> <div>To appeal to the audience within the opening of a persuasive speech.</div> <div>To use the subjunctive mood within persuasive writing.</div>	<div>Windrush Child – Benjamin Zephaniah</div> <div>To edit for cohesion.</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>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>Maths</div> <div>Fractions</div> <div>Converting Units</div>	<div>Finding equivalent fractions and simplifying.</div> <div>Placing equivalent fractions on a number line.</div> <div>Compare and order fractions.</div> <div>Add and subtract simple fractions.</div>	<div>Add and subtract any two fractions.</div> <div>Adding and subtracting mixed number fractions.</div> <div>Multi-step problems.</div> <div>Arithmetic.</div>	<div>Multiply fractions by integers.</div> <div>Multiply fractions by fractions.</div> <div>Dividing fractions by an integer.</div> <div>Mixed questions with fractions.</div> <div>Arithmetic.</div>	<div>Fractions of an amount.</div> <div>Arithmetic and consolidation.</div>	<div>Metric measures.</div> <div>Converting metric measures.</div> <div>Miles and kilometres.</div> <div>Imperial measures.</div>	<div>Assessment.</div>	<div>Assessment.</div>
<div>Science</div> <div>Light</div>	<div>To explore how light travels.</div>	<div>To explore reflection.</div>	<div>To explore how reflection can be used to help us see.</div>	<div>To investigate how shadows can change.</div>	<div>To show why shadows have the same shape as the objects that cast them.</div>	<div>To explore light phenomena.</div>	<div>Assessment.</div>
<div>History</div> <div>World War II</div>	<div>To explore the role of men and women during World War Two.</div>	<div>To explore the treatment of Jewish people during World War Two.</div>	<div>Visit to The Royal Engineers Museum.</div>	<div>To understand how the Enigma Machine was used in the war.</div>	<div>To plan a video report about life in Britain during World War Two.</div>	<div>To prepare a video report about life in Britain during World War Two.</div>	<div>End of unit assessment.</div>

D&T Cooking and Nutrition – Come Dine With Me	To explain the use of complementary flavours.	To research and design a three-course meal.	To explain recipe choices.	To apply culinary skills and knowledge.	To apply culinary skills and knowledge.	To apply culinary skills and knowledge.	Assessment/Self-evaluation.
Music		To consider how music is structure e.g. verse and chorus/bridge, ternary form, fugue, theme and variations.		To further develop knowledge of a theme and variations structure, composing a short variation.		To create music with an original theme and variations.	
French Fruits	Learn how to recognise, recall and spell five different fruits with the singular indefinite article/determiner.	Learn how to recognise, recall and spell a further five different fruits with the singular indefinite article/determiner.	Learn how to say the ten fruits introduced in the previous two lessons in plural form.	Learn how to formulate and express an opinion using the fruits they have learnt in this unit using the positive structure 'I like...'. To think about what the future might hold.	Continue to formulate and express an opinion about the fruits that they have learnt so far in the unit using the negative structure 'I do not like...'. Publishing and presenting work from English writing unit using word processing.	Revise and consolidate all language covered in the unit and complete the end of unit assessment.	Assessment.
Computing Networks	Online Safety – Cyber bullying To describe how to get help for someone that is being bullied online. To explain how to block abusive users. To explain how I would report online bullying using the apps and platforms that I use.	To know the difference between the World Wide Web and the internet.	To find out what a LAN and WAN are. To find out how we access the internet in school.	To research and find out about the age of the internet. To think about what the future might hold.	Publishing and presenting work from English writing unit using word processing.	Using iMovie to prepare a video report (cross-curricular with History).	Using iMovie to prepare a video report (cross-curricular with History).
RE Christmas - Christianity	To explore why people might be chosen to carry out important roles.	To explore depictions of Mary in artwork and in the Bible.	To explore different celebrations and the ways in which they are celebrated.	To explore different celebrations and the ways in which they are celebrated.	Do Christmas celebrations and traditions help Christians understand who Jesus was and why he was born?	Do Christmas celebrations and traditions help Christians understand who Jesus was and why he was born?	Assessment.
PSHE Celebrating Difference	To understand that there are different perceptions about what 'normal' means.	To explore how being different could affect someone's life.	To explain some of the ways in which one person or group could have power over another.	To know some of the reasons why people use bullying behaviours.	To give examples of people with disabilities who lead amazing lives.	To explain ways in which difference can be a source of conflict or of celebration.	To explain ways in which difference can be a source of conflict or of celebration.
PE	Indoor – Dance (Jive)/Swimming Outdoor – Tag Rugby	Indoor – Dance (Jive)/Swimming Outdoor – Tag Rugby	Indoor – Dance (Jive)/Swimming Outdoor – Tag Rugby	Indoor – Dance (Jive)/Swimming Outdoor – Tag Rugby	Indoor – Dance (Jive)/Swimming Outdoor – Tag Rugby	Indoor – Dance (Jive)/Swimming Outdoor – Tag Rugby	Indoor – Dance (Jive)/Swimming Outdoor – Tag Rugby
Forest School		Focus activity: Rope swing		Focus activity: Rope ladder		Focus activity: Christmas crafts	