



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.

Critical Enquiry Question:

How and why did the Mayan civilisation flourish and what remains of their culture?

End of Unit Assessment Activity: Interactive PowerPoint presentation.

Wow moment:

Maya Workshop.

Year Group: 6

Terms: 3 & 4

Curriculum focus:

Geography – South America/The Amazon

History – The Maya

Term 3

| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 |
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| English | To use prepositional phrases. To use subordination. To conduct a character analysis. To use a thesaurus accurately. To use a range of adverbials. | To use figurative language. To evaluate and edit writing. To create realistic problems. To plan a sequel. | Independent writing. | To use emotive verbs to express an opinion. To use subordinate clauses to begin a sentence. To use question tags within statements To use a range of parenthesis punctuation To recognise structures and vocabulary for formal language. | To summarise key information. To draft a persuasive letter. Independent writing. | Independent writing. To edit and suggest improvements to writing. To publish writing. |
| 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 Ratio, Algebra and Decimals | To explore whether to add or multiply. To use the language of ratio. To begin to use the ratio symbol. To explore ratio and fractions. | To understand scale drawing and use scale factors. To explore similar shapes. To be able to solve problems involving ratio. To solve problems involving proportion. To use ratio and proportion to solve problems involving recipes. | To explore 1-step function machines. To explore 2-step function machines. To begin to form algebraic expressions using letters to represent numbers. To be able to find values of expressions by substituting numbers in place of letters. | To begin to understand formulae using symbols. To be able to form equations from diagrams and word descriptions. To solve 1-step equations. To solve 2-step equations. To explore equations with two unknown values. | To explore place value within numbers with up to 3 decimal places. To round decimals. To add and subtract decimals. To multiply and divide by 10, 100 and 1,000. | To multiply and divide decimals by integers. To multiply and divide decimals in context. |
| Science Electricity | To describe the parts of an electric circuit. | To explore voltage and its effect on an electrical circuit. | To apply knowledge to identify and correct problems in a circuit. | To investigate what affects the output of a circuit. | To build a set of traffic lights. | To apply knowledge of conductors and insulators. |
| Geography South America & The Amazon | To describe the geographical location of South America. To locate and mark on a map locations within South America. | To locate and label biomes of South America | To describe the geographical diversity of South America - languages | To explore the languages of South America. | To compare and contrast the populations of Brazil and Canada. | To explain the link between colonisation and the diversity of languages spoken in a geographical region. |

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| | To begin to explore similarities and differences between South America and home. | | | | | |
| DT Electric Motors | | To use a design process to create a product outline. | To use design inspiration for my own product. | To design and make a prototype car. | To analyse and modify a design. | To follow a design and create a motorised product. |
| Computing Blogging | To explore the purpose of writing a blog. To identify the features of writing a successful blog. | To plan the theme and content for a blog. | To plan the theme and content for a blog. | To understand how to write a blog and a blog post. To understand how to contribute to an existing blog. | To understand the importance of commenting on blogs. To peer-assess blogs against the agreed success criteria. To understand why and how blog posts and comments are approved by the creator. | End of unit assessment activity. |
| RE Beliefs and Meaning Christianity and Humanism | To explore the concept of eternity. | To explore different beliefs about eternity and to understand the Christian perspective on this. | To explore different beliefs about eternity and to understand the Humanist perspective on this. | To understand that, whatever our beliefs, it is important to lead a good life. | To explore the question "Is anything ever eternal?" | End of unit assessment activity. |
| PSHE Dreams and Goals | To know my learning strengths and set challenging but realistic goals for myself. To understand why it is important to stretch the boundaries of my current learning. | To work out the learning steps that I need to take to reach my goal. To set success criteria so I know whether I have reached my goal. | To identify problems in the world that concern me and to talk to other people about them. To recognise the emotions I experience when I consider people in the world who are suffering or living in difficult situations. | To understand how to work with other people to help make the world a better place. To empathise with people who are suffering or who are living in difficult situations. | To describe some ways in which I can work with other people to help make the world a better place. To identify why I am motivated to do this. | To know what some people in my class like or admire about me and to accept their praise. To give praise and compliments to other people when I recognise their contributions and achievements. |
| PE | Indoor - Swimming/Table Tennis Outdoor - Netball | Indoor - Swimming/Table Tennis Outdoor - Netball | Indoor - Swimming/Table Tennis Outdoor - Netball | Indoor - Swimming/Table Tennis Outdoor - Netball | Indoor - Swimming/Table Tennis Outdoor - Netball | Indoor - Swimming/Table Tennis Outdoor - Netball |
| Music | <ul style="list-style-type: none"> Further understand the differences between semibreves, minims, crotchets, quavers and semiquavers, and their equivalent rests. | | <ul style="list-style-type: none"> Further develop the skills to read and perform pitch notation within an octave (e.g. C–C/ do–do). | | <ul style="list-style-type: none"> Read and play from rhythmic notation and rhythmic scores that contain known rhythms and note durations. Read and play from notation a four-bar phrase, confidently identifying note names and durations | |

| Term 4 | | | | | | |
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| | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 | Week 12 |
| English | To understand the features of a non-chronological report. To use a thesaurus to extend vocabulary choices. To build and structure ideas To use expanded noun phrases within shared writing. | To use relative clauses to add extra detail about a noun. To use a semi-colon to connect two independent clauses. To summarise information. To create a detailed box plan. | Independent writing week | To use modal verbs to indicate degress of possibility. To use commas to clarify meaning. To use passive verns to affect presentation To use formal language appropriately To predict what might happen from details stated and implied. | To be able to use idioms to support characterisation. To apply the correct punctuation rules to speech. To structure ideas chronologically. To write a sequel to The Island. | Continued 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 | To round numbers with up to 3 decimal places to the nearest whole, tenth and hundredth. Fractions, Decimals and Percentages Area, Volume and Perimeter To add and subtract numbers with different numbers of decimal places. To multiply numbers up to 3 decimal places by 10, 100 and 1,000. To divide numbers up to 3 decimal places by 10, 100 and 1,000. | To mutiply decimals by integers. To divide decimals by integers. To multiply and divide decimals in context. To explore decimal and fraction equivalents. To use fractions and division to support converting between fractions and decimals. | To understand percentages. To explore the relationship between fractions and percentages. To find equivalent fractions, decimals and percentages. To order fractions, decimals and percentages. | To find a percentage of an amount (one step). To find a percentage of an amount (two step). To use percentages to find the whole. | To find the area and perimeter of shapes. To find the area of a triangle by counting squares. To find the area of a right-angled triangles. To find the area of any triangle. To find the area of a parallelogram. | To understand volume. To find the volume of a cuboid. |
| Science | To explore the concept of inheritance. Evolution and Inheritance | To identify how animals and plants are adapted to suit their environments in different ways. | To understand that living things have changed and adapted over time (theory of evolution). To explore the concept of natural selection. | To explore how fossils provide information about living things that inhabited the Earth millions of years ago. | To explore the stages of human evolution. | To explain how adaptations can result in both advantages and disadvantages. To explain how human intervention affects evolution. |
| History | To understand who the Maya were. The Maya | To be able to explain how the Maya empire grew. | To discover what everyday life was like in Maya civilisation. | To raise valid historical questions and make inferences beyond the literal. | To understand the religious practises of the Maya. | To try and solve the riddle of the abrupt Maya decline. |
| Art | To understand how emotions can be expressed by colours and facial expressions. | To explore exisitng Maya masks and gather inspiration for my own design. | To generate ideas for an expressive Maya mask. | To begin crafting an expressive Maya mask. | To evaluate my own and others' ideas. | To understand how colours can be used to express emotions. To evaluate my own and others' ideas. |

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| Cultural Tradition in Art – Maya Masks | | | | | | |
| Computing Online Safety Animations | To identify benefits and risks of mobile devices broadcasting the location of the user/device, e.g., apps accessing location. To identify secure sites by looking for privacy seals of approval, e.g., https, padlock icon. To identify the benefits and risks of giving personal information and device access to different software. | To decide what makes a good animated film or cartoon and discuss favourite animations. To learn how animations are created by hand. | To introduce “stop motion” animation. To plan a sequence for a stop motion animation. | To film a stop motion animation using iMovie. | To film a stop motion animation using iMovie. | To film and share stop motion animations. |
| RE Easter (Christianity) | To explore and discuss influential people within our lives. | To explore Christian festivals and symbols. To explore Christian charities doing good work to alleviate poverty. | To explore where we see the influence of Christianity in British society. | To explore the role of Christian buildings. | To discuss and explain whether Christianity is still a strong religion 2,000 years after Jesus was on Earth. | End of unit assessment activity. |
| PSHE Healthy Me | To take responsibility for my health and make choices that benefit my health and well-being. To be motivated to care for my physical and emotional health. | To know about different types of drugs, their uses and their effects on the body, particularly the liver and heart. To be motivated to find ways to be happy and cope with life’s situations without using drugs. | To understand that some people can be exploited and make to do things that are against the law. To suggest ways that someone who is being exploited can help themselves. | To know why some people join gangs, and the risks this involves. To suggest strategies that someone could use to avoid being pressurised. | To understand what it means to be emotionally well and to explore people’s attitudes towards mental health/illness. To know how to help myself feel emotionally healthy and to recognise when I need help with this. | To recognise stress and the triggers that cause this. To understand how stress can cause drug and alcohol misuse. To understand different strategies to manage stress and pressure. |
| PE | Indoor – Table Tennis Outdoor – Tennis | Indoor – Table Tennis Outdoor – Tennis | Indoor – Table Tennis Outdoor – Tennis | Indoor – Table Tennis Outdoor – Tennis | Indoor – Table Tennis Outdoor – Tennis | Indoor – Table Tennis Outdoor – Tennis |
| Music | No music term 4 | | | | | |