



**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: 3**  
**Terms: 5 & 6**

**Curriculum focus:**  
Geography

**Critical Enquiry Question:** How does human and physical activity impact our rivers and coastlines?

**End of Unit Assessment Activity:** A choice between an information poster explaining the impact OR a persuasive piece on how to protect our coastline.

**Wow moments:** Visit to Wildwood (Science) Thursday 26<sup>th</sup> June 2025. Riverside visit (Geography) Tuesday 20<sup>th</sup> May 2025.

Term 5						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
English	SDD  LI To create a soundscape LI To create a soundscape poem LI To write setting descriptions LI To use descriptive devices within a setting description	LI To plan dialogue LI To write dialogue LI To use conjunctions to contrast LI To use adverbials to express time  PPA	LI To write a diary entry LI To use present perfect tense LI To correctly use capital letters LI To use apostrophes for possession LI To use apostrophes for contraction	LI To use expanded noun phrases LI To use a range of conjunctions LI To correctly use and punctuate fronted adverbials LI To use synonyms to build rich vocabulary  PPA	LI To use prepositions LI To use the simple past tense LI To plan a fantasy narrative LI To begin to write a fantasy narrative LI To continue to write a fantasy narrative	LI To continue to write a fantasy narrative LI To finish and edit a fantasy narrative LI To publish for display
Reading	SDD Focus: Topsy Turvy World  LI: To explore how vocabulary contributes to meaning.  LI: To retrieve information from poetry.	Focus: Topsy Turvy World & Iron Man  LI: To explain a poet's choice of language. LI: To identify the meaning of words used within a text. LI: To apply retrieval skills to a fictional text. LI: To explain and sequence a text. <b>PPA</b>	Focus: Iron Man  LI: To use inferences to explain.  LI: To use skills of inference.	Focus: Evacuation (Once upon a picture). Plastic pollution in the ocean (non-fiction).  LI: To draw evidence from an image.  LI: To retrieve and sequence information from a non-fiction text.  LI: To answer inference questions based on a non-fiction text. PPA	Focus: Black Pearl's Cove	Thursday 23 <sup>rd</sup> Riverside Trip Focus: Amari and the night brothers.  LI: To observe, wonder and infer. LI: To read and discuss a fictional text. LI: To explore vocabulary choices. LI: To retrieve information from a fiction text.  PPA
Maths	<b>M = Easter Monday</b> <b>T = Inset</b>  W = Number Sense – 2 Times table concept lesson 2 – commutativity  LI: measure capacity and volume in l and ml  LI: Equivalent capacities and volumes (l and ml)	M - LI: Compare capacity and volume  T – LI: Number Sense – 2 Times table concept lesson 3 – Division facts from multiplication  W - LI: Add and subtract capacity and volume + Assessment B  Th- LI: To add fractions F = PPA	M = Bank Holiday T- LI: To subtract fractions W- LI: To partition the whole Th-. LI: Unit fractions of a set of objects F = LI: non unit fractions of a set of objects	M- LI: Reasoning with fractions on an amount + End of block assessment (B) T.LI: Pounds and pence W . LI Convert pounds and pence Th To add money  F PPA	M LI: subtract money  <b>T = trip</b>  W- LI: find change + End of block assessment (B)  Th - LI: Roman numerals to 12 F - LI: Tell the time to 5 minutes	
Science	Animals including humans  To explore the 5 key food groups	To learn about the nutrition in the food we eat	To learn about the different types of skeletons	To learn about the human skeleton	To learn about animals and their skeletons	Thursday 23 <sup>rd</sup> Riverside Trip PPA

<b>Geography</b>	What is the water cycle?	How is a river formed?	Where can we find rivers?	How are rivers used?	What can we find out about local rivers?	Key river features.
<b>Art Kapow</b>		To join 2D shapes to make 3D structures.	To join materials in different ways when working in 3D.	To develop ideas for 3D artwork.	To apply knowledge of sculpture when working in 3D.	To evaluate and improve an artwork.
<b>Music</b>		To listen for a sustained period of time to high quality recorded music. To consider what a piece of music might be describing through instrumentation and use of musical elements.		To read a musical score. To compare different sections of the same piece.		
<b>Computing</b>	Internet Safety Internet Etiquette  To create a presentation document based on reviewing Geography knowledge	To send an email with an attachment	To respond appropriately to a string of emails	To find out what a simulation is and understand the purpose of simulations	To explore a simulation, making choices and discussing their effects.	To work through and evaluate a more complex simulation.
<b>RE</b>	Religion: Sikhism Theme: Sharing and Community Key question: Do Sikhs think it is important to share?  Engagement LI: To explore the concept of sharing.	Investigation LI: To investigate Sikh Gurus.	Investigation LI: To investigate the Sikh golden rules.	Investigation LI: To investigate a Sikh Langar.	Evaluation LI: To discuss the importance of sharing for Sikhs.	Expression LI: To express how I can share.
<b>PSHE</b>	1. LI: To identify the roles and responsibilities of each member of my family and reflect on the expectations for males and females.	2. LI: To identify and put into practice some friendship skills.	3. LI: To identify and put into practice some friendship skills.	5. LI: To understand how my needs and rights are shared by children around the world and to identify how our lives may be different.	6. LI: To know how to express my appreciation to my friends and family.	
<b>PE</b>	Swimming (Foxes) Tennis Athletics	Swimming (Foxes) Tennis Athletics	Swimming (Foxes) Tennis Athletics	Swimming (HH + W) Tennis Athletics	Swimming (HH + W) Tennis Athletics	
<b>French</b>	To learn and become more familiar with 5 fruit nouns with their determiners in French.	Specialist Teacher – PPA Songs and games - Fruits	To learn and become more familiar with 5 more fruit nouns with their determiners in French.	Specialist Teacher – PPA Songs and games - Fruits	To learn how to move singular nouns to plural form in French.	Thursday 26 <sup>th</sup> Riverside Trip

Term 6						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6/7
<b>English</b>	SDD LI To use the forms a or an according to whether the next word begins with a consonant or vowel LI To express place using prepositions LI To express time, place and cause using conjunctions LI To use imperative verbs	LI To use the present perfect form of verbs LI To frame questions for research LI To use conjunctions to make predictions (trip activity) Thursday 13 <sup>th</sup> Trip to Wildwood PPA	Assessment week LI To use the present perfect form (thank you letter to Wildwood) Sports Day	LI To use the present perfect form (thank you letter to Wildwood) LI To gather information from multiple sources LI To use inverted commas to punctuate speech LI To sequence events in chronological order PPA	LI To distinguish between fact and opinion LI To correctly spell a word in context where that word has one or more related homophones LI To explore the layout of non-fiction texts LI To write in first person (transition letter) LI To plan a non-fiction piece of writing Thursday 4 <sup>th</sup> Transition afternoon	LI To ensure factual comments are cohesively linked LI To ensure factual comments are cohesively linked LI To be able to write statements LI To edit and improve writing PPA Week 7 End of Year/ beginning of Year 4 transition activities SPaG activities
<b>Reading</b>	SDD Focus: Nim's island LI: To explore vocabulary choices. LI: To use inference skills. LI: To predict and explain. LI: To practice inference.	Focus: Woodland magic (Poem) LI: To answer questions about a video, using inference. LI: To answer mixed comprehension questions about a poem. x	Assessment week Sports Day	Focus: Farm boy LI: To retrieve information from a fictional text. LI: To infer meaning. LI: To use evidence to explain.	Focus: Farm Boy LI: To discuss vocabulary choices made by an author. LI: To infer meaning. LI: To explain and summarise.	Focus: Class novels
<b>Maths</b>	SDD LI: Turns and angles LI: Right Angles LI: Compare angles LI: Measure and draw accurately	LI: Horizontal and Vertical LI: Parallel and Perpendicular LI: Recognise and describe 2 D shapes <b>Wildwood Trip</b> PPA	Assessment Week <b>Sports Day</b>	LI: draw polygons LI: Recognise and describe 3D shapes LI: Make 3D shapes LI: Assessment B PPA	LI: Interpret pictograms LI: Draw pictograms LI: Draw bar charts LI: collect and represent data <b>Rainbow Day</b>	LI: Two-way tables LI: End of block assessment (version B) LI: Consolidation LI: Consolidation PPA Week 7 LI: Consolidation activities
<b>Science</b>	Animals including humans To learn about animals and their skeletons	Thursday 13 <sup>th</sup> Trip to Wildwood	Thursday 20 <sup>th</sup> Sports Day	To explore the role of muscles	Thursday 4 <sup>th</sup> – Transition afternoon	Animals including humans assessment
<b>Geography</b>	L.I. To identify and label the features of a coast.	TRIP	L.I. To explore the process of erosion in coasts.	L.I. To identify and describe sea defences.	L.I. To understand the process of the water cycle.	L.I. To show what I have learnt.
<b>DT</b>	L.I. To explore existing products.	L.I. To choose appropriate equipment and use it correctly.	L.I. To generate ideas after discussing and exploring existing products.	L.I. To follow a step-by-step plan, choosing the right equipment and materials. To be both hygienic and safe when using food and storing food. To select the most appropriate tools and techniques for a given task.	L.I. To evaluate my dip.	

<b>Music</b>		LI To develop my ability to play tuned percussion and the keyboard. LI To play and perform melodies following staff notation using a small range as part of my whole class or in a small group.		LI To recognise aspects of notation such as the stave, lines and spaces, and treble clef. LI To use dot notation to show higher or lower pitch. understand the differences between crotchets and paired quavers.		LI listen to longer, unfamiliar, high quality recorded and live music, including classical music. LI To explain how a composer has achieved a particular effect, thinking about pitch, tempo, duration, dynamics and texture.
<b>Computing</b>	<b><u>Passwords</u></b>  Keep it to yourself  1 Introduction to Coding – <i>LI: To create a program using event, object and action code blocks.</i>	LI: To explain what an algorithm is and describe the algorithms they created.	LI: To create a program using the collision detection event.	LI: To create a computer program LI: To create a program that uses a timer-after command. LI: To understand there can be different ways to solve a problem. including different object types, including a button object.	LI: To understand how to use the repeat command	LI: To design and create an interactive scene.
<b>RE</b>	Theme: Prayer and Worship Key Question: What is the best way for a Sikh to show commitment to God? Religion: Sikhism  Engagement LI: To understand what commitment means.	Investigation LI: To find out about the 5K's.	Investigation LI: To find out ways Sikhs can show commitment.	Evaluation LI: To evaluate the ways Sikhs can show commitment to God.	Expression LI: To discuss ways to show commitment.	Sikh speaker 09.07.24 1.30pm Wolves 2pm Foxes 2.30pm Hedgehogs
<b>PSHE</b>	LI To understand that in animals and humans lots of changes happen between conception and growing up, and that it is usually the female who has the baby.	LI To understand how babies grow and develop in the mother's uterus. LI To understand what a baby needs to live and grow.	LI To understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies. LI To identify how boys' and girls' bodies change on the outside during this growing up process.	LI To identify how boys' and girls' bodies change on the inside during the growing up process and can say why these changes are necessary so that our bodies can make babies when we grow up.	LI To start to recognise stereotypical ideas I might have about parenting and family roles.	LI I can identify what I am looking forward to when I move to my next class.
<b>PE</b>	Swimming (Wolves and Foxes) Athletics Sports day practice	Swimming (Wolves and Foxes) Athletics Sports day practice	Swimming (Wolves and Foxes) Athletics Thursday 20 <sup>th</sup> Sports Day	Swimming (Wolves and Foxes) Athletics	Swimming (Wolves and Foxes) Athletics	Swimming (Wolves and Foxes) Athletics
<b>French</b>	To say 5 ice-cream flavours in French.	Thursday 13 <sup>th</sup> Trip to Wildwood  PPA	Thursday 20 <sup>th</sup> Sports Day	To say 5 more ice-cream flavours in French.	Thursday 4 <sup>th</sup> - Transition	To use the verb 'je voudrais' (I would like) in French.
<b>French NEW</b>		To learn how to use the structure 'j'aime' (I like) with the fruit nouns.	Specialist Teacher – PPA Songs and games - Fruits	To learn how to use the negative structure 'je n'aime pas' (I do not like) with the fruit nouns.	Specialist Teacher – PPA Songs and games - Fruits	End of unit assessment