



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: 5 & 6

Curriculum focus:
History – Anglo Saxons and Vikings

Critical Enquiry Question: Who were the Anglo-Saxons and Vikings and what impact did they have on Britain?

End of Unit Assessment Activity: Create a double page spread for a new history book.

Wow moments: Anglo-Saxon workshop (in school), Viking workshops (at Kent Life)

Term 5						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
English	To ask a range of investigate questions, To identify Anglo-Saxon kennings and use them in writing. To use the subjunctive tone to give formal advice. To punctuate direct speech accurately.	To explore relative clauses. To use dialogue to make heroic speeches. To use figurative language to describe action. To use adverbials to show feelings.	To use expanded noun phrases. To use a range of noun phrases to describe a setting.	To use adjectives to create an emotions graph. To identify and justify opinions about a text. To use noun phrases to create a monster To plan a heroic legend.	Writing week: To write using a plan. To edit for cohesion. To evaluate my writing.	To write an obituary. To explore parenthesis.
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.
Maths	To be able to read and interpret line graphs and tables. To be able to interpret two way tables. To be able to use a timetable.	To understand and use degrees. To classify angles. To measure angles using a protractor. To be able to estimate angles.	To draw lines and angles accurately. To calculate angles around a point. To calculate angles on a straight line.	To read and plot coordinates. To probalem solve with coordinates. To translate shapes. To translate shapes with coordinates.	To draw and identify lines of symmetry. To reflect shapes using horizontal and vertical lines. To add and subtract decimals within and beyond.	To add and subtract decimals with the same number of decimal places. To add and subtract numbers with a different number of decimal places. To use efficient strategies for adding and subtracting decimals.
Science	To investigate chemical reactions End of Unit assessment (End of last term's unit)	To understand the life processes of a plant.	To understand the life cycle of a mammal.	To understand the life cycles of insects and amphibians	To understand the lifecycle of a bird.	To research the work of two important scientists linked to the natural world. End of unit assessment.
History	To identify when the Anglo-Saxons settled in Britain.	To use primary and secondary sources to investigate where the Anglo-saxons settled. To identify Anglo-Saxon kingdoms and place names.	To investigate the importance of the Sutton Hoo discovery.	To explore the Anglo-Saxon's conversion to Christianity.	To understand how the Anglo-Saxons successfully stopped the first Viking invasions	To undertand why Alfred the Great was deemed as 'great'. To give my opinion and justify it with evidence.
Art	To explore how a drawing can be developed.	To combine materials for effect.	To identify the features of self-portraits.	To develop ideas towards an outcome by experimenting with materials and techniques.	To apply knowledge and skills to create a mixed media self-portrait.	N/A
Music	NO PPA		To listen with concentration and understanding to a range of high-quality live and recorded music.		To create music to set a scene (a battle). To combine the musical elements to create a particular effect.	

			To identify how the full range of musical elements are combined to create a musical picture.			
Computing	Internet safety – piracy and malware	To use formulae within a spreadsheeet to convert measurements of length and distance.	To use the count tool to answer hypotheses about common letters in use.	To use a spreadsheet to model a real life problem. To use formulae to calculate area and perimeter of shapes.	To create formulae that use text variables.	To use a spreadsheet to help plan a school cake sale.
RE	To consider the consequences of our actions.	To understand the Hindu belief in karma.	To compare the Hindu interpretation of incarnation with the Christian view.	To look at whether beliefs in Karma, Samsara and Moksha help Hindus lead good lives.	To explore children's own beliefs about what happens when the physical body dies	To create a board game to illustrate understanding of Hindi beliefs.
PSHE	To have an accurate picture of who I am as a person.	To understand that belonging to an online community can have positive and negative consequences.	L.I: To understand there are rights and responsibilities in an online community or social network	L.I: To know there are rights and responsibilities when playing a game online	L.I: To identify things I can do to reduce screen time	L.I: explain how to stay safe when using technology to communicate with my friends
PE	Indoor – gymnastics and fitness Outdoor – rounders & Cricket	Indoor – gymnastics and fitness Outdoor – rounders & Cricket	Indoor – gymnastics and fitness Outdoor – rounders & Cricket	Indoor – gymnastics and fitness Outdoor – rounders & Cricket	Indoor – gymnastics and fitness Outdoor – Rounders and Cricket	Indoor – gymnastics and fitness Outdoor – Rounders & Cricket

Term 6						
	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
English	To justify an opinion with an explanation To make inferences about a story from a front cover To ask and answer questions in role	To capture what was said using reported speech To write thoughts and speech in role as contrasting characters To use effective verb choices to write a descriptive paragraph To use expanded noun phrases to write a first-person recount To explore the themes within a story	To plot the key events and emotions of a story To create profiles of two contrasting characters To use varied sentence constructions to write a film pitch	To use cohesive devices to write a film pitch To think about audience and purpose when writing an introduction and conclusion To edit my writing	To publish my film pitch To make predictions about the theme and content of a narrative To identify appropriate synonyms To use precise verbs to use cohesion for effect To write using the subjunctive form	To use modal verbs to express the language of possibility To write persuasively using a range of sentence types To use relative clauses to add additional information To empathise with and infer feelings of a character
Maths	To find compliments to 1. To add and subtract decimals with the same amount of decimal places. To add decimals with different amount of decimal places. To subtract decimals with different amounts of decimal places.	To use efficient strategies to add and subtract decimals. To complete decimal sequences. To multiply by 10, 100 and 1000. To divide by 10, 100 and 1000.	Assessment week.	To understand negative numbers. To count back through zero in 1s. To count back through zero in multiples. To compare and order negative numbers. To find the difference.	To convert between g and kg. To convert between m and km. To convert mm. To convert ml. To convert units of length. To convert between metric and imperial.	To understand cubic centimetres. To compare volume. To estimate volume. To estimate capacity.
Science	Name the key stages of a mammal's life cycle Identify developments during each stage of a life cycle Compare the human life cycle with another mammal	Understand what gestation is Learn some differences between the gestation periods of mammals Explore reasons behind extreme gestation periods	Understand the stages during pregnancy Accurately create and plot points on a line graph Compare the mass and length lines	Understand all children grow Learn some ways that the growth of children is measured. Begin to link data with scientific thinking on growth	Understand all children go through puberty Identify changes that take place during puberty Compare the changes experienced by boys and girls	Know some key signs of ageing in humans Recognise that humans age differently depending on their lifestyle Suggest ways to stay healthy in old age
Reading	To explore and investigate nonsense words and how meaning can be made of them. To recognise how poets manipulate words To identify the meaning of words	To retrieve information from text To investigate how the words rhyme, and rhythm create effects that the poet wants to convey To be aware of how poems can be read out loud for an audience To identify how narrative content contributes to meaning as a whole	To predict and identify how meaning is enhanced through word and phrase choices To be able to retrieve information and infer from the text TEST Week	To summarise main ideas from more than one paragraph To explain the meaning of words in context To make comparisons within the text TEST Week	To make inferences from the text and justify with evidence To predict what might happen from details stated and implied To summarise main ideas from more than one paragraph	To identify how narrative content contributes to meaning as a whole To make inferences from the text and justify with evidence To summarise main ideas from more than one paragraph
History	To summarise key information about the Vikings.	To identify key historical events and consider different viewpoints.	To identify events and locations for a historical time period.	To understand how people lived in the past.	To understand Viking trade and exploration.	Viking trip / workshops – to recount what we have found out about Viking life.
DT	To explore pop up book designs. To plan my own design.	To make mechanisms and/or structures as detailed in a design template by using sliders, pivots and folds to produce movement. (1)	To make mechanisms and/or structures as detailed in a design template by using sliders, pivots and folds to produce movement. (2)	To use layers and spacers to cover the working of mechanisms.	To create a high quality product suitable for a target user. To add picture and text detail to my product.	To use my product with a target user and receive evaluation on my design.
Music	LI To compare pieces of music on a similar theme. LI To begin to understand TAB notation for ukulele-open strings.		LI To create a rhythmic ostinato. LI To begin to understand TAB notation for ukulele- fretted notes.		LI To compare pieces of music on contrasting themes with reference to pitch, dynamics, rhythm, tempo and texture. LI To use TAB to play a simple melody on the ukulele.	
Computing	To research existing games.	To Introduce the 2DIY 3D tool. To begin planning a game	To design the game environment.	To design the game quest to make it a playable game.	To finish and share the game.	To self and peer evaluate.
RE	To explore the concept of commitment.	To explore the Ten Commandments and how this enables Christians to show commitment to God.	L.I: To explore how a Christian's actions can show commitment to God.	L.I: To explore how attending church and prayer shows commitment to God.	L.I: To explore how religious ceremonies show commitment to God.	L.I.: To discuss and evaluate which way is the best way for Christians to show commitment to God.

PSHE – blocked and linked to science unit	To understand the process of growing and changing To be aware of my own self- image and how my body image fits into that	To understand the importance of looking after yourself physically and emotionally	to express how I feel about the changes that will happen to me during puberty	understand the process conception and that is how babies are usually made	to identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities	to identify what I am looking forward to when I move to my next class.
PE	Outdoor - Athletics Outdoor – Cricket and rounders	Outdoor - Athletics Outdoor – Cricket and rounders	Sports Day	Outdoor - Athletics Outdoor – Cricket and rounders	Outdoor - Athletics Outdoor – Cricket and rounders	Outdoor - Athletics Outdoor – Cricket and rounders