



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
Terms: 1 & 2

Curriculum focus:
History – Ancient Greece

Critical Enquiry Question:
In what ways have the Ancient Greeks influenced our lives today?

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

Wow moments:
VR space workshop and Living History workshop for the Ancient Greeks.
Past Productions workshop for the Ancient Greeks.

Term 1						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
English Curiosity by Marcus Motem Hidden Figures by Margot Lee Shetterly	to ask questions and speculate answers to use modal verbs to write a proposal	To use clauses to clarify meaning to convert informal to formal language To explore synonyms for abstract nouns	To use cohesive devices To write an explanation of Curiosity's launch To use the passive voice to write a formal log to can write a news report To use dashes to add information	To ask a range of questions about a subject. To use a range of sentence types. To use a range of noun phrases. To speak in role.	To write a formal letter. To write an informal letter. To write a diary entry. To gather factual evidence to form an opinion. To collect information in note form.	Planning, extended writing and editing final piece week.
Reading	To be able to inform an impression of people. To determine whether a statement is true or false. To explain the meaning of words in context. To retrieve and record information. x2	To explain the meaning of words in context. To be able to infer meaning from a text. x2 To retrieve and record information.	To explain the meaning of words in context. To explore comprehension style questions. To retrieve and record information.	To explain the meaning of words in context. To retrieve and record information. To apply skills to mixed comprehension.	To retrieve information from a text using key vocabulary. To be able to infer meaning from a text.	To be able to infer meaning from a text. To explain the meaning of words in context. To retrieve and record information.
Maths Number and Place Value Addition and Subtraction	To read and write Roman Numerals. To recognise and represent numbers up to 10,000. To read, write and represent numbers up to 100,000. To read and write numbers to 1 million.	To explore powers of 10. To find numbers 10/ 100 /1,000 /10,000 /100,000 more or less than a given number. To partition numbers to 1,000,000. To identify and write numbers to 1,000,000 on a number line.	To compare and order numbers to 1,000,000. To round to the nearest 10, 100 and 1,000. To round within 1,000,000.	To explore mental strategies for adding and subtracting numbers. To add whole numbers with more than 4 digits. To subtract whole numbers with more than 4 digits. To use rounding to estimate.	To use inverse operations. To solve multi-step addition and subtraction questions. To compare calculations. To identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers To solve problems involving multiplication and division, including using their knowledge of factors and multiples, squares and cubes	To find missing numbers. To use investigative skills to solve addition and subtraction problems.
Science Space	To describe the solar system.	To describe different models of the solar system.	To explain the earth's movement in space.	To understand the phases of the moon.	To investigate how shadows change in a day.	To order events on a timeline.
History Ancient Greece	To understand how we know so much about the Ancient Greeks.	To be able to identify evidence.	To work out what everyday life was like in Ancient Athens.	To understand what life was like for women in Ancient Greece.	To understand why Athens was able to be so strong in the 5 th & 6 th century.	To explore the Battle of Marathon.

Art	To explore the purpose and effect of imagery.	To understand and explore decision making in creative processes.	To develop drawn ideas through printmaking	To test and develop ideas using sketchbooks.	To apply an understanding of drawing processes to revisit and improve ideas.	To apply an understanding of drawing processes to revisit and improve ideas.
Music		To perform a sea shanty in the correct style.		To keep to a steady beat when performing a more complex rhythmic pattern. Ukulele- To play a melody using 4 open strings.		To learn a notes/chord accompaniment to a song. Ukulele- To play a melody using open strings and an A minor chord.
Computing Coding	To understand the school Internet Safety agreement and be able to explain how to stay safe.	To design a simulation and identify variables.	To use a background and moving element to produce a simulation.	To evaluate and improve a simulation by debugging.	To use commands to make an object move on screen.	To start and end a simulation and create multiple levels.
RE Why do people have to stand up for what they believe in?	What does freedom look like? To recognise the importance of religious freedom by interpreting news reports.	How have beliefs been challenged in the past? To consider the challenges some religious figures faced by looking at Jewish, Christian and Sikh stories.	How can light represent standing up for what you believe in? To explain why Bandi Chhor Divas is celebrated by many Sikhs.	Should we celebrate Bonfire Night? To consider how the meaning of festivals can differ by exploring the origin of Bonfire Night.	What can inspire people to stand up for their beliefs? To explore why people stand up for their beliefs using a variety of modern-day scenarios.	How can we stand up for what we believe in? To explain how and why people stand up for what they believe in.
PSHE “Being me in my world”	To face new challenges and set goals for myself.	To understand that people have rights and that children have their own set of rights.	To understand my rights and responsibilities as a citizen or my country and as a member of my school	To understand that my actions affect me and others.	Understand how democracy and having a voice benefits the school community and know how to participate in this	
PE	Indoor – Gymnastics Outdoor - Hockey	Indoor – Gymnastics Outdoor - Hockey	Indoor – Gymnastics Outdoor - Hockey	Indoor – Gymnastics Outdoor - Hockey	Indoor – Gymnastics Outdoor - Hockey	Indoor – Gymnastics Outdoor - Hockey
French	n/a	To be able to find France on a map of the world.	To be able to repeat all my personal details in French, and ask for the same information back	To say numbers 1-10 clearly in French and I can now spell some of these numbers.	To be able to say ten key colours in French, and I can now spell some of these colours.	n/a
Forest School		Focus activity: Necklace making		Focus activity: Bracelet making		Focus activity: Natural weaving

Term 2						
	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
English SPaG Odysseus	To revise the use of relative clauses. To use parenthesis to add extra information X2 To understand comma splices and how to fix them.	To ask a range of investigative questions To write a proclamation in the future tense To use a range of verbs and adverbs to persuade To write a soliloquy in the first person	To use multi-clause sentences to write a diary entry in role To use adverbials to portray a character To portray characterisation through dialogue To write a section of narrative in the style of an author To make inferences about a character	To use commas and semi-colons to avoid ambiguity To sequence and summarise the main events of a story using relative clauses To use superlatives to create an advertisement To plan the key events of an epic adventure narrative	To write the opening of an epic adventure story To write the middle section of an epic adventure story	To write the ending of an epic adventure story To edit for cohesion To publish
Maths Multiplication and division (part A) Fractions (part A)	To multiply by 10, 100 and 1000. To divide by 10, 100 and 1000. To multiply by multiples of 10, 100 and 1000. Arithmetic	To find fraction equivalents to a unit fraction To find fraction equivalents to a non-unit fraction To recognise equivalent fractions Arithmetic	To convert improper fractions to mixed numbers To convert mixed numbers to improper fractions Compare fractions less than 1 Order fractions less than 1 Arithmetic	To compare and order fractions greater than 1 Assessment week To add & subtract fractions with the same denominator	To add fractions within 1 To add fractions with a total greater than 1 To add mixed numbers To add two mixed numbers	To subtract fractions To subtract fractions from a mixed number To subtract from a mixed number To subtract two mixed numbers
Science	To understand that forces are pushes and pulls To explore the force of gravity.	To understand how air resistance affects moving objects.	To understand how water resistance affects moving objects,	To explore the effects of friction.	To investigate mechanisms – levels and pulleys.	To investigate mechanisms – gears.
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.
History	LI: to explain why the Battle of Marathon was fought	LI: to understand the consequences of the Battle of Marathon	LI: to understand Greek democracy	LI: to compare life in Athens and Sparta	LI: to understand what we can learn about the Ancient Greeks from theatre and the Olympics	LI: to evaluate what the Greeks did for us
DT Bread making	To understand how key events and individuals in design and technology have helped shape the world.	To research existing products through taste testing.	To explore the processes behind how a product is made.	To design a product based on design criteria and to meet the needs of an individual/group. To generate, develop, model and communicate ideas through discussion and annotated sketches.	To develop my knowledge of food hygiene and safety when cooking. To prepare and cook a savoury dish using a range of cooking techniques.	To evaluate my ideas and products against my own design criteria. To consider the views of others to improve my work.
Music		To perform rhythms confidently as a round/in canon.		To create body percussion rhythmic motifs (using a greater variety of rhythms) and then perform them using instruments.		Play and perform as an ensemble, playing musical instruments with accuracy and control.
Computing	Internet Safety To write citations for websites I use for research	Refresher activities Espresso Coding. Includes Sequence and Conditions Variables	Part 1- To understand that computer programmers use numbers to set or change an object's properties. These could be things like the	Part 2- To understand that computer programmers use numbers to set or change an object's properties. These could be things like the	Part 3- To understand that If something is random, it happens by chance, or without any pattern. This makes it impossible to predict. By using	Part 4- To understand that a simulation is a computer program which models something from real life. This is useful when we need to test

		Loops and repetition	object's co-ordinate position on the screen, the direction that it faces or the speed at which it moves. The higher the number, the faster it moves.	object's co-ordinate position on the screen, the direction that it faces or the speed at which it moves. The higher the number, the faster it moves.	random numbers to control certain properties in your program, you can make things less predictable and more interesting.	how something might work, or to practise a skill without taking any risks. For example, a flight simulator is a complex computer program that allows pilots to train without putting anyone in danger.
RE Key Question: Why does Christianity not always look the same?	To investigate how a religion can begin by explore the story of Pentecost and the start of the Christian church.	To explore the impact of historical figures on the development of Christian beliefs and practices.	To find out how Christianity has changed over time by learning about how different groups (denominations) have formed.	To explain how different interpretations of the Bible lead to different Christian beliefs about the Holy Spirit.	To compare how Christians show their beliefs by lookign at how different denominations practise.	To investigate how religions can change by exploring how Christianity continues to develop in the world today. Christingle service 13.12.23 To understand the symbolism of Christingle
PSHE Links to Black History month	To understand that cultural differences sometimes cause conflict	To understand what racism is	To understand how rumour-spreading and name-calling can be bullying behaviours	To can explain the difference between direct and indirect types of bullying	To can compare my life with people in the developing world	To can understand a different culture from my own
PE	Indoor – badminton Outdoor – Tag rugby	Indoor – badminton Outdoor – Tag rugby	Indoor – badminton Outdoor – Tag rugby	Indoor – badminton Outdoor – Tag rugby	Indoor – badminton Outdoor – Tag rugby	Indoor – badminton Outdoor – Tag rugby
French To be able to say the date in French	Recognise and recall numbers 1-31 in French.	French specialist To introduce the unit ‘Je peux’ (I am able). In this lesson pupils will learn how to name (with accurate pronunciation) and remember five high frequency infinitive verbs in French.	Ask what the date is and say the date in French	French specialist In this lesson pupils will learn how to name (with accurate pronunciation) and remember five more infinitive verbs in French	Ask somebody when their birthday is and say when our own birthday is in French	French specialist In this lesson pupils will consolidate all ten infinitive verbs and will start to attempt to put them into sentences describing what they can do in French.
Forest School		Focus activity: Lashings (A-frames, square frames)		Focus activity: Making stick baskets		Focus activity: Christmas crafts