



**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 1939?  
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
<b>English</b> 	To use a range of sentence types.  To plan an informal letter  To write an informal letter	To use brackets to add extra information  To use question tags to create a tone of uncertainty  To use noun phrases to describe a setting  To describe a setting  GPAS revision	To revise the rules for writing dialogue  To accurately punctuate dialogue  11+ Week	To include narrative when writing dialogue  To use noun phrases  To write from a different perspective (2 lessons)	To identify the subject and object within a sentence.  To understand how to write in the passive voice.  To apply understanding of active and passive voice.  GPAS revision	To research effectively.  To plan writing.  Independent writing	Independent writing  Edit and publish writing.
<b>Reading</b>	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.
<b>Maths</b>  Number and Place Value & Four Operations	<b>Number and Place Value:</b>  Numbers up to 1,000,000.  Numbers up to 10,000,000.  Powers of 10.  Number lines to 10,000,000.	<b>Number and Place Value:</b>  Compare and order any integers.  Round any integer.  Negative numbers.	<b>Four Operations:</b>  Add and subtract integers.  Common factors.  Common multiples.  Rules of divisibility.  Primes to 100.	<b>Four Operations:</b>  Square and cube numbers.  Multiply up to a 4-digit number by a 2-digit number.  Solve problems with multiplication.  Short division.	<b>Four Operations:</b>  Introducing long division.  Long division with remainders.  Solve problems with division.	<b>Four Operations:</b>  Solve multi-step problems.  Order of operations.  Mental calculations and estimation.  Reason for known facts.	Consolidation and problem-solving activities.
<b>Science</b>	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.

Animals Including Humans							
<b>History</b>  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.
<b>Art</b>  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.
<b>Music</b>		LI To identify features of Brazilian Carnival / Samba music.  LI To recognise, read and perform four basic samba rhythms.		LI To perform samba rhythms in unison, in layers and as a call and response.  LI To keep to the beat whilst playing complex rhythms		LI To maintain a rhythmic line within a Samba structure.  LI To respond correctly to a given call.	
<b>French</b>  Phonics & Planets			To introduce the unit and the 10 key elements of the Solar System in French.		To introduce a set of adjectives that can be used to describe the elements of the Solar System and learning how to put these into sentence form by applying the rules of adjectival agreement.		To create more detailed and extended sentences to describe the 10 key elements of the Solar System in French using conjunctions and intensifiers.
<b>Computing</b>  Coding	<b>Online Safety – People Online</b>  To understand the benefits and pitfalls of online relationships.  To identify information that I should never share.  Discussing and signing of Computing Agreements	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.
<b>RE</b>  Why does religion look different around the world? (Part 1)	<b>Introductory lesson: Respectful Religion and Worldviews – What words can be used to describe God?</b>  To recognise the importance of words used to describe God.	<b>How do some religions believe in the same God?</b>  To identify the similarities and differences between some Abrahamic religions.	<b>How might a Jewish person observe Shabbat?</b>  To identify why some mitzvot have been adapted.	<b>Why is Friday night dinner different?</b>  To explain reasons why traditions can vary within a religion.	<b>What can a head covering tell us about identity?</b>  To recognise how some religious practices are influenced by both culture and scripture.	<b>Why might someone want to cover their hair?</b>  To discuss reasons why someone may choose to cover their hair.	Assessment.
<b>PSHE</b>  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 understand that there are universal rights for all children but for many children these rights are not met.	To understand that my actions affect other people locally and globally.  To understand my own wants and needs and	To make choices about my own behaviour because I understand how rewards and consequences feel, and I understand how these	To understand how an individual's behaviour can impact on a group.  To understand how to contribute to a group and	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.

	To feel welcome and valued, and know how to make others feel the same way.	To understand my own wants and needs and compare these with children in different communities.	compare these with children in different communities.	relate to my rights and responsibilities.  To understand that my actions can affect myself and others.	how we can function best as a whole.		
PE	<b>Indoor – Gymnastics</b> To learn controlled flight onto high aparatus.  <b>Outdoor – Hockey</b> To shoot under pressure from close range.	<b>Indoor – Gymnastics</b> To understand what a base and flyer are in partner balances, and to learn to perform both roles.  <b>Outdoor – Hockey</b> To perform long corner routines as part of a team.	<b>Indoor – Gymnastics</b> To perform more advanced partner balances and to evaluate others' work.  <b>Outdoor – Hockey</b> To use goal-side marking to prevent an attacker from getting closer to the goal.	<b>Indoor – Gymnastics</b> To incopropate equipment such as hoops and balls into a sequence.  <b>Outdoor – Hockey</b> To use a bananna run to force an oncoming attacker out wide.	<b>Indoor – Gymnastics</b> To incorporatate musicality and timing into a group sequence.  <b>Outdoor – Hockey</b> To use a bananna run to force an oncoming attacker out wide.	<b>Indoor – Gymnastics</b> To incorporatate musicality and timing into a group sequence.  <b>Outdoor – Hockey</b> To use a hit-out to successfully restart a game.	<b>Indoor – Gymnastics</b> To combine our skills in partner balances and rhythmic gymnastics in a team performance.  <b>Outdoor – Hockey</b> 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
<b>English</b> 	<b>Windrush Child – Benjamin Zephaniah</b> To analyse a range of information and consider its impact.  To extract and sequence events chronologically.  To write an informal letter in role.	<b>Windrush Child – Benjamin Zephaniah</b>  To convey a character's emotions  Test Week  To use a formal tone	<b>Windrush Child – Benjamin Zephaniah</b>  To write a letter.  School Trip  To use the subjunctive	<b>Windrush Child – Benjamin Zephaniah</b>  To write sentences that express Contrast  To give advice on welcoming a new pupil  To use figurative language	<b>Windrush Child – Benjamin Zephaniah</b>  To use figurative language to express feelings  To convey emotions in a range of ways  To use relative clauses for contrast  To use a range of adverbs to make comparisons	<b>Windrush Child – Benjamin Zephaniah</b>  To plan a new monument  Writing week	<b>Windrush Child – Benjamin Zephaniah</b>  <b>Writing week/editing/publishing</b>
<b>Reading</b>	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.
<b>Maths</b>  Fractions  Converting Units	Finding equivalent fractions and simplifying.  Placing equivalent fractions on a number line.  Compare and order fractions.  Add and subtract simple fractions.	Add and subtract any two fractions.  Adding and subtracting mixed number fractions.  Multi-step problems.  Arithmetic.	Multiply fractions by integers.  Multiply fractions by fractions.  Dividing fractions by an integer.  Mixed questions with fractions.  Arithmetic.	Fractions of an amount.  Arithmetic and consolidation.	Metric measures.  Converting metric measures.  Miles and kilometres.  Imperial measures.	Assessment.	Assessment.
<b>Science</b>  Light	To explore how light travels.	To explore reflection.	To explore how reflection can be used to help us see.	To investigate how shadows can change.	To show why shadows have the same shape as the objects that cast them.	To explore light phenomena.	Assessment.
<b>History</b>  World War II	To explore the role of men and women during World War Two.	To explore the treatment of Jewish people during World War Two.	Visit to The Royal Engineers Museum.	To understand how the Enigma Machine was used in the war.	To plan a video report about life in Britain during World War Two.	To prepare a video report about life in Britain during World War Two.	End of unit assessment.
<b>D&amp;T</b>	To design a stuffed toy.	To sew a blanket stitch.	To sew a blanket stitch.	To create and add decorations to fabric.	To create and add decorations to fabric.	To use a blanket stitch to assemble the components to create a stuffed toy.	Assessment/Self-evaluation.

Textiles – Soft Toys							
<b>Music</b>		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.	
<b>French</b>  Planets (continued)		To learn 6 questions in French under the guise of an astrophysicist in preparation for an interview with an astronaut for a space expedition.		To put all the knowledge covered in the unit into practice to make a presentation in French as an astronaut preparing for a space expedition.		To consolidate all knowledge from the unit and complete the end of unit assessment.	
<b>Computing</b>  Networks	<b>Online Safety – Cyber bullying</b>  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).
<b>RE</b>  Why does religion look different around the world? (Part 2)	<b>How can God be linked to a place?</b>  To explore how places can influence the worship of different Hindu diets.	<b>What can it be like as a Hindu in the UK?</b>  To explore how some people maintain their Hindu identities in the UK.	<b>What does being Sikh mean to different people?</b>  To reflect on what it means to be part of the Sikh community by exploring different personal experiences.	<b>Why are festivals of light important to different worldviews?</b>  To analyse and understand festivals of light from different worldviews.	<b>How do some Buddhists practice beliefs in their everyday lives?</b>  To compare how Buddhist teachings influence daily life for a monk and lay Buddhist.	<b>Do all Buddhists practice in the same way?</b>  To make links and comparisons between different meditative practices performed by some Buddhists.	<b>Who celebrates Christmas?</b>  To why and how some people celebrate Christmas.
<b>PSHE</b>  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.
<b>PE</b>	Indoor – Fitness Unit 2 / Swimming  Outdoor – Tag Rugby	Indoor – Fitness Unit 2 / Swimming  Outdoor – Tag Rugby	Indoor – Fitness Unit 2 / Swimming  Outdoor – Tag Rugby	Indoor – Fitness Unit 2 / Swimming  Outdoor – Tag Rugby	Indoor – Fitness Unit 2 / Swimming  Outdoor – Tag Rugby	Indoor – Fitness Unit 2 / Swimming  Outdoor – Tag Rugby	Indoor – Fitness Unit 2 / Swimming  Outdoor – Tag Rugby
<b>Forest School</b>		Focus activity: Rope swing		Focus activity: Rope ladder		Focus activity: Christmas crafts	