



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 **creative** and **responsible** learners who not only demonstrate **collaboration** and **perseverance** in their work, but who also show **kindness**, and **respect** towards one another.

Critical Enquiry Question: What can we learn from the lives of Ancient Egyptian people?

End of Unit Assessment Activity: News report

Wow moments: Past productions – Egyptian themed day (Term 4)

Year Group: 3
Terms: 3 & 4

Curriculum focus:
 History – Ancient Egypt

Term 3

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
English	<p><u>Cinderella of the Nile</u></p> <p>PPA</p> <p>Ll: To use the present perfect tense</p> <p>Ll: To make inferences on the basis of what is being said and done</p>	<p><u>Cinderella of the Nile</u></p> <p>Ll: To identify literary language</p> <p>Ll: To identify and use literary language</p> <p>Ll: To infer a character's feelings</p> <p>Ll: To use imperative verbs to create commands</p>	<p><u>Cinderella of the Nile</u></p> <p>PPA</p> <p>Ll: To identify themes and conventions</p> <p>Ll: To express time, place and cause using conjunctions</p> <p>Ll: To make inferences about what is being said and done</p>	<p><u>Cinderella of the Nile</u></p> <p>Ll: To use the four grammatical forms of sentence</p> <p>Ll: To be able to sequence events in a story to plan</p> <p>Ll: To create a comic strip to represent a story.</p> <p>Ll: To edit and improve my choice of vocabulary</p>	<p>SPAG</p> <p>PPA</p> <p>Ll: To understand age-appropriate spelling, grammar and punctuation</p>	<p>SPAG</p> <p>Ll: To understand age-appropriate spelling, grammar and punctuation</p>
Reading	<p>Ll: To discuss words and phrases which capture the reader's imagination.</p> <p>Ll: To identify how language contributes to meaning.</p> <p>Ll: To explore how the authors choice of language contributes to meaning.</p>	<p>Ll: To read and retrieve information from a fiction text.</p> <p>Ll: To draw inferences, using evidence from the text.</p> <p>Ll: To use evidence from the text to explain.</p> <p>Ll: To use evidence from the text to explain.</p>	<p>Ll: To explore the use of vocabulary within a text for meaning.</p> <p>Ll: To use inference skills to explore characters within the text.</p> <p>Ll: To use freeze-framing to explore characters.</p>	<p>Ll: To use evidence from the text to explain.</p> <p>Ll: To use evidence to explore fictional characters.</p> <p>Ll: To use inference skills.</p>	<p>Ll: To retrieve information from a fictional text.</p> <p>Ll: To use evidence from a text to explain.</p> <p>Ll: To identify the meaning of vocabulary chosen by an author.</p> <p>Ll: To identify key themes within a text.</p>	<p>Ll: To use skills of inference.</p> <p>Ll: To use evidence to explain characters in a fiction text.</p> <p>Ll: To respond to a text.</p>
Maths	<p>Multiplication + Division</p> <p>Staff Development Day</p> <ul style="list-style-type: none"> - To understand the link between the 2, 4 and 8 times tables <p>- PPA</p> <ul style="list-style-type: none"> - To understand multiples of 10 - To understand how to use known facts to solve related calculations 	<p>Multiplication + Division</p> <ul style="list-style-type: none"> - To know how to compare multiplication statements - To know how to multiply a 2-digit number by a 1-digit number - To know how to multiply a 2-digit number by a 1-digit number with regrouping - To know how to use related multiplication and division facts - To know how to divide a 2-digit number by a 1-digit number <p>(Arithmetic)</p>	<p>Multiplication + Division</p> <ul style="list-style-type: none"> - To know how to divide a 2-digit number by a 1-digit number with exchanging - To know how to divide a 2-digit number by a 1-digit number with remainders <p>- PPA</p> <ul style="list-style-type: none"> - To understand what scaling is - To know how to find all combinations of two sets of objects 	<p>Length + Perimeter</p> <ul style="list-style-type: none"> - To know how to measure in metres and centimetres - To know how to measure in millimetres - To know how to measure in centimetres and millimetres - To know how to measure in metres, centimetres and millimetres - To know how to find equivalent lengths (m and cm) <p>(Arithmetic)</p>	<p>Length + Perimeter</p> <ul style="list-style-type: none"> - To know how to find equivalent lengths (cm and mm) -To know how to compare lengths <p>-PPA</p> <ul style="list-style-type: none"> -To know how to add lengths -To know how to subtract lengths 	<p>Length + Perimeter</p> <ul style="list-style-type: none"> - To understand what perimeter is - To know how to measure the perimeter of shapes - To know how to calculate the perimeter of shapes - Assessment overview <p>(Arithmetic)</p>

Science Light	LI: To identify the difference between light sources and non-light source	LI: To explore the light that comes from the sun and how to stay safe	LI: To explore materials which are reflective	LI: To discover how shadows are formed	LI: To investigate how shadows change throughout the day	LI: To investigate how you can change the size of a shadow
History	Ancient Egypt LI: To understand Ancient Egypt's position in a historical timeline	Ancient Egypt LI: To explore everyday life for Egyptian children.	Ancient Egypt LI: To understand everyday life and customs. Checkpoint: Complete a simple timeline.	Ancient Egypt LI: To understand the lives of ancient rulers Checkpoint: It explain some of the social and cultural diversity in Ancient Egyptian times	Ancient Egypt LI: To begin to understand the importance of the discovery of Tutankhamun's Tomb.	Ancient Egypt LI: To understand about the afterlife and Gods Checkpoint: The discovery of the tomb.
Art Kapow		To investigate the style, pattern and characteristics of Ancient Egyptian art.	To apply design skills inspired by the style of an ancient civilisation.	To apply understanding of ancient techniques to construct a new material.	To apply drawing and painting skills in the style of an ancient civilisation.	To apply an understanding of Egyptian art to develop a contemporary response.
Music	LI To improvise 'on the spot' musical responses LI To recognise and use dot notation for crochets, quavers and minims		LI To recognise and use notes in a pentatonic scale LI To compose a song accompaniment		LI To learn to play a piece of music using 6 notes LI To read simple rhythms from a score	
Computing	Internet Safety LI: To know what makes a safe password, how to keep passwords safe and the consequences of giving your passwords away. LI: To understand how the Internet can be used to help us to communicate effectively	Internet Safety LI: To consider if what can be read on websites is always true. LI: To look at a 'spoof' website. LI: To create a 'spoof' webpage.	Internet Safety LI: To learn about the meaning of age restrictions symbols on digital media and devices. LI: To discuss why PEGI restrictions, exist.	Spreadsheets Maths- Data needs to be collected on different subjects for insertion into a Spreadsheet. LI: To add and edit data in a table layout. LI: To find out how spreadsheet programs can automatically create graphs from data.	Spreadsheets LI: To introduce the 'more than', 'less than' and 'equals' tools. LI: To introduce the 'spin' tool and show how it can be used to count through times tables.	Spreadsheets LI: To learn about describing cells using their addresses.
RE	To explore some key Jewish beliefs about scripture by looking at religious practices, art and writings	To explore beliefs about scripture by looking at the Torah and the Chumash.	To make connections between beliefs about the Qur'an and the Hadith and their use.	To identify similarities and differences between Jewish and Christian scripture.	To recognise the value of the Bible by exploring how and why some Christians use it.	To reflect on learning about scripture and its importance in religion.
PSHE Dreams and Goals	LI: To talk about a person who has faced difficult challenges and achieved success.	LI: To identify a dream/ambition that is important to me	LI: To enjoy facing new learning challenges and working out the best ways to achieve them	LI: To be motivated and enthusiastic about achieving our new challenge.	LI: To recognise obstacles which might hinder my achievement and take steps to overcome them.	LI: To evaluate my own learning process and identify how it can be better next time.
PE	Indoor – Dodgeball Outdoor – Tag Rugby	Indoor – Dodgeball Outdoor – Tag Rugby	Indoor – Dodgeball Outdoor – Tag Rugby	Indoor – Dodgeball Outdoor – Tag Rugby	Indoor – Dodgeball Outdoor – Tag Rugby	Indoor – Dodgeball Outdoor – Tag Rugby
French		To learn and become more familiar with 5 fruit nouns with their determiners in French.	To learn and become more familiar with 5 more fruit nouns with their determiners in French.	To learn how to move singular nouns to plural form in French.	To learn how to use the structure 'j'aime' (I like) with the fruit nouns.	To learn how to use the negative structure 'je n'aime pas' (I do not like) with the fruit nouns.
Forest School	Using a tarpaulin in shelter building		Creating a waterproof shelter		Safely creating and taking down shelters- understanding the order in which to take it down	

Term 4						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
English	The Story of Tutankhamun LI To predict the theme of a story LI To identify and summarise information around a theme LI To retrieve and record information from non-fiction LI To write in first person, past tense	PPA Week LI To write a non-chronological report LI To express an opinion LI To create a set of instructions (for display) LI To make inferences about a character	LI To use the present perfect tense LI To use subordinating conjunctions LI To understand the relevance of pronouns	PPA Week LI To use expanded noun phrases LI To write a newspaper article LI To use a range of prepositions	LI To choose appropriate fronted adverbials LI To use superlatives to create a warning poster LI To articulate and justify opinions LI To research and plan a biography (2 days)	LI To write a biographical report LI To edit for pronouns LI To publish for display
Reading	LI: To explore word meaning. LI: To identify how vocabulary contributes to meaning. LI: To retrieve information from a fictional text. LI: To use inference skills to understand a text.	LI: To draw inferences, using evidence from the text. LI: To read and retrieve information from a fiction text. LI: To explore vocabulary choices within a non-fiction text. LI: To use a dictionary to find meaning. (extra)	Reinforcement work based on fluency, contextual vocabulary and inference.	LI: To read and discuss an archaic text. LI: To understand the use of vocabulary within an archaic text. LI: To use evidence from a text to infer. LI: To retrieve information from an archaic text.	LI: To recognise synonyms using language from a non-fiction text. LI: To use non-fiction features to retrieve information. LI: To infer meaning.	Skill/knowledge reinforcement
Maths	Number Sense lesson L.I. To understand the denominators of unit fractions LI: To compare and order unit fractions LI: Understand the numerators of non-unit fractions LI: Understand the whole	LI: Compare and order non-unit fractions LI: know how Fractions and scales are related LI: Represent fractions on a number line World Book Day PPA	Assessment Week LI: Count in fractions on a number line	LI: Equivalent fractions on a number line LI: Equivalent fractions as bar models. + Assessments B LI: Use Scales LI: Measure mass in grams Red Nose Day and PPA	L.I. measure mass in kg and g LI: Equivalent masses (kg and g) LI: Compare mass LI: Add and subtract mass LI: measure capacity and volume in ml	LI: measure capacity and volume in l and ml LI: Equivalent capacities and volumes (L and ml) LI: Compare capacity and volume LI: Add and subtract capacity and volume + Assessment B PPA
Science	To explore contact and non-contact forces.	To compare how things move on different surfaces	To explore different types of magnets	SCIENCE DAY	To explore the properties of magnets and everyday objects that are magnetic	To understand that magnetic forces can act at a distance
History	To sequence the stages of mummification Checkpoint: What did we discover from the discovery of Tutankhamun's tomb?	To locate the River Nile on a world map To understand the importance of the Nile	To mention at least 3 or 4 iconic features of the AE civilisation. Checkpoint: What did the Ancient Egyptians think of the afterlife?	To understand there were other major civilisations in the world at the same time as AE To understand what they all had in common	To review what have we learnt about Ancient Egypt.	To review what have we learnt about Ancient Egypt.

DT		To learn how to sew cross-stitch and appliqué.	To develop and use a template.	To assemble fabric parts into a fabric product.	To decorate fabric using appliqué and cross-stitch.	To evaluate my product.
Music		To compose using a variety of rhythms, written using dot notation: crochets, quavers, semiquavers.		To combine known rhythmic notation with letter names to create rising and falling phrases using just three notes (do, re, and mi).		To develop facility in playing tuned percussion
Computing	Internet Safety- Digital Footprint Spreadsheets	Spreadsheets	Email To think about the different methods of communication.	Email To open and respond to an email. To write an email to someone from an address book.	Email To learn how to use email safely	Email To add an attachment to an email.
RE	Theme: Easter - forgiveness Key Question: What is 'good' about Good Friday? Religion: Christianity Engagement To discuss how one person can rescue another.	Investigation To investigate the events leading up to Good Friday.	Investigation To sequence the events leading up to Jesus' crucifixion.	Investigation To explore what Jesus' death meant for Christians.	Evaluation To evaluate the choices made by Jesus and the impact this had on Christians. What is 'good' about Good Friday? End of unit assessment activity.	Expression To express gratitude to those who are special to us.
PSHE	To understand how exercise affects my body and know why my heart and lungs are such important organs	To know that the amount of calories, fat and sugar I put into my body will affect my health	To tell you my knowledge and attitude towards drugs	To identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe including who to go to for help	To identify when something feels safe or unsafe	To understand how complex my body is and how important it is to take care of it
PE	Indoor – Gymnastics Outdoor – Rounders	Indoor – Gymnastics Outdoor – Rounders	Indoor – Gymnastics Outdoor – Rounders	Indoor – Gymnastics Outdoor – Rounders Foxes Swimming	Indoor – Gymnastics Outdoor – Rounders Foxes Swimming	Indoor – Gymnastics Outdoor – Rounders Foxes Swimming
French						
Forest School						