



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: 4
Term: 1

Curriculum focus:
Geography

Critical Enquiry Question:

Why do people choose to settle or not in different places?

T1 - Who lives in Antarctica?

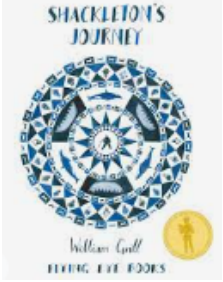
T2 - Why do people live near volcanoes?

End of Unit Assessment Activity:

Wow moments:

VR headset experience.

Term 1

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6 & 7
English 	To use adjectives and noun phrases to describe. To use prepositions. To use similes and personification. To use a range of descriptive devices.	To use conjunctions to explain. To identify root words and rules for suffixes that describe qualities. To use persuasive vocabulary. To use subheadings.	To formulate questions. To correctly demarcate sentences. To articulate and justify opinions (conjunctions). To identify synonyms to describe different strengths of emotion. To use synonyms to describe.	To identify appropriate descriptive vocabulary. To use time conjunctions. To use the present perfect tense. To identify how an author has used verbs to add detail.	To use modal verbs (would, could, should). To use opposing conjunctions. To infer characters' thoughts and feelings. To accurately punctuate speech. To explore characters through role-play.	Week 6: To summarise the main events in the story. To identify the features of a newspaper. To explore newspaper features. To plan for writing. Week 7: To draft a newspaper. To edit and suggest improvements.
Reading	To use observations to make inferences. To retrieve information from an instructional text. To identify vocabulary choices within a text.	To explore the use of vocabulary in a fictional text. To use key vocabulary to explore answers. To use inference to make predictions.	To gather information from a non-fiction text. To understand vocabulary in a non-fiction text. To retrieve information from a non-fiction text. To infer answers from a non-fiction text.	To use evidence to make predictions. To read and discuss a text. To explore an author's choice of vocabulary.	To read and discuss. To retrieve information from a fiction text. To use inference skills. To explain and predict.	Focus: Leo and the Gorgon's Curse To read and retrieve. To discuss vocabulary choices. To make inferences using evidence. Class read. Week 7: To identify the meaning of words within a text. To use effective retrieval skills. To infer meaning. To read and discuss.
Maths Number and Place Value	Represent numbers to 1000. Partition numbers up to 1000. Number line up to 1000. Understanding numbers to 1000.	Represent numbers to 10000. Partition numbers to 10000. Flexible partitioning numbers to 10000. Finding 1, 10, 100, 1000 more or less.	Number line to 10000. Estimate numbers up to 10000. Compare numbers to 10000. Order numbers to 10000.	Roman numerals. Round to the nearest 10. Round to the nearest 100. Round to the nearest 1000.	Round to the nearest 10, 100 or 1000. Assessment Add and Subtract 1, 10s, 100s, 1000s. Add up to 4-digit numbers – no exchange.	Add up to 4-digit numbers – with exchange. Add up to 4-digit numbers – with more than one exchange. Subtract 4 digit numbers no exchange. Subtract up to 4-digit numbers – with one exchange.

Science Changing States	To compare and group materials by their properties.	To investigate how water changes state.	To explore the effect of temperature on different substances.	To research the temperature at which materials change state.	To investigate evaporation over a period of time.	To identify different stages of the water cycle. Completed over two weeks (weeks 6 and 7).
Geography Who lives in Antarctica?	- What is climate? - To understand the position and significance of lines of latitude.	- To be able to identify where Antarctica is. - To describe the location and physical features of Antarctica.	- To explain who lives in Antarctica - To describe the human features of Antarctica.	- To understand who was Shackleton? - To use four-figure grid references to plot Shackleton's route to Antarctica.	- To plan an expedition around school - To plan a simple route on a map using compass points.	- To evaluate our expedition - To follow instructions involving compass points and map a simple route.
Art Painting light and dark	To understand how to darken or lighten a colour when mixing paint.	To use tints and shades to give a three-dimensional effect when painting.	To explore how paint can create very different effects.	To consider proportion and composition when planning a still life painting.	To apply knowledge of colour mixing and painting techniques to create a finished piece.	To explore winter landscapes by famous artists. To understand the terms foreground and background.
Music		To listen with attention to detail and recall sounds with increasing aural memory. Recorders: To be able to make a good sound. (The note B)		To play and perform as a solo and as part of an ensemble with increasing accuracy, fluency, control and expression. Recorders: To be able to change notes with accuracy. (Notes B and A)		To understand how tempo, dynamics, rhythm and structure can be combined to create a piece of music. Recorders: To be able to follow music using crochets, quavers and minims. (Notes B, A and G)
Computing Coding	To understand the school's expectations relating to hardware/internet usage <i>To explain what bullying is and can describe how people may bully other</i>	To review coding vocabulary and knowledge. To create a simple computer program.	To begin to understand selection in computer programming. To understand how an IF statement works.	To understand how to use coordinates in computer programming. To understand how an IF statement works.	To understand the Repeat until command. To begin to understand selection in computer programming. To understand how an IF/ELSE statement works.	To understand what a variable is in programming. To use a number variable. To create a playable game.
RE Are all religions equal?	To identify signs and symbols of different religions (pre kapow unit lesson)	To recognise that there are many connections between religious worldviews.	To explain similarities and differences in how people understand God.	To identify how some Sikh beliefs and practices reflect ideas about religious equality.	To determine how Bahá'í teachings influence some practices.	To express ideas about religious equality and harmony.
PSHE Being me	To understand the idea of teamwork.	How to be part of a team	To understand my role in the school community	To understand that my actions affect myself and others	To understand the decision making process.	To understand rights and responsibilities.
PE	Indoor - Gymnastics To perform a 6-element sequence that uses changes of speed and direction. Outdoor - Tag Rugby To use accurate passes to create an attack as a team.	Indoor - Gymnastics To use the STEP principle to create and perform a partner sequence. Outdoor - Tag Rugby To pick the ball up from the floor and run with it to start an attack.	Indoor - Gymnastics To take weight on our hands, showing control. Outdoor - Tag Rugby To keep possession of the ball and build and attack.	Indoor - Gymnastics To develop a sequence compositional ideas e.g. pathways. Outdoor - Tag Rugby To evade being tagged.	Indoor - Gymnastics To co-operate as a group to refine a short sequence. Outdoor - Tag Rugby To use changes of speed to create gaps to run into.	Indoor - Gymnastics To compare and judge sequences. Outdoor - Tag Rugby To create attacking opportunities in competitive games.
French	To introduce the unit 'Ma Famille'	To learn how to use the possessive adjective 'my' in French and apply this to family members.	To learn how to ask and answer the question As-tu des frères et sœurs ? (Do you have any brothers or sisters?) in French. To learn vocabulary for multiple siblings/an only child in French, so as to answer about a pupil's own family or a fictitious one.	To learn how to introduce somebody using 'il/elle s'appelle...' (he/she is called) in French. To move from the 1st person to 3rd person singular verb conjugation.	To learn how to recall numbers 1-100 in French, and apply these to express somebody else's age, using the verb avoir (to have) in the 3rd person singular form: 'il/elle a'	To revise all language covered so far and to complete the end of unit assessment.