**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.

**Year Group:** 6

**Term:** 5 & 6

**Curriculum focus:**
Geography – Biomes and Climate Change

**Critical Enquiry Question:**
Would you like to live in a desert? (Term 5)
Where does our energy come from? (Term 6)

**End of Unit Assessment Activity:**
Designing our own sustainable island using what we have learnt about biomes and the impacts of climate change.

**Wow moments:**
Year 6 Residential Week and Production.

## Term 5

| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 |
|---|---|---|---|---|---|---|
| **English**   | SPaG Revision<br><br>To create a detailed box plan.<br><br>To draft the opening, build-up and problem of a story (continuation of last term's writing inspired by The Nowhere Emporium) | To evaluate and edit my writing.<br><br>To use a range of noun phrases to create a warning poster/advert.<br><br>To use a range of noun phrases to describe.<br><br>To use figurative language techniques to describe. | SPaG Revision<br><br>To use figurative language techniques to describe a character.<br><br>To use the subjunctive to give formal advice.<br><br>To use old English to write a letter of advice.<br><br>To use a range of adverbials to write an action scene.<br><br>To use passive voice to build tension. | SATs Revision<br><br>To plan dialogue.<br><br>To integrate dialogue in narrative.<br><br>To plan a gothic narrative.<br><br>To write the start of a narrative in the present tense.<br><br>To use the past tense in narrative. | To use passive voice to build tension.<br><br>To integrate dialogue into narrative. | To edit and evaluate my writing.<br><br>Publishing. |
| **Reading** | To answer a range of question types (SATs practice) | To answer a range of question types (SATs practice) | To answer a range of question types (SATs practice) | To answer a range of question types (SATs practice) | To explain the meaning of words in context.<br><br>To infer meaning from a text.<br><br>To retrieve and record information.<br><br>To summarise ideas from more than one paragraph. | To explain the meaning of words in context.<br><br>To infer meaning from a text.<br><br>To retrieve and record information.<br><br>To summarise ideas from more than one paragraph. |
| **Maths**<br><br>Shape<br><br>Position and Direction | To calculate the mean average.<br><br>To identify and calculate angles.<br>To calculate opposite angles.<br><br>To calculate angles in a triangle. | To calculate angles in quadrilaterals.<br><br>To identify the properties of 3D shapes.<br><br>To explore the relationship between radius and diameter.<br><br>To calculate intervals of time. | To read and plot coordinates on the first quadrant.<br><br>To read and plot coordinates on all 4 quadrants.<br><br>To translate shapes in all 4 quadrants.<br><br>To reflect shapes in all 4 quadrants. | SATs Revision | Consolidation & investigations | Consolidation & investigations |
| **Science**<br><br>Looking after our Environment | To learn about climate change. | To explore ways to reduce how much rubbish is sent to landfill. | To explore ways to reduce energy consumption. | To explore what happens when fuels are burnt. | To explore the outcomes of COP26. | To compare data assosciated with the weather. |

| | | | | | | |
|---|---|---|---|---|---|---|
| **Geography**<br><br>Would you like to live in a desert? | To explore the Earths' biomes and climate zones. | To organise information about the world's biomes | To understand what climate change is. | To explore the causes and effects of climate change. | To describe how human processes affect biomes. | To draw conclusions and present findings of the effect of human processes on biomes. |
| **Art**<br><br>Sculpture and 3D (Maya Masks) | To understand how emotions can be expressed by colours and facial expressions. | To explore existing Maya masks and gather inspiration for my own design. | To generate ideas for an expressive Maya mask. | To begin crafting an expressive Maya mask. | To craft an expressive Maya mask. | To evaluate my own and others' ideas. |
| **French**<br><br>La date | To recognise, recall and spell the seven days of the week in French. | To recognise, recall and spell the twelve months of the year in French. | To consolidate numbers 1-20 and to introduce numbers 21-31 in French, allowing the children enough knowledge of numbers to say the date in French by the end of the unit. | To consolidate all language taught so far in the unit in order to be able to say the date in French. | To learn how to ask and answer the question 'C'est quand ton anniversaire ?' (When is your birthday?) in French. | To revise all language covered so far and to complete the end of unit assessment. |
| **Computing**<br><br>Coding (Purple Mash) | To design a playable game with a timer and a score.<br><br>To plan and use selection and variables.<br><br>To understand how the launch command works. | To use functions and understand why they are useful.<br><br>To understand how functions are created and called. | To use flowcharts to test and debug a program.<br><br>To create a simulation of a room in which devices can be controlled. | To understand the different options of generating user input in 2Code.<br><br>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. |
| **RE**<br><br>Islam | To explore how the belief that Akhirah (life after death) helps Muslims lead good lives. | To explain how knowing that my actions have consequences can help make a difference to the choices I make.<br><br>To describe some of the ways Muslims try to lead lives respectfu to God and why this is important to them. | To give examples of times my choices may have been influenced and may have changed when I considered the conseqiences that might follow. | To explain how believing in Akhirah influences Muslims to do their best to lead good lives.<br><br>To recognise what motivates or influences me to lead a good life. | To start to explain how my beliefs about right and wrong, actions and consequences make a difference to the choices I make.<br><br>To explain how the belief in Akhirah influences Muslim decisions and choices as to how to behave towards God and other people. | To start to explain how my beliefs about right and wrong, actions and consequences make a difference to the choices I make.<br><br>To explain how the belief in Akhirah influences Muslim decisions and choices as to how to behave towards God and other people. |
| **PSHE**<br><br>Relationships | To understand the importance of taking care of my mental health. | To know how to take care of my mental health. | To understand that there are different stages of grief and that there are different types of loss that cause people to grieve. | To recognise when people are trying to gain power or control. | To judge whether something online is safe and helpful for me. | To use technology positively and safely to communicate with my friends and family. |
| **PE** | Cricket<br><br>Rounders | Cricket<br><br>Rounders | Cricket<br><br>Rounders | Cricket<br><br>Rounders | Cricket<br><br>Rounders | Cricket<br><br>Rounders |

# Term 6

| | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 | Week 12 |
|---|---|---|---|---|---|---|
| **English**   | To respond to a poem by selecting and justifying relevant adjectives.<br><br>To generate descriptive phrases from inferences.<br><br>To use descriptive devices to set the scene | To write an informal note giving advice.<br><br>To use techniques to convey tension and intense emotion.<br><br>To use relative clauses to add clarity and detail.<br><br>To use descriptive devices to create vivid imagery. | To convey character by integrating description with dialogue.<br><br>To use my knowledge, thoughts and feelings about a book to write a review.<br><br>To plan a narrative prequel.<br><br>To write the opening sections of a story. | Year 6 Residential Week. | To write a section of a story.<br><br>To write the middle and closing sections of a story.<br><br>To edit my writing. | To publish my writing. |
| **Maths** | Themed projects, consolidation and problem-solving activities. | Themed projects, consolidation and problem-solving activities. | Themed projects, consolidation and problem-solving activities. | Year 6 Residential Week. | Themed projects, consolidation and problem-solving activities. | Themed projects, consolidation and problem-solving activities. |
| **Reading** | To explain the meaning of words in context.<br><br>To infer meaning from a text.<br><br>To retrieve and record information.<br><br>To summarise ideas from more than one paragraph. | To explain the meaning of words in context.<br><br>To infer meaning from a text.<br><br>To retrieve and record information.<br><br>To summarise ideas from more than one paragraph. | To explain the meaning of words in context.<br><br>To infer meaning from a text.<br><br>To retrieve and record information.<br><br>To summarise ideas from more than one paragraph. | Year 6 Residential Week. | To explain the meaning of words in context.<br><br>To infer meaning from a text.<br><br>To retrieve and record information.<br><br>To summarise ideas from more than one paragraph. | To explain the meaning of words in context.<br><br>To infer meaning from a text.<br><br>To retrieve and record information.<br><br>To summarise ideas from more than one paragraph. |
| **Science**<br><br>Electricity | To describe the parts of an electrical circuit. | To explore voltage and its effect on an electrical circuit. | To apply knowledge to identify and correct problems in a circuit. | Year 6 Residential Week. | To invesitgate what affects the output of a circuit. | To apply knowledge of conductors and insulators. |
| **Geography**<br><br>Where does our Energy come from? | To understand why energy sources are important. | To understand the benefits and drawbacks of different energy sources. | To understand how energy is generated in the United States.<br><br>To understand how energy sources are distributed in an area (the UK). | Year 6 Residential Week. | To explain reasons for choosing an energy source.<br><br>To begin planning my own eco-friendly island ecosystem. | Anywhere Island project. |
| **French**<br><br>Chez moi | To introduce the aim of the unit "Chez moi" ('Chez moi' is the French for 'my home'). In this lesson pupils will learn how to say they live in a house or an apartment and will be given a choice of where their home or apartment is located. They key structure used is "J'habite..." (I live). | Consolidation of last week's language connected to "J'habite..." plus the first five nouns for rooms of the home. | The children will be encouraged to put all their new language into context by integrating it with previously learnt language (je m'appelle…, j'ai … ans) in a role play activity. | Year 6 Residential Week. | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| **Computing**<br><br>iMovie Trailers | To generate ideas for a film trailer.<br><br>To consider the features/genre of my film. | To use iMovie to plan and begin filiming my iMovie trailer. | To film my iMovie trailer. | Year 6 Residential Week. | To film my iMovie trailer. | To review and comment on iMovie trailers. |
| **RE**<br><br>Islam | To explore and discuss how people see different things as important. | To explore what influences our own opinions/beliefs. | To explore how Muslims interpret parts of their Holy Book (the Qur'an) and how this influences their lives. | Year 6 Residential Week. | To write a balanced argument to answer the enquiry question "Does belief in Akhirah (life after death) help Muslims to lead good lives?". | To explore our own positive vision for the world. |
| **PSHE**<br><br>Changing Me | To be aware of my own self-image and how my body fits into that.<br><br>To explore how to develop my own self-esteem. | To explain how girls' and boys' bodies change during puberty and to understand the importance of looking after myself physically and emotionally.<br><br>To express how I feel about the changes that will happen during puberty. | To describe how a baby develops from conception through the nine months of pregnancy, and how it is born. | Year 6 Residential Week. | To be aware of the importance of a positive self-esteem, and what I can do to develop it. | To identify what I am looking forward to and what worries me about the transition to secondary school/or moving to my next class.<br><br>To explore how to prepare myself emotionally for the changes next year. |
| **PE** | Athletics<br><br>Sports Day Practice | Athletics<br><br>Sports Day Practice | Athletics<br><br>Sports Day Practice | Year 6 Residential Week. | Athletics | Athletics |