



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: T3 -Why do oceans matter?
 T4 -Why does population change?

End of Unit Assessment Activity: Annotated poster to illustrate changes to the planet and possible issues and solutions.

Data collection and report writing on how population impacts the amount of traffic and litter in an area.

Wow moments: Term 3: FizzPop Science workshop
 Term 4: art workshop

Year Group: 5
Terms: 3 & 4

Curriculum focus:
 Term 3 - Geography – Why do oceans matter?
 Term 4 – Geography – Why does population change?

Term 3

| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 |
|----------------|---|---|---|--|--|---|
| English | To use modal verbs to explore possibilities and make inferences To create poetry using expanded noun phrases | To write informally in role. To be able to identify a range of adverbs. To use noun phrases to describe a character's emotions To use adverbials to portray a character | To use the subjunctive form To write persuasively using a formal tone To use relative clauses to present information To use a single dash to emphasis a point To use informal language. | To select appropriate language. To use personification to write descriptive sentences. To use 'show not tell' sentences To use conditional sentences to suggest possibilities | To use contrasting conjunctions to make comparisons To use contrasting conjunctions to make comparisons To expand single-clause sentences with adverbial phrases To use a range of descriptive devices To use passive voice to summarise | Planning and independent writing week |
| Reading | To explain the meaning of words in context. To retrieve and record information. To justify inferences using evidence. To summarise events. | To explain the meaning of words in context. To retrieve and record information. To justify inferences using evidence. To summarise events. | To explain the meaning of words in context. To retrieve and record information. To justify inferences using evidence. To summarise events. | To explain the meaning of words in context. To retrieve and record information. To justify inferences using evidence. To summarise events. | To explain the meaning of words in context. To retrieve and record information. To justify inferences using evidence. To summarise events. | To explain the meaning of words in context. To retrieve and record information. To justify inferences using evidence. To summarise events. |
| Maths | Multiply up to a 4-digit number by a 1-digit number Consolidate multiplication learning (NRich All the Digits Investigation) Multiply a 2-digit number by a 2-digit number (area model) | Multiply a 2-digit number by a 2-digit number Multiply a 3-digit number by a 2-digit number Multiply a 4-digit number by a 2-digit number Solve problems with multiplication | Short division Divide a 4-digit number by a 1-digit number Divide with remainders | Efficient division Solve problems with multiplication and division End of unit assessment | Multiply a unit fraction by an integer Multiply a non-unit fraction by an integer Multiply a mixed number by an integer Calculate a fraction of a quantity | To find a fraction of an amount To find the whole Decimals up to 2 decimal places Equivalent fractions and decimals |
| Science | To explore the properties of materials | To identify thermal conductors and thermal insulators | To investigate hardness of materials | To discover materials that are soluble in water | To investigate the solubility of materials | To explore how mixtures can be separated by filtering, sieving, evaporating or magnets |

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| Geography | Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) | To locate the main oceans of the world. To explain the importance of our oceans. | To be able to identify threats to the world's oceans and possible solutions. | To locate and describe the significance of the Great Barrier Reef. | To explain the impact humans have on coral reefs and oceans. | To understand ways to keep our oceans healthy |
| Art & Design/DT | To identify and compare features of art installations. | To investigate the effect of space and scale when creating 3D art. | To problem-solve when constructing 3D artworks. | To plan an installation that communicates an idea. | To apply their knowledge of installation art and develop ideas into a finished piece. | To apply their knowledge of installation art and develop ideas into a finished piece. |
| Performing Arts | | | | | | |
| Computing | Internet safety lesson | To make a document from a blank page | To insert images considering copyright | To edit images in Microsoft Word | To add and edit text | To add finishes touches to a final piece of work. |
| RE What happens when we die? (part 1) | To recognise the significance of the soul in people's beliefs about the afterlife and its role in Abrahamic worldviews. | To explore some Jewish beliefs about death through the concept of purgatory. | To explore Muslim beliefs about the afterlife by investigating sources. | To explain what funerals can mean in different worldviews. | To explore the role of forgiveness for some people in different worldviews. | To recognise the significance of Dia de los Muertos for some Catholic people. |
| PSHE Dreams and Goals | N/A | To discuss what I would like my life to be like when I grow up. | To identify a job I would like to do when I grow up. To understand what motivates me and what I need to do to achieve it. | To explore and describe the dreams and goals of young people in a culture different to mine. | I can explain what mental health is and talk about ways people can help their mind be healthy. | I can explain why everyone is unique and understand why this should be celebrated and respected. |
| PE | Indoor – table tennis Outdoor – netball | Indoor – table tennis Outdoor – netball | Indoor – table tennis Outdoor – netball | Indoor – table tennis Outdoor – netball | Indoor – table tennis Outdoor – netball | Indoor – table tennis Outdoor – netball |
| Forest School | | Focus activity: Building an a-frame to create a shelter | | Focus activity: Building an a-frame and adding different resources (branches, material) to make it waterproof | | Focus activity: Experimenting with different angles and moving shelters |

Term 4

| | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 | Week 12 |
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| English | To ask a range of investigative questions To use pronouns and noun phrases to build cohesion To use modal verbs to give advice To write a letter of advice | To use expanded noun phrases in a diary entry. To write a formal interview transcript. To write quotations in a journalistic style. | To write in a journalistic style To use modal verbs. To plan a biography. Testing Week | To use adverbials of time. To use quotations with accuracy Testing week | To change tense to maintain cohesions. To plan effective introductory and concluding paragraphs. To edit and publish a biography. | GPAS revision |
| Reading | To explain the meaning of words in context. To retrieve and record information. To justify inferences using evidence. To summarise events. | To explain the meaning of words in context. To retrieve and record information. To justify inferences using evidence. To summarise events. | To explain the meaning of words in context. To retrieve and record information. To justify inferences using evidence. To summarise events. | To explain the meaning of words in context. To retrieve and record information. To justify inferences using evidence. To summarise events. | To explain the meaning of words in context. To retrieve and record information. To justify inferences using evidence. To summarise events. | To explain the meaning of words in context. To retrieve and record information. To justify inferences using evidence. To summarise events. |
| Maths | Equivalent fractions and decimals Thousandths as fractions Thousandths as decimals Thousandths on a place value chart | Order and compare any decimals with up to 3 decimal places Round to the nearest whole number Round to 1 decimal place Understand percentages | Percentages as fractions Percentages as decimals Equivalent fractions, decimals and percentages Perimeter of rectangles and rectilinear shapes | Perimeter of polygons Area of rectangles Area of compound shapes Estimate area | Draw line graphs Read and interpret line graphs Read and interpret tables | Two-way tables Read and interpret timetables |
| Science | To understand the process of evaporation to separate a solid from a liquid. | To recognise and describe reversible changes | To observe chemical reactions and know how new materials are made. | Investigate rusting and burning reactions. | Investigate chemical reactions – acids and bicarbonate of soda. | |
| Geography | How is the global population changing? To understand the change and distribution of the global population. | What are birth and death rates? To define birth and death rates and describe why they change? | Why do people migrate? To recognise the push and pull factors influencing migrations. | How is climate change impacting the population? To begin to understand the impact climate change can have on the global population. | How is population impacting our environment? Data Collection. To collect data showing how population impacts the amount of traffic and litter in an area. | How is poulation impacting our environment? Findings. To write a report on the fieldwork process, analyse findings and make suggestions to improve a situation. |
| DT | NA | To explore how to reinforce a beam (structure) to improve its strength. | To build a spaghetti truss bridge. | To design a wooden truss bridge. | To make a wooden truss bridge (2 lessons blocked) | To complete, reinforce and evaluate my truss bridge. |
| Performing Arts | | | | | | |
| Computing | Online safety – online reputation | To be introduced to the 2Design and Make tool. | To explore the effects of moving points when designing. | To design a 3D model to fit certain criteria. | To design a 3D model to fit certain criteria. | To refine and print a model. |
| RE What happens when we die (part 2) | If there is a soul, where does it go? To explain some Dharmic beliefs about the soul. | What is samsara? To recognise about samsara and reincarnation in some Dharmic religions. | How might someone teach moksha? To recognise factors that may contribute to someone breaking the cycle of reincarnation and samsara by exploring varnas. | How can people find comfort after death? To describe how certain practices and traditions may help a Sikh person cope with the death of someone. | What is nirvana? To express ideas about enlightenment based on Buddhist beliefs, | What does enlightenment look like? To express ideas about enlightenment based on Buddhist beliefs. |

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| <p>PSHE</p> <p>Healthy Me</p> | <p>I know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart. I can make an informed decision about whether or not I choose to smoke and know how to resist pressure.</p> | <p>I know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart.</p> <p>I can make an informed decision about whether or not I choose to drink alcohol and know how to resist pressure.</p> | <p>I know and can put into practice basic emergency aid procedures (including recovery position) and know how to get help in an emergency situation.</p> <p>I know how to keep myself calm in emergencies.</p> | <p>I understand how the media, social media and celebrity culture promotes certain body types.</p> <p>I can reflect on my own body image and know how important it is that this is positive and I accept and respect myself for who I am.</p> | <p>I can describe the different roles food can play in people's lives and can explain how people can develop eating problems (disorders) relating to body image pressures.</p> <p>I respect and value my body.</p> | <p>I know what makes a healthy lifestyle including healthy eating and the choices I need to make to be healthy and happy.</p> <p>I am motivated to keep myself healthy and happy.</p> |
| <p>PE</p> | <p>Indoor – Fitness</p> <p>Outdoor – Hockey</p> | <p>Indoor – Fitness</p> <p>Outdoor – Hockey</p> | <p>Indoor – Fitness</p> <p>Outdoor – Hockey</p> | <p>Indoor – Fitness</p> <p>Outdoor – Hockey</p> | <p>Indoor – Fitness</p> <p>Outdoor – Hockey</p> | <p>Indoor – Fitness</p> <p>Outdoor – Hockey</p> |
| <p>Forest School</p> | <p></p> | <p>Identifying birds correctly</p> | <p></p> | <p>Looking for birds and correctly identifying them</p> | <p></p> | <p>Learning about bird calls and identifying birds by their call</p> |