



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
Term: 1

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
English 	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.
Reading	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.
Maths Number and Place Value & Four Operations	Number and Place Value: Numbers up to 1,000,000. Numbers up to 10,000,000. Powers of 10. Number lines to 10,000,000.	Number and Place Value: Compare and order any integers. Round any integer. Negative numbers.	Four Operations: Add and subtract integers. Common factors. Common multiples. Rules of divisibility. Primes to 100.	Four Operations: Square and cube numbers. Multiply up to a 4-digit number by a 2-digit number. Solve problems with multiplication. Short division.	Four Operations: Introducing long division. Long division with remainders. Solve problems with division.	Four Operations: Solve multi-step problems. Order of operations. Mental calculations and estimation. Reason for known facts.	Consolidation and problem-solving activities.
Science	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							
History 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.
Art 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.
Music		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.	
French 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.
Computing Coding	Online Safety – People Online 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.
RE Why does religion look different around the world? (Part 1)	Introductory lesson: Respectful Religion and Worldviews – What words can be used to describe God? To recognise the importance of words used to describe God.	How do some religions believe in the same God? To identify the similarities and differences between some Abrahamic religions.	How might a Jewish person observe Shabbat? To identify why some mitzvot have been adapted.	Why is Friday night dinner different? To explain reasons why traditions can vary within a religion.	What can a head covering tell us about identity? To recognise how some religious practices are influenced by both culture and scripture.	Why might someone want to cover their hair? To discuss reasons why someone may choose to cover their hair.	Assessment.
PSHE 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	Indoor – Gymnastics To learn controlled flight onto high aparatus. Outdoor – Hockey To shoot under pressure from close range.	Indoor – Gymnastics To understand what a base and flyer are in partner balances, and to learn to perform both roles. Outdoor – Hockey To perform long corner routines as part of a team.	Indoor – Gymnastics To perform more advanced partner balances and to evaluate others' work. Outdoor – Hockey To use goal-side marking to prevent an attacker from getting closer to the goal.	Indoor – Gymnastics To incopropate equipment such as hoops and balls into a sequence. Outdoor – Hockey To use a bananna run to force an oncoming attacker out wide.	Indoor – Gymnastics To incorporatate musicality and timing into a group sequence. Outdoor – Hockey To use a bananna run to force an oncoming attacker out wide.	Indoor – Gymnastics To incorporatate musicality and timing into a group sequence. Outdoor – Hockey To use a hit-out to successfully restart a game.	Indoor – Gymnastics To combine our skills in partner balances and rhythmic gymnastics in a team performance. Outdoor – Hockey To play competitively using new skills.
Forest School		Focus activity: Kite making		Focus activity: Fairy house making		Focus activity: Hedgehog making	