



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: 3
Terms: 5 & 6

Curriculum focus:
Geography

Critical Enquiry Question: How does human and physical activity impact our rivers and coastlines?

End of Unit Assessment Activity: A choice between an information poster explaining the impact OR a persuasive piece on how to protect our coastline.

Wow moments: Visit to Wildwood (Science). Sevenoaks visit (Geography)

Term 5						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
English	SDD LI To create a soundscape LI To create a soundscape poem LI To write setting descriptions LI To use descriptive devices within a setting description	LI To plan dialogue LI To write dialogue LI To use conjunctions to contrast LI To use adverbials to express time	LI To write a diary entry LI To use present perfect tense LI To correctly use capital letters LI To use apostrophes for possession LI To use apostrophes for contraction	LI To use expanded noun phrases LI To use a range of conjunctions LI To correctly use and punctuate fronted adverbials LI To use synonyms to build rich vocabulary	LI To use prepositions LI To use the simple past tense LI To plan a fantasy narrative LI To begin to write a fantasy narrative LI To continue to write a fantasy narrative	LI To continue to write a fantasy narrative LI To finish and edit a fantasy narrative LI To publish for display
Reading	SDD Focus: Mr Penguin and the Lost Treasure LI: To retrieve key information from a text LI: To explain the meaning of words and make inferences about a text	Focus: Mr Penguin and the Lost Treasure LI: To make predictions LI: To make comparisons LI: To understand the vocabulary being used	Focus: Mr Penguin and the Lost Treasure Bank Holiday School Trip LI: To make predictions based on what I have read	Focus: Mr Penguin and the Lost Treasure LI: To summarise the order of events LI: To be able to make predictions LI: To understand vocabulary used LI: To collect evidence and clues in the text	Focus: Mr Penguin and the Lost Treasure LI: To identify key details from what I have read LI: To be able to make inferences about what a character might be thinking LI: To explain how narrative content can be related	
Maths	- Staff Development - To know how to find equivalent capacities and volumes - To know how to compare capacity and volume - PPA To know how to add and subtract capacity and volume	- To know how to add fractions with the same denominator - To know how to subtract fractions with the same denominator - To know how to partition one whole - To know how to find unit fractions of objects - To know how to find non-unit fractions of objects	- Bank Holiday - School Trip - To know how to find fractions of amounts - PPA - Consolidation/ Assessment	- To know how to write monetary amounts using pounds and pence - To know how to convert money - To know how to add money - To know how to subtract money - To know how to find change	- To know how to read Roman numerals on a clock - To know how to tell the time to the nearest 5 minutes - To know how to tell the time to the nearest minute - PPA - To know how to read time on a digital clock	
Science	Animals including humans To explore the 5 key food groups	To learn about the nutrition in the food we eat	Sevenoaks Trip 5.5.26	To learn about the different types of skeletons	To learn about the human skeleton	To learn about animals and their skeletons
Geography	What is the water cycle?	How is a river formed?	Where can we find rivers?	How are rivers used?	What can we find out about local rivers?	Key river features.
Art Kapow		To join 2D shapes to make 3D structures.	To join materials in different ways when working in 3D.	To develop ideas for 3D artwork.	To apply knowledge of sculpture when working in 3D.	To evaluate and improve an artwork.
Computing	Internet Safety Internet Etiquette To create a presentation document based on	To send an email with an attachment	To respond appropriately to a string of emails	To find out what a simulation is and understand the purpose of simulations	To explore a simulation, making choices and discussing their effects.	To work through and evaluate a more complex simulation.

	reviewing Geography knowledge					
RE	To explore how water is important to life practically and symbolically.	To explore the significance of water in rituals.	To analyse the importance of water in some Christian, Jewish and Muslim stories.	To investigate water's symbolism and role in Christian baptism.	To explore the significance of water at the Hindu Kumbh Mela festival.	Expression LI: To express how I can share.
PSHE	1. LI: To identify the roles and responsibilities of each member of my family and reflect on the expectations for males and females.	2. LI: To identify and put into practice some friendship skills.	3. LI: To identify and put into practice some friendship skills.	5. LI: To understand how my needs and rights are shared by children around the world and to identify how our lives may be different.	6. LI: To know how to express my appreciation to my friends and family.	
PE	Swimming (Foxes) Cricket Athletics	Swimming (Foxes) Cricket Athletics	Swimming (Foxes) Cricket Athletics	Swimming (Foxes) Cricket Athletics	Swimming (HH + W) Cricket Athletics	
French	To listen to the familiar fairy tale Goldilocks in French and understand the meaning using picture cards.	To relisten to the familiar fairy tale and retain more new vocabulary using word cards.	To relisten to the familiar fairy tale and consolidate my new knowledge with phrase cards.	To use my new knowledge to re-write the story of Goldilocks in French.	To present my version of the story to the class.	
Forest School						

Term 6							
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
English	SDD LI To use the forms a or an according to whether the next word begins with a consonant or vowel LI To express place using prepositions LI To express time, place and cause using conjunctions LI To use imperative verbs	To use present perfect tense To frame questions for research To use suffixes To use time connectives PPA	Assessment week LI To use the present perfect form (thank you letter to Wildwood) Sports Day	LI To gather information from multiple sources LI To use inverted commas to punctuate speech LI To sequence events in chronological order PPA	LI To distinguish between fact and opinion LI To correctly spell a word in context where that word has one or more related homophones LI To explore the layout of non-fiction texts LI To write in first person (transition letter) LI To plan a non-fiction piece of writing	LI To ensure factual comments are cohesively linked LI To ensure factual comments are cohesively linked LI To be able to write statements LI To edit and improve writing PPA	Week 7 End of Year/ beginning of Year 4 transition activities SPaG activities
Reading	SDD Focus: BFG LI: To read with fluency LI: To make links with other texts LI: To understand vocabulary used	Focus: BFG LI: To translate meaning used. LI: To make inferencing links LI: To read with fluency	Assessment week Sports Day	Focus: BFG LI: To make predictions LI: To understand effective vocabulary LI: To make comparisons	Focus: BFG LI: To read with fluency LI: To summarise events LI: To read with fluency LI: To make inferences	Focus: BFG LI: To make retrievals and comparisons LI: To understand idioms used LI: To make predictions	Focus: BFG LI: To retrieve and record information LI: To make predictions and inferences LI: To summarise events
Maths	- SDD -To understand AM and PM times -To understand years, months, weeks and days -To understand the relationship between days and hours -To know how to use start and end times to calculate durations of time	-To know how to use durations of time to find a start or end time -To understand the relationship between minutes and seconds -To understand, use and compare different units of time - PPA -To know how to solve problems involving time	Assessment Week - Sports Day	-To understand angles as a description of turn -To know how to identify right angles -To know how to compare angles to a right angle accurately - PPA -To know how to measure and draw lines and shapes accurately	-To understand and identify horizontal and vertical lines -To understand and identify parallel and perpendicular lines -To know how to recognise and describe 2-D shapes -To know how to draw polygons -To know how to recognise and describe 3-D shapes	-To know how to make 3-D shapes -To know how to interpret pictograms -To know how to draw pictograms - PPA - Wildwood School Trip	-To know how to interpret bar charts - Diversity Day -To know how to draw bar charts -To know how to collect and represent data -To understand two-way tables
Science	SDD	Animals including humans To learn about animals and their skeletons	Sports Day	To explore the role of muscles	Transition afternoon	Trip to Wildwood	Animals including humans - assessment
Geography	L.I. To identify river crossings	LI: To understand deposition	L.I. To explore the process of erosion in coasts.	L.I. To identify and describe sea defences.	L.I. To review the link between rivers and the coast	L.I. To show what I have learnt.	
DT	L.I. To explore existing products.	L.I. To choose appropriate equipment and use it correctly.	L.I. To generate ideas after discussing and exploring existing products.	L.I. To follow a step-by-step plan, choosing the right equipment and materials. To be both hygienic and safe when using food and storing food. To select the most appropriate tools and techniques for a given task.	L.I. To evaluate my dip.		

Computing	Internet Safety Online Relationships	LI: To explain what an algorithm is and describe the algorithms they created.	LI: To create a program using the collision detection event.	LI: To create a computer program LI: To create a program that uses a timer-after command. LI: To understand there can be different ways to solve a problem. including different object types, including a button object.	LI: To understand how to use the repeat command	LI: To design and create an interactive scene.	
RE	To suggest some symbolic meanings of fire by exploring the Olympic flame ceremony.	To explore the symbolism of fire in different Hindu ceremonies.	To explore how fire can represents both destruction and renewal in some Hindu ceremonies.	To explore the significance of fire in the Zoroastrian worldview.	To consider how some candles are used to remember in the Jewish worldview.	To explore the significance of fire in the Easter Vigil.	
PSHE	LI To understand that in animals and humans lots of changes happen between conception and growing up, and that it is usually the female who has the baby.	LI To understand how babies grow and develop in the mother's uterus. LI To understand what a baby needs to live and grow.	LI To understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies. LI To identify how boys' and girls' bodies change on the outside during this growing up process.	LI To identify how boys' and girls' bodies change on the inside during the growing up process and can say why these changes are necessary so that our bodies can make babies when we grow up.	LI To start to recognise stereotypical ideas I might have about parenting and family roles.	LI I can identify what I am looking forward to when I move to my next class.	Diversity Day
PE	Swimming (Wolves and Hedgehogs) Athletics Sports day practice	Swimming (Wolves and Hedgehogs) Athletics Sports day practice	Swimming (Wolves and Hedgehogs) Athletics	Swimming (Wolves and Hedgehogs) Athletics	Swimming (Wolves and Hedgehogs) Athletics	Athletics	
French		To relisten to the familiar fairy tale and consolidate my new knowledge with phrase cards.	To use my new knowledge to re-write the story of Goldilocks in French.	To use my new knowledge to re-write the story of Goldilocks in French.	To present my version of the story to the class.	To present my version of the story to the class.	End of unit assessment
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