



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: 4
Terms: 5 & 6

Curriculum focus: Geography

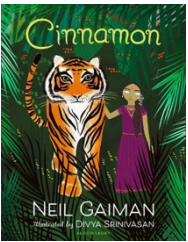
Critical Enquiry Question:

Term 5 – What is life like in the Alps?
Term 6 - Where does our food come from?

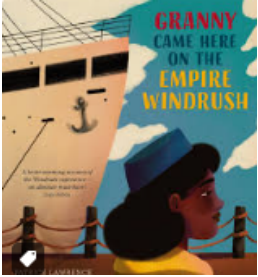
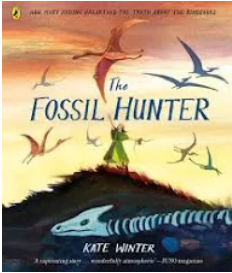
End of Unit Assessment Activity: Create a year group travel brochure

Wow moments: Wildlife Reserve
Food tasting

Term 5

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
English 	To create noun phrases. To use figurative language. SPaG: To add the prefixes dis-, mis-, un- to create new words.	To explore the senses and give an opinion. To make predictions about the themes and ideas in a story. (2 lessons) To use emotive and persuasive language to create an advert. SPaG: Possessive apostrophe	To use conjunctions to create inferences about how a character is feeling. To write in role using emotive language. (2 lessons) SPaG: Apostrophe for contraction	To create poetry using figurative devices. To identify mirrored imagery in a text. To create a limerick about a character in a story. To use a variety of noun phrases to describe senses.	To use dialogue to infer a conversation. To correctly punctuate speech. To use multi-clause sentences to express feelings. SPaG: Determiners	To identify the main events in a known story and plan the main events in a new story. To use emotive vocabulary when describing characters in a story. To use dialogue when writing a narrative. To edit. To publish.
Reading 	To explain the meaning of words in context. To retrieve and record information. To justify inferences using evidence. To summarise events. To become more fluent	To explain the meaning of words in context. To retrieve and record information. To justify inferences using evidence. To summarise events. To become more fluent	To explain the meaning of words in context. To retrieve and record information. To justify inferences using evidence. To summarise events. To become more fluent	To explain the meaning of words in context. To retrieve and record information. To justify inferences using evidence. To summarise events. To become more fluent	To explain the meaning of words in context. To retrieve and record information. To justify inferences using evidence. To summarise events. To become more fluent	To explain the meaning of words in context. To retrieve and record information. To justify inferences using evidence. To summarise events. To become more fluent
Maths Fractions then Decimals A and B	Tenths as Fractions Tenths as decimals Tenths on a PV chart	Tenths on a number line Divide 1 digit by 10 Divide 2 digit by 10 Hundredths as fractions	Hundredths as decimals Hundredths on PV grid Divide a 1- or 2-digit number by 100 Arithmetic	Make a whole from tenths Make a whole from hundredths Partition decimals Flexibly partition decimals	To compare decimals. To order decimals Rounding to the nearest whole number	Halves and quarters as decimals FDP equivalence
Science Living things and their habitats.	To explore different habitats.	To research a habitat.	To explore how animals can be classified. Checkpoint - What is a microhabitat?	To create a classification key.	To explore adaptations and classification within species.	To explore and classify pond plants. Checkpoint - What is a classification key?

Geography Kapow Where are the Alps	To locate the Alps on a map.	To locate the key physical and human characteristics of the Alps.	To describe the physical and human features of an Alpine region.	To understand similarities and differences between the local area and an Alpine area.	To understand the human and physical geography of the Alps.	
Art	To understand starting points in a design process.	To explore techniques to develop imagery.	To explore using a textile technique to develop patterns.	To learn how to create a repeating pattern.	To understand how art is made for different purposes.	To understand how art is made for different purposes.
Computing Purple mash AI	Preliminary Lesson Internet Safety	To understand the basic concept of artificial intelligence. - To identify real-life examples of artificial intelligence. - To recognise the impact of artificial intelligence in daily life.	- To recap what is meant by the terminology artificial intelligence. - To explore how artificial intelligence can assist and benefit us in various aspects of daily life.	- To understand the potential applications and impact of AI in the future. - To encourage critical thinking and creativity when thinking about the future of AI.	To understand how artificial intelligence is being used to create music and art. To use artificial intelligence to create music and art.	To use the skills learnt in previous terms to design and present an effective presentation.
RE Does the language of scripture matter?	To explain how stories were shared before writing with oral tradition	To explain why some believers read scripture in the original language	To describe how scripture is used and expressed in different ways	To compare different expressions of the same scripture across communities and practises.	To creatively express reflections on whether the language of scripture matters	Assessment
PSHE Living with loss and friendship	To recognise situations which can cause jealousy in relationships.	To identify someone I love and can express why they are special to me.	To tell you about someone I know that I no longer see.	To recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends.	To understand what having a boyfriend/ girlfriend might mean and that it is a special relationship for when I am older. To know how to show love and appreciation to the people and animals who are special to me.	
French Do you have a pet	To know 8 common pet nouns in French with their determiners.	To be able to say I have a pet in French.	To know how to say what my pet is called in French.	To be able to say what pet I do not have in French.	To be able to integrate the conjunction 'et' (and) and 'mais' (but) accurately into my work.	
Forest School						
PE	Cricket and Athletics Sports Day preparation					

Term 6						
	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
English 	LI: To make predictions based on a range of clues LI: To use a range of abstract nouns to write a letter of encouragement	LI: To use adverbial phrases to record facts about a historical figure LI: To use conjunctions to write about future aspirations LI: To use noun phrases to write a postcard LI: To use conjunctions to contrast settings descriptions	LI: To use adverbials to write nonfiction LI: To use a range of adverbials to add information LI: To use adverbials to write a speech LI: To research and record facts about a subject LI: To plan a factual report	LI: To use adverbials to write the opening of a factual report LI: To use conjunctions to continue writing a factual report LI: To use noun phrases to continue writing a factual report LI: To edit and publish my work LI: To make predictions about the characters and setting of a story	LI: To create noun phrases to enhance description LI: To justify my opinion using conjunctions LI: To use the conventions of speech to show a character's feelings LI: To use noun phrases and figurative language to write a wintry poem LI: To use fronted adverbials to write a birds-eye view description LI: To make inferences about a character	LI: To use persuasive techniques to write a speech LI: To plan a story based on a known narrative LI: To introduce characters and settings in a narrative LI: To use a range of adverbials and descriptive devices
Maths	Shapes L.I. To understand angles as turns L.I To identify types of angles L.I To compare and order angles L.I. To identify different types of triangles and Quadrilaterals	L.I To identify different types of polygons L.I. To identify lines of symmetry LI To understand how to complete a symmetric figure Assessment	Statistics LI To interpret charts/tables LI To compare, sum and difference tables LI To interpret line graphs L.I To draw line graphs Assessment	Assessment week	Position and direction LI To describe position using coordinates LI To plot coordinates LI To complete shapes on coordinate grids LI. To translate shapes on a grid	LI to describe translation on a grid Assessment Revision lessons – focus on areas of need from end of year assessments.
Science	LI: To describe ecosystems and how they are affected by changes in the season.	LI: To understand human impact on the environment through deforestation.	LI: To explore air pollution. Checkpoint – What is a ecosystem?	LI: To understand water pollution.	LI: To explore methods that can be used to conserve water.	LI: To understand that humans can have a positive impact on nature. Checkpoint – Provide two rules visitors need to follow in wildlife conservation areas.
Reading 	To explain the meaning of words in context. To retrieve and record information. To justify inferences using evidence. To summarise events. To become more fluent	To explain the meaning of words in context. To retrieve and record information. To justify inferences using evidence. To summarise events. To become more fluent	To explain the meaning of words in context. To retrieve and record information. To justify inferences using evidence. To summarise events. To become more fluent	To explain the meaning of words in context. To retrieve and record information. To justify inferences using evidence. To summarise events. To become more fluent	To explain the meaning of words in context. To retrieve and record information. To justify inferences using evidence. To summarise events. To become more fluent	
Geography	Lesson 7 – HOME/NEAR/FAR Tourism – what is it? L.I. To understand people travel for leisure. Map – popular locations for brits. Table, mark on European map and world map separately. Children can add their own visits – using an atlas. Checkpoint Explain what food miles are. What can we do to reduce food miles?		Lesson 8 – HOME/NEAR/FAR L.I. To understand why people visit locations – cultural attractions. Home – London (Buckingham palace, Stonehenge) Near – Paris (Eiffel Tower)/Rome (Coliseum) Far – NYC(SoL), Sydney (Opera House), Egypt (Pyramids)		Lesson 9-11 – HOME/NEAR/FAR L.I. To produce a travel brochure on a chosen tourist destination. Children to select a landmark/country/city to produce a brochure on. Children collect notes, draw on what they have learnt then create the brochure. This can be anywhere in the world, including the UK.	

DT	Focus: Cooking – Seasonal Tart L.I. To understand how climate affects food growth.	L.I. To understand the advantages of using seasonal ingredients from the UK.	L.I. To explore existing products.	L.I. To plan a recipe that is healthy and nutritious using seasonal vegetables and fruit.	L.I. To create a recipe that is healthy and nutritious using seasonal vegetables and fruits.	L.I. To evaluate my seasonal tart.
Music	To compose an ostinato using tuned and untuned percussion.		To compose a simple melody. To consider how music can be written down (graphic score).		To play and perform in solo and ensemble contexts, using voices and playing musical instruments with increasing accuracy, fluency, control and expression.	
Computing Sound Stories and Composing Beats	Preliminary Lesson Internet Safety I can give reasons why I should only share information with people I choose to and can trust. I can explain that if I am not sure or I feel pressured, I should ask a trusted adult. I understand and can give reasons why passwords are important. I can describe simple strategies for creating and keeping passwords private. I can describe how connected devices can collect and share my information with others. https://www.bbc.co.uk/newsround/24837924	Purple Mash- Sound Stories LI: To understand what makes audiobooks effective and identify the key features that make them engaging. - I can describe what an audiobook is and why people enjoy them. - I can identify features that make audiobooks interesting to listen to. - I can suggest improvements for an audiobook using sound effects and music.	Purple Mash- Sound Stories LI: To plan and write a script for an engaging audiobook. - I can recognise the key features of an audiobook script. - I can work in a group to identify roles for creating a group audiobook. - I can help write a script, marking out the narration, dialogue and sound effect cues.	Purple Mash- Sound Stories LI: To record clear narration and add sound effects to an audiobook. - I know what a clear, expressive voice should sound like for narration. - I know how to use 2Cast to record audio for an audiobook. - I can help select and add appropriate sound effects to an audiobook.	Purple Mash- Sound Stories LI: To edit, improve, and finalise an audiobook using recording and sound design tools. - I can help use software tools to edit audio and remove mistakes. - I can help arrange narration, sound effects, and music to match the story. - I can help review and improve our audiobook.	Purple Mash- Composing beats LI: To identify and discuss the main elements of music. - I can use appropriate musical language to discuss a piece of music. - I can identify sounds in a piece of music. - I can explain how a piece of music makes me feel.
RE Why is the bible the best selling book of all time?	To know how the Christian Bible came to exist using historical enquiry	To explore beliefs about the Bible by investigating its contents.	To evaluate the impact of people and events on the modern-day Christian Bible.	To explain the importance of Bible interpretation to many Christians.	To compare the use of the Christian Bible in different churches.	To identify ways in which the Christian Bible is relevant to some people today.
PSHE	LI: To recognise that I am a truly unique person.	LI: To correctly label the internal and external parts of male and female bodies that are necessary for making a baby.	LI: To correctly label the internal and external parts of male and female bodies that are necessary for making a baby.			
French The Weather	to ask what the weather is like and respond in French.	to recognise and recall the conjunctions 'et' (and) & 'mais' (but).	to recognise and recall the 4 core compass points in French.	to recognise and recall numbers 1-31 in French to say the temperature.	to recognise and recall the 7 days of the week and the time of day in French.	to present a weather forecast in French
PE	Cricket and Athletics Sports Day preparation					
Forest School						