



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 Questions:

Why are the Rainforests important to us? (Term 3)
 How and why did the Mayan civilisation flourish? What remains of their culture? (Term 4)

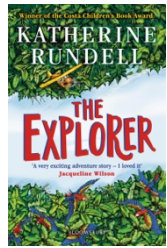
End of Unit Assessment Activity: Interactive PowerPoint presentation.

Wow moment: Samba drumming workshop (Term 3) & Maya Workshop (Term 4)

Year Group: 6
Terms: 3 & 4

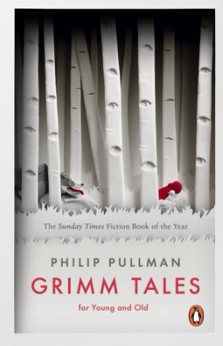
Curriculum focus:
 Term 3 - Geography – Rainforests/South America
 Term 4 - History – The Maya

Term 3

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
English  The Explorer by Katherine Rundell	To ask a range of questions. To use subordination to extend ideas. To explore how an author uses imagery to enhance writing.	To use modal verbs to make predictions. To use conjunctions to show contrasting thoughts and feelings To make specific verb choices.	To write dialogue in a narrative To write in role. To write informally. To understand how authors build tension. To write a section of a narrative.	To use figurative language to create imagery. To use 'show' not tell. To plan an additional chapter.	To draft an additional chapter. Test week	Independent writing week, edit & publish writing.
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 Ratio, Algebra and Decimals	To explore whether to add or multiply. To use the language of ratio. To begin to use the ratio symbol. To explore ratio and fractions.	To understand scale drawing and use scale factors. To explore similar shapes. To be able to solve problems involving ratio. To solve problems involving proportion. To use ratio and proportion to solve problems involving recipes.	To explore 1-step function machines. To explore 2-step function machines. To begin to form algebraic expressions using letters to represent numbers. To be able to find values of expressions by substituting numbers in place of letters.	To begin to understand formulae using symbols. To be able to form equations from diagrams and word descriptions. To solve 1-step equations. To solve 2-step equations. To explore equations with two unknown values.	To explore place value within numbers with up to 3 decimal places. To round decimals. To add and subtract decimals. To multiply and divide by 10, 100 and 1,000.	To multiply and divide decimals by integers. To multiply and divide decimals in context.
Science	To classify living things.	To understand the kingdoms of life.	To classify organisms using the Linnaean System.	To identify the characteristics of different micro-organisms.	To explore asexual reproduction through seed dispersal.	To classify and describe a living organism.

Geography South America Rainforests	To describe and give examples of a biome. To find the location and some features of the Amazon rainforest.	To describe the characteristics of each layer of a tropical rainforest.	To understand the lives of indigenous peoples living in the Amazon rainforest.	To describe why tropical rainforests are important. To understand the threats to the Amazon.	To compare and contrast the biomes of my local area and South America.	To compare and contrast the biomes of my local area and South America.
Art Drawing – Make My Voice Heard	Expressive Mark-Making To explore expressive mark-making techniques.	Symbolic Imagery To consider how symbolism in art can convey meaning.	Chiaroscuro To apply understanding of the drawing technique Chiaroscuro.	Street Art To evaluate the context and intention of street art.	Powerful Imagery To apply an understanding of impact and effect to create a powerful image.	Powerful Imagery To apply an understanding of impact and effect to create a powerful image.
Computing Blogging	To explore the purpose of writing a blog. To identify the features of writing a successful blog.	To plan the theme and content for a blog.	To plan the theme and content for a blog.	To understand how to write a blog and a blog post. To understand how to contribute to an existing blog.	To understand the importance of commenting on blogs. To peer-assess blogs against the agreed success criteria. To understand why and how blog posts and comments are approved by the creator.	End of unit assessment activity.
RE Why is it better to be there in person?	To explore the factors that can shape someone's experience of a religious or non-religious event.	To understand the significance of places for some Jewish and non-Jewish people.	To evaluate the rules around attending significant places.	To consider the challenges that many Muslims may face when travelling to Makkah.	To understand the significance of attending a non-religious event as a Humanist.	To explore the concept of pilgrimage and its relevance in the UK.
PSHE Dreams and Goals	To know my learning strengths and set challenging but realistic goals for myself. To understand why it is important to stretch the boundaries of my current learning.	To work out the learning steps that I need to take to reach my goal. To set success criteria so I know whether I have reached my goal.	To identify problems in the world that concern me and to talk to other people about them. To recognise the emotions I experience when I consider people in the world who are suffering or living in difficult situations.	To understand how to work with other people to help make the world a better place. To empathise with people who are suffering or who are living in difficult situations.	To describe some ways in which I can work with other people to help make the world a better place. To identify why I am motivated to do this.	To know what some people in my class like or admire about me and to accept their praise. To give praise and compliments to other people when I recognise their contributions and achievements.
PE	Indoor - Swimming/Table Tennis Outdoor - Netball	Indoor - Swimming/Table Tennis Outdoor - Netball	Indoor - Swimming/Table Tennis Outdoor - Netball	Indoor - Swimming/Table Tennis Outdoor - Netball	Indoor - Swimming/Table Tennis Outdoor - Netball	Indoor - Swimming/Table Tennis Outdoor - Netball
Music		Further understand the differences between semibreves, minims, crotchets, quavers and semiquavers, and their equivalent rests.		Further develop the skills to read and perform pitch notation within an octave (e.g. C–C/ do–do).		Read and play from rhythmic notation and rhythmic scores that contain known rhythms and note durations. Read and play from notation a four-bar phrase, confidently identifying note names and durations.
Forest School		Building a campfire Fire safety checklists		Fire safety posters Safely lighting and extinguishing fires		Safely lighting and extinguishing fires Cooking our chosen item (Year 6 final Forest School session)

Term 4

	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
<p>English</p>  <p>Grimm Tales for Young and Old by Philip Pullman</p>	<p>To understand the features of a non-chronological report. To use a thesaurus to extend vocabulary choices.</p> <p>To build and structure ideas</p> <p>To use expanded noun phrases within shared writing.</p>	<p>To use relative clauses to add extra detail about a noun.</p> <p>To use a semi-colon to connect two independent clauses.</p> <p>To summarise information.</p> <p>To create a detailed box plan.</p>	<p>Independent writing week</p>	<p>To use modal verbs to indicate degree of possibility.</p> <p>To use commas to clarify meaning.</p> <p>To use passive verbs to affect presentation</p> <p>To use formal language appropriately</p> <p>To predict what might happen from details stated and implied.</p>	<p>To be able to use idioms to support characterisation.</p> <p>To apply the correct punctuation rules to speech.</p> <p>To structure ideas chronologically.</p> <p>To write a sequel to The Island.</p>	<p>Continued independent writing week.</p>
Reading	<p>To explain the meaning of words in context.</p> <p>To retrieve and record information.</p> <p>To justify inferences using evidence.</p> <p>To summarise events.</p>	<p>To explain the meaning of words in context.</p> <p>To retrieve and record information.</p> <p>To justify inferences using evidence.</p> <p>To summarise events.</p>	<p>To explain the meaning of words in context.</p> <p>To retrieve and record information.</p> <p>To justify inferences using evidence.</p> <p>To summarise events.</p>	<p>To explain the meaning of words in context.</p> <p>To retrieve and record information.</p> <p>To justify inferences using evidence.</p> <p>To summarise events.</p>	<p>To explain the meaning of words in context.</p> <p>To retrieve and record information.</p> <p>To justify inferences using evidence.</p> <p>To summarise events.</p>	<p>To explain the meaning of words in context.</p> <p>To retrieve and record information.</p> <p>To justify inferences using evidence.</p> <p>To summarise events.</p>
<p>Maths</p> <p>Fractions, Decimals and Percentages</p> <p>Area, Volume and Perimeter</p>	<p>To round numbers with up to 3 decimal places to the nearest whole, tenth and hundredth.</p> <p>To add and subtract numbers with different numbers of decimal places.</p> <p>To multiply numbers up to 3 decimal places by 10, 100 and 1,000.</p> <p>To divide numbers up to 3 decimal places by 10, 100 and 1,000.</p>	<p>To multiply decimals by integers.</p> <p>To divide decimals by integers.</p> <p>To multiply and divide decimals in context.</p> <p>To explore decimal and fraction equivalents.</p> <p>To use fractions and division to support converting between fractions and decimals.</p>	<p>To understand percentages.</p> <p>To explore the relationship between fractions and percentages.</p> <p>To find equivalent fractions, decimals and percentages.</p> <p>To order fractions, decimals and percentages.</p>	<p>To find a percentage of an amount (one step).</p> <p>To find a percentage of an amount (two step).</p> <p>To use percentages to find the whole.</p>	<p>To find the area and perimeter of shapes.</p> <p>To find the area of a triangle by counting squares.</p> <p>To find the area of a right-angled triangles.</p> <p>To find the area of any triangle.</p> <p>To find the area of a parallelogram.</p>	<p>To understand volume.</p> <p>To find the volume of a cuboid.</p>
<p>Science</p> <p>Evolution and Inheritance</p>	<p>To explore the concept of inheritance.</p>	<p>To identify how animals and plants are adapted to suit their environments in different ways.</p>	<p>To understand that living things have changed and adapted over time (theory of evolution).</p> <p>To explore the concept of natural selection.</p>	<p>To explore how fossils provide information about living things that inhabited the Earth millions of years ago.</p>	<p>To explore the stages of human evolution.</p>	<p>To explain how adaptations can result in both advantages and disadvantages.</p> <p>To explain how human intervention affects evolution.</p>
<p>History</p> <p>The Maya</p>	<p>To understand who the Maya were.</p>	<p>To be able to explain how the Maya empire grew.</p>	<p>To discover what everyday life was like in Maya civilisation.</p>	<p>To raise valid historical questions and make inferences beyond the literal.</p>	<p>To understand the religious practises of the Maya.</p>	<p>To try and solve the riddle of the abrupt Maya decline.</p>

<p>Art</p> <p>Sculpture and 3D Cultural Tradition in Art – Maya Masks</p>	<p>To understand how emotions can be expressed by colours and facial expressions.</p>	<p>To explore existing Maya masks and gather inspiration for my own design.</p>	<p>To generate ideas for an expressive Maya mask.</p>	<p>To begin crafting an expressive Maya mask.</p>	<p>To craft an expressive Maya mask.</p>	<p>To evaluate my own and others' ideas.</p>
<p>Computing</p> <p>Online Safety</p> <p>Animations</p>	<p>To identify benefits and risks of mobile devices broadcasting the location of the user/device, e.g., apps accessing location.</p> <p>To identify secure sites by looking for privacy seals of approval, e.g., https, padlock icon.</p> <p>To identify the benefits and risks of giving personal information and device access to different software.</p>	<p>To decide what makes a good animated film or cartoon and discuss favourite animations.</p> <p>To learn how animations are created by hand.</p>	<p>To introduce "stop motion" animation.</p> <p>To plan a sequence for a stop motion animation.</p>	<p>To film a stop motion animation using iMovie.</p>	<p>To film a stop motion animation using iMovie.</p>	<p>To film and share stop motion animations.</p>
<p>RE</p> <p>Easter</p> <p>Christianity</p>	<p>To explore and discuss influential people within our lives.</p>	<p>To explore Christian festivals and symbols.</p> <p>To explore Christian charities doing good work to alleviate poverty.</p>	<p>To explore where we see the influence of Christianity in British society.</p>	<p>To explore the role of Christian buildings.</p>	<p>To discuss and explain whether Christianity is still a strong religion 2,000 years after Jesus was on Earth.</p>	<p>End of unit assessment activity.</p>
<p>PSHE</p> <p>Healthy Me</p>	<p>To take responsibility for my health and make choices that benefit my health and well-being.</p> <p>To be motivated to care for my physical and emotional health.</p>	<p>To know about different types of drugs, their uses and their effects on the body, particularly the liver and heart.</p> <p>To be motivated to find ways to be happy and cope with life's situations without using drugs.</p>	<p>To understand that some people can be exploited and make to do things that are against the law.</p> <p>To suggest ways that someone who is being exploited can help themselves.</p>	<p>To know why some people join gangs, and the risks this involves.</p> <p>To suggest strategies that someone could use to avoid being pressurised.</p>	<p>To understand what it means to be emotionally well and to explore people's attitudes towards mental health/illness.</p> <p>To know how to help myself feel emotionally healthy and to recognise when I need help with this.</p>	<p>To recognise stress and the triggers that cause this.</p> <p>To understand how stress can cause drug and alcohol misuse.</p> <p>To understand different strategies to manage stress and pressure.</p>
<p>PE</p>	<p>Indoor – Table Tennis</p> <p>Outdoor – Tennis</p>	<p>Indoor – Table Tennis</p> <p>Outdoor – Tennis</p>	<p>Indoor – Table Tennis</p> <p>Outdoor – Tennis</p>	<p>Indoor – Table Tennis</p> <p>Outdoor – Tennis</p>	<p>Indoor – Table Tennis</p> <p>Outdoor – Tennis</p>	<p>Indoor – Table Tennis</p> <p>Outdoor – Tennis</p>
<p>Forest School</p>						