

**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: 6**Term: 3****Curriculum focus:**

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

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)

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 Living Things and Their Habitats	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	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	Expressive Mark-Making Drawing – Make My Voice Heard 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	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 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	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)