



**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: 5**  
**Term: 1**

**Curriculum focus:**  
History – Ancient Greece

**Critical Enquiry Question:**  
In what ways have the Ancient Greeks influenced our lives today?

**End of Unit Assessment Activity:**  
Written report using historical evidence.

**Wow moments:**  
VR space workshop and Living History workshop for the Ancient Greeks.

Term 1						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>English</b>  Curiosity by Marcus Motem  Hidden Figures by Margot Lee Shetterly	to ask questions and speculate answers to use modal verbs to write a proposal	To use clauses to clarify meaning to convert informal to formal language To explore synonyms for abstract nouns	To use cohesive devices To write an explanation of Curiosity's launch To use the passive voice to write a formal log to can write a news report To use dashes to add information	To ask a range of questions about a subject. To use a range of sentence types. To use a range of noun phrases. To speak in role.	To write a formal letter. To write an informal letter. To write a diary entry. To gather factual evidence to form an opinion. To collect information in note form.	Planning, extended writing and editing final piece week.
<b>Reading</b>	To be able to inform an impression of people. To determine whether a statement is true or false.  To explain the meaning of words in context. To retrieve and record information. x2	To explain the meaning of words in context. To be able to infer meaning from a text. x2 To retrieve and record information.	To explain the meaning of words in context. To explore comprehension style questions. To retrieve and record information.	To explain the meaning of words in context. To retrieve and record information. To apply skills to mixed comprehension.	To retrieve information from a text using key vocabulary. To be able to infer meaning from a text.	To be able to infer meaning from a text. To explain the meaning of words in context. To retrieve and record information.
<b>Maths</b>  Number and Place Value  Addition and Subtraction	To read and write Roman Numerals.  To recognise and represent numbers up to 10,000.  To read, write and represent numbers up to 100,000.  To read and write numbers to 1 million.	To explore powers of 10.  To find numbers 10/ 100 /1,000 /10,000 /100,000 more or less than a given number.  To partition numbers to 1,000,000.  To identify and write numbers to 1,000,000 on a number line.	To compare and order numbers to 1,000,000.  To round to the nearest 10, 100 and 1,000.  To round within 1,000,000.	To explore mental strategies for adding and subtracting numbers.  To add whole numbers with more than 4 digits.  To subtract whole numbers with more than 4 digits.  To use rounding to estimate.	To use inverse operations.  To solve multi-step addition and subtraction questions.  To compare calculations.  To identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers  To solve problems involving multiplication and division, including using their knowledge of factors and multiples, squares and cubes	To find missing numbers.  To use investigative skills to solve addition and subtraction problems.
<b>Science</b>  Space	To describe the solar system.	To describe different models of the solar system.	To explain the earth's movement in space.	To understand the phases of the moon.	To investigate how shadows change in a day.	To order events on a timeline.
<b>History</b>  Ancient Greece	To understand how we know so much about the Ancient Greeks.	To be able to identify evidence.	To work out what everyday life was like in Ancient Athens.	To understand what life was like for women in Ancient Greece.	To understand why Athens was able to be so strong in the 5 <sup>th</sup> & 6 <sup>th</sup> century.	To explore the Battle of Marathon.

<b>Art</b>	To explore the purpose and effect of imagery.	To understand and explore decision making in creative processes.	To develop drawn ideas through printmaking	To test and develop ideas using sketchbooks.	To apply an understanding of drawing processes to revisit and improve ideas.	To apply an understanding of drawing processes to revisit and improve ideas.
<b>Music</b>		To perform a sea shanty in the correct style.		To keep to a steady beat when performing a more complex rhythmic pattern.  Ukulele- To play a melody using 4 open strings.		To learn a notes/chord accompaniment to a song.  Ukulele- To play a melody using open strings and an A minor chord.
<b>Computing</b>  Coding	To undestand the school Internet Safety agreement and be able to explain how to stay safe.	To design a simulation and identify variables.	To use a background and moving element to produce a simulation.	To evalaute and improve a simulation by bebugging.	To use commands to make an object move on screen.	To start and end a simulation and create multiple levels.
<b>RE</b>  Why do people have to stand up for what they believe in?	What does freedom look like?  To recognise the importance of religious freedom by interpreting news reports.	How have beliefs been challenged in the past?  To consider the challenges some religious figures faced by looking at Jewish, Christian and Sikh stories.	How can light represent standing up for what you believe in?  To explain why Bandi Chhor Divas is celebrated by many Sikhs.	Should we celebrate Bonfire Night?  To consider how the meaning of festivals can differ by exploring the origin of Bonfire Night.	What can inspire people to stand up for their beliefs?  To explore why people stand up for their beliefs using a variety of modern-day scenarios.	How can we stand up for what we believe in?  To explain how and why people stand up for what they believe in.
<b>PSHE</b>  “Being me in my world”	To face new challenges and set goals for myself.	To understand that people have rights and that children have their own set of rights.	To understand my rights and responsibilities as a citizen or my country and as a member of my school	To understand that my actions affect me and others.	Understand how democracy and having a voice benefits the school community and know how to participate in this	
<b>PE</b>	Indoor – Gymnastics  Outdoor - Hockey	Indoor – Gymnastics  Outdoor - Hockey	Indoor – Gymnastics  Outdoor - Hockey	Indoor – Gymnastics  Outdoor - Hockey	Indoor – Gymnastics  Outdoor - Hockey	Indoor – Gymnastics  Outdoor - Hockey
<b>French</b>	n/a	To be able to find France on a map of the world.	To be able to repeat all my personal details in French, and ask for the same information back	To say numbers 1-10 clearly in French and I can now spell some of these numbers.	To be able to say ten key colours in French, and I can now spell some of these colours.	n/a
<b>Forest School</b>		Focus activity: Necklace making		Focus activity: Bracelet making		Focus activity: Natural weaving