



## 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.

**Critical Enquiry Question:** Could the Great Fire of London happen again now in 2023? Why?

### End of Unit Assessment Activity:

Tudor Day – Demonstrating what the children have learnt across the day through a range of activities

### Wow moments:

Fire Safety Talk from Kent Fire and Rescue, School trip to Kent Life Tudor Day.

## Term 3

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>English</b>	Ll: To use the past tense consistently. Ll: To sequence events in a story Ll: To describe a character's appearance using expanded noun phrases.	Ll: To use inference to describe a character's personality. Ll: To use expanded noun phrases to describe characters. Ll: To use conjunctions and subordination to join sentences. Ll: To write a coherent narrative. (Letter)	Ll: To consider and plan what I am going to write. Ll: To write a coherent narrative using the past tense. Ll: To use expanded noun phrases to engage the reader. Ll: To proof-read my work.	Ll: To write a coherent narrative about personal experiences and those of others, real or fictional. Ll: To use Fronted Adverbials to sequence events. Ll: To join sentences using subordination and coordination.	Ll: To write a coherent narrative about personal experiences and those of others, real or fictional. Ll: To use Fronted Adverbials to sequence events. Ll: To join sentences using subordination and coordination.	Ll: To write a recount of our school trip. Ll: To use Fronted Adverbials to sequence events. Ll: To write in the past tense
<b>Reading</b>	Ll: To understand the vocabulary used in a text Ll: To be able to retrieve information from a text Ll: to be able to make inferences about what I have read	Ll: To understand the vocabulary used in a text Ll: To be able to retrieve information from a text Ll: to be able to make inferences about what I have read Ll: To be able to sequence the events from the story	Ll: To understand the vocabulary used in a text Ll: To be able to retrieve information from a text Ll: to be able to make inferences about what I have read	Ll: To understand the vocabulary used in a text Ll: To be able to retrieve information from a text Ll: to be able to make inferences about what I have read Ll: To be able to sequence the events from the story	Ll: To understand the vocabulary used in a text Ll: To be able to retrieve information from a text Ll: to be able to make inferences about what I have read	Ll: To understand the vocabulary used in a text Ll: To be able to retrieve information from a text Ll: to be able to make inferences about what I have read Ll: To be able to sequence the events from the story
<b>Maths</b>	Multiplication Ll: To be able to recognise and make equal groups Ll: To be able to add equal groups using repeated addition Ll: To be able to use the X symbol in number sentences	Multiplication Ll: To be able to use arrays to calculate multiplications Ll: To be able to recognise commutativity between multiplication facts Ll: To be able to apply the concept of the 2 times tables Ll: To be able to apply the concept of the 5 times tables Ll: To be able to apply the concept of the 10 times tables	Division Ll: To be able to answer word problems involving multiplications Ll: To be able to share quantities into equal groups Ll: To be able to share quantities with known multiplication tables. Ll: to solve division problems by grouping numbers equally.	Division Ll: to identify odd and even numbers up to 100. Ll: to recall and use division facts for the 2 times tables. Ll: to recall and use division facts for the 5 times tables. Ll: to recall and use division facts for the 10 times tables. Ll: To solve problems using multiplication and division.	Time Ll: To recognise, tell and write o' clock and half past Ll: To recognise, tell and write quarter past Ll: To recognise, tell and write quarter to Ll: To recognise and tell the time on an analogue clock	Time Ll: To recognise, tell and write the time. Ll: To draw the hands on a clock face to show the time. Ll: To compare and order intervals of time. Ll: To read the time to the nearest five minutes. Ll: To read the time to the nearest five minutes.
<b>Science</b>	Ll: To sequence and describe the stages of the human life cycle.	Ll: To sequence and describe the life cycles of different animals. -	Ll: To match the young of different animals to their adult form.	Ll: To know what animals, including humans, need to survive.	Ll: To investigate the effect exercise has on the human body.	Ll: To observe and describe how a bulb grows into a mature plant. (Investigation to be completed week 1 term 4 – regular observations to be taken weekly)
<b>History</b> Great Fire of London	Ll: To consider what I already know and what I want to find out about the Great Fire of London.	Ll: To show some of the ways in which London has changed over time. To compare London 2021 to London 1666.	Ll: To describe some of the ways we live now and how these are similar and different to 1666.	Ll: To know and understand why the Great Fire of London Started.	Ll: To identify the sequence of events in the Great Fire of London.	Ll: To write in first person as a historic figure. Ll: To understand how we know about the Great Fire of London.
<b>ART</b> Landscapes Night sky	Ll: To know about the work of a range of artists and make links to my own.	Ll: To use line, shade, tone and texture to create effects.	Ll: To use line, shade, tone and texture to create effects.	Ll: To use line, shade, tone and texture to create effects when using charcoal.	Ll: To use watercolours to create my desired effect.	Ll: To recognise expressive art. Ll: To combine a range of techniques to create a final piece.
<b>Music</b>	Ll: to know dynamics and tempo		Ll: to demonstrate dynamics and tempo, when singing, from visual cues		Ll: to respond to and talk about beat, rhythm and pitch Ll: to perform changes to beat, rhythm and pitch	

Computing	L.I. To know what a spreadsheet is. Unit 1:8 purple mash	L.I. To add clipart images to a spreadsheet. L.I. To use the 'move cell' and 'lock' tools.  Unit 1:8 purple mash	L.I. To use the 'speak' and 'count' tools in 2Calculate to count items. Unit 1:8 purple mash	L.I. To use copying, cutting and pasting shortcuts in 2Calculate. To use 2Calculate totalling tools. To use 2Calculate to solve a simple puzzle. Unit 2:3 Purple mash	L.I. To explore the capabilities of a spreadsheet in adding up coins to match the prices of objects. Unit 2:3 Purple mash	L.I. To add and edit data in a table layout. To use the data to manually create a block graph. Unit 2:3 Purple mash
RE	LI To understand the commitment needed to do something regularly and the effect it has on you everyday life.	L.I. To understand how Muslims pray.	L.I. To understand the importance of prayer to Muslims.	L.I. To know the name of some of the prayer movements and to know what they mean.	L.I. To be able to explain how praying at regular intervals helps a Muslin in his/her daily life.	L.I. To understand the importance of commitment in our lives and to know how it can help us to achieve our goals.
PSHE Goals	LI: To recognise what a goal is	L.I. To choose a realistic goal and think about how to achieve it.	LI: To show perseverance to reach my goal.	LI: To understand what makes a good team.	LI: To consider whether I have achieved my goal.	
PE	Run, Jump and Throw – Indoor PE Hit Run and Catch – Outdoor PE					

Term 4						
	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
<b>English</b>	LI – To write a description of a setting using noun phrases. LI – To write a letter using different sentence types.	LI – To write a recount of the school trip. LI – To write a set of instructions to make a sandwich.	LI- To be able to plan instructions  LI- To be able to write instructions for how to make a headress.	LI- To be able to use positional language to describe.  LI- To be able to write a description.  LI- To be able to infer a characters feelings  LI- To be able to write a letter.  LI- To be able to sequence sentences using different sentence types.	LI- To be able to write sentences that describe and explain.  LI- To be able to write a description.  LI- To be able to write a letter.	LI- To be able to create a story plan.  LI- To be able to write the beginning, middle and end of a fictional narrative.  LI- To be able to edit, make additions and improvements.
<b>Maths</b>	Fractions LI: To find equal and unequal parts of a whole. LI: To recognise one half of a shape. LI: To find one half of an amount LI: To recognise one quarter of a shape	Fractions LI: To find one quarter of an amount LI: To recognise a third of a shape LI: To find a third of an amount	Fractions and Assessment Week LI: To find a fraction of an amount LI: To recognise non-unit fractions	Fractions L.I. to find 2/4 and ¾ of an amount. LI: To recognise 2/3 of an amount LI: To recognise equivalent fractions Money LI: To recognise the value of each British coin and use this to work out amounts. (pence) LI: To recognise the value of each British coin and use this to work out amounts. (pounds)	Money LI: To be able to add coins together to find an amount. LI To use different coins to make the same amount LI To find different combinations of coins and notes that make the same amount.	Money L.I To recognise £ and p and combine amounts to make a value. LI: To be able to compare two different values. LI: To solve simple problems to find a total amount. LI: To find the difference between 2 amounts. L.I To solve simple problems involving addition and subtraction including giving change.
<b>Science</b>	LI: To know the main parts of a plant and explain what they do.	LI: To know how flowering plants reproduce.	L.I. To investigate fairly what seeds need to germinate and grow healthily	L.I. To use my observation to draw conclusions.  (About the conditions needed for healthy growth)	L.I. to observe and describe how a bulb grows into a mature plant.  (Investigation started in term 3)	L.I. To begin to observe and describe how a seed (sunflower/bean) grows into a mature plant) Plant sunflowers/ beans)

<b>Reading</b>	Ll: To understand the vocabulary used in a text Ll: To be able to retrieve information from a text Ll: to be able to make inferences about what I have read	Ll: To understand the vocabulary used in a text Ll: To be able to retrieve information from a text Ll: to be able to make inferences about what I have read	Ll: To understand the vocabulary used in a text Ll: To be able to retrieve information from a text Ll: to be able to make inferences about what I have read	Ll: To understand the vocabulary used in a text Ll: To be able to retrieve information from a text Ll: to be able to make inferences about what I have read	Ll: To understand the vocabulary used in a text Ll: To be able to retrieve information from a text Ll: to be able to make inferences about what I have read	Ll: To understand the vocabulary used in a text Ll: To be able to retrieve information from a text Ll: to be able to make inferences about what I have read
<b>History</b> Great Fire of London	L.I To find out what London was like after the Great Fire.	School Trip to Kent Life	L.I To find out how London was re-built after the Great Fire.	Ll: To understand the impact The Great Fire of London had on our rescue services.	L.I To show what I have learned about the Great Fire of London and the changes it made to society.	Ll: To demonstrate what I have learnt about the Great Fire of London and the changes it made to society.
<b>DT</b>	L.I. to explore and evaluate a range of cereal bars.	L.I. To explore food by taste an texture and use my observations and opinions to create a recipe of a cereal bar.	L.I. To observe a cereal bar wrapping and to use my observations to design my own packaging.	L.I. To create my own wrapping for my cereal bar.	L.I. To combine ingredients to make a cereal bar.	L.I. To evaluate my finished product.
<b>Music</b>	Ll: to know crescendo and decrescendo including their symbols		Ll: to know pauses, including the symbol, and about rests improvise question and answer phrases to make a musical conversation		Ll: use electronic keyboards to capture, change and combine sounds and know keyboard voice names and control functions.	
<b>Computing</b>	L.I. to use a range of instructions (direction, angel, turn)	L.I. To test and amend a set of instructions.	L.I. To find errors and de-bug.	L.I. To write a simple program and test it.	L.I. To predict what the outcome of a simple program will be (logical thinking).	L.I. To understand that algorithms are used on digital devices
<b>RE</b>	L.I To understand that all living things die.	L.I To know that Christians believe Jesus died when he was crucified and Christians remember this on Good Friday.	L.I. To know that Christians believe Jesus came back to life after his death.	L.I to be able to explore different Christian beliefs about the resurrection.	L.I To be able to explain the importance of the Easter Story to Christians.	L.I. To know why Christians celebrate Easter with symbols of new life.
<b>PSHE</b> Healthy Me	Ll: I know what I need to keep my body healthy.	L.I. To be able to tell you when a feeling is weak or strong.	L.I. To know what I can do to relax and calm down.	Ll: I understand how medicines work in my body and how important it is to use them safely.	Ll: To be able to sort foods into the correct food groups and know which foods my body needs	Ll: To decide which foods to eat to give my body energy.
<b>PE</b>	Run, Jump and Throw – Indoor PE Attack, Defend and Shhot – Outdoor PE					