




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: 4
Term: 1 & 2

Curriculum focus:
Geography – Physical and human geograhpy of Europe

Critical Enquiry Question:
What are the geographical features of Europe?
End of Unit Assessment Activity:
Children to produce a leaflet guide to Europe which gives instruction on the physical features and climate of the continent.
Wow moments:
Term 1 – European food tasking (Week 5/6)
Term 2 – VR headset experience.

Term 1						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6 & 7
English 	SDD Ll: To use adjectives and noun phrases to describe. Ll: To use prepositions. Ll: To use similes and personification. Ll: To use a range of descriptive devices.	Ll: To use conjunctions to explain. Ll: To identify root words and rules for suffixes that describe qualities. PPA Ll: To use persuasive vocabulary. Ll: To use subheadings.	Ll: To formulate questions. Ll: To correctly demarcate sentences. Ll: To articulate and justify opinions (conjunctions). Ll: To identify synonyms to describe different strengths of emotion. Ll: To use synonyms to describe.	Ll: To identify appropriate descriptive vocabulary. Ll: To use time conjunctions. PPA Ll: To use the present perfect tense. Ll: To identify how an author has used verbs to add detail.	Ll: To use modal verbs (would, could, should). Ll: To use opposing conjunctions. Ll: To infer characters' thoughts and feelings. Ll: To accurately punctuate speech. Ll: To explore characters through role-play.	Week 6: Ll: To summarise the main events in the story. Ll: To identify the features of a newspaper. PPA Ll: To explore newspaper features. Ll: To plan for writing. Week 7: Ll: To draft a newspaper. X 3 Ll: To edit and suggest improvements. Ll: To publish
Reading	Focus: How to heal a dragon. (Instructions) SDD Ll: To use observations to make inferences. Ll: To retrieve information from an instructional text. Ll: To identify vocabulary choices within a text. Class read.	Focus: The Kraken (Fiction) Ll: To explore the use of vocabulary in a fictional text. Ll: To use key vocabulary to explore answers. Ll: To use inference to make predictions.	Focus: Planet Earth (The Arctic) Non-fiction Ll: To gather information from a non-fiction text. Ll: To understand vocabulary in a non-fiction text. Ll: To retrieve information from a non-fiction text. Ll: To infer answers from a non-fiction text. Class read.	Focus: Leo and the Gorgon's curse Ll: To use evidence to make predictions. Ll: To read and discuss a text. Ll: To explore an author's choice of vocabulary. Class read.	Focus: Leo and the Gorgon's curse Ll: To read and discuss. Ll: To retrieve information from a fiction text. Ll: To use inference skills. Ll: To explain and predict. Class read.	Focus: Leo and the Gorgon's curse Ll: To read and retrieve. Ll: To discuss vocabulary choices. Ll: To make inferences using evidence. Class read. Ll: To identify the meaning of words within a text. Ll: To use effective retrieval skills. Ll: To infer meaning. Ll: To read and discuss.
Maths Number and Place Value	Represent numbers to 1000 Partition numbers up to 1000 Number line up to 1000 Understanding numbers to 1000	Represent numbers to 10000 Partition numbers to 10000 Flexible partitioning numbers to 10000 Finding 1, 10, 100, 1000 more or less	Number line to 10000 Estimate numbers up to 10000 Compare numbers to 10000 Order numbers to 10000	Roman numerals Round to the nearest 10 Round to the nearest 100 Round to the nearest 1000	Round to the nearest 10, 100 or 1000 Assessment Add and Subtract 1, 10s, 100s, 1000s Add up to 4 digit numbers – no exchange	Add up to 4 digit numbers – with exchange Add up to 4 digit numbers – with more than one exchange Subtract 4 digit numbers no exchange subtract up to 4 digit numbers – with one exchange
Science Changing States	Ll: To compare and group materials by their properties.	Ll: To investigate how water changes state.	Ll: To explore the effect of temperature on different substances.	Ll: To research the temperature at which materials change state.	Ll: To investigate evaporation over a period of time.	Ll: To identify different stages of the water cycle. Completed over two weeks (weeks 6 and 7).

Geography Physical and Human Geography in Europe	<u>Ll: To understand the structure of Europe</u> Introduce key, critical question. Check with children- What they know/would like to find out. <u>Near and Far</u> Association of Medway/Kent/England/UK/Europe Google Maps etc	<u>Ll: To understand the position of Rainham in relation to the rest of the GB</u> Near and Far focus. Broaden the research. (Atlases) from Medway-Kent-SE-England-GB. Focus on location of key points and links within GB.	<u>Ll: To understand the political structure of Europe (and further afield)</u> Focusing on country names. Key locations. Europe's position in relation to the world. CHECK POINT- QUESTIONS ON GB	<u>Ll: To understand key details relating to Europe</u> Answering questions based on an information text.	<u>Ll: To understand the physical structure of Europe (and further afield)</u> Focusing on mountain ranges and rivers. Overview-To to be developed further.	<u>Ll: To understand the population of Europe</u> <u>General overview</u> CHECK POINT- QUESTIONS ON GB/western Europe
Art	Ll: To explore winter landscapes by famous artists Ll: To understand the terms foreground and background	Ll: To improve and develop our drawing of trees	Ll: To explore the composition of my landscape and create initial sketches.	Ll: To sketch my landscape	Ll: To add watercolour paint to create my snowy background.	Ll: To add in my foreground objects adding more colour and detail. To paint snow in various whites and greys.
Music		Begin to learn the song. Listen to different versions of <i>This little light</i> , identifying musical features. Practise moving in time to a beat. Compare versions. Invent actions to accompany singing. Move and sing in time together. Sing in a Gospel style with expression and dynamics.		Move to a jazz-styled piece. Learn Part 1 of <i>I wanna sing scat</i> . Refine their singing by paying attention to the rhythm and phrasing, articulation, and announcing the words. Perform for a video recording. Play a bass part along with the song. Make up a rhythmic ostinato to accompany the song. Try to play together the bass and rhythmic parts along with the backing track and the singing.		Listen to Bobby McFerrin guide people through singing the notes of the pentatonic scale. Improvise using notes of the scale and introduce a blue note to improvisations. Practise singing <i>This little light of mine</i> . Learn about Sister Rosetta Tharpe. Improvise on tuned percussion instruments using the pentatonic scale. Create their own arrangement of <i>This little light of mine</i> .
Computing Coding	<u>Ll: To understand the school's expectations relating to hardware/internet usage</u> The first Computing/ICT lesson for all classes will focus on the safe and responsible use of the internet. Discuss and sign the agreement <i>To describe the rules about how to behave online and how to follow them</i> <u>Ll: To explain what bullying is and can describe how people may bully other</u> Cyberbullying- Plan it	<u>Ll: To understand the basic language of coding</u> Children to work through revision tasks on Espresso Coding (Levels 1-3)- at their own pace. To reinforce language- algorithm, coding, language, debugging, sequencing etc	<u>Ll: To understand that variables are used to store information, like game scores and time.</u> Introduction to variables A variable is like a box with information inside. You give it a name (like 'score') and then you can get the computer to look in the box whenever you want the information to be used. For instance, you can tell the computer to add a point every time you hit a target in your game or display a message when you get to ten. Pop Game- <u>Ll: To understand how a variable can be used to keep track of the score in a game</u> Catch the Coconuts/ Healthy Eating - <u>Ll: To use variables to keep track of the score in a game that uses conditional events.</u>	Tablet Hill- <u>Ll: To learn how to use multiple different variables and to set the value of a variable</u> Pirate Gold- <u>Ll: To use a variable to keep track of the score in a game where the score increases, decreases or resets when different conditions are met.</u> Debugging Variables	Repetition and loops <u>Ll: To understand how computers use repetition and loops to do things over and over again (and again!).</u> Bugs in the Garden- <u>Ll: To understand the 'repeat' and 'loop' concepts in coding.</u> Driving me Loopy- <u>Ll: To write code that uses nested loops to create a car-driving program.</u> Ll: To designs simple algorithms using loops and selection, i.e. if statements.	Astronaut Orbit- <u>Ll: To write the code to program a rocket to orbit round the spinning Moon, using the concepts of loops, regular or infinite repetition, and 'if statement' blocks</u> Hot Air Balloon Show- <u>Ll: To use loops, a variable and if statements to create an animated scene of hot air balloons performing a repeating pattern in the sky.</u>

RE	Buddhism focus: Key question Is it possible for everyone to be happy? Ll: To consider what it means to be happy	Ll: Will wealth make me happy?	Ll: To understand and retell the story of BUddha's life.	Ll: What are the key parts of BUddha's story?	Ll: To consider how my behaviour affects other people's happiness	Ll; To assess their understanding of Buddhism.
PSHE Being me	Ll: To understand the idea of teamwork.	Ll: How to be part of a team	Ll: To understand my role in the school community	Ll: To understand that my actions affect myself and others	Ll: To understand the decision making process.	Ll: To understand rights and responsibilities.
PE	Tag Rugby and Gymnastics					
French	To introduce the unit 'Je peux' (I am able). In this lesson pupils will learn how to name (with accurate pronunciation) and remember five high frequency infinitive verbs in French.	In this lesson pupils will learn how to name (with accurate pronunciation) and remember five more infinitive verbs in French.	In this lesson pupils will consolidate all ten infinitive verbs and will start to attempt to put them into sentences describing what they can do in French.	In this lesson pupils will revise and consolidate all ten verbs and how to put them into a sentence, using je peux + infinitive verb. They will also be able to extend their knowledge by learning how to apply the negative sentence structure in French, (je ne peux pas + infinitive verb).	In this lesson pupils will consolidate their knowledge of how to describe what they can and cannot do in French using the ten verbs and will learn how to extend these sentences with the conjunctions 'et' (and) & 'mais' (but). This will give the students the opportunity to allow for more independent learning and to create more complex sentences.	To revise all language covered so far and to complete the end of unit assessment.

Term 2						
	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
English	<p>To use additional relative clauses that give more information.</p> <p>To use the language of possibility: should, would and could (modal verbs).</p> <p>To explore how a writer has used imagery and the senses in their descriptions to enhance a piece of writing.</p> <p>To be able to write poetic phrases, using authorial techniques.</p> <p>To cohesively join sentences to build stanzas.</p>	<p>To make plausible inferences about a character's emotions throughout a text.</p> <p>To convey character through action and dialogue.</p> <p>To ask investigative questions.</p> <p>To write a recount from the perspective of an eyewitness.</p>	<p>L.I. To write a stanza using future tense and a rhyming pattern.</p> <p>L.I To explore authorial techniques and use these to describe.</p> <p>L.I. To use descriptive vocabulary effectively.</p> <p>L.I. To create tension and suspense.</p> <p>L.I. To be able to use inverted commas to mark direct speech</p>	<p>Assessment week</p> <p>L.I. To innovate a story and create my own ideas.</p>	<p>To write a narrative using a range of literary devices.</p> <p>To write a narrative using a range of literary devices.</p> <p>To write a narrative using a range of literary devices.</p> <p>To write a narrative using a range of literary devices.</p> <p>To proof read, edit and publish.</p>	<p>Christmas themed work based on a John Lewis advert.</p>
Maths	<p>Revision lesson</p> <p>Efficient subtraction</p> <p>Estimate answers</p> <p>Checking strategies</p> <p>Assessment</p>	<p>What is area?</p> <p>Count Squares</p> <p>Making shapes</p> <p>Compare areas</p> <p>Assessment</p>	<p>Multiples of 3</p> <p>Multiply and divide by 6</p> <p>6 times tables and division facts</p> <p>Multiply and divide by 0</p>	<p>9 times tables and division facts</p> <p>The 3, 6 and 9 times tables</p> <p>Multiply by 7</p> <p>7 times tables and division facts</p>	<p>11 times tables and facts</p> <p>12 times tables and facts</p> <p>Multiply by 1 and 10</p> <p>Divide by 1 and itself</p>	<p>Multiply three numbers together</p> <p>ASSESSMENT</p>
Science Electricity	<p>LI: To explore electrical appliances and electrical safety.</p>	<p>LI: To learn about electrical components in a series circuit.</p>	<p>LI: To investigate electrical circuits.</p>	<p>LI: To explore conductors and insulators.</p>	<p>LI: To learn about electrical switches.</p>	<p>LI: To investigate how electrical components can change within a circuit.</p>
Reading	<p>Text focus:</p> <p>LI: To read and discuss a poem.</p> <p>LI: To explore vocabulary choices within a poem.</p> <p>LI: To use evidence to explain.</p> <p>LI: To retrieve information from a poem.</p> <p>Class read.</p>	<p>Text focus: The Lion, The Witch and The Wardrobe.</p> <p>LI: To use evidence to make inferences.</p> <p>LI: To retrieve answers from a fiction text.</p> <p>LI: To explain and summarise.</p> <p>Class read.</p>	<p>Text focus: The Lion, The Witch and The Wardrobe.</p> <p>LI: To discuss vocabulary choices within a text.</p> <p>LI: To retrieve information from a fictional story.</p> <p>LI: To infer meaning.</p> <p>LI: To explain and summarise.</p> <p>Class read.</p>	<p>NFER Testing week</p> <p>Class read.</p>	<p>LI: To explore a character through language.</p> <p>LI: To compare and contrast.</p> <p>LI: To make inferences.</p> <p>LI: To use evidence to explain.</p>	<p>LI: To retrieve and summarise a chapter.</p> <p>LI: To explore vocabulary from a text.</p> <p>LI: To infer using evidence from a text.</p> <p>Class read.</p> <p>LI: To use evidence from a fiction text to summarise.</p> <p>LI: To use sub-headings to support retrieval.</p> <p>LI: To explore plot.</p>
Geography	<p><u>LI: To research key details of a European mountain range</u></p> <p>Focus area- The Alps</p>	<p><u>LI: To compare and contrast different mountain ranges</u></p> <p>British and European</p>	<p><u>LI: To research key details of a European river</u></p> <p>Check Point</p> <p>Identify European Countries</p>	<p><u>LI: To compare and contrast different regions</u></p>	<p><u>LI: To compare and contrast different population centres</u></p>	<p><u>LI: To summarise learning in accordance to the Critical question.</u></p> <p>Children to complete a project based on the critical question.</p> <p>Summarise learning</p>
DT Christmas decorations with electric circuits	<p>Theme: Building a Christmas decoration with a light up element using a circuit and switch (link Science).</p> <p>LI: To evaluate Christmas decorations</p>	<p>LI: To explore how to build a strong structure</p>	<p>LI: To design my own Christmas decoration</p>	<p>LI: To build my own Christmas decoration</p>	<p>LI: To build my own Christmas decoration</p>	<p>LI: To evaluate my LI: To build my own Christmas decoration</p>

Music	Preparation for Christmas Performance		Preparation for Christmas Performance		Preparation for Christmas Performance.	
Computing	Internet Safety LI: To understand how children can protect themselves from online identity theft. LI: Understand that information put online leaves a digital footprint or trail and that this can aid identity theft.	LI: To Identify the risks and benefits of installing software including apps.	LI: To understand that copying the work of others and presenting it as their own is called 'plagiarism' and to consider the consequences of plagiarism. LI: To identify appropriate behaviour when participating or contributing to collaborative online projects for learning.	LI: To identify the positive and negative influences of technology on health and the environment. LI: To understand the importance of balancing game and screen time with other parts of their lives.	Hardware <u>LI: To understand the different parts that make up a computer.</u> Children can name the different parts of a desktop computer. Children know what the function of the different parts of a computer is.	<u>LI: To recall the different parts that make up a computer.</u> Children have created a leaflet to show the function of computer parts.
RE	LI: To explore images and symbols of Christmas.	LI: To understand the Christmas story	LI: To sequence the Christmas story	LI: To explore the themes and symbolism in the Christmas Story.	LI: To explore why the Nativity is still important for Christians today.	LI: To design decorations that reflect Christian and personal themes at Christmas.
PSHE	LI To understand not to judge based on appearances	To understand various influences on my life.	L.I To understand what bullying is and what can be done against it.	LI: To problem solve.	L.I To identify what is special about me.	LI: To understand difference and how we look.
PE	Hockey and Badminton					