



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: 5 & 6




Curriculum focus: Geography – Transportation and International Trade – Medway area for local then Europe.

Critical Enquiry Question: What are the geographical features (physical and human) of Europe?

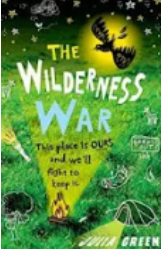
End of Unit Assessment Activity:

Wow moments: ZooLab (May 2nd) and Sevenoaks Wildlife Reserve (20th June)

Term 5

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
English	 Aboriginal tales – How the kangaroo got her Pouch LI: To describe a setting with prepositional phrases. LI: To use speech accurately. LI: To write a narrative account including speech LI: To tell the story from a different perspective.	 Traditional Aboriginal tales – Why the platypus is such a special creature. LI: To use ambitious verbs and adverbs to describe characters. LI: To use persuasive language. LI: To plan a first account recount LI: To write a first-hand account with clear paragraphs and fronted adverbials.	Zoo Lab experience LI: To write a first-hand recount using fronted adverbials with commas. LI: To write a non-fiction report on zoo Lab. LI: To interview children about their experience and record with quote marks.	Non – fiction theme LI: To understand the difference between 1st /2nd and 3rd person writing. LI: To understand the key features of a non-chronological report. LI: To use a variety of sentence starts. LI: To use expanded noun phrases and commas to describe.	LI: To use persuasive writing techniques to describe places. LI: To use direct address (2nd person) and rhetorical questions to persuade. LI: To understand the importance of modal verbs LI: To use prepositions at different points within a sentence. LI: To use commas to split clauses.	Assessed piece of non-fiction writing. LI: To plan a non-fiction piece with key features LI: To write paragraphs with persuasive features. (x2) LI: To edit, improve and re-write LI: To present work considering the audience.
Reading 	The Present – video resources from Literacy Shed To make predications based on a video To make inferences and support my answers To summarise a video and plot	Podkin chapter 1 L.I. To unpick new vocabulary from the text L.I To retrieve information and answer questions LI To infer information from the text	Podkin chapter 1 part 2 L.I. To unpick new vocabulary from the text L.I To retrieve information and answer questions LI To infer information from the text LI. Independent comprehension	Podkin Chapter 2 L.I. To unpick new vocabulary from the text L.I To retrieve information and answer questions LI To infer information from the text	Podkin Chapter 3 L.I. To unpick new vocabulary from the text L.I To retrieve information and answer questions LI To infer information from the text	Podkin Chapter 4 L.I. To unpick new vocabulary from the text L.I To retrieve information and answer questions LI To infer information from the text
Maths	L.I. Make a whole with tenths L.I. Make a whole with hundredths L.I to partition decimals L.I To partition decimals in different ways. L.I. to compare decimals	L.I. To order decimals up to 2DP L.I. To round a decimal number to the nearest integer L.I. To find halves and quarters as decimals Assessment	L.I To write money using decimals L.I to convert between pounds and pence L.I To compare amounts of money L.I to estimate with money	L.I To calculate with money 1 L.I To calculate with money 2 L.I To solve problems involving money Assessment	TIME L.I. to understand years, months and weeks L.I to Understand hours, minutes and seconds L.I Converting between analogue and digital times L.I To convert from and to the 24 clock Assessment	Revision week Lesson 1 – Revise arithmetic Lesson 2 – Worded problems involving addition and subtraction Lesson 3 – Words problems involving multiplication and division Lesson 4 – Fractions/decimals.
Science	LI: To use food chains to identify producers, predators and prey.	LI: To construct food chains. End of topic checkpoint	Living things and their habitats LI: To group living things in a variety of ways.	LI: To explore and use a classification key to group, identify and name vertebrates.	LI: To explore and use a classification key to group, identify and name invertebrates.	LI: To create a classification key to group animals in the wider environment.
Geography	<u>LI: 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>LI: 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>LI: 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>LI: To understand key details relating to Europe</u> Answering questions based on an information text	<u>LI: To understand the physical structure of Europe (and further afield)</u> Focusing on mountain ranges and rivers. Overview-To to be developed further.	<u>LI: To understand the population of Europe</u> <u>General overview</u> CHECK POINT- QUESTIONS ON GB/western Europe

Art	LI: To explore the art of indigenous Aboriginal peoples. To create my own painting using similar styles, symbols and colours.	LI: To create my own Aboriginal animal painting in a similar style to ones we have explored.	LI: To explore and give our opinions on Aboriginal bird sculptures. To develop my observational drawing by sketching some Australian birds.	LI: To create my own bird sculpture in clay, considering form, stability and the aboriginal style.	Li: to decorate my sculpture using colours, techniques and patterns to that of Aboriginal artists.	LI: To showcase our sculptures and discuss what we liked ad what could be improved in our own and others sculptures.
Music	NO MUSIC LESSONS IN TERMS 5 AND 6 EXCEPT FOR SHARKS (TAUGHT BY JF) WHO ARE FOLLOWING TERMS 3 AND 4 MTPS, WHICH TURTLES AND STINGRAYS WERE ALREADY TAUGHT BY KGT IN TERMS 3 AND 4.					
Computing	<p>Preliminary Lesson Internet Safety</p> <p>I can identify some online technologies where bullying might take place.</p> <p>I can describe ways people can be bullied through a range of media (e.g. image, video, text, chat).</p> <p>I can explain why I need to think carefully about how content I post might affect others, their feelings and how it may affect how others feel about them (their reputation).</p> <p>Discussion on dealing with cyber-bullying. Use Education City- Cyber bullying.</p> <p>I can describe how to capture bullying content as evidence (e.g screen-grab, URL, profile) to share with others who can help me.</p> <p>I can identify a range of ways to report concerns both in school and at home about online bullying.</p> <p>PurpleMash - PowerPoint</p> <p>LI: To create a page in a presentation.</p> <p>Children know what PowerPoint is.</p> <ul style="list-style-type: none">• Children can open PowerPoint.• Children can add text to a page and format it.• Children can add shapes to a page.	<p>PurpleMash- PowerPoint</p> <p>LI: To add media to a presentation</p> <p>Children can change the design of the slides.</p> <ul style="list-style-type: none">• Children can insert a new slide.• Children can insert pictures.• Children can edit pictures.• Children can insert video and audio.	<p>PurpleMash- PowerPoint</p> <p>LI: To add animations into a presentation</p> <p>Children can use animations in a presentation.</p> <ul style="list-style-type: none">• Children can use transitions in a presentation.	<p>PurpleMash- PowerPoint</p> <p>LI: To add timings into a presentation.</p> <p>Children can add timings to a presentation.</p> <ul style="list-style-type: none">• Children can present effectively using PowerPoint.	<p>PurpleMash- PowerPoint</p> <p>LI: To use the skills learnt in previous weeks to design and present an effective presentation.</p> <p>Focus- to be Geography based</p> <ul style="list-style-type: none">• Children can create a presentation including formatted text.• Children can include different media.• Children can add transitions and animations.• Children can add timings to the presentation.• Children can present effectively.	<p>PurpleMash- PowerPoint</p> <p>LI: To use the skills learnt in previous weeks to design and present an effective presentation.</p> <p>(continued from last week- save/retrieve/edit)</p> <ul style="list-style-type: none">• Children can develop a presentation including formatted text.• Children can include different media.• Children can add transitions and animations.• Children can add timings to the presentation.• Children can present effectively.
RE	Critical question: what is the best way for a Jew to show commitment to God? LI: To engage in a discussion on responsibility in our lives.	LI: To explore how Jewish people show their commitment to God in their everyday lives.	LI: To explore the coming-of-age celebrations in Judasim.	LI: To explore other ways Jewish people show Mitzvah.	LI: To explore the commitments I have in my life and compare these to those of a Jewish person.	LI: Assessment
PSHE Living with loss and friendship	To know how to make friends	To identify a loved one and can express why they are special to me.	To tell you about someone who I no longer see.	To explain the difference in points of views on animal rights.	To understand how people feel when they love a special pet.	
PE	Cricket and Athletics (Sports Day preperation)					

Term 6						
	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
English 	LI: To explore how to show drama and suspense LI: To use strong verbs and adverbs LI: To use a range of fronted adverbials LI: To use accurate speech punctuation.	LI: To describe emotions LI: To explore a range of said verbs LI: To use apostrophes correctly (contraction and possession). LI: To use conjunctions to extend our speech sentences. LI: To use PEE to explain both sides of the argument.	School trip Test week LI: To accurately use apostrophes for plural posession.	Sports Day LI: To describe thoughts and feelings. LI: To use similes to enhance description. LI: To show characters personality through their behaviour and actions. LI: To use expanded noun phrases with commas.	LI: To use a variety of sentence starts. LI: To balance speech with action and description. LI: To use prepositional phrases. LI: To use verbs and adverbs to describe. LI; to accurately use commas.	Assessed writing – narrative writing with speech. LI: To plan their prediction of what they believe will happen next. LI: To write their prediction. LI: To edit and improve their own work. LI: To write up an extract.
Maths	Shapes L.I. To understand angles as turns L.I To identify types of angles L.I To compare and order angles L.I. To identify different types of triangles and Quadrilaterals	L.I To identify different types of polygons L.I. To identify lines of symmetry LI To understand how to complete a symmetric figure Assessment	Statistics LI To interpret charts/tables LI To compare, sum and difference tables LI To interpret line graphs L.I To draw line graphs Assessment	Assessment week	Position and direction LI To describe position using coordinates LI To plot coordinates LI To complete shapes on coordinate grids LI. To translate shapes ona grid	LI to describe translation on a grid Assessment Revison lessons – focus on areas of need from end of year assessments.
Science	LI : To understand that living things are suited to different habitats.	LI : To research a habitat.	LI: To desribe environmental changes that pose dangers to living things.	LI: To recognise positive and negative impacts humans have on the local enviornment.	LI: To suggest ways in which humans can protect the environment.	LI: To suggest ways in which humans can protect the environment.
Reading	Podkin chapter 5 L.I. To unpick new vocabulary from the text. L.I To retrieve information and answer questions. LI To infer information from the text.	Podkin chapter 6 L.I. To unpick new vocabulary from the text. L.I To retrieve information and answer questions. LI To infer information from the text.	Non – Fiction – working of a bee L.I. To unpick new vocabulary from the text. L.I To retrieve information and answer questions. LI To infer information from the text.		Non – Fiction - bees L.I. To unpick new vocabulary from the text. L.I To retrieve information and answer questions. LI To infer information from the text	Tradition Fairy tale – Hanzel and Gretel L.I. To unpick new vocabulary from the text L.I To retrieve information and answer questions LI To infer information from the text
Geography	<u>LI: To research key details of a European mountain range</u> Focus area- The Alps	<u>LI: To compare and contrast different mountain ranges</u> British and European	<u>LI: To research key details of a European river</u> Check Point Identify European Countries	<u>LI: To compare and contrast different regions</u>	<u>LI: To compare and contrast different population centres</u>	<u>LI: To summarise learning in accordance to the Critical question.</u> Children to complete a project based on the critical question. Summarise learning
DT	Focus: sewing animal key chains LI: To investigate simple key chains and design my own.	LI: To learn key sewing skills and stitches	LI: To make my own wildlife animal key fob using techniques learnt.	LI: To make my own wildlife animal key fob using techniques learnt.	LI: To make my own wildlife animal key fob using techniques learnt.	LI: To evaluate my key fob.
Music	NO MUSIC LESSONS IN TERMS 5 AND 6 EXCEPT FOR SHARKS (TAUGHT BY JF) WHO ARE FOLLOWING TERMS 3 AND 4 MTPS, WHICH TURTLES AND STINGRAYS WERE ALREADY TAUGHT BY KGT IN TERMS 3 AND 4.					
Computing Animation/ Spreadsheet	<u>Preliminary Lesson Internet Safety</u>	<u>PurpleMash- Animation</u> <u>LI: To learn about backgrounds and onion skinning in animation.</u> • To add backgrounds and sounds to animations	<u>PurpleMash- Animation</u> <u>LI: To understand 'stop motion' animation.</u> Children know what 'stop motion' animation is and how it is created.	<u>PurpleMash- Spreadsheets</u> <u>LI: To understand the basic concept of Spreadsheets</u> Children can explain what rows and columns are. • Children can enter data into cells.	<u>PurpleMash- Spreadsheets</u> <u>LI: To understand how to use tools to Calculate Totals</u> Children can use tools in a spreadsheet to automatically total rows and columns.	<u>PurpleMash- Spreadsheets</u> <u>LI: To understand how to create Pie Charts and Bar Graphs</u> Children can create a table of data on a spreadsheet.

	<div>I can give reasons why I should only share information with people I choose to and can trust. I can explain that if I am not sure or I feel pressured, I should ask a trusted adult.</div> <div>I understand and can give reasons why passwords are important.</div> <div>I can describe simple strategies for creating and keeping passwords private.</div> <div>I can describe how connected devices can collect and share my information with others.</div> <div>https://www.bbc.co.uk/newsround/24837924 Discuss <u>PurpleMash- Animation</u> <u>LI: To decide what makes a good, animated film or cartoon and discuss favourite animations.</u><ul style="list-style-type: none">• To learn how animations are created by hand.• To find out how 2Animate animations can be created in a similar way using technology.</div>	Children know what the Onion Skin tool does in animation. <ul style="list-style-type: none">• Children can use backgrounds and sounds to make more complex and imaginative animations.	<ul style="list-style-type: none">• Children have used ideas from existing 'stop motion' films to recreate their own animation.	<ul style="list-style-type: none">• Children can describe and find a cell location in a spreadsheet using the notation of a letter for the column followed by a number for the row.	<ul style="list-style-type: none">•Children can use calculations to answer questions about data.	<ul style="list-style-type: none">• Children can use a spreadsheet program to automatically create charts and graphs from data.
RE	Focus question: Do people need to go to Church to show that they are Christians? LI: What is a special place to me?	LI: Why is a church special? What things happen in a Church?	LI:nWhy do people go to Church?	LI: How do Christians try to live their lives from day to day?	LI: Do Christians need to go to Church to show that they are Christian?	LI: Assessment and reflection.
PSHE SRE	L.I. TO understand that I get characteristics from my parents		L.I. Changes in girls	L.I. Changes in boys (revision)	L.I. To label the body parts for making a baby	
PE	Cricket and Athletics (Sports Day preperation)					