



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
Terms: 5 & 6

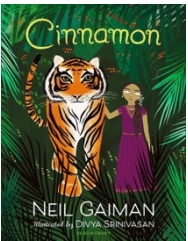
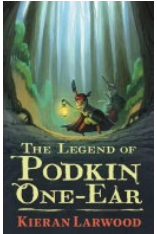
Curriculum focus: Geography

Critical Enquiry Question:

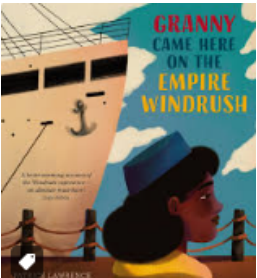
Term 5 – What is life like in the Alps?
Term 6 - Where does our food come from

End of Unit Assessment Activity: Create a year group travel brochure

Wow moments: Wildlife Reserve
Food tasting

Term 5						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
English 	To create noun phrases. To use figurative language. SPaG: To add the prefixes dis-, mis-, un- to create new words.	To explore the senses and give an opinion. To make predictions about the themes and ideas in a story. (2 lessons) To use emotive and persuasive language to create an advert. SPaG: Possessive apostrophe	To use conjunctions to create inferences about how a character is feeling. To write in role using emotive language. (2 lessons) SPaG: Apostrophe for contraction	To create poetry using figurative devices. To identify mirrored imagery in a text. To create a limerick about a character in a story. To use a variety of noun phrases to describe senses.	To use dialogue to infer a conversation. To correctly punctuate speech. To use multi-clause sentences to express feelings. SPaG: Determiners	To identify the main events in a known story and plan the main events in a new story. To use emotive vocabulary when describing characters in a story. To use dialogue when writing a narrative. To edit. To publish.
Reading 	To explain the meaning of words in context. To retrieve and record information. To justify inferences using evidence. To summarise events. To become more fluent	To explain the meaning of words in context. To retrieve and record information. To justify inferences using evidence. To summarise events. To become more fluent	To explain the meaning of words in context. To retrieve and record information. To justify inferences using evidence. To summarise events. To become more fluent	To explain the meaning of words in context. To retrieve and record information. To justify inferences using evidence. To summarise events. To become more fluent	To explain the meaning of words in context. To retrieve and record information. To justify inferences using evidence. To summarise events. To become more fluent	To explain the meaning of words in context. To retrieve and record information. To justify inferences using evidence. To summarise events. To become more fluent
Maths Fractions then Decimals A and B	Tenths as Fractions Tenths as decimals Tenths on a PV chart	Tenths on a number line Divide 1 digit by 10 Divide 2 digit by 10 Hundredths as fractions	Hundredths as decimals Hundredths on PV grid Divide a 1- or 2-digit number by 100 Arithmetic	Make a whole from tenths Make a whole from hundredths Partition decimals Flexibly partition decimals	To compare decimals. To order decimals Rounding to the nearest whole number	Halves and quarters as decimals FDP equivalence
Science Living things and their habitats.	To explore different habitats.	To research a habitat.	To explore how animals can be classified. Checkpoint - What is a microhabitat?	To create a classification key.	To explore daptations and classification within species.	To explore and classify pond plants. Checkpoint - What is a classification key?

Geography Kapow Where are the Alps	To locate the Alps on a map.	To locate the key physical and human characteristics of the Alps.	To describe the physical and human features of an Alpine region.	To understand similarities and differences between the local area and an Alpine area.	To understand the human and physical geography of the Alps.	
Art	To understand starting points in a design process.	To explore techniques to develop imagery.	To explore using a textile technique to develop patterns.	To learn how to create a repeating pattern.	To understand how art is made for different purposes.	To understand how art is made for different purposes.
Forest School						
Music			To listen with an understanding the history and context of a piece of unfamiliar music. To read and perform pitch notation in a limited range (B A G and E) Recorders: To be able to play a full scale on the recorder.		To use key musical vocabulary to talk about what I hear happening with the pulse / beat, rhythm, dynamics, timbre (pizzicato) and pitch of the music. Recorders: To be able to play with a sense of the style of the music.	
Computing Purple mash AI	Preliminary Lesson Internet Safety	To understand the basic concept of artificial intelligence. • To identify real-life examples of artificial intelligence. • To recognise the impact of artificial intelligence in daily life.	• To recap what is meant by the terminology artificial intelligence. • To explore how artificial intelligence can assist and benefit us in various aspects of daily life.	• To understand the potential applications and impact of AI in the future. • To encourage critical thinking and creativity when thinking about the future of AI.	To understand how artificial intelligence is being used to create music and art. • To use artificial intelligence to create music and art.	To use the skills learnt in previous terms to design and present an effective presentation.
RE Judaism	To engage in a discussion on responsibility in our lives.	To explore how Jewish people show their commitment to God in their everyday lives.	To explore the coming-of-age celebrations in Judasim.	To explore other ways Jewish people show Mitzvah.	To explore the commitments I have in my life and compare these to those of a Jewish person.	Assessment
PSHE Living with loss and friendship	To recognise situations which can cause jealousy in relationships.	To identify someone I love and can express why they are special to me.	To tell you about someone I know that I no longer see.	To recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends.	To understand what having a boyfriend/ girlfriend might mean and that it is a special relationship for when I am older. To know how to show love and appreciation to the people and animals who are special to me.	
French My Family	to learn the nouns and articles/determiners for several family members in French.	to use the possessive adjective 'my' in the foreign language with increasing accuracy.	To be able to answer the question 'do you have any siblings?	Ll. Tell somebody the members, names and various ages of either their own or a fictional family in French.	Ll Understand the concept of the possessive adjectives 'mon', 'ma' and 'mes'	
PE	Cricket and Athletics Sports Day preperation					

Term 6						
	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
English 	LI: To make predictions about the characters and setting of a story LI: To create noun phrases to enhance description LI: To justify my opinion using conjunctions	LI: To use the conventions of speech to show a character's feelings LI: To use noun phrases and figurative language to write a wintry poem LI: To use fronted adverbials to write a birds-eye view description LI: To make inferences about a character LI: To use persuasive techniques to write a speech	LI: To plan a story based on a known narrative LI: To introduce characters and settings in a narrative LI: To use a range of adverbials and descriptive devices	LI: To continue writing my story using paragraphs and pronouns for cohesion LI: To continue writing my story using dialogue and actions to show a character's feelings LI: To edit for clarity (Publish) LI: To make predictions based on a range of clues LI: To use a range of abstract nouns to write a letter of encouragement	LI: To use adverbial phrases to record facts about a historical figure LI: To use conjunctions to write about future aspirations LI: To use noun phrases to write a postcard LI: To use conjunctions to contrast settings descriptions	LI: To use adverbials to write nonfiction LI: To use a range of adverbials to add information LI: To use adverbials to write a speech LI: To research and record facts about a subject LI: To plan a factual report LI: To use adverbials to write the opening of a factual report LI: To use conjunctions to continue writing a factual report LI: To use noun phrases to continue writing a factual report LI: To edit and publish my work
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 on a grid	LI to describe translation on a grid Assessment Revision lessons – focus on areas of need from end of year assessments.
Science	LI: To describe ecosystems and how they are affected by changes in the season.	LI: To understand human impact on the environment through deforestation.	LI: To explore air pollution. Checkpoint – What is a ecosystem?	LI: To understand water pollution.	LI: To explore methods that can be used to conserve water.	LI: To understand that humans can have a positive impact on nature. Checkpoint – Provide two rules visitors need to follow in wildlife conservation areas.
Reading	To explain the meaning of words in context. To retrieve and record information. To justify inferences using evidence. To summarise events. To become more fluent		To explain the meaning of words in context. To retrieve and record information. To justify inferences using evidence. To summarise events. To become more fluent	To explain the meaning of words in context. To retrieve and record information. To justify inferences using evidence. To summarise events. To become more fluent	To explain the meaning of words in context. To retrieve and record information. To justify inferences using evidence. To summarise events. To become more fluent	To explain the meaning of words in context. To retrieve and record information. To justify inferences using evidence. To summarise events. To become more fluent
Geography	How can our food choices impact the environment?	What does it mean to trade responsibly?	How do we get our chocolate?	Where does our food come from?	Are our school dinners locally sourced?	Is it better to buy local or imported food?
DT Kapow – adapting a recipe	Focus: Cooking – biscuits To evaluate existing biscuit products.	To prepare and cook a dish.	To select ingredients and follow a budget.	To take inspiration from existing products.	To make and test a prototype biscuit.	To evaluate a final product.

Music	<p>Ll To play a piece of music using dot notation for a variety of rhythms.</p> <p>Ll To be able to identify the main theme in a piece of music.</p>		<p>Ll To follow and perform simple rhythmic notation to a steady beat, maintaining my part accurately within the rhythmic texture and achieving a sense of ensemble.</p> <p>Ll To recognise and compose an ostinato.</p>		<p>Ll To create and follow a graphic score.</p> <p>Ll To play a longer piece of music on the recorder with an awareness of structure.</p>	
Computing Spreadshhets and music making	<p>Preliminary Lesson Internet Safety – do AS PSHE</p> <p>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.</p> <p>I understand and can give reasons why passwords are important.</p> <p>I can describe simple strategies for creating and keeping passwords private.</p> <p>I can describe how connected devices can collect and share my information with others.</p> <p>https://www.bbc.co.uk/newsround/24837924</p> <p>PurpleMash- Spreadsheets 1 – do as computing</p> <p>Ll: To understand the basic concept of Spreadsheets</p> <p>Children can explain what rows and columns are.</p> <ul style="list-style-type: none"> • Children can enter data into cells. • 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. 	<p>PurpleMash- Spreadsheets 2</p> <p>Ll: To understand how to use tools to Calculate Totals</p> <p>Children can use tools in a spreadsheet to automatically total rows and columns.</p> <ul style="list-style-type: none"> • Children can use calculations to answer questions about data. 	<p>PurpleMash- Spreadsheets 4</p> <p>Ll: To understand how to create Pie Charts and Bar Graphs</p> <p>Children can create a table of data on a spreadsheet.</p> <ul style="list-style-type: none"> • Children can use a spreadsheet program to automatically create charts and graphs from data. 	<p>Purple mash – music making 1</p> <p>Ll: To identify and discuss the main elements of music: Pulse, Rhythm, Tempo, Pitch, Texture</p>	<p>Purple mash – music making 2</p> <p>Ll: To understand and experiment with rhythm and tempo</p>	<p>Week 6 - Purple mash – music making 3</p> <p>Ll: To create a melodic phrase.</p> <p>Week 7 Purple mash – music making 4</p> <p>Ll: To compose a piece of electronic music.</p>
RE	To discuss what makes a place special.	To identify why a church is a special place.	To explain why Christians go to church.	To explore how Christians try to lead their everyday lives.	To explore if Christians need to go to church to show they are Christian.	To explore if Christians need to go to church to show they are Christian. (with assessment)
PSHE	See computing – internet safety lesson	Ll: To recognise that I am a truly unique person.	Ll: To correctly label the internal and external parts of male and female bodies that are necessary for making a baby.	Ll: to know that I have strategies to help me cope with the physical and emotional changes I will experience during puberty	Ll: to know how the circle of change works and can apply it to changes I want to make in my life am confident enough to try to make changes when I think they will benefit me	<p>Ll: to identify changes that have been and may continue to be outside of my control that I learnt to accept express my fears and concerns about changes that are outside of my control and know how to manage these feelings positively</p> <p>Week 7</p> <p>Ll: to identify what I am looking forward to when I move to a new class reflect on the changes I would like to make next year</p>

<div><div>French</div><div>In the classroom</div></div>	Finish Ma Famille	introduce the nouns and articles/determiners for six common classroom objects.	To learn a further five classroom object nouns with their indefinite articles/determiners	To learn the question 'Qu'est-ce qu'il y a dans ta trousse ?' and have the knowledge and skills in French to formulate an answer using the structure 'Dans ma trousse j'ai..	To consolidate the previously learnt language and introduce the possessive adjectives 'mon', 'ma' and 'mes' in French	To learn how to use the negative structure 'Je n'ai pas de...' (I do not have) in French so that pupils will be able to produce in spoken and written form a more detailed description of what they have and do not have in their pencil cases.
<div><div>PE</div></div>	Rounders and Athletics Sports Day preperation					