

Eden Primary Medium Term Planning

Ilanot (Year 6) 2017-2018

Theme for year: Leadership and Responsibility

Autumn 1: Thinkers who Changed our World

Project Launch: 'Darwin's Finches' Challenge

Culminating Projects: To write a biography of a chosen Victorian thinker

OVERVIEW:

This half term will have a strong Science and History focus. The children will be learning about a range of nineteenth century thinkers, scientists and philanthropists, with an emphasis on the theories of Charles Darwin. We will begin these historical skills by reflecting on the children's lives so far, which will lead to a series of autobiographical pieces, focusing on memories of events, places and people. The children will then learn about the work of Mary Anning and its connection to Darwin's discoveries. They will study Darwin's childhood and early interests and compare and contrast this to the life of Mary Anning. In Geography the children will chart Darwin's journey to the Galapagos.

In Jewish studies we will be learning about the coming Chaggim and the children will learn about the customs and mitzvot of each festival. The focus will be on leadership, for example, considering the task of a judge and leading a Hoshanot celebration

This half term will finish with a five-day residential trip to the Start Bay Field Centre in Devon. This trip will include physical challenges, such as hiking and bouldering, as well as rockpooling and learning about Slapton's unique contribution to the WW2 effort. There will be evening walks and art activities as well as a camp fire. This should be a wonderful opportunity to forge closer relationships and set up a year of adventure and challenge.

Topic Based Learning

| Subject | Content | Skills / knowledge |
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| English | Autobiography Biography: Biographies of Mary Anning and Charles Darwin Extracts from 'My Family and other Animals' to compare the childhoods of Charles Darwin and Gerald Durrell Discussion Debate Anthropomorphism in 'Wind in the | To write for a particular audience and purpose To take notes from reading and research, précis longer passages To select appropriate grammar and vocabulary to enhance meaning To use a wide range of devices to build cohesion |

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| | Willows' | |
| Humanities | <p>Exploring a range of 19th Century thinkers from different fields and their impact:</p> <p>Darwin Dickens Edison Elizabeth Garrett Anderson Mary Anning Pankhurst Herzl Balfour Disraeli Dr Barnardo Mary Seacole Ada Lovelace</p> | <p>Geography Charting the journey of HMS Beagle The physical geography of The Galapagos Comparison with a contrasting location</p> <p>History To explore a range of primary and secondary sources To explore how these thinkers challenged the ideas of the time in the fields of science and politics and social care</p> <p>The children will have the opportunity to pick a Victorian thinker and will research their life and write a biography.</p> |
| Jewish Studies | Rosh Hashanah | <p>Explain the reasons of the mitzvot and customs, for example, hearing the shofar, saying Avina Malkeinu To discuss the reasons behind different food omens that are eaten on Rosh Hashanah and explore the Yehi Ratzons which are said Explain the different names of Rosh Hashanah Explore the story of Akeidah</p> |
| | Yom Kippur | <p>To imagine how a judge considers what behaviour and skills are needed To persuade others to be a better "Jewish" citizen To explore how prayer, changing ones actions and giving tzedakah is important during Aseret Yimai Teshuva</p> |
| | Sukkot | <p>To explore why the sukkah is a temporary structure suited for being on a journey and how it differs from our permanent homes To name the symbols of the arba minim and how they relate to our behaviours, To consider why the harvest festival (multi- faith) and sukkot coincide. To explore the personalities suitable for being a Ushpizin/Ushpizot to the sukkah and select alternative modern ones To lead a school Hoshanot celebration</p> |

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| | Simchat Torah / Shemini Atzeret | To consider why praying for rain in the land of Israel is the responsibility of the Jewish community of Torah stories, SH A: Look at rain celebrations and be able to find Mashiv Ha Ruach in the siddur during the Amidah ST: Understanding why everyone (depending on denomination) gets an aliyah on ST To be able to recite the brachot before and after an Aliyah to the Torah and explain its meaning |
| Science | Evolution and Inheritance | To recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago To recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents To identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution |
| Computing | We are Adventure Gamers | To design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems To solve problems by decomposing them into smaller parts To use sequence, selection and repetition in programs To work with variables and various forms of input and output To use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs |
| RE and diversity | Creation stories from different religions and cultures | To sequence To summarise To compare and contrast |
| Art and Design | Construct fruit tree Political Embroidery – banners and flags | Sewing and textile design Research |
| Music | Joseph Haydn's 'Creation' | Appreciation Composition and Improvisation |
| PSHE | Introduction to Eden's Values | Excellence Embracing challenge High expectations Determination, effort and resilience Thinking Confidence Pride in our achievements We will be linking these values to the Jewish Values of: Lilmod U'Lelemed-to teach and to learn Derech Eretz – way of the world Chevruta- learning in collaboration Lihiyot B'simcha-doing everything with joy and positive attitude |

Discrete Learning (not linked to Topic)

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| Maths | Properties of Number Addition Subtraction Multiplication Division | <p>To multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication</p> <p>To divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context</p> <p>To divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context</p> <p>To perform mental calculations, including with mixed operations and large numbers</p> <p>To identify common factors, common multiples and prime numbers use their knowledge of the order of operations to carry out calculations involving the 4 operations</p> <p>To solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why</p> <p>To solve problems involving addition, subtraction, multiplication and division</p> <p>use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy</p> |
| PE | Running Football Netball Tag Rugby | The children will be preparing with Rian and Santi for a series of Haringey sporting competitions. |

On-going learning

| Area of Curriculum | Content | Skills / Knowledge |
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| Spelling Punctuation Grammar | Words ending in –able and –ible Words ending in –ant, –ance/–ancy, –ent, –ence/–ency Words containing the letter-string ough Inserted phrases and clauses | To understand the conventions of when you use –able/-ible and –ance/ence To learn exceptions to these rules To learn all the different sounds ough can make To use inserted clauses and phrases, including relative clauses To punctuate these with commas, hyphens or brackets To use the subjunctive form in debate |
| Handwriting | Handwriting practise three times a week, using words from spelling lessons | Revising all the joins from the PenPals scheme Ensuring neat presentation in handwriting books is also applied to our writing books |
| Guided Reading | We will have four Guided Reading sessions a week, using the text <i>Street Child</i> by Berlie Doherty | To draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence To predict what might happen from details stated and implied To summarise the main ideas drawn from more than 1 paragraph, To identify key details that support the main ideas To identify how language, structure and presentation contribute to meaning To discuss and evaluate how authors use language, including figurative language, considering the impact on the reader |
| Tefillah | Consolidation of tefillot the children | To find the different tefillot in their siddur |

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| | already know in order to prepare for making a Founders' Siddur over the rest of the year | To follow the Hebrew in their siddur To pray together as a class community |
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