

# Eden Primary Medium Term Planning

## Ilanot (Year 6) 2017-2018

**Theme for year:** Leadership and Responsibility

**Autumn 2:** Thinkers who Changed our World

**Project Launch:** Counter Factual History – we will consider what the world might be like without a particular invention/idea/change/event. To explore what has happened as a result of that change and therefore what wouldn't have happened or would have remained the same had the change not happened.

**Culminating Projects:** We will complete a piece of writing considering how the world might change in the future.

### OVERVIEW:

The children will continue the theme, 'Thinkers who Changed our World', for the rest of the term, only now they will be exploring contemporary thinkers from a range of fields from art to technology to natural history. We will learn about local leaders from different Jewish denominations, as well as looking more widely to leaders from across the world, such as Sergey Grin and Malala Yousafzai. In Science we will be learning about classification and will link this to learning about the impact David Attenborough has had on our understanding of the natural world. In Art lessons we will consider how art can be used to communicate political protest and ideals.

The term will end with a KS2 performance. The children will have an opportunity with cooperate with children from other classes to rehearse and perform for their parents.

### Topic Based Learning

Subject	Content	Skills / knowledge
English	<p>The children will write explanation texts to explain the impact of some of the thinkers we are focussing on in humanities</p> <p>Narrative – are we are learning about thinkers of the present and are living in a time of technological revolution, we will explore 'Iron Man' by Ted Hughes and extracts from HG Wells</p>	<p>To identify the audience for and purpose of the writing, selecting the appropriate form</p> <p>To note and develop initial ideas, drawing on reading and research where necessary</p> <p>To select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>To describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action</p> <p>To use a wide range of devices to build cohesion within and across paragraphs</p> <p>To assess the effectiveness of their own and others' writing</p> <p>To propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>To ensure the consistent and correct use of tense throughout a piece of writing</p>

<b>Humanities</b>	Sir David Attenborough Sergey Grin (co-founder of Google) Malala Yousafzai Laura Marks, founder of Mitzvah Day Local rabbis from different denominations	To identify change and continuity within and across different periods To identify some causes and consequences of the main events and changes To evaluate sources to establish evidence for particular enquiries To use different methods of enquiry and sources of information to investigate issues To consider what is fair and unfair to groups in different situations
<b>Jewish Studies</b>	Jewish leaders in the local area	To foster tolerance and empathy for different denominations To consider the skills needed to lead a community
	Chanukah	To consider how the story of Chanukah is more about good vs evil To learn the laws of what is a kosher chanukiah and its lighting, To lead brachot for themselves and school, To explore and analyse Maoz Tzur (all verses) considering the leaders and narrative of each verse To know how to recite Al Hanisim during the Amidah and Birchat Hazon
<b>Science</b>	Classification	To describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals To give reasons for classifying plants and animals based on specific characteristics
<b>Computing</b>	We are Advertisers	To use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs To use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content To elect, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information To use technology safely, respectfully and responsibly To recognise acceptable/unacceptable behaviour To identify a range of ways to report concerns about content and contact
<b>RE and diversity</b>	How Darwin's theories are received by different religions  What were Darwin's religious beliefs?	To consider the cultural context of people's responses To compare and contrast To develop interviewing skills and note taking To consider the difference between a theory and a doctrine
<b>Art and Design</b>	Tracy Emin Shepard Fairey Grayson Perry	To reflect on pieces of art and consider their impact To explore the skills of political artistry
<b>Music</b>	'Short Ride in a Fast Machine' by John Adams	To listen with attention to detail and recall sounds To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians To improvise and compose music To play and perform in solo and ensemble contexts
<b>PSHE</b>	<u>Responsibility</u> The children will explore the Eden value of	Care for others Care for school Care for nature and the environment Care for the wider community

	Responsibility. This will connect with launching a social action project for the rest of the year	Taking responsibility for our learning  We will link this to the following Jewish values: Tikkun Olam- repair the world Tzedakah- charity Gemilut Hassadim- good deeds Tzedek Tirdof- pursue justice
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### Discrete Learning (not linked to Topic)

<b>Maths</b>	Fractions including decimals and percentages	To use common factors to simplify fractions; use common multiples to express fractions in the same denomination To compare and order fractions, including fractions $>1$ add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions To multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, $\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}$ ]  To divide proper fractions by whole numbers [for example, $\frac{1}{3} \div 2 = \frac{1}{6}$ ] associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, $\frac{3}{8}$ ] To identify the value of each digit in numbers given to 3 decimal places and multiply and divide numbers by 10, 100 and 1,000 giving answers up to 3 decimal places To multiply one-digit numbers with up to 2 decimal places by whole numbers To use written division methods in cases where the answer has up to 2 decimal places To solve problems which require answers to be rounded to specified degrees of accuracy To recall and use equivalences between simple fractions, decimals and percentages, including in different contexts
<b>PE</b>	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
<b>Spelling Punctuation Grammar</b>	Words with 'silent' letters Homophones and other words that are often confused Semi-colons	To accurately spell words with silent letters To accurately spell homophones in context To use the semi-colon, colon and dash to mark the boundary between independent <b>clauses</b> [for example, <i>It's raining; I'm fed up</i> ] To use the colon to introduce a list and use of semi-colons within lists
<b>Handwriting</b>	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
<b>Guided Reading</b>	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

		<p>1 paragraph</p> <p>To identify key details that support the main ideas</p> <p>To identify how language, structure and presentation contribute to meaning</p> <p>To discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p>
<b>Tefillah</b>	We will focus on Modeh Ani and Ma Tovu to prepare for the Founders' Siddur	<p>To be able to find key tefillot in a siddur</p> <p>To explore several different ( denominational) types of siddurim including from the past and present ( include one for a Shaliach/Shlichah Tzibbor)</p> <p>To recall the order of tefillot found in all siddurim</p>