

Eden Primary Medium Term Planning

Amirim (Year 6) 2018-2019

Theme for year: Leadership and Responsibility

Autumn 2: Tzedek Tirdof - Pursue Justice

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. What impact can one person or idea have on the world?

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, 'Justice' for the rest of the term, first by examining inventions that have changed the world for the better, and secondly through reading a piece of fiction ('Tender Earth') telling the story of a young person who works to bring about social justice. This class will have the opportunity to develop their narrative-writing skills through writing their own story of someone who tries to bring positive change to a situation.

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.

Topic Based Learning

Subject	Content	Skills / knowledge
English	<p>The children will write explanation texts to explain the impact of inventions that have changed the world for the better.</p> <p>Narrative – 'Tender Earth' by Sita Bramachari.</p> <p>Children will write the story of someone who decides to act to bring about justice.</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>
Humanities	<p>To identify inventions that have helped bring about positive change and the impact they had on their societies.</p>	<p>To identify change and continuity within and across different periods</p> <p>To identify some causes and consequences of the main events and changes</p> <p>To evaluate sources to establish evidence for particular enquiries</p> <p>To use different methods of enquiry and sources of information to investigate issues</p> <p>To consider what is fair and unfair to groups in different situations</p>

Jewish Studies	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
Science	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
Computing	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
RE and diversity	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
Art and Design	Tracy Emin Shepard Fairey Grayson Perry	To reflect on pieces of art and consider their impact To explore the skills of political artistry
Music	'Short Ride in a Fast Machine' by John Adams	To listen with an increasing appreciation of the elements of music
PSHE	Bullying Self-image: Good to be Me Citizenship – Democracy and the rule of law	<ul style="list-style-type: none"> - Exploring how to articulate own feelings, i.e. the difference between boasting and being proud. - Managing own feelings, e.g. strategies to use when feeling angry, miserable or frustrated. - Understanding negative influences on self-image and how to manage them. <p>The British political system in comparison to other systems in the world. -The importance of the rule of law. Trip to Houses of Parliament and discussion with Catherine West MP.</p>

Discrete Learning (not linked to Topic)

Maths	Fractions including decimals and percentages	<p>To use common factors to simplify fractions; use common multiples to express fractions in the same denomination</p> <p>To compare and order fractions, including fractions >1</p> <p>add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions</p> <p>To multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, $\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}$]</p> <p>To divide proper fractions by whole numbers [for example, $\frac{1}{3} \div 2 = \frac{1}{6}$]</p> <p>associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, $\frac{3}{8}$]</p> <p>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</p> <p>To multiply one-digit numbers with up to 2 decimal places by whole numbers</p> <p>To use written division methods in cases where the answer has up to 2 decimal places</p> <p>To solve problems which require answers to be rounded to specified degrees of accuracy</p> <p>To recall and use equivalences between simple fractions, decimals and percentages, including in different contexts</p>
PE	Running Football Netball Tag Rugby	The children will be preparing with for a series of Haringey sporting competitions, with their coach.

On-going learning

Area of Curriculum	Content	Skills / Knowledge
Spelling Punctuation Grammar	Words with 'silent' letters Homophones and other words that are often confused Semi-colons	<p>To accurately spell words with silent letters</p> <p>To accurately spell homophones in context</p> <p>To use the semi-colon, colon and dash to mark the boundary between independent clauses [for example, <i>It's raining; I'm fed up</i>]</p> <p>To use the colon to introduce a list and use of semi-colons within lists</p>
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	<p>To draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>To predict what might happen from details stated and implied</p> <p>To summarise the main ideas drawn from more than 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>
Tefillah		<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>