

## Eden Primary Medium Term Planning

### Amirim (Year 6) 2018-19

**Theme for year: Leadership and Responsibility.**

**Spring 2: Parliament and Democracy.**

**Project Launch:** Formal debate in the style of the UK parliament. Theme: Should the voting age be lowered to 12?

**Culminating Projects:** Haggadah – texts and commentary chosen to reflect interests of and empower a specific group of people, e.g. refugees.

#### OVERVIEW:

This half term the children will focus on the make up of modern day Parliament. Having learnt earlier in the year about the Suffragette Movement and Benjamin Disraeli, the children will learn about the diversity of our current leaders. This will link with the work on statistics and the children will create pie charts about how different parts of society are represented in Parliament. They will then make comparisons with past governments. This half term will also focus on the festivals of Purim and Pesach and the children will make their final Haggadot of their Eden Primary education.

#### Topic Based Learning

Subject	Content	Skills / knowledge
English	Debate Information texts	To identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own To note and develop initial ideas, drawing on reading and research where necessary To use further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]
Humanities	UK Parliament Democracy	To consider the argument for or against a motion To understand how to use the mechanisms of government to affect change.  Visit Houses of Parliament
Jewish Studies	Purim	Revise Megillat Esther and consider the leadership skills of Esther To consider why God's name doesn't appear in the Megillah To know that the Shabbat before Purim is called Shabbat Zachor and we have a responsibility to hear the parsha To consider how Amalek is one of the first instances of anti Semitism in Jewish History ( connection to study of WWII) To recite one chapter of the megillah in Tammaei Mikrah matanot laevyomin – what it means to be responsible and caring towards the wider community. To be able to locate Purim on the timeline of Jewish history
	Pesach Theme for this year's Haggadah - Leadership	To consider how becoming a national is to the start of the Jewish Year To analyse the leadership qualities of Pharaoh and Moshe To revise the parts of the Haggadah and create personal questions on it To identify and connect the personalities (Moshe, Aharon, Miriam, Paro) of the Haggadah with the stories of Pesach and Matan Todah To be able to explain how and why some people remove, sell and destroy their chametz  Outdoor learning – Pesach in the Woods. Y6 children to take a leadership role.
Science	Light	To recognise that light appears to travel in straight lines To use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye To explain that we see things because light travels from light sources to

		our eyes or from light sources to objects and then to our eyes To use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them
<b>Computing</b>	We are Network Technicians	To appreciate that computer networks transmit and receive information digitally To understand the basic hardware needed for computer networks to work To understand key features of internet communication protocols To develop a basic understanding of how domain names are converted to numerical IP addresses
<b>RE and diversity</b>	Diversity within Parliament	To consider how different groupings within society are represented in society.
<b>Art and Design</b>	Yinka Shonibare	To explore the work of Yinka Shonibare. To consider diversity in contemporary art. To create sculptures.
	Jewish Care project	Small-group visits to Lady Sarah Cohen House PSHE/Empathy/Citizenship crossover.
<b>Music</b>	The role of the conductor The makeup of an orchestra	To practise conducting groups of children playing percussion compositions To learn about the different sections of an orchestra
<b>PSHE</b>		Workshop-style lessons inspired by the Reggio philosophy.  Friendships and resolving conflicts.  Transition – moving on, importance of personal organisation, healthy use of social media.

#### Discrete Learning (not linked to Topic)

<b>Maths</b>	Measurement	To recognise that shapes with the same areas can have different perimeters and vice versa To recognise when it is possible to use formulae for area and volume of shapes To calculate the area of parallelograms and triangles To calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm <sup>3</sup> ) and cubic metres (m <sup>3</sup> ), and extending to other units [for example, mm <sup>3</sup> and km <sup>3</sup> ]
	Geometry	To describe positions on the full coordinate grid (all 4 quadrants) To draw and translate simple shapes on the coordinate plane, and reflect them in the axes
	Ratio	To solve problems involving the relative sizes of 2 quantities where missing values can be found by using integer multiplication and division facts To solve problems involving the calculation of percentages [for example, of measures and such as 15% of 360] and the use of percentages for comparison To solve problems involving similar shapes where the scale factor is known or can be found To solve problems involving unequal sharing and grouping using knowledge of fractions and multiples
<b>PE</b>	Team Games	Coached sport with Kickabout
	Dance	Learn 1940's style paired dancing as part of the Jewish Care project, in preparation for a performance at Lady Sarah Cohen House.

## On-going learning

Area of Curriculum	Content	Skills / Knowledge
<b>Spelling Punctuation Grammar</b>	Spelling scheme.  SPAG integrated into writing lessons and objectives addressed through writing.  Regular practise of SATS style questions (early work).	The subjunctive form Simple, progressive and perfect forms The passive voice Relative clauses (recap) The use of the hyphen
<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>	The text for this term is <i>Carrie's War</i> .           Regular practise of SATS style reading comprehension questions.   Add individual and independent reading	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
<b>Tefillah</b>	Consolidation of tefillot the children already know.           Preparation for Shabbaton on 15/16 March.	To find the different tefillot in their siddur To follow the Hebrew in their siddur To pray together as a class community   To be able to participate in Kabbalat Shabbat (revision of Y5 learning) To be able to participate in a Shabbat Morning Service Know Friday night Kiddush, Dror Yikra, Lchuna'ranana.   Outdoor learning – Kabbalat Shabbat in the woods in early March.