

Eden Primary Medium Term Planning 2023-4

Oranim– Year 6

Theme for year: Leadership and Responsibility

Autumn 2 2021: Tzedek Tirdof - Pursue Justice

Project Launch: Justice workshop (launched in Autumn 1)

Culminating Projects: Biographies and banners

OVERVIEW:

The children will continue the theme, 'Justice', introduced through our English, History and Art lessons during last half term, by finishing our unit on Floodland, and will then create biographies of leading people who have worked to bring about justice. The final drafts will be bound in a beautiful display book for the class to be proud of. Reading objectives, as well as being taught through whole-class reading, will also be addressed through the research component of the biographies project. This will link with the class' History learning through the use of both primary and secondary sources. The term also incorporates the Jewish festival of Chanukah, which will enable the children to read the story of the Maccabees as people who fought for what they believed in and enable discussions about the rights and wrongs of their actions.

Topic Based Learning

Subject	Content	Skills / knowledge	Key vocabulary
English	Biography: Biographies of UK figures who have worked to bring about justice.	To write for a particular audience and purpose To take notes from reading and research, précising longer passages To select appropriate grammar and vocabulary to enhance meaning To use a wide range of devices to build cohesion To use commas and relative clauses correctly.	Research Synthesise Precis Cohesion Relative clause Subordinate clause Conjunction
History	The British Suffrage Movement 1860s – 1920s.	Explore a range of primary and secondary sources. Understand key politicians and political parties, and their motivations for supporting or rejecting universal suffrage. Understand why ideas about people's capacity (i.e, gender roles) change over time. Interpret material promoting both sides of the argument Debate whether the means used by the WSPU justified the means. Debate whether the treatment of Suffragettes in prison was justified. Discuss – did the actions of the suffragettes win votes for women?	Chronology Source Primary Suffrage, WSPU, Pankhurst family, parliament, bill, Anti-Suffrage League, arson, bias, Cat-And-Mouse act, constitution, franchise, Equal Franchise Act.

Geography	Fair Trade	<p>To understand how global trade works.</p> <p>To understand the problems involved in global trade and the potential for exploitation of producers.</p> <p>To understand the concept of fair trade and its benefits.</p>	<p>Trade</p> <p>Ethical</p> <p>Sustainable</p> <p>Global</p> <p>Co-operative</p> <p>Set price</p> <p>Poverty</p> <p>Dependence</p> <p>Independence</p>
Jewish Studies	Jewish leaders in the local area	<p>To foster tolerance and empathy for different denominations</p> <p>To consider the skills needed to lead a community</p>	<p>Denominations</p> <p>Reform</p> <p>Masorti</p> <p>Orthodox</p> <p>Progressive</p> <p>Rabbi</p> <p>Traditional</p> <p>Egalitarian</p>
	Chanukah	<p>To consider how the story of Chanukah is about good vs evil</p> <p>To learn the laws of what is a kosher chanukiah and its lighting,</p> <p>To lead brachot for themselves and school,</p> <p>To explore and analyse Maoz Tzur (all verses) considering the leaders and narrative of each verse</p> <p>To know how to recite Al Hanisim during the Amidah and Birchat Hazon</p>	<p>Menorah</p> <p>Revolt</p> <p>Hellenistic</p> <p>Seleucids</p> <p>Maoz Tzur</p> <p>Chanukiah</p> <p>Al Hanisim</p>
Science	Classification	<p>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</p> <p>To give reasons for classifying plants and animals based on specific characteristics</p>	<p>Amphibian</p> <p>Reptile</p> <p>Arachnic</p> <p>Insect</p> <p>Mammal</p> <p>Organism</p> <p>Amoeba</p> <p>Vertebrate</p> <p>Invertebrate</p> <p>Microorganism</p> <p>Classify</p> <p>Taxonomy</p>
Computing	Purple Mash Unit 6.2 – Online Safety	<p>To identify benefits and risks of mobile devices broadcasting the location of the user/device, e.g. apps accessing location.</p> <p>To identify secure sites by looking for privacy seals of approval, e.g. https, padlock icon.</p> <p>To identify the benefits and risks of giving personal information and device access to different software.</p> <p>To understand the importance of balancing game and screen time with other parts of their lives, e.g. explore the reasons why they may be tempted to spend more time playing games or find it difficult to stop playing and the effect this has on their health.</p> <p>To identify the positive and negative influences of technology on health and the environment.</p> <p>To review the meaning of a digital footprint and</p>	<p>Phishing</p> <p>Scam</p> <p>Secure</p> <p>Trolling</p> <p>Footprint</p> <p>Spam</p> <p>Spoofing</p> <p>Protocol</p>

		<p>understand how and why people use their information and online presence to create a virtual image of themselves as a user.</p> <p>To have a clear idea of appropriate online behaviour and how this can protect themselves and others from possible online dangers, bullying and inappropriate behaviour.</p> <p>To begin to understand how information online can persist and give away</p>	
RE and diversity	How Darwin's theories are received by different religions	<p>To consider the cultural context of people's responses</p> <p>To compare and contrast</p> <p>To develop interviewing skills and note taking</p> <p>To consider the difference between a theory (with an element of proof) and a doctrine (without proof).</p>	<p>Creationism</p> <p>Evolution</p> <p>Intelligent design</p> <p>Doctrine</p> <p>Theory</p> <p>Proof</p>
Art and Design	Grayson Perry Craftivism	<p>To reflect on pieces of art and consider their impact</p> <p>To reflect on how to communicate beliefs through art.</p> <p>Textile art - how have people used traditional crafts to communicate social and political ideas?</p>	<p>Craftivism</p> <p>Protest</p> <p>Embroidery</p> <p>Textile</p> <p>Stitches – straight, chain, seed, satin, blanket.</p>
Music	Music appreciation: protest songs (Joni Mitchell, Bob Dylan, Woody Guthrie, Sam Cooke)	<p>To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great musicians</p> <p>To develop an understanding of the history of music</p> <p>To identify the characteristics of a protest song and how they serve the song's purpose</p>	<p>Folk</p> <p>Protest song</p>

Discrete Learning (not linked to Topic)

<p>Maths</p>	<p>Essentials maths scheme:</p> <p>Fractions, Decimals and percentages</p> <p>Geometry</p>	<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>To 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</p> <p>To divide proper fractions by whole numbers</p> <p>To associate a fraction with division and calculate decimal fraction equivalents for a simple fraction.</p> <p>To identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1,000 giving answers are up to three 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> <p>To draw 2-D shapes using given dimensions and angles</p> <p>To recognise, describe and build simple 3-D shapes, including making nets</p> <p>To compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons</p> <p>To illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius</p> <p>To recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.</p>	<p>numerator denominator common denominator common factor equivalent simplify simplest form highest common factor lowest common multiple (LCM) ascending descending proper fraction improper fraction mixed number convert lowest common denominator</p> <p>decimal decimal place (dp) recurring decimal placeholder tenth hundredth thousandth</p> <p>column addition column multiplication short division long division remainder factor estimate</p> <p>degree angle obtuse acute reflex right angle protractor triangle isosceles equilateral scalene regular polygon quadrilateral parallelogram kite rhombus trapezium diameter radius circumference concentric perimeter net pyramid tetrahedron cylinder prism vertically opposite angles cuboid cube</p>
---------------------	--	---	---

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	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 clauses [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
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	Whole-class reading: Tender Earth Reading objectives additionally taught through English lessons	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 (focus in English) To retrieve and record information from a variety of texts (focus in English) 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		To be able to find key tefillot in a siddur To explore several different (denominational) types of siddurim including from the past and present (include one for a Shaliach/Shlichah Tzibbor) To recall the order of tefillot found in all siddurim Chanukah: Maoz Tzur, Al Hanissim.