

Eden Primary Medium Term Planning

Oranim 2023-24

Theme for year: Leadership and Responsibility

Spring 1: The Second World War (Kindertransport and the Home Front)

Project Launch: World War 2 double-page factfile

Culminating Projects: Poster prints inspired by Abram Games

OVERVIEW: Leading on from themes explored during our topic on Justice, the children develop their understanding of World War Two with a focus on the Home Front and the Kindertransport. The children will analyse a range of primary sources. They will use the interactive narrative 'The Journey' to develop their skills of empathy. English will be taught alongside History in cross-curricular learning. In writing lessons, the children will explore the guidance and propaganda issued by different governmental departments to prepare for war, analysing them for bias and considering the purpose of propaganda. We will also look at propaganda posters and the children will choose messages that were important to communicate during the war and design their own poster for this. Themes relating to the persecution of Jews in 1930's and 1940's Europe will be sensitively introduced to the children through the interactive narrative 'The Journey', developed by the National Holocaust Museum. The children will have opportunities to secure their writing skills in building atmosphere and creating characters in narratives. We will connect our WW2 work to maths in our algebra unit by drawing links with codebreakers such as Alan Turing and the Bletchley Park team, and will visit Bletchley Park.

Topic Based Learning

Subject	Content	Skills / knowledge	Key Vocabulary
English	<p>Persuasive writing linked to the Home Front</p> <p>Narrative writing based on 'The Journey'</p>	<p>To consider how authors have developed characters and settings in what pupils have read, listened to or seen performed</p> <p>In narratives, to describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action</p> <p>To draft their writing by:</p> <ul style="list-style-type: none">-precising longer passages-using a wide range of devices to build cohesion within and across paragraphs-using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] <p>To evaluate and edit by:</p> <ul style="list-style-type: none">-assessing the effectiveness of their own and others' writing-proposing changes to vocabulary,	<p>Narrative</p> <p>Dialogue</p> <p>Advancing action</p> <p>Cohesion</p> <p>Setting</p> <p>Tone</p> <p>Formality</p> <p>Kindertransport</p> <p>Refugee</p> <p>Home Front</p>

		<p>grammar and punctuation to enhance effects and clarify meaning</p> <ul style="list-style-type: none"> -ensuring the consistent and correct use of tense throughout a piece of writing -ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and --choosing the appropriate register and level of formality <p>To proofread for spelling and punctuation errors</p> <p>To perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</p> <p>To recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</p> <p>To use passive verbs to affect the presentation of information in a sentence</p> <p>To use the perfect form of verbs to mark relationships of time and cause accurately</p> <p>To use expanded noun phrases to convey complicated information concisely</p> <p>To use modal verbs or adverbs to indicate degrees of possibility accurately</p>	
History	<p>Kindertransport</p> <p>Preparations for war</p> <p>Homefront</p> <p>Local area during WW2</p>	<p>To use primary and secondary sources with an emphasis on primary sources</p> <p>To retrieve, record and analyse information from a range of sources.</p> <p>To develop empathetic skills to understand people's wartime experiences</p> <p>To analyse propaganda for bias</p> <p>To understand the purpose of propaganda</p> <p>To describe events and changes</p> <p>To understand how life changed for Jews under Nazi rule</p>	<p>Kindertransport</p> <p>Refugee</p> <p>Persecution</p> <p>Evacuation</p> <p>Rationing</p> <p>Home Front</p> <p>Primary source</p> <p>Secondary source</p>
Science	<p>Classification</p>	<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>Animal</p> <p>Fungus</p> <p>Kingdom</p> <p>Micro-organism</p> <p>Linnaeus</p> <p>Observable features</p> <p>Vertebrate</p> <p>Invertebrate</p>

Computing	We are Coders		
Art and Design	Conceptual art relating to wartime	To explore propaganda posters from WW2 To analyse the work of Abram Games To create prints inspired by the stories of those who lived through wartime To understand the purpose of propaganda and the meaning of and reasons for telling stories about the past.	Stencil Graphic design Propaganda
Design and Technology	Cookery	To cook using wartime recipes To understand metric and imperial measurements To understand food hygiene and safe use of equipment	Imperial Metric Converting units Rationing
Music	Music from WW2 era	Listening and responding Learning songs and dances from the era Analysis of their impact and importance	Jive, swing, brass, syncopated.

Discrete Learning (not linked to Topic)

Jewish Studies	Tu B'Shevat	To create and lead a class/school Tu B'shvat seder To explain how the festival commemorates the commencement of growing year and is one of the Roshai Hashanot To revise why the celebration of Tu B'shvat is related to Israel To review the connection of the Shivat Ha minim to Tu B'shvat To be able to find the pasuk about the Shivat Haminim in the Chumash	Seder Roshai Hashanot
	Shabbat	To consider how Shabbat is celebrated when we are away from home To explore and consider the origins on the 39 melachot of Shabbat To learn to recite Kiddush (Friday night) To learn Havdalah and lead for other classes	Melachot Kiddush Havdalah
	Birkat HaGomel	To know the blessing for overcoming adversity. To understand why it is said in front of the community. To consider times when they have overcome a challenging situation and what they have learned from it,	Adversity

<p>Hebrew</p>	<p>Pets and Animals Telling the Time Pesach</p>	<p>Pets and Animals: kelev (dog), chatul (cat), soos (horse), tzav (tortoise), tarnegol (cock), arnqav (rabbit), dag (fish), oger (hamster), pil (elephant), achbar (mouse),</p> <p>Phrases and Questions: Yesh li/Yesh lecha/ein li (I have, I don't have, you don't have M/F).</p> <p>Yesh lech...? Yesh lach..? (Do you have a..? (M/F)Mah Hasha'a:</p> <p>Additional times- ve'chamesh dakot (five past the hour) ve'eser dakot (ten past the hour), ve'esrim dakot (twenty past the hour), ve'esrim vechamesh dakot (twenty five past the hour).</p> <p>Pesach vocabulary: Matzah , Chazeret (horse radish), Beitzah (egg), Chassah (lettuce), Maror (bitter herbs), Charoset, Chametz (leavened bread), Haggadah</p>	
<p>Maths</p>	<p>Division</p>	<ul style="list-style-type: none"> • 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 • 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>Division Divisor Remainder</p>

		Work with coach to prepare for inter school tournaments	Flick Obstruction
PSHE	Zones of Regulation Barnet SoW: Me and My Place In the World	To understand the blue, green, yellow and red zones and use them to reflect on their own feelings and behaviour. To understand their feelings in context To understand appropriate responses to situations To use problem-solving skills to reach positive solutions. To consider the people they will meet in the future and how to respond to them. To develop the skills to know who to ask for help in various situations in the future To develop the confidence to work co-operatively with others and resolve disputes	Strategies Self-regulation Energy levels Positive feelings Negative feelings Transition (to secondary school) Co-operation Disputes

On-going learning

Area of Curriculum	Content	Skills / Knowledge
Spelling Punctuation Grammar	Spelling scheme. SPAG integrated into writing lessons and objectives addressed through writing. SATS practice – all KS2 objectives	Colon to introduce a list of clauses Clauses in list marked by semi-colons Homophones and other words that are often confused Correct use of commas.
Handwriting	Handwriting practice 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
Reading	Carrie's War: Whole class reading. Weekly comprehension practice using SATS style questions.	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

		<p>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</p> <p>Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Reading books that are structured in different ways and reading for a range of purposes</p> <p>Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</p> <p>Recommending books that they have read to their peers, giving reasons for their choices</p>
Tefillah	<p>Consolidation of tefillot the children already know.</p> <p>Learn tehillim (psalms)</p>	<p>To find the different tefillot in their siddur To follow the Hebrew in their siddur To pray together as a class community</p> <p>To know some of the key tehillim used in daily and Shabbat services Understand the origin and use of tehillim</p>
	Kabbalat Shabbat	<p>To be able to participate in Kabbalat Shabbat: Learn Friday night Kiddush Mizmor Shir L'yom Ha Shabbat Revise Amidah and Aleinu</p> <p>To understand the structure and prayers of Kabbalat Shabbat.</p>