

Oranim 2023-4

Theme for year: Leadership and Responsibility.

Spring 2: Parliament and Democracy/Pesach

Project Launch: Formal debate

Culminating Projects: Haggadah

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 the political systems of the world, the children will learn about the diversity of our current leaders. They will create information texts about the UK political system. 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, with attention paid to the roles of the leaders in the respective stories, and the children will make the final Haggadot of their Eden Primary education.

Topic Based Learning

Subject	Content	Skills / knowledge	Key Vocabulary
English	Debate Information texts – political manifestos	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]	Authorial Tone Formality Presentational devices Layout Manifesto Persuasion Emotive language
Humanities	UK Parliament Democracy	To consider the argument for or against a motion To understand how to use the mechanisms of government to effect change.	Democracy Vote Citizenship Election Referendum Parliament Campaign
Jewish Studies	Righteous Among the Nations	To understand the concept of Righteous Among the Nations To consider what might motivate people to risk their safety for others	Righteous Among the Nations Morals Principles

	Purim	<p>Revise Megillat Esther and consider the leadership skills of Esther</p> <p>To consider why God's name doesn't appear in the Megillah</p> <p>To know that the Shabbat before Purim is called Shabbat Zachor and we have a responsibility to hear the parsha</p> <p>To consider how Amalek is one of the first instances of anti-Semitism in Jewish History (connection to previous study of WWII)</p> <p>Matanot laevyomin – what it means to be responsible and caring towards the wider community.</p> <p>To be able to locate Purim on the timeline of Jewish history</p>	<p>Megillah</p> <p>Persian Empire</p> <p>Amalek/Amalekites</p> <p>Matanot la-avyonim</p> <p>Responsibility</p>
	<p>Pesach</p> <p>Theme for this year's Haggadah - Leadership</p>	<p>To consider how becoming a nation is related to the start of the Jewish Year</p> <p>To analyse the leadership qualities of Pharaoh and Moshe</p> <p>To revise the parts of the Haggadah and create personal questions on it</p> <p>To identify and connect the personalities (Moshe, Aharon, Miriam, Paro) of the Haggadah with the stories of Pesach and Matan Torah</p> <p>To be able to explain how and why some people remove, sell and destroy their chametz</p>	<p>Chametz</p> <p>Leadership styles</p> <p>Personal response</p> <p>Spirituality</p>
Science	Light	<p>To recognise that light appears to travel in straight lines</p> <p>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</p> <p>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</p> <p>To use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them</p>	<p>Opaque</p> <p>Transparent</p> <p>Translucent</p> <p>Reflect</p> <p>Refract</p> <p>Prism</p> <p>Spectrum</p> <p>Absorption</p> <p>Dispersion</p>
Computing	Purple Mash Unit 6.3 – Spreadsheets	<p>To explore probability</p> <p>To use spreadsheets in real-world contexts</p> <p>To create computational models</p> <p>To use a spreadsheet to budget and plan spending</p> <p>To plan a school event</p>	<p>Create a spreadsheet to answer a mathematical question relating to probability.</p> <p>Take copy and paste shortcuts.</p> <p>Problem solve using the count tool.</p> <p>Create a machine to help work out the price of different items in a sale.</p> <p>Use the formula wizard to create formulae.</p> <p>Use a spreadsheet to solve a problem.</p>
Art and Design	Yinka Shonibare	<p>To explore the work of Yinka Shonibare.</p> <p>To consider diversity in contemporary art.</p> <p>To create sculptures.</p>	<p>Sculpture</p> <p>Expression</p> <p>Identity</p>

			Diversity
PSHE	<p>'Heads Up'</p> <p>Mental wellbeing/Secondary transition</p> <p>Barnet SoW</p>	<p>We will use the 'Heads Up' programme to address:</p> <ul style="list-style-type: none"> • Asking for Help • Feelings about change • Taking our 'Best Selves' to Secondary School • Working together and supporting one another • Dealing with worries • Healthy and Unhealthy Friendships • What is Mental Health? <p>Economic wellbeing – Money in My Future</p> <p>To understand employment and taxation To understand how the government uses tax revenue to fund services To understand how to read a bank statement To explain the differences between borrowing, saving, credit and debt To understand the difference between manageable and unmanageable debt To understand exchange rates</p>	<p>Well-being Support Transition Good impressions</p> <p>Bank statement Taxation Debt Mortgage Overdraft Credit card Income Outgoings Exchange rates</p>

Discrete Learning (not linked to Topic)

Maths	Measurement: Area, Perimeter and Volume	<p>To recognise that shapes with the same areas can have different perimeters and vice versa</p> <p>To recognise when it is possible to use formulae for area and volume of shapes</p> <p>To calculate the area of parallelograms and triangles</p> <p>To calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm³) and cubic metres (m³), and extending to other units [for example, mm³ and km³]</p>	<p>Area Perimeter Formula Parallelogram Volume Cubic measurements Metric units</p>
	Statistics: Mean, median and mode/Data	<p>To interpret and construct pie charts and line graphs and use these to solve problems</p> <p>To calculate and interpret the mean as an average</p>	<p>Mean Median Mode Average Data</p>
	Geometry	<p>To describe positions on the full coordinate grid (all 4 quadrants)</p> <p>To draw and translate simple shapes on the coordinate plane, and reflect them in the axes</p> <p>There will be an art link here – translating artistic motifs into all 4 quadrants.</p>	<p>Four quadrants opposite/ adjacent angles circumference, radius, diameter pi (circular constant) complementary angles supplementary angles</p>

Guided Reading	Regular practise of SATS-style reading comprehension questions from both seen and unseen texts.	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
Hebrew	Pets and Animals Telling the Time Pesach	Pets and Animals: kelev (dog), chatul (cat), soos (horse), tzav (tortoise), tarnegol (cock), arnqav (rabbit), dag (fish), oger (hamster), pil (elephant), achbar (mouse), Phrases and Questions: Yesh li/Yesh lecha/ein li (I have, I don't have, you don't have M/F). Yesh lech...? Yesh lach..? (Do you have a..? (M/F) Mah Hasha'a: 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). Pesach vocabulary: Matzah , Chazeret (horse radish), Beitzah (egg), Chassah (lettuce), Maror (bitter herbs), Charoset, Chametz (leavened bread), Haggadah
Tefillah	Consolidation of tefillot the children already know. Pesach	To find the different tefillot in their siddur To follow the Hebrew in their siddur To pray together as a class community Prayers from the Haggadah