**Eden Primary Medium Term Planning**

**Oranim (Year 6) 2023-24**

**Theme for year: Leadership and Responsibility**

**Summer 2: “Oliver!” / Transition**

**Project Launch:** Auditions

**Culminating Projects:** End-of-year assembly, performance of ‘Oliver!’.

**OVERVIEW:** Year 6’s final term at Eden will be focused around creating special memories with which to leave the school, reflecting on their legacy as a class, consolidating the year’s learning, and transitioning to secondary school as their ‘best selves’. The class will work hard to rehearse and perform ‘Oliver’, developing their drama skills as well as the qualities needed to stage a play, such as co-operation, resilience and patience. Jewish Studies and PSHE will give the children opportunities to reflect on ethics and values, including their own social and moral development. In their final writing project as Eden students, the class will write biographies of classmates, which will then be bound and presented at their leaver’s assembly.

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| **Subject** | **Content** | **Skills / knowledge** | **Vocabulary** |
| **Jewish Studies** | Jewish Ethics and Values | To explore, discuss and analyse a range of Jewish responses to moral and ethical issues and choices.  To explore how our responsible choice making should be governed by our Jewish value system  To make connections between the writings of Pirkei Avot and how it relates to behaviours and attitudes within a community and of its leaders  To engage in discussions and analyses of how our everyday lives can be made holy  To explore how Tzedaka is different from Charity and how Rambam’s Ladder provides us a framework to understanding Tzedakah  To explore who Rambam was in relation to his Ladder of Tzedakah  To participate in a student led Tzedakah project  To discuss, debate and consider the following issues: Tikkun Olum, Environmental awareness, homelessness, globalism and community service  To understand and express the importance of embedding Jewish Values in everyday life in school as a pre-cursor to being a responsible citizen in 21st Century Britain | Tzedakah  Chesed  Gemilut Chasadim  Tikkun Olam  Morality  Service  Community  Ethics  Values |
| **RE and diversity** | Community leaders from different religions  Cooperation between different communities | To compare and contrast leaders of major UK religions.  To consider primary and secondary sources | Anglican  Catholic  Methodist  Hindu  Islam/Muslim  Sikh  Diversity  Interfaith  Co-operation |
| **Art and Design** | Stage sets | To design and create stage sets for the end-of-year production. | Backdrop  Perspective  Scale |

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| **English** | Biography | To write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader  To select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately  To use a range of devices to build cohesion  Children to write biographies of one another, focusing on the diversity of experiences and origins within the class. Children will be paired with an interview partner.  These will be bound and presented at the leaver’s assembly. | Cohesion  Formality  Open questions  Closed questions  Sensitivity |
| **Science** | Electricity  Review aspects of the primary curriculum | To identify common appliances that run on electricity  To construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers  To identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery  To recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit  To recognise some common conductors and insulators, and associate metals with being good conductors  Pursue practical investigations linked across the whole of the primary curriculum  Revisit areas of knowledge and recap on conceptual understanding, deepening the links between areas of knowledge | Circuit  Series  Parallel  Current  Conductor  Insulator |
| **Maths** | Consolidation of learning.  Problem solving  Financial education | The class will revisit areas of maths identified as required revisiting and will consolidate their skills ahead of secondary transition.  Project work: the children will complete a series of open-ended Maths projects and will have lots of opportunities for problem solving.  To understand how to manage a bank account, read a bank statement, and make good financial choices, e.g. saving. | Expenses  Outgoings  Balance  Profit  Loss |
| **PE** | Athletics  Cricket | Develop the following basic skills when working alone: stretching, warm up, cool down, travelling, jumping, stopping, changing direction, speeding up, slowing down, long jump, high jump, sprint, javelin, ball throw, hurdles, long distance running.  Develop the following basic skills when working with a partner: throw & catch a small ball up close and far away, bowl and bat in rounders and cricket.  Learn the basic rules and strategies for the games  Learn, practise and improve the particular skills associated with each activity including awareness of space and the position and speed of opposing players  Take part in small sided games and one on one practice  Take responsibility for warming up and cooling down independently  Develop sportsmanship and teamwork skills including working as a team, including all team members, recognising and playing to the strengths of each individual, playing in position, understanding the dynamics of the game, being a good loser, evaluating the play and suggesting improvements.  Learn the rules and strategies of the game.  To roll and throw the ball over varying distances with control and accuracy, and stop the ball using two hands, one hand and a long barrier with speed and efficiency.  To bowl underarm and overarm against a batter with speed, control and accuracy, hitting the wicket.  To hit a moving ball with control, some accuracy and some distance.  To develop teamwork and leadership skills  To show good sporting behaviour, to follow the rules, and behave appropriately in victory and defeat. | Bowler  Run  Short barrier  Long barrier  Control  Accuracy  Sprint  Pacing  Power  Stance  Balance |
| **PSHE** | Transition: Heads Up scheme  Trailblazers | Friendships – new and old friendships when transitioning to a new school.  Recognising and managing mental health and wellbeing  Social skills and making friends.  School skills such as how to wear a tie, pack a pencil case and schoolbag, etc.  Streetwise workshops: personal safety and managing friendships  Mixing with people from a range of backgrounds, being culturally and religiously sensitive.  Transition visits to secondary schools | Community  Gratitude  Wellbeing  Responsibility  Transition  Emotional literacy  Sensitivity  Personal safety  Security  Independence |
| **SRE** | Puberty | To explore the emotional and physical changes occurring in puberty  To understand male and female puberty changes in more detail  To explore the impact of puberty on the body and the importance of physical hygiene | Puberty  Hormone  Hygiene  Menstruation  Period  Pubic hair  Pituitary gland  Sperm  Testes  Uterus  Vagina |
| Reproduction | To consider puberty and reproduction  To understand the process of conception and pregnancy | Ovaries  Uterus  Cervix  Penis  Semen  Intercourse  Egg  Fertilisation  Implantation  Pregnancy |
| **Music** | Class production – “Oliver!” | To sing solo and as part of an ensemble  To understand the terms ‘harmony’ and ‘melody’, and take part in two- and three-part harmony singing  To read simple stave notation and play along with a group  To follow a rhythm and use knowledge of this to sing in time with a group | Harmony  Melody  Pitch  Metre  Rhythm |
| **Drama** | Class production – "Oliver!” | To understand how to project the voice when speaking to an audience  To understand the importance of placing and movement on stage; how movement affects the quality of performance  To understand how to convey emotion using tone of voice and facial expression  To develop confidence in performing to an audience  To understand appropriate behaviour during a rehearsal and how to work as part of a team to produce a performance | Projection  Placement  Gesture  Tone  Expression  Discipline |

**On-going learning**

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| **Area of Curriculum** | **Content** | **Skills / Knowledge** |
| **Tefillah** | Consolidation of tefillot the children already know.  Preparing for the leaver’s assembly – choosing and learning appropriate prayers and songs (Kol HaOlam Kulo), learning and analysing Birkat HaCohanim. | To find the different tefillot in their siddur  To follow the Hebrew in their siddur  To pray together as a class community |