

## Eden Primary Medium Term Planning

### Tmarim - Year 6 2024-5

**Theme for year:** Leadership and Responsibility

**Autumn 1:** Chagim/Justice

**Project Launch:** Justice workshop

**Culminating Projects:** Banners for display (completed Autumn 2)

#### OVERVIEW:

Our topic – ‘Justice’ will be launched through a thought-provoking Reggio-inspired workshop giving children the opportunity to discuss high-level stimuli around the themes of social justice, equality and privilege. The majority of this term’s learning will be related to this theme. The high expectations of Year 6 writing will be established from the outset through the use of model texts and regular spelling and grammar practise. Our class text, ‘Floodland’, is a story of people making a new society after a flood, and will give the class the opportunity to think about what we need to have an effective community. Our writing project will culminate in writing and recording a ‘podcast’ to tell the story of the book’s main character. History learning will focus on the Suffrage movement in the UK from the mid-nineteenth century onwards, and this theme will also be picked up during art lessons, when the class will create embroidered or collaged banners promoting important causes.

Science will focus on theories of evolution and on the development of ideas about inheritance. Working in scientific ways, the children will connect their knowledge of the work of Mary Anning and other early palaeontologists to the theories of Charles Darwin and others. In Geography the class will learn the causes of climate change, tying into the themes of our class text.

This term also encompasses the Chagim – Jewish High Holydays – of Rosh Hashanah, Yom Kippur, Sukkot and Simchat Torah, giving the class opportunity to build on previous years’ Jewish learning through addressing the themes of leadership and justice in relation to these holidays.

### Topic Based Learning

Subject	Content	Skills and knowledge	Key vocabulary
<p><b>English</b></p>	<p>Floodland – writing and recording a recount structured as a dialogue ('radio show').</p>	<p>Identify the audience for and purpose of the writing, selecting the appropriate form            Note and develop initial ideas, drawing on reading and research where necessary            Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning            Describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action            Use a wide range of devices to build cohesion within and across paragraphs            Assess the effectiveness of their own and others' writing            Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning            Ensure the consistent and correct use of tense throughout a piece of writing</p>	<p>Grammar:            Main clause            Subordinate clause            Relative clause            Comma            Semicolon            Conjunction            Comma splice            Paragraph</p>
<p><b>History</b></p>	<p>The British Suffrage Movement 1860s – 1920s.</p>	<p>Explore a range of primary and secondary sources.</p> <p>Understand key politicians and political parties, and their motivations for supporting or rejecting universal suffrage.</p> <p>Understand why ideas about people's capacity (i.e. gender roles) change over time.</p> <p>Interpret material promoting both sides of the argument</p> <p>Debate whether the means used by the WSPU justified the means.</p> <p>Debate whether the treatment of Suffragettes in prison was justified.</p> <p>Discuss – did the actions of the suffragettes win votes for women?</p>	<p>Chronology            Source            Primary            Suffrage, WSPU, Pankhurst family, parliament, bill, Anti-Suffrage League, arson, bias, Cat-And-Mouse act, constitution, franchise, Equal Franchise Act.</p>

<p><b>Geography</b></p>	<p>Climate change:  Explain the climates of -given countries in the world and relate this to knowledge of the hemispheres, the Equator and the Tropics.  Understand the impact of natural disasters and climate change.</p>	<p>Understand the process behind climate change, i.e. the carbon cycle and release of carbon into the Earth's atmosphere, and how this contributes to global warming.  Understand the difference between other forms of pollution (e.g. plastics) and that which contributes to climate change.  Understand which countries of the world are worst affected by climate change, and why.  Explain the climates of given countries in the world and relate this to knowledge of the hemispheres, the Equator and the Tropics.  Understand the impact of natural disasters and climate change.</p>	<p>Carbon dioxide Carbon cycle Carbon sink Global warming Greenhouse gases Atmosphere Photosynthesis Fossil fuel Sea level Climate</p>
<p><b>Jewish Studies</b></p>	<p>Rosh Hashanah</p>	<p>Explain the reasons of the mitzvot and customs, for example, hearing the shofar, saying Avinu Malkeinu.  Discuss the reasons behind different food omens that are eaten on Rosh Hashanah and explore the Yehi Ratzons which are said. Explain the different names of Rosh Hashanah. Explore the story of Akeidah .</p>	<p>Yehi Ratzon Reflection Repentance Mitzvah Custom</p>
<p>Yom Kippur</p>	<p>Discuss how a judge considers what behaviour and skills are needed. Persuade others to be a better "Jewish" citizen Explore how prayer, changing ones actions and giving tzedakah (a word used to mean 'charity' but really meaning 'justice') is important during Aseret Yimai Teshuva</p>	<p>Tzedakah Teshuva Judgement Citizenship Reflection Repentance</p>	
<p>Sukkot</p>	<p>Explore why the sukkah is a temporary structure suited for being on a journey and how it differs from our permanent homes. Name the symbols of the arba minim and how they relate to our behaviours. Consider why the harvest festival (multi- faith) and Sukkot coincide. Explore the personalities suitable for being a Ushpizin/Ushpizot to the succah and select alternative modern ones. Understand the content of the Hoshanot celebration.</p>	<p>Ushpizin Arba Minim Symbolism Harvest Temporary structure</p>	
<p>Simchat Torah / Shemini Atzeret</p>	<p>To consider why praying for rain in the land of Israel is the responsibility of the Jewish community of Torah stories, <b>SH A:</b> Look at rain celebrations and be able to find Mashiv Ha Ruach in the siddur during the Amidah <b>ST:</b> Understanding why everyone ( depending on denomination ) gets an aliyah on ST To be able to recite the brachot before and after an Aliyah to the Torah and explain its meaning</p>	<p>Aliyah Mashiv ha'ruach u'morid ha gashem.</p>	

Formatted: Left

Formatted: Left

<p><b>Science</b></p>	<p>Evolution and Inheritance</p> <p>To recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.</p> <p>To recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.</p> <p>To identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution</p>	<p>Working Scientifically: observing and raising questions about local animals and how they are adapted to their environment; comparing how some living things are adapted to survive in extreme conditions, for example, cactuses, penguins and camels. Analysing the advantages and disadvantages of specific adaptations, such as being on 2 feet rather than 4, having a long or a short beak, having gills or lungs, tendrils on climbing plants, brightly coloured and scented flowers.</p>	<p>Genes DNA Ancestor Descendant Variation Adaptation Darwin Evolution Selection Competition Species Survival</p>
<p><b>Computing</b></p>	<p>Purple Mash unit 6.1: Coding</p>	<p>Review good planning skills. Design programs using their choice of objects, attributing specific actions to each using their new programming knowledge. Use variables within a game to keep track of the properties of objects Use functions and understand why they are useful in 2Code. Debug a program and organise the code into tabs. Organise code into functions and Call functions to eliminate surplus code in the program. Explore the options for getting text input from the user in 2Code. How to include interactivity in programming Use flowcharts to test and debug a program. Create a simulation of a room in which devices can be controlled.</p>	<p>Algorithm Bug Debug Loop Variable Program Sequence Event Condition</p>
<p><b>RE and Diversity</b></p>	<p>Concepts of justice in Christianity, Buddhism and Islam.</p>	<p>To summarise, compare and contrast different religions' viewpoints.</p>	<p>Justice Bible Qu'ran Sutras Zakat Ahimsa</p>
	<p>Political Embroidery – banners and flags</p>	<p>To use a specific medium effectively. To use illustrations to communicate ideas.</p>	<p>Craftivism Protest</p>

<b>Art, Design and Technology.</b>	Sewing and textile design inspired by justice movements – Suffragette banners and early Jewish trade unions.	To understand how people have used craft skills to communicate ideas about justice.  To develop skills involved in hand sewing – a variety of stitches, needle control and working with thread, hand-eye coordination, fine motor skills.	Embroidery Textile Stitches – straight, chain, seed, satin, blanket.
<b>Music</b>	Hans Zimmer – Earth  A piece commissioned by BBC Ten Pieces, by a contemporary German composer who has written music for many films the children are likely to have seen, and also for Planet Earth II. Links to idea of responsibility for the Earth, and to theme of leadership as Zimmer is regarded as a “trailblazer” who has shaped today’s film, TV and games music.	Create a simple composition and record it using formal notation.  Develop a deeper understanding of the history and context of music.  Recognise and discuss the different dimensions of music when listening to it (pitch, duration, dynamics, tempo, timbre, texture, structure, notation).  Listen with attention to detail and recall sounds with increasing aural memory.  Appreciate and understand a wide range of quality live and recorded music drawn from different traditions and from great composers and musicians.  Understand and use formal written notation including stave (staff), semibreves and dotted crotchets.  Improvise and compose music for a range of purposes using its interrelated dimensions (see earlier).	Pitch, duration, dynamics, tempo, timbre, texture, structure, notation.  Notation  Minim, crotchet, quaver  Rests  Stave
<b>PSHE</b>	Zones of Regulation          Eden Values – Excellence	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 Jewish concepts of Lilmod U’lelamed (to teach and to learn) Derech Eretz (living Jewish values in the wider world) Chevruta (learning in collaboration), and Lihiyot B’simcha (a positive attitude)  Understand the importance of embracing	Regulation Responses Inner critic Positivity Strategies       Lilmod U’lelamed Derech erez Chevruta Lihiyot B’simcha

	<p>Barnet Scheme – Physical Health</p>	<p>challenge, having high expectations, showing determination, effort and resilience, and taking pride in achievements.</p> <p>Understand how to stay safe when moving around the local area.</p> <p>Understand the impact of food and exercise on physical health</p> <p>Understand how to resist pressure to behave in unhealthy ways</p> <p>Understand how to help others behave in healthy ways.</p>	<p>Nutrition Balanced diet Physical activity First aid Peer pressure Positive support</p>
--	--	--	---

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

<p><b>Maths</b></p>	<p>'Maths Mastery' scheme</p>	<p>Represent, read, write, order and compare numbers up to ten million .</p> <p>Round numbers, make estimates and use this to solve problems in context.</p> <p>Solve multi-step problems.</p> <p>Identify and use properties of number, focusing on primes.</p> <p>Multiply larger integers and decimal numbers</p> <p>Divide integers by 1-digit and 2-digit numbers, representing remainders appropriately .</p> <p>Use of brackets .</p> <p>Use knowledge of the order of operations to carry out calculations.</p> <p>Generate and describe linear number sequences</p> <p>Express missing number problems algebraically .</p> <p>Solve equations with unknown values.</p> <p>Deepen understanding of equivalence</p> <p>Order, simplify and compare fractions, including those greater than one.</p> <p>Recall equivalence between common fractions and decimals.</p> <p>Find decimal quotients using short division.</p> <p>Add and subtract fractions.</p> <p>Represent multiplication involving fractions.</p> <p>Multiply two proper fractions.</p> <p>Divide a fraction by an integer.</p> <p>Calculate and compare percentages of amounts.</p> <p>Connect percentages with fractions.</p>	<p>ten thousands (10,000s)</p> <p>hundred thousands (100,000s)</p> <p>millions (1,000,000s)</p> <p>ten million (10,000,000)</p> <p>place value</p> <p>partition</p> <p>interval</p> <p>estimate</p> <p>compare</p> <p>order</p> <p>rounding</p> <p>previous multiple</p> <p>next multiple</p> <p>negative</p> <p>positive</p> <p>decimal</p> <p>decimal place (dp)</p> <p>recurring decimal</p> <p>placeholder</p> <p>tenth</p> <p>hundredth</p> <p>thousandth</p> <p>column</p> <p>addition</p> <p>multiplication</p> <p>short division</p> <p>long division</p> <p>remainder</p> <p>factor</p> <p>estimate</p> <p>factor</p> <p>common factor</p> <p>common multiple</p> <p>prime</p> <p>composite</p> <p>squared (2)</p> <p>cubed (3)</p> <p>order of operations</p> <p>brackets</p> <p>inverse</p> <p>operation</p> <p>numerator</p> <p>denominator</p> <p>common denominator</p> <p>common factor</p> <p>equivalent</p> <p>simplify</p> <p>simplest form</p> <p>highest common factor</p> <p>lowest common multiple (LCM)</p> <p>ascending</p> <p>descending</p> <p>proper fraction</p> <p>improper fraction</p> <p>mixed number</p> <p>convert</p>
---------------------	-------------------------------	---	--

<b>PE</b>	Gymnastics  Hockey	To move and be still with control, composure, good body shape, tension and more rapid changes in speed and effort To combine skills and actions with some fluency and some agility To use a greater range of specific skills / techniques using equipment with consistent control To create and use tactics and compositional ideas that suit the situation with some success and speed of thought To respond to changes in situations and new challenges and conditions with some rationale To show some individuality in the generation of ideas, decisions and performances	Control Composure Agility Fluence Balance  Dribble Pass Shoot Tackle
<b>Hebrew</b>	Chagim: Rosh Hashana, Sukkot, Yom kippur  What do I look like?	Name items of food and items of Jewish identities related to the chagim Say what I know about them Say what I like about each Festival  Describe what I look like and what my friend looks like Revision of food and drink Use of Ji tap	

#### On-going learning

Area of Curriculum	Content	Skills / Knowledge
<b>Spelling Punctuation Grammar</b>	Words with irregular spelling patterns.  Segmenting irregular words into syllables and phonemes  Words with /i/ spelled 'y'	Learn, practise and use the relevant spellings at a Year 6 level.
<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>Reading</b>	Whole-class reading sessions focused around 'Floodland', with comprehension based on extracts and focusing on explicit teaching of skills.	Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence Predict what might happen from details stated and implied Summarise the main ideas drawn from more than 1 paragraph, Identify key details that support the main ideas Identify how language, structure and presentation contribute to meaning 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.	To find the different tefillot in their siddur To follow the Hebrew in their siddur



	Examine the structure of the Yom Kippur services and their key prayers.	To pray together as a class community To lead a Yom Kippur assembly for the school. Analyse Hallel
--	---	--

