

## Eden Primary Medium Term Planning

### Year 6 - Tmarim 2024-25

**Theme for year: Leadership and Responsibility.**

### Spring 2: Parliament and Democracy/Pesach

**Project Launch:** Political manifestos

**Culminating Projects:** Haggadah

#### OVERVIEW:

This half term the children will focus on the makeup 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. This term will also include a proportion of time set aside to prepare for Summer 1's SATs papers.

#### Topic Based Learning

Subject	Content	Skills / knowledge	Key Vocabulary
English	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	Purim	Revise Megillat Esther and consider the leadership skills of Esther To consider why God's name doesn't appear in the Megillah To know that the Shabbat before Purim is called Shabbat Zachor and we have a responsibility to hear the parsha To consider how Amalek is one of the first instances of anti Semitism in Jewish History (connection to previous study of WWII) Matanot laevyomin – what it means to be responsible and caring towards the wider community.	Megillah Persian Empire Amalek/Amalekites Matanot la-avyonim Responsibility

		To be able to locate Purim on the timeline of Jewish history	
	Pesach Theme for this year's Haggadah - Leadership	To consider how becoming a nation is related to the start of the Jewish Year To analyse the leadership qualities of Pharaoh and Moshe To revise the parts of the Haggadah and create personal questions on it To identify and connect the personalities (Moshe, Aharon, Miriam, Paro) of the Haggadah with the stories of Pesach and Matan Torah To be able to explain how and why some people remove, sell and destroy their chametz	Chametz Leadership styles Personal response Spirituality
<b>Science</b>	Light	To recognise that light appears to travel in straight lines 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 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 To use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them	Opaque Transparent Translucent Reflect Refract Prism Spectrum Absorption Dispersion
<b>Computing</b>	Purple Mash Unit 6.3 – Spreadsheets	To explore probability To use spreadsheets in real-world contexts To create computational models To use a spreadsheet to budget and plan spending To plan a school event	Create a spreadsheet to answer a mathematical question relating to probability. Take copy and paste shortcuts. Problem solve using the count tool. Create a machine to help work out the price of different items in a sale. Use the formula wizard to create formulae. Use a spreadsheet to solve a problem.
<b>Art and Design</b>	Yinka Shonibare	To explore the work of Yinka Shonibare. To consider diversity in contemporary art. To create sculptures.	Sculpture Expression Identity Diversity
<b>PSHE</b>	'Heads Up'	We will use the 'Heads Up' programme to address:	Well-being Support

	Mental wellbeing/Secondary transition	<ul style="list-style-type: none"> <li>• Asking for Help</li> <li>• Feelings about change</li> <li>• Taking our 'Best Selves' to Secondary School</li> <li>• Working together and supporting one another</li> <li>• Dealing with worries</li> <li>• Healthy and Unhealthy Friendships</li> <li>• What is Mental Health?</li> </ul>	Transition Good impressions
	Barnet SoW	<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>	Bank statement Taxation Debt Mortgage Overdraft Credit card Income Outgoings Exchange rates

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

<b>Maths Mastery</b>	Co-ordinates and shapes	<p>Draw a range of geometric shapes using given dimensions and angles Describe, draw, translate and reflect shapes on a co-ordinate plane Recognise and construct 3-D shapes Name parts of a circle</p>	<p>Dimension Angle Protractor Parallel Perpendicular Plane X/Y Axis Circumference Radius Diameter Complementary Supplementary</p>
	Statistics: Mean, median and mode/Data	<p>Calculate the mean Construct and interpret lines graphs and pie charts Compare pie charts</p>	<p>Mean Median Mode Average Data</p>
	Proportion and Ratio	<p>Use fractions to express proportion Identify ratio as a relationship between quantities and as a scale factor Unequal sharing involving ratio</p>	<p>Ratio Parts Proportion Scale Factor</p>
<b>PE</b>	Dance	<p>Warm up and cool down using recognised dance moves Perform partner and mirror work and build up to dancing a sequence with a partner Dance in unison as a whole class group, performing movements with accuracy, showing correct energy and timing</p> <p>Tennis:</p>	<p>Mirroring Sequence Choreograph Accuracy Timing</p> <p>Serve</p>

	Short Tennis	To serve and rally accurately To hit a ball using backhand and forehand shots To bounce/volley a ball with good control To move in a variety of directions whilst staying balanced and controlling a ball.	Rally Volley Balance Backhand Forehand
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## On-going learning

Area of Curriculum	Content	Skills / Knowledge
<b>Spelling</b>	Spelling Shed scheme	Words with unstressed vowel sounds  Words beginning with 'acc-'  Words ending in '-er', '-or' and '-ar'
<b>Guided Reading</b>	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
<b>Hebrew</b>	Pets and Animals  Telling the Time  Pesach	<b>Pets and Animals:</b> kelev (dog), chatul (cat), soos (horse), tzav (tortoise), tarnegol (cock), arnqav (rabbit), dag (fish), oger (hamster), pil (elephant), achbar (mouse),  <b>Phrases and Questions:</b> Yesh li/Yesh lecha/ein li (I have, I don't have, you don't have M/F).  <b>Yesh lech...? Yesh lach..? (Do you have a..? (M/F)Mah Hasha'a:</b>  <b>Additional times-</b> 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><b>Pesach</b> vocabulary: Matzah , Chazeret (horse radish), Beitzah (egg), Chassah (lettuce), Maror (bitter herbs), Charoset, Chametz (leavened bread), Haggadah</p>
<p><b>Tefillah</b></p>	<p>Consolidation of tefillot the children already know.</p> <p>Pesach</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>Prayers from the Haggadah</p>