

## Eden Primary Medium Term Planning

Prachim (Year 5)

Spring 2 (6 weeks)

### Journeys

#### Overview and Rationale:

#### Project Launch:

#### Culminating Projects: Calligraphy Haggadah (Spring 2)

#### Cross Curricular Thematic Learning

Area of Curriculum		Skills
English	Exodus story (in translation): Edition to be confirmed.  Focus on the figure of Miriam and her experience of journeying out of Egypt.	-identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own -noting and developing initial ideas, drawing on reading and research where necessary. -in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed. - in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action. -Use details from Biblical text and other Jewish texts/traditions to enhance characterisation and description in writing. - assessing the effectiveness of their own and others' writing. proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. - proofread for spelling and punctuation errors.
Science	Living things – SRE science component.	-Understand bodily changes in humans over the course of a lifetime.



		<p>area are representative of London's diversity.</p> <ul style="list-style-type: none"> <li>- Understand the current communities in the area, their stories and origins.</li> </ul>
Creative Arts/ Design Technology	<p>Calligraphy and illumination. Link to JS: medieval Spain. Outdoor learning link.</p> <p>Ongoing from Spring 1.</p>	<ul style="list-style-type: none"> <li>-Research designs and layouts for Spring 2's haggadah.</li> <li>-Practise calligraphic techniques in both English and Hebrew.</li> <li>-Design own illuminations based on the natural world.</li> <li>-Use a variety of materials, including ink, paint, and natural materials.</li> <li>-Create own pens using natural materials.</li> <li>-Make handmade paper.</li> <li>-Put together own medieval-style Haggadah containing work completed in class, together with medieval-style illuminations and calligraphy inspired by the Sarajevo Haggadah and its journey from Spain to the Balkans.</li> <li>-Visit British Library to see collection of Jewish, Christian and Islamic illuminated texts.</li> </ul>
Music	<p>What do we know about Medieval music? Look at different medieval tunes, religious and secular, from across Europe.</p>	
Computing	<p>Continued from Spring Term 1</p> <p>Rising Stars 5.4 – 'We are Web Developers': In this unit, the pupils work together to create a website explaining e-safety and responsible online behaviour.</p>	

### **Subject Based Learning**

<b>Area of Curriculum</b>	<b>Content and knowledge</b>	<b>Skills</b>
Guided Reading	<p>Guided Reading Daily guided reading groups focused on challenging, stimulating texts suitable for Year 5 children. Each child has a copy of the class reading</p>	<ul style="list-style-type: none"> <li>• develop pleasure in reading, motivation to read, vocabulary and understanding by:</li> <li>• listening to and</li> </ul>

	<p>list and ticks off books that they have read. For every third book read they may choose one of their own.</p> <p>Once-a-week reading with class teacher will be focused on a specific skill.</p> <p>Weekly comprehension sessions for all children.</p>	<p>discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</p> <ul style="list-style-type: none"> <li>• being encouraged to link what they read or hear to their own experiences</li> <li>• becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</li> <li>• recognising and joining in with predictable phrases</li> <li>• learning to appreciate rhymes and poems, and to recite some by heart</li> <li>• discussing word meanings, linking new meanings to those already known</li> <li>• understand both the books they can already read accurately and fluently and those they listen to by: <ul style="list-style-type: none"> <li>• drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>• checking that the text makes sense to them as they read, and correcting inaccurate reading</li> <li>• discussing the significance of the title and events</li> <li>• making inferences on the basis of what is being said and done</li> <li>• predicting what might happen on the basis of what has been read so far</li> <li>• participate in discussion about what is read to them, taking turns and listening to what others say</li> <li>• explain clearly their understanding of what is read</li> </ul> </li> </ul>
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Handwriting	<p>Handwriting practise (10 minutes) four times a week, focusing on perfecting joins, keeping writing straight, neat and within the line.</p> <p>Children with already-excellent handwriting to focus on fluency, speed and accuracy.</p> <p>Children to self-assess own handwriting.</p> <p>Small group of children to receive extra intervention from LSA.</p>	<p>Joining whole words</p> <p>Which letters don't join</p> <p>Diagonal and horizontal joins</p> <p>Making sure that skills shown in handwriting book are transferred to all writing.</p>
Spelling	<p>Learn statutory spellings according to English Appendix 1.</p> <p>Three 20-minute sessions per week, test on Fridays.</p> <p>Certain children to have individual spelling programmes based on own spelling needs.</p> <p>Ongoing from Spring 1.</p>	<p>Endings which sound like /ʃəs/ spelt -cious or -tious</p> <p>Endings which sound like /jəl/</p> <p>Words ending in -ant,</p> <p>-ance/-ancy, -ent, -ence/-ency</p> <p>Words ending in -able and -ible</p> <p>Words ending in -ably and -ibly</p> <p>Adding suffixes beginning with vowel letters to words ending in -fer</p> <p>Use of the hyphen</p>



		<p>turn (total 360°)</p> <p>angles at a point on a straight line and half a turn (total 180°)</p> <p>other multiples of 90°</p> <p>use the properties of rectangles to deduce related facts and find missing lengths and angles</p> <p>distinguish between regular and irregular polygons based on reasoning about equal sides and angles</p>
Prayer/Tefillah		
PSED/SRE inc. Jewish and Olympic values.	<p>SRE:</p> <p>Children can use paper/postbox to ask anonymous question at any point during lessons.</p> <p>Boys and girls to be taught separately.</p> <p>Jewish values:</p>	<ul style="list-style-type: none"> <li>- Understand how to behave appropriately when discussing sensitive or personal matters.</li> <li>- Understand personal care and how to keep own body clean.</li> <li>- Understand and discuss the possible emotional experiences and difficulties around puberty.</li> <li>- Discuss and understand different sorts of relationships/friendships, what makes a healthy and happy relationship/friendship.</li> </ul> <p>Creative Learning: (L'ilmod ul'lamed: to teach and to learn, an important value within Judaism, particularly to children as mentioned in the prayer Shema but for adults too. What can we teach others?)</p>
PE	Team sports: Volleyball.	<p>-use running, jumping, throwing and catching in isolation and in combination</p> <p>-follow instructions and co-operate as part of a team</p> <p>-compare their performances with previous ones and demonstrate improvement to achieve their personal best</p>

