

# Prachim - Year 5 -Yearlong Curriculum Plans 2016-2017

## Theme: Civilisation and Heritage

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic</b>	<p><b>Life in ancient Greece:</b> Include city states, Athens focus as that is where the evidence is from, political and social systems, language, art and theatre.</p>	<p><b>Life in ancient Greece:</b> Include city states, the ancient Greek home, Athens focus as that is where the evidence is from. Why are the Greeks still relevant to us today? Look at some aspects of 'classical reception'. British values – democracy and the rule of law.</p>	<p><b>Jewish Studies/History/Geography:</b> <b>Immigration and Journeys.</b> Focus on East London, Jewish history and change over time (now Bengali community). Arrange tour of Brick Lane (Nic Abery) – diversity and changing neighbourhood. History of Jewish emigration worldwide.</p>	<p><b>Jewish Studies/History/Geography:</b> <b>Immigration and Journeys:</b> Focus on journey element. Use Exodus narrative in English as writing focus. Haggadah – based on illuminated medieval manuscripts. Journeys of Jews in medieval Europe – expulsion from England/Spain and foundation of Amsterdam community. British Library trip.</p>	<p><b>Exploring and Adventuring.</b>  The history of space travel, ancient and medieval people's ideas of space,</p>	<p><b>Exploring and Adventuring.</b>  20th century history – moon landings.</p>

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<p style="text-align: center;"><b>Science</b></p>	<p>Science linked to art/D&amp;T – levers and pulleys. Include scientific skills of planning, fair tests, designing and evaluating investigations, and precise measuring. Identifying scientific evidence that has been used to support or refute ideas or arguments.</p>	<p>Materials and their properties. Grouping substances according to properties, investigating changes of state between solid, liquid and gas, scientific skills of planning, fair tests, designing and evaluating investigations, and precise measuring. Identifying scientific evidence that has been used to support or refute ideas or arguments.</p>	<p>Living things, including lifecycles and animal reproduction.</p> <p>describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird describe the life process of reproduction in some plants and animals</p> <p>Children should study and raise questions about their local environment throughout the year. They should observe life-cycle changes in a variety of living things, for example, plants in the vegetable garden or flower border, and animals in the local environment. They should find out about the work of naturalists and animal behaviourists, for example, David Attenborough and Jane Goodall.</p>	<p>Living things, working scientifically. Describe changes as humans grow and age.</p> <p>Sex and Relationships Education taught during this unit – body changes.</p> <p>SRE curriculum to be confirmed.</p>	<p>Space: describe the movement of the Earth and other planets relative to the sun in the solar system, describe the movement of the moon relative to the Earth, describe the sun, Earth and moon as approximately spherical bodies, use the idea of the Earth’s rotation to explain day and night and the apparent movement of the sun across the sky. Scientific thinking as described for previous terms.</p>	<p><b>Continue work on Space.</b></p>
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<p>English</p>	<p><b>English: The Odyssey.</b> Write own section of journey story in prose. Work slowly and focus on <b>presentation/handwriting</b>. Ensure that all children are writing at a sufficient size and joining letters correctly. More able children to start using pen. <b>Grammar:</b> Modal verbs, commas to ensure clarity, consistency of tense.</p>	<p>1) <b>English/History: Aesop’s Fables</b>, including context (slavery, stories which give people their set places). Write own fable. 2) <b>English: Floodlands</b> (Journeys/Myths). Children write report on events of the story. <b>Handwriting and Grammar.</b> Children consolidate handwriting skills, continued intervention for those who still have difficulties. Grammar: Verb prefixes and suffixes (converting nouns and adjectives into verbs).</p>	<p><b>English: Narrative poetry</b> – The Weight of Water (Sarah Crossan). Children will read selections of this novel-length narrative poem and identify the features of narrative poetry, then write shorter poems of their own. <b>Handwriting and grammar.</b> Grammar: Using commas, brackets and dashes to indicate parenthesis.</p>	<p><b>English/Jewish Studies: Exodus.</b> Use the Exodus narrative as an inspiration for first-person narrative writing, focusing on the experience of someone forced to leave a country. <b>Non-fiction writing, persuasion</b> (move to X country at particular point in history, e.g. Gold Rush USA, classical Athens). <b>Handwriting and Grammar:</b> Linking ideas across paragraphs using adverbials of time.</p>	<p>English: An Island of Our Own, narrative writing based around adventuring. Children focus on writing within a genre, developing plot and using appropriate language.  Ask Sally Nicholls (author) to visit. <b>Grammar:</b> Devices to bring cohesion to a paragraph.</p>	<p>‘Team Moon’. Write the fictional memoir of an imaginary ordinary person – spacesuit seamstress, riveter, who played a role in the 1969 moon landings.  History link – 20th century.  Grammar – consolidate and practise all Year 5 grammar objectives as outlined in previous terms.</p>
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Maths Mastery:  
Number and Place Value:

- read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit
- count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000
- interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through 0
- round any number up to 1,000,000 to the nearest 10, 100, 1,000, 10,000 and 100,000
- solve number problems and practical problems that involve all of the above
- read Roman numerals to 1,000 (M) and recognise years written in Roman numerals

Maths Mastery:  
Addition, Subtraction, Multiplication and Division.

- Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)
- add and subtract numbers mentally with increasingly large numbers
- use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy
- solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why
- add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)
- add and subtract numbers mentally with increasingly large numbers

Maths Mastery:  
Fractions, decimals and percentages.

- compare and order fractions whose denominators are all multiples of the same number
- identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths
- recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements  $> 1$  as a mixed number [for example,  $2/5 + 4/5 = 6/5 = 1 \frac{1}{5}$ ]
- add and subtract fractions with the same denominator, and denominators that are multiples of the same number
- multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams

Maths Mastery:  
Measurement.

- convert between different units of metric measure [for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre]
- understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints
- measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres
- calculate and compare the area of rectangles (including squares), including using standard units, square centimetres (cm<sup>2</sup>) and square metres (m<sup>2</sup>), and estimate the area of irregular shapes

Maths Mastery:  
Geometry

- identify 3-D shapes, including cubes and other cuboids, from 2-D representations
- know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles
- draw given angles, and measure them in degrees (°)
- identify:
  - angles at a point and 1 whole turn (total 360°)
  - angles at a point on a straight line and half a turn (total 180°)
  - other multiples of 90°
  - use the properties of rectangles to deduce related facts and find missing lengths and angles
  - about equal sides and angles

Maths Mastery:  
Statistics:

- solve comparison, sum and difference problems using information presented in a line graph
- complete, read and interpret information in tables, including timetables

This term will also contain opportunities for children to consolidate the skills that they have learned over the year by taking part in Mastery-level investigation activities across the curriculum.

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<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Maths (cont)</b></p>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>- solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• read and write decimal numbers as fractions [for example, <math>0.71 = \frac{71}{100}</math> ]</li> <li>• recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents</li> <li>• round decimals with 2 decimal places to the nearest whole number and to 1 decimal place</li> <li>• read, write, order and compare numbers with up to 3 decimal places</li> </ul>	<ul style="list-style-type: none"> <li>• estimate volume [for example, using <math>1 \text{ cm}^3</math> blocks to build cuboids (including cubes)] and capacity [for example, using water]</li> <li>• solve problems involving converting between units of time</li> </ul> <p>use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling.</p>	<ul style="list-style-type: none"> <li>- distinguish between regular and irregular polygons based on reasoning</li> <li>- identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed.</li> <li>-</li> </ul>	
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<p style="text-align: center;"><b>Computing</b></p>	<p><b>Cryptography</b> (Rising Stars 5.2): Understand how to communicate information securely, look at historical context of codes, consider what makes a secure password. <b>E-safety.</b></p>	<p><b>Cryptography</b> (Rising Stars 5.2) continued: Understand how to communicate information securely, look at historical context of codes, consider what makes a secure password. <b>E-safety.</b></p>	<p><b>Web Design:</b> 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>	<p><b>Web Design:</b> Rising Stars 5.4 – ‘We are Web Developers’ continued: In this unit, the pupils work together to create a website explaining e-safety and responsible online behaviour.</p> <p>Website design using Adobe, WordPress and Google pages.</p>	<p>Design: Rising Stars 5.6 – We are Architects.</p> <p>Designing a space launch hangar using Trimble SketchUp and ‘fill’ it with their own space shuttle designs.</p>	<p>Design: Rising Stars 5.6 – We are Architects, continued.</p> <p>Designing a space launch hangar using Trimble SketchUp and ‘fill’ it with their own space shuttle designs.</p>
<p style="text-align: center;"><b>Art</b></p>	<p><b>Start automaton art/D&amp;T project,</b> contextualise in relation to ancient theatre. Focus on technical drawing, moving parts, creating balancing, weighted objects (plaster figures to balance on wire). Make small automaton to drip a piece of apple in honey. Trip to Platform Gallery.</p>	<p><b>Continue automaton project</b> –produce final pieces inspired by automata seen and drawn at Platform gallery. Resource finding in woods.</p>	<p><b>Calligraphy and illumination</b> (preparation for medieval-inspired Pesach haggadot). Make natural drawing implements – foraged pens – and leaf paper. Link to ongoing handwriting focus.</p>	<p><b>Art</b>– medieval manuscripts. Link to Jewish studies/topic learning.</p> <p>Calligraphy with quill and wooden pens, ink, handmade paper making, illumination with coloured and metallic inks.</p> <p>Production of designs for Haggadot.</p>	<p><b>Devices</b> – hacking objects – repurposing everyday objects using electrical materials to create gadgets. (Inspired by English text: An Island of Our Own).</p>	<p><b>Devices</b> – hacking objects – repurposing everyday objects using electrical materials to create gadgets. (Inspired by English text: An Island of Our Own).</p>

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Jewish Education	<p><b>CHAGIM: Rosh Hashanah</b> (mitzvot and customs, food omens, alternative names for Rosh Hashanah, yamim noraim).</p> <p><b>Yom Kippur:</b> (How actions affect those around us, tzedakah, aseret Yimai Teshuvah).</p> <p><b>Sukkot:</b> (Arba minim/parts of body, harvest festival – comparative religion, ushpizin/ot).</p>	<p><b>Jewish Studies – Chanukah.</b> Jewish life in ancient Greece – Alexandria – link to text work, Torah translated into Greek – historical context of Chanukah (Hellenistic Greece).</p>	See Topic learning.	<p><b>Purim:</b> Revise Megillat Esther and leyn first verse. Make mishloach manot and understand concept of responsibility towards wider community. Understand historical location of Purim story, between first and second temples.</p> <p>Pesach: See English, Tefillah and Topic learning.</p>	<p><b>Shabbat</b> (inc. shabbaton in school, early in the term). Lead Kabbalat Shabbat assembly.</p> <p>Children learn the traditional laws and practises of Shabbat and consider the meanings of Shabbat in their own life.</p>	<p>– Jewish and British values. How do traditional Jewish values as explored in PSHE lessons fit into concept of British Values?</p> <p>Ritual items – why are some objects afforded particular respect? What are they? What can using ritual objects help us to do?</p>
Tefillah	Whole of havdalah (Hamavdil), leyn Shema, Ahavat Olam.	Chanukah. Learn and analyse the first three verses of Maoz Tzur. Recite Al Hanissim during the Amidah.	Tefillah: Asher Yatzar - Learn and analyse. Revise tefillat HaDerech, say ahead of school trips.	Tefillah: Analyse sections of the Haggadah and create personal responses to it.	Hallel – Hallelu, Ozi v'zimrat yah, Hodu, Bezeit Yisrael (ahead of Shavuot).	Shavuot: Hallelu, Ozi v'zimrat yah, Hodu, Bezeit Yisrael
Diversity	Sukkot – look at harvest festivals across a range of communities, similarities and differences.	Chanukah – look at festivals of light across a range of communities, similarities and differences.	Comparative religion – Bengali Muslim community of Brick Lane. Mosque visit.	Experiences of other religious communities who have immigrated to UK.	What are the roles of the sun, moon and stars in world religions? How does that compare to Judaism?	What have religions across history believed about space?

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PSHCE / SRE	<p><b>Olympic Values:</b> friendship and respect</p> <p><b>PSHE:</b> School behaviour, value of Community (kehilla), mutual respect, and collaboration (chevrutah).</p>	<p>Value of loving-kindness (chesed). Tie-in to Mitzvah day.</p> <p>Determination and excellence: High expectations for children and adults, Lihiyot B'simcha: doing everything with joy and a positive attitude.</p>	<p>High expectations and improvement for all children and adults: (Lihiyot B'simcha: doing everything with joy and a positive attitude). Passion for continuous learning for all – growth mindset.</p>	<p>SRE – Friendships, managing emotions, treating others with respect. 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. How can we learn from and teach one another?</p>	<p>Inclusion (Gmilit chasadim: good deeds; Tikkun olam: repairing the world; Or la'goyim: a light unto the nations); individuality: (B'tzelem Elohim: in the image of God). Link to British Values: respect for individual freedoms.</p>	<p>Loving the world around us: (Tikkun Olam: repairing the world, social action; Tzedek Tirdof: pursue justice); caring for the world, the environment and the outdoors.</p>
History/Geography	<p>History: See Topic learning.</p> <p>Geography: Understand the physical features of Greece (coast, mountains, islands) and how they affected the country's history. Locate Greece on a map and compare ancient and modern maps.</p>	<p>See topic learning.</p>	<p>See topic and Jewish Studies learning.</p>	<p>See topic and Jewish Studies learning.</p>	<p>See topic learning</p>	<p>See topic and English learning.</p>



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<p><b>Music</b></p>	<p>Understand origins of ancient Greek music and consider what it may have sounded like. Start to explore spoken-word choruses and accompanying spoken word with percussion.</p>	<p><b>Drama</b> – workshop production of Sophocles’ Antigone, with children devising own percussion and tuned accompaniment to spoken word.</p>	<p>Understand features of music performed by various immigrant communities within London.  Play a selection of instruments and melodies from each community.</p>	<p>Understand features of music performed by various immigrant communities within London.  Play a selection of instruments and melodies from each community.</p>	<p>Appreciate music inspired by space and space travel, across a range of genres.</p>	<p>Compose and perform music inspired by space and ideas of space travel.</p>
<p><b>PE</b></p>	<p>Swimming</p>	<p>Swimming</p>	<p>Running and field sports</p>	<p>Running and field sports</p>	<p>NASA ‘Train like an Astronaut’ programme.</p>	<p>NASA ‘Train like an Astronaut’ programme.</p>