

Eden Primary Medium Term Planning

Prachim (Year 5)

Spring 1 (7 weeks)

Journeys

Overview and Rationale:

This topic is cross-curricular, encompassing English, Jewish Studies, History, Geography, Comparative Religion, PSHE, Art and British Values. It will enable children to use a range of skills and to discovered connection between a range of curriculum areas. Many of the skills developed over the course of this term will feed into the Haggadah project to be completed at the end of Spring term 2, including calligraphy and illumination, narrative poetry, and Jewish history including the experience of immigrants/emigrants both Jewish and from other communities. The children’s English learning will examine a genre of poetry – narrative – typically focused on describing a journey – and will enable them to explore the structure and language of the genre, refining their skills in using creative language to describe, and understanding more sophisticated elements of poetry such as metre, rhythm and the dramatic effect of language. Topic learning will be focused around the experiences of people who have made journeys, with particular focus on the Medieval Jewish experiences, using the life of Maimonides as a case study, and the contemporary communities of East London. The Medieval element will help to contextualise our Art and Design learning, which will encompass illuminated manuscripts and calligraphy in both English and Hebrew.

Our Maths mastery curriculum will focus on two related topics – divisions and fractions. Children will have the opportunity to develop their skills in as much depth as possible. Those who are already confident will have the opportunity to consolidate and deepen their skills – at ‘mastery’ level – thorough a series of investigations.

Project Launch: Narrative Poetry

Culminating Projects: Calligraphy Haggadah (Spring 2)

Cross Curricular Thematic Learning

| Area of Curriculum | Content and Knowledge | Skills |
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| English | Narrative Poetry: The Highwayman (Alfred Noyes) | Understand the structure and features of a narrative poem. |

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| | <p>3 weeks.</p> <p>The Mariner’s Revenge Song – amended version. (Colin Meloy)</p> <p>2 weeks.</p> <p>Both poems address the concept of long and eventful journeys.</p> <p>Class reading: ‘The Weight of Water’ by Sarah Crossan (a novel-length poem).</p> <p>Grammar:</p> | <p>Understand the historical contexts of these narrative poems.</p> <p>Explore, develop and sustain ideas through talk.</p> <p>Tell a story using notes to cue techniques</p> <p>Retrieve, select and describe information, events or ideas</p> <p>Deduce, infer and interpret information, events or ideas</p> <p>Make notes and use evidence from across a text to explain events and ideas</p> <p>Explore how writers use language for dramatic effect.</p> <p>Explore the use of meter in poetry and how it can engage the reader/listener or add extra meaning.</p> <p>Compose own narrative poetry using skills developed during unit.</p> <p>Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before].</p> <p>Converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify]</p> |
| Science | Living things | <p>Working scientifically:</p> <p>-planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</p> <p>taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</p> <p>recording data and results of increasing complexity using scientific diagrams and labels, classification</p> |

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| | | <p>keys, tables, scatter graphs, bar and line graphs.</p> <p>-using test results to make predictions to set up further comparative and fair tests.</p> <p>-reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations.</p> <p>-identifying scientific evidence that has been used to support or refute ideas or arguments.</p> <p>Living things:</p> <p>-describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</p> <p>-describe the life process of reproduction in some plants and animals.</p> |
| <p>Jewish Education</p> <p>History</p> <p>Geography</p> | <p>Jewish immigration and emigration.</p> <p>Setting context for art and design work inspired by medieval Jewish manuscripts.</p> | <ul style="list-style-type: none"> - Understand the lives and culture of some historic Jewish communities, e.g. Medieval Spain, and the historical events that lead to them journeying (cf. Moses Maimonides, to Cairo, as case study). - Understanding cultural achievements of these historic Jewish communities – art, philosophy, literature. - Understand diversity of UK and world Jewish communities, with varied geographical origins and traditions. - Mapping their journeys. - Text: 10 commandments – what does it mean to establish laws in a new place? What are the differences between laws that establish agreements |

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| | | between people and God, and between people themselves? |
| Religious Education | Comparative religion: history and culture of the Bengali Muslim community (Brick Lane). | <ul style="list-style-type: none"> - Understand the changes that have taken place in the Brick Lane area over the past 100 years. - Learn about the various immigrant communities that have settled in the area. - -Read testimonials and accounts from residents in the last 100 years (Lionel Blue's autobiography). - Explore how changes in the area are representative of London's diversity. - Understand the current communities in the area, their stories and origins. |
| Creative Arts/ Design Technology | Calligraphy and illumination. Link to JS: medieval Spain. Outdoor learning link. | <ul style="list-style-type: none"> -Research designs and layouts for Spring 2's haggadah. -Practise calligraphic techniques in both English and Hebrew. -Design own illuminations based on the natural world. -Use a variety of materials, including ink, paint, and natural materials. -Create own pens using natural materials. |
| Music | English link – sea shanties and traveller's songs. What stories do they tell? How do the tunes help us to understand and remember the words? What role did music play in the lives of sailors and travellers in 18 th -19 th centuries (Mariner's Revenge Song – context). | |
| Computing | 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. | |

Subject Based Learning

| Area of Curriculum | Content and knowledge | Skills |
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| 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 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> | <ul style="list-style-type: none"> • develop pleasure in reading, motivation to read, vocabulary and understanding by: • listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently • being encouraged to link what they read or hear to their own experiences • becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics • recognising and joining in with predictable phrases • learning to appreciate rhymes and poems, and to recite some by heart • discussing word meanings, linking new meanings to those already known • understand both the books they can already read accurately and fluently and those they listen to by: • drawing on what they already know or on background information and vocabulary provided by the teacher • checking that the text makes sense to them as they read, and correcting inaccurate reading • discussing the significance of the title and events • making inferences on the basis of what is being said and done |

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| | | <ul style="list-style-type: none"> • predicting what might happen on the basis of what has been read so far • participate in discussion about what is read to them, taking turns and listening to what others say • explain clearly their understanding of what is read to them |
| 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>Endings which sound like /ʃəs/ spelt -cious or -tious</p> <p>Endings which sound like /ʃəl/</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</p> |

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| | | <p>improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number [for example, $2/5 + 4/5 = 6/5 = 1 \frac{1}{5}$].</p> <p>add and subtract fractions with the same denominator, and denominators that are multiples of the same number.</p> <p>-multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams</p> <p>read and write decimal numbers as fractions [for example, $0.71 = 71/100$].</p> <p>-recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents.</p> <p>-round decimals with 2 decimal places to the nearest whole number and to 1 decimal place</p> <p>read, write, order and compare numbers with up to 3 decimal places.</p> <p>-solve problems involving number up to 3 decimal places</p> <p>recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per 100', and write percentages as a fraction with denominator 100, and as a decimal fraction.</p> <p>-solve problems which require knowing percentage and decimal equivalents of $1/2$, $1/4$, $1/5$, $2/5$, $4/5$ and those fractions with a denominator of a multiple of 10 or 25</p> |
| Prayer/Tefillah | Regular class tefillah, including Havdalah after the weekend and singing with Avivit on a Friday | Learn and analyse Asher Yatzar – what is giving thanks for? Think about gratitude for basic |

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| | <p>morning.</p> <p>Asher Yatzar</p> <p>Tefillat HaDerech</p> | <p>aspects of life such as physical health. When is it said?</p> <p>Recap Tefillat HaDerech and say ahead of travelling on school trips.</p> |
| <p>PSED/SRE inc. Jewish and Olympic values</p> | <p>High expectations and improvement for all children and adults:</p> | <p>Lihiyot B'simcha: doing everything with joy and a positive attitude. Passion for continuous learning for all – growth mindset.</p> |
| <p>PE</p> | <p><u>Swimming</u></p> <p><u>Weekly PE skills at school</u></p> | |