

Eden Primary Medium Term Planning - Prachim (Year 5)- Autumn 1 (6 weeks)

Ancient Greece/Chagim

Overview and Rationale:

This term starts by introducing the topic for the whole of the Autumn term: Ancient Greece. This is a rich topic which will enable to children to use a range of skills across the curriculum; work during this topic is highly contextualised and cross-curricular. Our science work on levels and pulleys feeds into the art, design and technology project of 'Automatons', based on the Ancient Greek theatrical mechanisms used to raise actors above the stage. Year 5's English work will focus on Homer's Odyssey (in an abridged, age-appropriate version, adapted by Rosemary Sutcliffe). The children will explore the text and its main themes in the context of a sea-going, military society and use it as a starting point for the history learning about the Greek gods, society and politics. They will be able to compare and contrast the society presented in the Odyssey and what we know of later Greece, particularly classical Athens. The class will address Year 5 grammar objectives whilst working on a character study of Odysseus and a piece of extended first-person writing from the perspective of a minor character (Telemachus, Penelope, Laertes). Computing will focus on cryptography, following the Rising Stars unit 5.2., which will be contextualised in relation to ancient Spartan battlefield codes, known as 'skytale'.

This term also encompasses the High Holy Days. Children will further develop and refine their understanding of Jewish ritual by considering the origins of and reasons behind traditions and rituals, and consider their relevance today.

Our Maths Mastery curriculum will focus on place value. Children will master a range of skills involving the number system up to 7 digit numbers. Those who are already confident will have the opportunity to consolidate and deepen their skills – at 'mastery' level – thorough a series of investigations.

Culminating Projects: Automata, Odyssey writing.

Cross Curricular Thematic Learning

Area of Curriculum	Content and Knowledge	Skills
English	The Odyssey (Homer)	<ul style="list-style-type: none">- Writing in the first person to convey thoughts and feelings.- Identifying and using the features of archaic language.- Designing storyline and plot to include challenges to overcome.

	Grammar focus	<ul style="list-style-type: none"> - Identifying the features of myth, including supernatural beings such as gods and creatures. - Modal verbs to indicate likelihood and possibility. - Using commas to clarify meaning. - Relative clauses beginning who, when, which, whose, that, and omitted relative pronouns.
Science	Forces/Levers and Pulleys	<ul style="list-style-type: none"> • Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object • Identify the effects of air resistance, water resistance and friction, that act between moving surfaces • Recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect
Jewish Education	<p>Rosh Hashanah</p> <p>Yom Kippur</p> <p>Sukkot</p>	<p>-Explain reasons behind mitzvot and customs of RH.</p> <p>-Discuss, try and design own food omens similar to ones customary on RH.</p> <p>-Identify that RH is start of the 10 days of repentance and consider how to effectively ask for forgiveness from friends and family.</p> <p>-Understand concept of teshuvah and why we consider our actions at YK.</p> <p>-Explain significance of 5 YK laws and services.</p> <p>-Consider how own actions affect other people.</p> <p>-Name arba minim and explain their association with parts of the body.</p> <p>-Consider links between multifaith harvest festival and sukkot.</p>

	Shmini Atzeret/Simchat Torah	<p>-Explore traditional ushpitzin/ot and why they are invited to the sukkah.</p> <ul style="list-style-type: none"> - Analyse Mashiv Ha Ruach prayer and devise own version. - Explain why SA and ST are celebrated as one or two day festivals depending on community/country. - Understanding why everyone (according to community) gets an Aliyah on ST, learn first bracha.
History	Ancient Greece: What was life like for the ancient Greeks?	<p>-Understand main events of ancient Greek history in chronological order.</p> <p>-Understand prominence of Athens in ancient 'Greek' history.</p> <p>-Understand significance of other states such as Sparta and Corinth</p> <p>-Identify some features of daily life for ancient Athenians in particular, such as occupations, participatory democracy, lives of women, foreigners and slaves, religion, and warfare.</p> <p>-Understand the legacy of the ancient Greeks on Western cultures today. Compare achievements of ancient Greeks with ancient Arab and Chinese communities to realise that the Greeks' achievements were not unique.</p>
Geography	Physical geography of Greece – how did it affect life for the ancient Greeks? Changes in ancient and modern geography. Compare earliest maps of Greece.	<ul style="list-style-type: none"> - Develop and refine skills of map reading. - Understand the differences between geography and boundaries of ancient Europe and modern Europe, understand that boundaries change over time as a result of conquest, war, and governmental changes. - Understand earliest processes of mapmaking.
Creative Arts/	Automatons.	

Design Technology	<p>Science link – levers and pulleys.</p> <p>To be continued into Autumn 2.</p>	<ul style="list-style-type: none"> - Understand how non-electrical moving objects (whisks, bicycles) work using cogs, weights and pulleys. - Understand importance of balance in constructing working levers and pulleys. - Identify suitable materials for making an automaton. - Visit the Crafts Council to see and handle a range of historical automata. - Create a simple automaton enabling a slice of apple to be dipped in a bowl of honey for Rosh Hashanah.
Music	<p>Spoken-word choral singing:</p> <p>Rhythm using instruments and language. Ancient Greek context.</p> <p>Use of percussion/rhythm and instrumentation to accompany spoken word.</p> <p>This will be incorporated into a dramatic performance at the end of Autumn 2.</p>	<ul style="list-style-type: none"> - Understand that rhythm can be created through words and voice as well as instruments. - Understand context of music in ancient Greece – performance of poetry. - Hear some poetry in the original Greek and identify its rhythm. - Devise rhythmic/percussion patterns to accompany spoken word.
Computing	<p>Rising stars 5.2: We are cryptographers.</p> <p>Topic link to ancient cryptography: Make <i>skytale</i> cipher blocks.</p>	<ul style="list-style-type: none"> - Children will learn more about communicating information securely through science of cryptography. - Investigate early methods of communicating over distance (link to Topic work). - Consider importance of e-safety and security by looking at what makes a secure password. - Understanding importance of keeping personal details safe online.

Subject Based Learning

Area of Curriculum	Content and knowledge	Skills
Guided Reading	Daily guided reading groups focused	<ul style="list-style-type: none"> • develop pleasure in reading,

	<p>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>	<p>motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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 • 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
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		<p>others say</p> <ul style="list-style-type: none"> • explain clearly their understanding of what is read to them
Handwriting	<p>Daily handwriting practise according to the 'PenPals' scheme.</p> <p>Children will focus on joining their letters accurately and writing with increasing speed and fluency.</p>	<ul style="list-style-type: none"> - Children can write fluently and accurately, joining all letters that need to be joined. - Children understand importance of good pencil grip, appropriate pressure, and good posture for writing. - Children who have specific difficulties have opportunities to practise pencil control and fine motor skills. - Children whose handwriting is already at a high standard will use pen and will practise speed, accuracy and fluency in this medium.
Spelling	<p>Learn statutory spellings according to English Appendix 1.</p> <p>Three 20-minute sessions per week, test on Fridays.</p>	
Maths	<p><u>Place value and number (6 digits):</u></p>	<ul style="list-style-type: none"> • 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 • Multiply and divide by powers of 10. • 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
Prayer/Tefillah	<p>Learn new prayers, including those specific to festivals (detailed above).</p> <p>Continue regular class tefillah, including Havdalah after weekend and singing with Avivit on erev Shabbat</p>	<ul style="list-style-type: none"> - Learn full Havdalah prayers, including whole of HaMavdil. Lead Havdalah for younger children. - Broaden knowledge of Shabbat prayers to include psalms. - Learn Ahavat Olam - Lear brachot for simchat torah and aliyot.
PSED/SRE	<p>Social and Learning Behaviours.</p> <p>Olympic, British and Jewish values</p>	<p>According to school behaviour policy, ensure that children are familiar with concepts of positive social and learning behaviours, understand what is expected of them in both respects, and know what makes exceptionally good behaviour.</p> <p>Ensure that children understand which behaviours are not positive, how they can correct their own behaviours, and the consequences for exceptional behaviours.</p> <p>Autumn 1: Friendship and Respect</p> <ul style="list-style-type: none"> •Community -Kehilah Kedusah •Collaboration - Chevruta: partnership •Mutual respect (Ve’ahavta lere’echa kamocho: love your neighbour as yourself) •Loving kindness (Chesed; kindness) <p>Autumn 2: Determination</p> <ul style="list-style-type: none"> •High expectations and improvement for all children and adults: (Lihiyot B’simcha: doing everything with joy and a positive attitude)
PE	Swimming	<p>Weekly swimming sessions:</p> <ul style="list-style-type: none"> -Develop swimming technique according to own skills and

		abilities. -Learn lifesaving skills (more confident swimmers). -Opportunity to learn diving and /or water polo skills.
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