

## **Eden Primary Medium Term Planning**

### **Prachim (Year 5)**

#### **Autumn 2 (7 weeks)**

#### **Ancient Greece**

##### **Overview and Rationale:**

This term continues the previous term's learning on Ancient Greece and will enable the children to go into far greater detail into the topic. As in Term 1, the learning will be contextualised and cross-curricular. Our science work into materials and their properties will enable children to choose the most suitable materials from which to build their automata, bringing together the science learning from both this term and last. Year 5's English work this term will initially stick closely to the topic, as the children will read, analyse and write fables. This will tie into their Topic/History learning about Ancient Greek society and social structure – since fables were closely associated with the ancient slave population. Later in the term, the children will take a more unconventional approach to ancient Greek themes through the book 'Floodlands', a modern-day myth with themes that link back to the Odyssey. Through this novel they will be able to develop their skills of recount writing, and will continue to address Year 5 grammar objectives in each writing lesson. Towards the end of the term, the children will participate in a workshop enabling them to devise an age-appropriate dramatic version of Sophocles' Antigone, including choral speaking and percussion accompaniment.

Childrens' Jewish Studies learning will also be contextualised within the topic, through examining the Greek context of the Chanukah story (under the Hellenistic kingdoms), and the experiences of some ancient Greek Jewish communities, such as that in Alexandria, Egypt.

Our Maths Mastery curriculum will focus on number operations – addition, subtraction, multiplication and division. Children will master a range of skills involving operations, and develop their confidence and fluency in all four. Those who are already confident will have the opportunity to consolidate and deepen their skills – at 'mastery' level – through a series of investigations.

##### **Culminating Projects: Automaton/Dramatic Performance**

##### **Cross Curricular Thematic Learning**

<b>Area of Curriculum</b>	<b>Content and Knowledge</b>	<b>Skills</b>
English	Aesop's Fables (short unit: 2 weeks).	Understand the historical context of Aesop's fables and how it affected the stories.





Religious Education	Comparative Religion – Chanukah.	<p>Understand that many religious communities have a festival involving lights.</p> <p>Understand and discuss the context and significance of these festivals.</p>
Creative Arts/ Design Technology	<p>Automata</p> <p>Following on from last term’s preparatory work, this term the children will work on their own more complex automatons inspired by Ancient Greece.</p>	<ul style="list-style-type: none"> <li>- Understand how non-electrical moving objects (whisks, bicycles) work using cogs, weights and pulleys.</li> <li>- Understand importance of balance in constructing working levers and pulleys.</li> <li>- Identify suitable materials for making an automaton.</li> <li>- Understand the workings of simple cams, levers and pulleys, and use them to create a working automaton.</li> <li>- Understand that the mechanical workings of an automaton are as important as its aesthetic appearance.</li> </ul>
Music and Drama	The Greek Theatre/Sophocles’ Antigone.	<ul style="list-style-type: none"> <li>- Take part in a two-day workshop to devise a production of the Antigone. Given the plot and characters, the children will write dialogue themselves.</li> <li>- Understand that spoken work can have a rhythm and take part in chorus speaking.</li> <li>- Devise percussion rhythms to accompany choral speaking.</li> <li>- Use teamwork and co-operation skills to work together as part of a cast.</li> </ul>
Computing	<p>Rising stars 5.2: We are cryptographers (continued from Autumn Term 1)</p> <p>Topic link to ancient cryptography: Make skytale cipher blocks.</p>	<ul style="list-style-type: none"> <li>- Children will learn more about communicating information securely through science of cryptography..</li> <li>- Investigate early methods of communicating over distance (link to Topic work).</li> <li>- Consider importance of e-safety and security by looking at what makes a secure password.</li> <li>- Understanding importance of keeping personal details safe online</li> </ul>

## Subject Based Learning

Area of Curriculum	Content and knowledge	Skills
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"> <li>• develop pleasure in reading, motivation to read, vocabulary and understanding by:</li> <li>• listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li> <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:</li> <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> </ul>

		<ul style="list-style-type: none"> <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 to them</li> </ul>
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"> <li>- Children can write fluently and accurately, joining all letters that need to be joined.</li> <li>- Children understand importance of good pencil grip, appropriate pressure, and good posture for writing.</li> <li>- Children who have specific difficulties have opportunities to practise pencil control and fine motor skills.</li> <li>- Children whose handwriting is already at a high standard will use pen and will practise speed, accuracy and fluency in this medium.</li> </ul>
Spelling	<p>Learn statutory spellings according to English Appendix 1.</p> <p>Three 20-minute sessions per week, test on Fridays.</p>	
Maths	<p><b>Maths Mastery Curriculum:</b> Addition, Subtraction, Multiplication and Division.</p>	<ul style="list-style-type: none"> <li>- Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)</li> <li>• add and subtract numbers mentally with increasingly large numbers</li> <li>• use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy</li> <li>- solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use</li> </ul>

		<p>and why</p> <ul style="list-style-type: none"> <li>- add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)</li> <li>- add and subtract numbers mentally with increasingly large numbers</li> <li>- use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy</li> </ul> <p>- identify multiples and factors, including finding all factor pairs of a number, and common factors of 2 numbers</p> <p>know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers</p> <p>establish whether a number up to 100 is prime and recall prime numbers up to 19</p> <p>multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers</p> <p>multiply and divide numbers mentally, drawing upon known facts</p> <p>divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context</p> <p>multiply and divide whole numbers and those involving decimals by 10, 100 and 1,000</p> <p>recognise and use square numbers and cube numbers, and the notation for squared (<math>^2</math>) and cubed (<math>^3</math>)</p> <p>solve problems involving multiplication and division,</p>
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		<p>including using their knowledge of factors and multiples, squares and cubes</p> <p>solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign</p> <p>solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates</p>
Prayer/Tefillah	<p>Chanukah.</p> <p>Children will learn and analyse the first three verses of Maoz Tzur.</p> <p>Recite Al Hanissim during the Amidah.</p>	
PSED/SRE	Olympic, British and Jewish values	<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>
PE	Swimming	<p>Weekly swimming sessions:</p> <ul style="list-style-type: none"> <li>-Develop swimming technique according to own skills and abilities.</li> <li>-Learn lifesaving skills (more confident swimmers).</li> <li>-Opportunity to learn diving and/or water polo skills (subject to staff availability).</li> </ul>