

## Eden Primary Medium Term Planning

### Prachim (Year 5)

#### Summer 1 (4 weeks)

#### Space

#### Overview and Rationale:

This is a richly multi-disciplinary topic encompassing English, Science, Geography, History, Art & Design and Maths. It will provide many opportunities for practical learning and large-scale investigations, particularly across scientific and geographic themes. Children will have the opportunity to investigate the solar system in detail, addressing any misconceptions about the movement of the moon and planets, and making a sundial in order to understand the movement of the earth during the day. The whole class will take part in creating a scale model of the solar system, including calculating the relative sizes of the planets and distances between them. Art and Design lessons will examine 'object hacking' – adapting everyday objects to create something new and useful. English lessons will focus on non-fiction writing, using 'Team Moon' by Catherine Thimmursal as a starting point – the stories of the ordinary people behind the 1969 moon landings. For their end of unit writing, the class will produce an extended piece of non-fiction writing about an aspect of the moon landings of their choice. Humanities learning will also

Jewish education will focus on the concepts and practises of Shabbat, taking into account diversity in religious practises. We will also look at the role of astronomy and planetary movement in the timings of Shabbat. 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.

#### Culminating Projects: Sundial

#### Equipment Hacking (Spring 2)

#### Cross Curricular Thematic Learning

Area of Curriculum	Content and Knowledge	Skills
English	Non-fiction: Team Moon Children to interview and gather 'oral history' from relatives, neighbours, etc	-identifying the audience for and purpose of the writing, selecting the appropriate form

	<p>who saw the 1969 moon landings on TV.</p> <p>Authorial choices – why does the author write as she does? What effect does the language she uses have on you as the reader? How does she make you feel that you are one of Team Moon?</p> <p>Practise: Identify features of non-fiction writing. Research and create an article about the moon landings using these skills.</p> <p>Practise: What decisions were involved in the moon landings? E.g. if you were President Kennedy, would you have agreed to send people to the moon? Was it a good use of money? Why or why not? Research, construct and argue your case.</p> <p>Practise: First person writing as a member of Team Moon.</p> <p>End of unit writing: Research a piece of non-fiction writing about one aspect of or person involved in the moon landings.</p> <p>SC: Use headings, text boxes and bullet points to organise your writing. (NC).</p> <p>Use correct technical vocabulary.</p> <p>Use the passive voice where appropriate.</p> <p>Use quotations.</p> <p>Use correct punctuation, including quotation marks.</p> <p>Challenge: Acknowledge your sources.</p> <p>Grammar:</p> <p>Passive voice.</p> <p>Relative clauses (continued)</p> <p>Brackets, dashes and commas.</p>	<p>and using other similar writing as models for their own</p> <p>-noting and developing initial ideas, drawing on reading and research where necessary.</p> <p>-using a wide range of devices to build cohesion within and across paragraphs.</p> <p>-using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining].</p> <ul style="list-style-type: none"> <li>• assessing the effectiveness of their own and others' writing</li> <li>• proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>• ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>• ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> <li>• proofread for spelling and punctuation errors</li> </ul>
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<p>Science</p>	<p>The Solar System Geography link.</p> <p>Address common misconceptions around solar system, e.g. that the moon is a source of light.</p> <p>Use globes to investigate why countries have different time zones, climates and seasons based on when they are facing the sun and how far they are from equator.</p> <p>Use understanding of Earth's rotation to create and use a sundial.</p> <p>Understand the relative size and distances of the planets and use this knowledge to create a scale model of the planets.</p>	<p>Working scientifically:</p> <ul style="list-style-type: none"> <li>-planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.</li> <li>-using test results to make predictions to set up further comparative and fair tests.</li> <li>-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.</li> <li>-identifying scientific evidence that has been used to support or refute ideas or arguments.</li> </ul> <ul style="list-style-type: none"> <li>• describe the movement of the Earth, and other planets, relative to the Sun in the solar system</li> <li>• describe the movement of the Moon relative to the Earth</li> <li>• describe the Sun, Earth and Moon as approximately spherical bodies</li> </ul>
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Jewish Education	Shabbat	<p>Explain the laws and traditions that govern our everyday Jewish life</p> <ul style="list-style-type: none"> <li>• Demonstrate one example of where Halacha and Jewish life has evolved over time in response to modernisation the evolution of denominations e.g. Shabbat</li> <li>• Demonstrate in behaviour and be able to explain a respect diversity in Jewish life e.g. different observances of shabbat</li> <li>• Revise knowledge and experiences of cycle of the week, month, year, Jewish calendar Hebrew dates AND explain its origins, laws and customs of each, and related texts/sources where relevant:</li> </ul>
History	Research an aspect of the history of space research and travel – create piece of display work to make large class timeline.	<p>-Address and devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>-Develop skills of historical research and enquiry.</p> <p>-Develop understanding of historical time and chronology.</p> <p>-Understand how our knowledge of the past is constructed from a range of sources.</p>
Geography/ Computing	'Is there anyone out there' – UK Space Agency project assessing best site for a Mars Rover.	<p>Use maps, atlases, globes and digital/computer mapping to locate areas and describe features studied.</p>

	<a href="https://www.stem.org.uk/elibrary/resource/30199">https://www.stem.org.uk/elibrary/resource/30199</a>	<p>Use the eight points of a compass, four and six-figure grid references, symbols and keys</p> <p>Describe physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes.</p>
Religious Education	<p>How do other religions observe their 'special day', i.e. Sunday for Christians, Friday for Muslims? What about religions that don't have one day in particular? What does it mean to have a set-aside day?</p>	<p>Develop an understanding of the practises of other faiths.</p> <p>Discuss a diversity of beliefs and practises respectfully and sensitively.</p> <p>Understand historical aspects of other religions and why their holy days are different.</p>
Creative Arts/ Design Technology	<p>Object hacking – repurposing everyday objects with electronics, extra parts and amendments to create useful equipment.</p>	<p>Evaluating and adapting designs according to problems observed.</p> <p>Select and use appropriate materials and equipment.</p> <p>Use materials and components with attention to functional and aesthetic qualities.</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 list and ticks off books that they have read. For every third book read</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</li> </ul>

	<p>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>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 to them</li> </ul> </li> </ul>
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Handwriting	Handwriting practise also incorporating spelling using key Y5 vocabulary – dictation.	Joining whole words Which letters don't join Diagonal and horizontal joins Making sure that skills shown in handwriting book are transferred to all writing.
Spelling	<p>Learn statutory spellings according to English Appendix 1.</p> <p>Spelling to be incorporated into handwriting and English lessons – spelling section in English three times a week.</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 beginning with vowel letters to words ending in –fer</p> <p>Use of the hyphen</p>
Maths	<p><b><u>Measurement: volume, time, length and mass.</u></b></p>	<p>-solve problems involving the calculation and conversion of units of measure, using decimal notation up to 3 decimal places where appropriate</p> <p>-use, read, write and convert between standard units, converting measurements of length, mass, volume and time</p>

		<p>from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to 3 decimal places</p> <p>-convert between miles and kilometres</p> <p>-recognise when it is possible to use formulae for area and volume of shapes</p> <p>-calculate the area of parallelograms and triangles</p> <p>-calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm<sup>3</sup>) and cubic metres (m<sup>3</sup>), and extending to other units [for example, mm<sup>3</sup> and km<sup>3</sup>]</p>
Prayer/Tefillah	<p>Shavuot – Learn all of Hallel (Avivit)</p> <p>Regular tefillah</p>	
PSED/SRE inc. Jewish and Olympic values	Equality	<p>Understanding and appreciating difference in our school community, our country and the wider world.</p> <p>Discussing racial, sexual and other forms of discrimination and why these are not tolerable.</p> <p>Discussing our own attitudes to different people and how we can show we value difference.</p> <p>Link to British values (co-operation, acceptance, community) and Jewish values (social justice, tikkun olam, loving the stranger).</p>
PE	<b><u>Coached sports – Rian.</u></b>	