

Eden Primary Medium Term Planning

Prachim (Year 5)

Summer 2 (7 weeks)

Space/Adventures

Overview and Rationale:

This term continues Summer 1's theme of 'Space', completing their Science learning and offering the children an opportunity to consolidate and deepen their understanding through two in-depth cross-curricular (Science, D&T, Geography) case studies. The theme of 'Space' will lead into the year's final topic, 'Adventuring', within which children will apply their learning in English (Shackleton's Adventure), History and Geography to understand how and why people have pushed the boundaries of what is considered possible. This fits into the term's PSHE focus of 'Courage', enabling a series of discussions around the meaning of courage and what it might look like for different people. Maths learning will be similarly thematic, with a focus on position and direction, enabling the children to use maps and co-ordinate grids, and statistics. The latter half of the term's Maths learning will focus on consolidating and deepening all of the objectives in the Year 5 curriculum, allowing the most confident children to take part in open-ended, in-depth investigations, and providing an opportunity to address any gaps that children may have.

Culminating Projects: Equipment Hacking (Spring 2)

Cross Curricular Thematic Learning

Area of Curriculum	Content and Knowledge	Skills
English	<p>'Cosmic' by Frank Cottrell Boyce (Power of Reading)</p> <p>End of Unit Outcome: Create a newspaper report based on events from the text.</p> <p>SC: Choose the genre of newspaper – broadsheet or tabloid. Include the 5 W's – who, what, when, where, why. Expand on the story in the main text. Select and caption effective photos and illustrations.</p>	<ul style="list-style-type: none">-To enjoy exciting stories with memorable characters.-To consider how particular situations make individuals behave as they do.-To explore dilemmas, empathising with characters.-To build an imaginative picture of a fantasy world, based on real life experiences.-Prepare and perform play scripts and poetry;-Show understanding through intonation, tone, volume and

	<p>Grammar: using semicolons, colons or dashes to mark boundaries between independent clauses. -using the perfect form of verbs to mark relationships of time and cause.</p> <p>Shackleton's Journey (William Gill)</p> <p>End of Unit outcome: Antarctic Exploration exhibition, including all the work completed during the unit. Writing will be across a range of genres, including narrative, scripts, persuasion and first person recounts. This unit will enable the children to draw together the skills learned across Year 5.</p> <p>Grammar: Full recap and consolidation of all Year 5 grammar.</p>	<p>action so that meaning is clear to an audience; -Discuss and evaluate how authors use language; -Draw inferences about characters' feelings, thoughts, emotions and actions; -Discuss opinions related to the themes in the text and present these as an argument</p> <p>To appreciate why stories are memorable and characters exciting</p> <ul style="list-style-type: none"> • To consider how particular situations make individuals behave as they do • To explore dilemmas, empathising with characters • To learn about the differences between information and fiction texts. • To produce a range of writing to respond to text through role play and dramatisation. <p>Both English units will help children to develop:</p> <ul style="list-style-type: none"> • assessing the effectiveness of their own and others' writing • proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • ensuring the consistent and correct use of tense throughout a piece of writing • ensuring correct subject
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		<p>and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</p> <ul style="list-style-type: none"> • proofread for spelling and punctuation errors
Science	<p>The Solar System</p> <p>The short length of Summer Term 1 - 4 weeks after the Year 5 residential trip – means that part of this unit will be continued in Summer Term 2.</p> <p>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 (2 sessions).</p> <p>Understand the relative size and distances of the planets and use this knowledge to create a scale model of the planets (at least 2 sessions).</p> <p>In-depth investigations:</p> <ol style="list-style-type: none"> 1) also consolidating Forces learning from earlier in year: https://www.stem.org.uk/system/files/elibrary-resources/legacy_files_migrated/516-Eggnaut_EN.pdf 2) Case study: Antarctica (English/Geography tie-in, consolidating Nature and States of 	<p>Working scientifically:</p> <ul style="list-style-type: none"> -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. -using test results to make predictions to set up further comparative and fair tests. -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. -identifying scientific evidence that has been used to support or refute ideas or arguments. <ul style="list-style-type: none"> • describe the movement of the Earth, and other planets,

	<p>Matter learning from earlier in year): Climate change in Antarctica. Children design an investigation involving ice and a range of coverings (variables) to design an investigation into the 'greenhouse' effect. Use Yale's 'Global Warming in a Jar' as a basis. http://peabody.yale.edu/sites/default/files/documents/education/Global%20Warming%20In%20A%20Jar.pdf</p>	<p>relative to the Sun in the solar system</p> <ul style="list-style-type: none"> • 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.
Jewish Education	<p>Shabbat Continued from Summer Term 1 (short term).</p> <p>At the conclusion of this unit of work, the class will lead a Kabbalat Shabbat assembly (on a Friday afternoon) for the rest of the school.</p>	<p>Explain the laws and traditions that govern our everyday Jewish life</p> <ul style="list-style-type: none"> • Demonstrate one example of where Halacha and Jewish life has evolved over time in response to modernisation the evolution of denominations e.g. Shabbat • Demonstrate in behaviour and be able to explain a respect diversity in Jewish life e.g. different observances of shabbat • 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:
History	<p>Adventurers: In-depth case study.</p> <p>Investigate different ideas about adventures throughout history and what has affected these.</p> <p>E.g. 1000 years ago, many people never left their villages. What would an adventure look like to them? How has</p>	<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>Geography. Computing</p>	<p>technology and mass communication affected our ideas of adventures.</p> <p>Look at primary sources from historical adventurers, e.g. Herodotus Margery Kempe Marco Polo Hester Stanhope Nelly Bly Ibn Battuta Mary Kingsley Dr. David Livingstone Sherpa Tenzing Norgay</p> <p>What did 'adventure' mean to them? Is it the same of your ideas of adventure? What historical factors affected their ideas of adventure?</p> <p>Using atlases and Google Earth, children design their own adventure, describing in detail the cities and terrains they pass through, landmarks and architectural features, and reasons for wanting to journey along that route Describe whether any other historical adventurers had been there first, and what they said. Produce annotated and illustrated route map for display.</p>	<p>-Understand how our knowledge of the past is constructed from a range of sources.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate areas and describe features studied.</p> <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>
<p>Religious Education</p>	<p>Pilgrimages – what journeys and adventures do people make in the name of their religions? Why do they do this? How might it help their spiritual/religious practises. Look at Haj, Lourdes, Jerusalem, Ganges, Mahabodhi</p>	<p>-Understand the roles of adventuring and journeying in world religions. -Understand how making religious journeys can enhance peoples' understanding of their own religion and deepen their commitment.</p>
<p>Creative Arts/</p>	<p>Object hacking – repurposing everyday objects with electronics, extra parts and</p>	<p>Evaluating and adapting designs according to problems observed.</p>

Design Technology	amendments to create useful equipment for an adventurer (continued from Summer 1).	<p>Select and use appropriate materials and equipment.</p> <p>Use materials and components with attention to functional and aesthetic qualities.</p>
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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"> • develop pleasure in reading, motivation to read, vocabulary and understanding by: <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

		<p>read, and correcting inaccurate reading</p> <ul style="list-style-type: none"> • 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 others say • explain clearly their understanding of what is read to them
Handwriting	Handwriting practise also incorporating spelling using key Y5 vocabulary – dictation.	<p>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.</p>
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</p>

		<p>beginning with vowel letters to words ending in -fer</p> <p>Use of the hyphen</p>
<p>Maths</p>	<p><u>Statistics</u></p> <p><u>Position and directions (geography link)</u></p> <p><u>Application and consolidation of Year 5 curriculum:</u></p> <p>For children who have already achieved objectives: mastery level and in-depth investigations.</p> <p>For those who have not: revisit and reteach skills.</p> <p>All children to solve multi-step problems involving a range of operations and contexts (e.g. measurement, decimals, multiplication, division, reasoning).</p> <p>Maths learning also links to science project of building scale models – draw on scaling, multiplication and division learning to size and space planets accurately.</p>	<p>-solve comparison, sum and difference problems using information presented in a line graph.</p> <p>-complete, read and interpret information in tables, including timetables.</p> <p>-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</p> <p>Consolidate all Year 5 objectives address in previous planning.</p>

Prayer/Tefillah	Consolidate prayers used in Kabbalat Shabbat Service, including singing the V'ahavta. New learning in bold. Psukei D'Zimra (Yedid Nefesh , Mizmor Shir L'Yom HaShabbat, Shiru L'Adonai) Candle Lighting L'cha Dodi Barchu/Shema (V'ahavta and L'maan tizkaru). Amidah Shalom Aleichem Aleinu Yom Zeh L'yisrael/Oseh Shalom	
PSED/SRE inc. Jewish and Olympic values	Courage:	What does courage mean to you? Is that the same for others? Who shows courage (link back to Y5 residential). Does courage always have to be something dramatic (i.e. adventurers)? How can courage change the world – look at some courageous/inspirational individuals (Malala Yousefzai, Martin Luther King, Yusra Mardini...) Jewish values link – ometz/hatmadah (courage and perseverance).
PE	<u>Coached sports – Riaan.</u>	