

## **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 History learning about Ancient Greek society and social structure – since fables were closely associated with the ancient slave population. Year 5's English work will focus on Homer's Odyssey (in an abridged, age-appropriate version). 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).

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 – thorough a series of investigations.

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

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

Area of Curriculum	Content and Knowledge	Skills
English	<p>Aesop's Fables (short unit: 2 weeks).</p> <p>The Adventures of Odysseus</p> <p>Grammar</p>	<p>Understand the historical context of Aesop's fables and how it affected the stories.</p> <p>Identify the features of a fable (simple plot, strong moral message, animal characters, short piece of writing).</p> <p>Write own fable using all of the features learned.</p> <ul style="list-style-type: none"> <li>- Writing in the first person to convey thoughts and feelings.</li> <li>- Identifying and using the features of archaic language.</li> <li>- Designing storyline and plot to include challenges to overcome.</li> <li>- Identifying the features of myth, including supernatural beings such as gods and creatures.</li> </ul> <p>Comprehension: Justify opinions using evidence from the text. Verb prefixes and suffixes (converting nouns and adjectives into verbs).</p> <p>Write a report about the flood to be turned into a radio broadcast.</p>
Science	<p><u>Materials and their Properties.</u></p> <p><u>Scientific methods and thinking.</u></p> <p>Children should build a more systematic understanding of materials by exploring and comparing</p>	<ul style="list-style-type: none"> <li>- Grouping substances according to properties.</li> <li>- Investigating changes of state between solid, liquid and gas,</li> <li>- Scientific skills of planning.</li> <li>- Fair tests, designing and evaluating investigations, and precise measuring.</li> <li>- Identifying scientific</li> </ul>

	<p>the properties of a broad range of materials, including relating these to what they learnt about magnetism in year 3 and about electricity in year 4. They should explore reversible changes, including evaporating, filtering, sieving, melting and dissolving, recognising that melting and dissolving are different processes. Children should explore changes that are difficult to reverse, for example, burning, rusting and other reactions, for example, vinegar with bicarbonate of soda. They should find out about how chemists create new materials, for example, Spencer Silver, who invented the glue for sticky notes or Ruth Benerito, who invented wrinkle-free cotton.</p>	<p>evidence that has been used to support or refute ideas or arguments.</p>
<p>Jewish Education</p>	<p>Chanukah</p> <p>Judaism in Ancient Greece</p>	<p>Identify a kosher Chanukiah and explain how it is lit.</p> <p>Consider how the story of Chanukah is a story of the triumph over evil.</p> <p>Locate the Chanukah service in the siddur.</p> <p>Understand that significant Jewish communities existed in the ancient Greek world.</p> <p>Locate their communities (especially Alexandria in Egypt).</p> <p>Understand some aspects of their lifestyle – ‘Hellenising’ and ‘traditionalist’ and relate this to the Chanukah story.</p> <p>-Understand some of the main achievements of the ancient Greek Jewish communities, e.g. translating the Torah into Greek.</p>
<p>Religious Education</p>	<p>Comparative Religion – Chanukah.</p>	<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	Key Stage Two End of Term Production	<ul style="list-style-type: none"> <li>-Performance skills including singing, speech and dance.</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
Reading	<p>Targeted guided reading groups and whole class reading focused on challenging, stimulating texts suitable for Year 5 children. Each child will have 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>Group reading with class teacher will be focused on a specific skill.</p> <p>Weekly comprehension sessions for all children. Once-a-week</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> </ul>

	<p>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>- 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> <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</li> </ul>

		<p>posture for writing.</p> <ul style="list-style-type: none"> <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 the National Curriculum, English Appendix 1.</p> <p>Three 20-minute sessions per week.</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) 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 and why</li> <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>-Identify multiples and factors, including finding all factor pairs of a number, and common factors of 2 numbers know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers</li> <li>-Establish whether a number up to 100 is prime and recall prime numbers up to 19</li> <li>-Multiply numbers up to 4 digits by a one- or two-digit</li> </ul>

		<p>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 (<sup>2</sup>) and cubed (<sup>3</sup>)</p> <p>-Solve problems involving multiplication and division, 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. Children will learn and analyse the first three verses of Maoz Tzur.</p> <p>Recite Al Hanissim during the Amidah.</p>	
PSHE/SRE	<p>Being Strong</p> <p>School and Jewish values</p>	<p>The difference between confidential and secret. Praising, supporting and raising concerns. Peer group pressure and resisting it. Discrimination, teasing, bullying and aggression.</p> <p>Tikkun Olam- repair the world, Tzedakah- charity, Gemilut Hassadim- good deeds, Tzedek Tirdof- pursue justice)</p> <ul style="list-style-type: none"> <li>- Care for each other</li> <li>- Care for school</li> <li>- Care for nature and the</li> </ul>

		environment - Care for the wider community - Taking responsibility for our learning
PE	Team games -	Ball-based team games, with a focus on developing teamwork and co-operation, dexterity, and hand-eye co-ordination skills.