

# Prachim - Year 5 -Yearlong Curriculum Plans 2018-2019

## Theme: Heritage and Civilisation

This year's learning focuses on the themes of heritage and civilisation. The Autumn terms have a historical focus, examining Ancient Greece, its culture, religion and lifestyle, major historical events, and key people. In keeping with our theme, we will also address the impact of ancient Greek heritage on modern Europe, and look at the comparable achievements of non-European civilisations (China and the Arab world). The Spring term focuses on the concept of personal heritages by taking Immigration and Diversity as its key topic. The children will explore the stories of people who have reshaped their worlds by moving and creating new communities, both in London and elsewhere. This will tie in to our Pesach work, with a focus on the medieval Jewish experiences of immigration and emigration, and will involve the children designing and creating a haggadah inspired by medieval illuminated manuscripts. The summer term takes a broader approach to the theme of 'Civilisation', focusing on exploration and journeys, including space travel. The children will read 'Team Moon', about the ordinary people who worked on the 1969 moon landings, and will examine ideas about space travel throughout history.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	<b>Chagim/Ancient Greece</b>	<b>Ancient Greece</b>	<b>Journeys and Immigration/ Pesach</b>	<b>Journeys and Immigration</b>	<b>Exploring and adventuring: The Antarctic</b>	<b>Exploring and adventuring: Space</b>
Culminating project	Writing a further adventure for Varjak Paw and designing an Automata.	Further work on designing an Automata.	Class assembly.	Calligraphy, making handmade paper and illuminating with coloured and metallic inks.	Class performance.	Space Art exhibition.
Integration	Integration of Science, Art, Maths and History.	Integration of Jewish Studies, History, English and Computing.	Integration of History, Computing, Jewish Studies, PSHE and Art.	Integration of History, English, Jewish Studies and Art.	Integration of English, Art, Science and Geography.	Integration of Science, P.E. and Art.
Forest School			We will be spending 6 sessions in Coldfall Woods.	We will be exploring plants in the woodland behind the school to tie in with the Science topic.		

<p style="text-align: center;"><b>Science</b></p>	<p><b>Science</b> linked to art/D&amp;T – levers and pulleys. Including scientific skills of planning, fair tests, designing and evaluating investigations, and precise measuring. Identifying scientific evidence that has been used to support or refute ideas or arguments</p>	<p>Materials and their properties. Grouping substances according to properties, investigating changes of state between solid, liquid and gas, scientific investigation skills as described above.</p>	<p>Living things, including lifecycles and animal reproduction.</p>	<p>Living things, working scientifically. Describe changes as humans grow and age.</p> <p>SRE taught during this unit – body changes.</p>	<p>Geography link – Antarctic climates and habitats, effect of climate change.</p> <p>Observe patterns in data and scientific changes over time.</p>	<p><b>Space:</b> describe the movement of the Earth and other planets relative to the sun in the solar system, 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. Scientific thinking as described above.</p>
---	---	---	---	---	--	--

<p style="text-align: center;"><b>English</b></p>	<p><b>Varjak Paw –</b> Write an extra adventure for Varjak.</p> <p><b>Grammar:</b> Modal verbs, commas for clarity.</p> <p><b>Reading:</b> Use inference skills, ask questions to develop understanding, predicting what might happen from details stated and implied, participate in discussion.</p> <p>All Year 5 reading objectives also to be addressed on an ongoing basis throughout the year through whole-class and small-group reading.</p>	<p><b>Aesop’s Fables</b></p> <p><b>The Adventures of Odysseus.</b></p> <p><b>Grammar:</b> Brackets, dashes and commas to indicate parentheses.</p> <p><b>Reading:</b> Identifying how language, structure and presentation contribute to meaning, Reading books that are structured in different ways and reading for a range of purposes.</p>	<p><b>Floodland</b></p> <p>Journeys/Myths Children write a report on events in the story.</p> <p><b>Narrative poetry –</b> The Highwayman.</p> <p><b>Grammar:</b> Devices to build cohesion within a paragraph.</p> <p><b>Reading:</b> Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p>	<p><b>English/Jewish Studies: Exodus</b> Use the Exodus narrative as an inspiration for first-person narrative writing, focusing on the experience of someone forced to leave a country.</p> <p><b>Grammar:</b> Convert nouns into adjectives of verbs using suffixes (de- mis- over- re-). <b>Reading:</b> Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p>	<p>Journeys – <b>Shackleton’s Adventure.</b> Create an exhibition of writing and artefacts around Shackleton.</p> <p><b>Grammar:</b> Relative clauses.</p> <p><b>Reading:</b> Retrieve, record and present information from non-fiction, distinguish between statements of fact and opinion</p>	<p><b>Team Moon.</b> Write the memoir of an imaginary ordinary person – spacesuit seamstress, riveter, who played a role in the 1969 moon landings. History link – 20th century.</p> <p><b>Grammar:</b> Consolidate all Year 5 objectives.</p> <p><b>Reading:</b> Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.</p>
<p style="text-align: center;"><b>Maths</b></p>	<p><b>Maths mastery –</b> reasoning with large numbers; problem solving with addition and subtraction:</p>	<ul style="list-style-type: none"> <li><b>Mastery:</b> multiplication and division, converting units, volume and area.</li> </ul>	<ul style="list-style-type: none"> <li><b>Mastery:</b> Fractions, line graphs and timetables.</li> </ul>	<ul style="list-style-type: none"> <li><b>Mastery:</b> Decimals and percentages.</li> </ul>	<p><b>Mastery:</b> Angles, Shape and transformation</p>	<p><b>Mastery:</b> Calculation with whole numbers and decimals/ consolidation/ investigation.</p>

<b>Topic</b>	<b>Life in Ancient Greece:</b>  Include city states, Athens focus as that is where the evidence is from, political and social systems, language, art and theatre.	<b>Life in Ancient Greece:</b>  Include city states, Athens focus as that is where the evidence is from, political and social systems, language, art and theatre.	<b>Jewish immigration/emigration</b> Arrange tour of Brick Lane – diversity and changing neighbourhood. History of Jewish emigration worldwide	<b>Pesach</b> Focus on journey element. Use Exodus narrative in English as writing focus. Haggadah – based on illuminated medieval manuscripts. Journeys of Jews in medieval Europe – expulsion from England/Amsterdam community. British Library trip.	<b>The Antarctic:</b> Shackleton’s adventures, history of exploration, technology of Antarctic exploration.	<b>Space:</b> The Apollo 11 missions, history of space travel, 20 <sup>th</sup> century context, life in space.
<b>Computing</b>	Rising Stars: Unit 5.2: We are Cryptographers.  Link to Ancient Greece.	Rising Stars: Unit 5.2: We are Cryptographers.  Link to Ancient Greece.	Rising Stars: Unit 5.2: We are Architects  Link to emigration/home topic.	Rising Stars: Unit 5.2: We are Architects  Link to emigration/home topic.	Rising Stars Unit 5.4.: We are Web Developers	Rising Stars Unit 5.4.: We are Web Developers
<b>Art</b>	<b>Art/D&amp;T project:</b> Automata. Contextualise in relation to ancient theatre. Focus on technical drawing, moving parts, creating balancing, weighted objects (plaster figures to balance on wire).	<b>Art/D&amp;T project:</b> Automata. Contextualise in relation to ancient theatre. Focus on designing and creating automata.	Calligraphy and illumination (preparation for Pesach). Make natural drawing implements – foraged pens – and leaf paper. Forest School. The work of artist Richard Long – art about journeys.	Medieval manuscripts. Calligraphy with quill and wooden pens, ink, handmade paper making, illumination with coloured and metallic inks.	Conceptual art: The Antarctic	Conceptual art: The Antarctic, culminating in curating an exhibition.

	<p><b>CHAGIM: Rosh Hashanah</b> (mitzvot and customs, food omens, alternative names for Rosh Hashanah, yamim noraim)  <b>Yom Kippur:</b> (How actions affect those around us, tzedakah, aseret Yimai Teshuvah).  <b>Sukkot:</b> (Arba minim/parts of body, harvest festival – comparative religion, ushpizin/ot)</p> <p><b>Shemini Atzeret :</b> Analyse Mashiv Ha Ruach prayer and devise our own version.</p> <p><b>Simchat Torah:</b> Explain why Shemini Atzeret and Simchat Torah are celebrated as one or two day festivals depending on community or country. Understanding why everyone (according to community) gets an Aliyah on Simchat Torah, learn first bracha.</p>	<p><b>Chanukah.</b></p> <p><b>Topic:</b> Jewish life in ancient Greece – Alexandria – link to text work, Torah translated into Greek.</p>	<p>Jewish journeys – Chumash.</p> <p>Explain the laws and traditions that govern our everyday Jewish life</p> <p>Revise knowledge and experiences of cycle of the week, month, year, Jewish calendar Hebrew dates and explain the origins, laws and customs of each, and related texts/sources where relevant.</p> <p>Understand the lives and culture of some historic Jewish communities.</p> <p>Understanding cultural achievements of these historic Jewish communities – art, philosophy, literature.</p>	<p><b>Purim:</b> Revise Megillat Esther and leyn first verse. Make mishloach manot and understand concept of responsibility towards wider community. Understand historical location of Purim story, between first and second temples.</p> <p>Pesach – Haggadah content.</p>	<p><b>Shabbat:</b> Learn and analyse kabbalat Shabbat prayers.</p> <p><b>The Omer/Shavuot/YomHa’atzm aut/Yom Hazikaron:</b> Explain that the Omer was an offering of barley given during temple times. Explore some significant British personalities and their involvement in the establishment of modern day Israel e.g Ezer Weitzmann. Learn who the current Israeli President and Prime Minister is Explain why and how Yom Ha’atzmaut is a modern festival Understand and explain what happened to Bnei Yisrael Matan Torah. Revise the story of explore and consider the mitzvah of gleaning found in Megillat Rut Explore the harvest connected to Shavuot (Science link). Consider why laws are so important</p> <p>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 – link to science learning/phases of the Moon.</p>	<p><b>Shabbat:</b> Work towards leading a kabbalat Shabbat service.</p> <p><b>Rosh chodesh and the Jewish calendar:</b> Explain the connection between Rosh Chodesh and the secular calendar with particular emphasis on leap years, to discover how Rosh Chodesh was identified historically. Connect the Hebrew and secular months and name the dates for the three Shalosh regalim.</p>
--	---	---	--	---	---	--

<b>Tefillah</b>	Whole of Havdalah (Hamavdil), leyn Shema, Ahavat Olam.	Chanukah. Learn and analyse the first three verses of Maoz Tzur. Recite Al Hanissim during the Amidah.	Asher Yatzar - Learn and analyse. Revise tefillat HaDerech, say head of school trips.	Analyse sections of the Haggadah and create personal responses to it.	Hallel – Hallelu, Ozi v'zimrat yah, Hodu, Bezeit Yisrael (ahead of Shavuot).	Kabbalat Shabbat service.
<b>PSHE- School, British and Jewish Values</b>	<p><b>Drug Education</b></p> <p><b>Excellence</b></p> <ul style="list-style-type: none"> <li>•Embracing challenge</li> <li>•High expectations</li> <li>•Determination, effort and resilience</li> <li>•Thinking</li> <li>•Confidence</li> <li>•Pride in our achievements</li> </ul> <p>Lilmod U'Lelemed- to teach and to learn, Derech Eretz – way of the world, Chevruta- learning in collaboration, Lihiyot B'simcha- doing everything with joy and positive attitude</p>	<p><b>Being Strong</b></p> <p><b>Responsibility</b></p> <ul style="list-style-type: none"> <li>•Care for each other</li> <li>•Care for school</li> <li>•Care for nature and the environment</li> <li>•Care for the wider community</li> <li>•Taking responsibility for our learning</li> </ul> <p>Tikkun Olam- repair the world, Tzedakah- charity, Gemilut Hassadim- good deeds, Tzedek Tirdof- pursue justice</p> <p>Mitzvah day.</p>	<p><b>Changes at Puberty</b></p> <p><b>Respect</b></p> <ul style="list-style-type: none"> <li>•Compassion</li> <li>•Kindness</li> <li>•Valuing all others - children and adults</li> <li>•Getting along</li> </ul> <p>Ve'ahavt Lereacha Kamocha- love your neighbour as yourself, Chesed- kindness</p>	<p><b>Moving on with confidence and clarity</b></p> <p><b>Community</b></p> <ul style="list-style-type: none"> <li>•Inclusive</li> <li>•Unity</li> <li>•Celebrating difference/uniqueness</li> <li>•Diversity</li> <li>•Inclusion of children with Sen and from different faiths and backgrounds</li> <li>•Family</li> </ul> <p>Kehillah Kadusha- holy community, Tzelem Elohim- made in the image of God</p>	<p><b>Let's Make Money</b></p> <p><b>Creativity</b></p> <ul style="list-style-type: none"> <li>•Courage</li> <li>•Curiosity</li> <li>•Exploration</li> <li>•Innovation</li> <li>•Fun</li> <li>•Risk taking</li> <li>•Innovative teaching and learning</li> </ul> <p>Shivim Panim L'Torah- 70 interpretations of Torah, Elu V'elu- these as well as these are the words of the living God</p>	<p><b>The Media</b></p> <p>Revisit all previous taught values.</p>

<b>P.E</b>	Team games: focus on co-operation, agility, hand-eye co-ordination.	Team games: focus on co-operation, agility, hand-eye co-ordination.	Dance: Focus on co-ordination and timing.	Athletics: Gymnastics	NASA – Train Like an Astronaut.	NASA– Train Like an Astronaut.
------------	---	---	---	-----------------------	---------------------------------	--------------------------------

