

Eden Primary Medium Term Planning

Prachim (Year 5)

Spring 1 (7 weeks)

Journeys

Overview and Rationale:

This topic is cross-curricular, encompassing English, Jewish Studies, History, Geography, Comparative Religion, PSHE, Art and British Values. It will enable children to use a range of skills and to discover connections between a range of curriculum areas. Many of the skills developed over the course of this term will feed into the Haggadah project to be completed at the end of Spring Term 2, including calligraphy, illumination, narrative poetry, and Jewish history including the experience of immigrants/emigrants both Jewish and from other communities.

The children's English learning will examine a genre of poetry – narrative – typically focused on describing a journey – and will enable them to explore the structure and language of the genre, refining their skills using creative language to describe and understand more sophisticated elements of poetry such as metre, rhythm and the dramatic effect of language.

Topic learning will be focused around the experiences of people who have made journeys, with particular focus on the Medieval Jewish experiences, using the life of Maimonides as a case study, and the contemporary communities of East London. The Medieval element will help to contextualise our Art and Design learning, which will encompass illuminated manuscripts and calligraphy in both English and Hebrew.

Our Maths mastery curriculum will focus on two related topics – multiplication, division 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 through a series of investigations.

Project Launch:

To introduce the topic of journeys, Prachim will be examining the etymology of the word and designing a piece of artwork conveying each child's interpretation of the word.

Culminating Projects: Calligraphy Haggadah (to be completed in Spring 2)

	Link to JS: medieval Spain.	<p>the concept of illustrating a journey with text and natural resources.</p> <ul style="list-style-type: none"> - Trips to the Woods - Making Richard Long and Alice Fox inspired work in a natural location. -Pen, brush and ink making. - Rust printing.
Music	English link – sea shanties and traveller’s songs.	<ul style="list-style-type: none"> - What stories do they tell? - How do the tunes help us to understand and remember the words? - What role did music play in the lives of sailors and travellers in 18th-19th centuries (Mariner’s Revenge Song – context).

Subject Based Learning

Area of Curriculum	Content and knowledge	Skills
Guided Reading	<p>Guided Reading</p> <p>Daily guided reading groups focused on challenging, stimulating texts suitable for Year 5 children.</p> <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"> - develop pleasure in reading, motivation to read, vocabulary and understanding by: - 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,

		<p>linking new meanings to those already known</p> <ul style="list-style-type: none"> - understand both the books they can already read accurately and fluently and those they listen to by: - 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 read, and correcting inaccurate reading - 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
<p>Jewish Education</p>	<p>Shabbat</p> <p>Lead Kabbalat Shabbat service for 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. -Be able to explain and 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 the origins, laws and customs of each, and related texts/sources where relevant.
Handwriting	<p>Handwriting practice (10 minutes) four times a week, focusing on perfecting joins, keeping writing straight, neat and within the line.</p> <p>Children with already-excellent handwriting to focus on fluency, speed and accuracy.</p> <p>Children to self-assess own handwriting.</p> <p>Small group of children to receive extra intervention from LSA.</p>	<p>-Joining whole words</p> <p>-Which letters don't join</p> <p>-Diagonal and horizontal joins</p> <p>-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>Three 20-minute sessions per week, test on Fridays.</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>
Science	The Circle of Life	<p>Working scientifically:</p> <p>-planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</p> <p>taking measurements, using a range of scientific equipment,</p>

		<p>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.</p> <p>-using test results to make predictions to set up further comparative and fair tests.</p> <p>-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.</p> <p>-identifying scientific evidence that has been used to support or refute ideas or arguments.</p> <p>The Circle of Life:</p> <p>-describing the life processes of reproduction in plants. -understanding the difference between asexual and sexual reproduction in plants. -the difference between insect and wind pollinated plants. -recognising the four stages in the lifecycle of a flowering plant. -explaining the difference in the life cycles of a mammal, amphibian and a bird. -understanding and explaining possible reasons for extinction.</p>
Maths	Multiplication and division	<p>-Multiply 4-digits by 1-digit -Multiply 2-digits (area model)</p>

	Fractions	<ul style="list-style-type: none"> -Multiply 2-digits by 2-digits -Multiply 3-digits by 2-digits -Multiply 4-digits by 2-digits -Divide 4-digits by 1-digit -Divide with remainders <ul style="list-style-type: none"> -Equivalent fractions -Improper fractions to mixed numbers -Mixed numbers to improper fractions -Number sequences -Compare and order fractions less than 1 -Compare and order fractions greater than 1
Prayer/Tefillah	<p>Regular class tefillah, including Havdalah after the weekend.</p> <p>Asher Yatzar</p> <p>Tefillat HaDerech</p>	<p>Learn and analyse Asher Yatzar – what is giving thanks for? Think about gratitude for basic aspects of life such as physical health. When is it said?</p> <p>Recap Tefillat HaDerech and say ahead of travelling on school trips.</p>
PSHE/SRE including Jewish values	<p>Empathy</p> <p>Respect</p>	<p>Reggio inspired Curriculum Project (60-90mins per week)</p> <p>Examining, discovering and researching the idea of empathy</p> <ul style="list-style-type: none"> - Compassion - Kindness - Valuing others - children and adults - Getting along <p>Ve’ahavt Lereacha Kamocha -love your neighbour as yourself</p> <p>Chesed- kindness</p>
Computing	<p>Rising Stars 5.4 – ‘We are Web Developers’.</p> <p>To create a website explaining e-safety and responsible online behaviour.</p>	<ul style="list-style-type: none"> - Develop research skills - Decide what information is appropriate - Understand how search engines select and rank results - Question the plausibility and quality of information - Develop an refine ideas and text

		<p>collaboratively</p> <ul style="list-style-type: none"> - Develop an understanding of online safety and responsible use of technology.
PE	<p>Athletics</p> <p>Football & Tag Rugby</p> <p>Circuit Training</p>	<p>Improving sprinting and long-distance running stamina using team games to develop confidence and working together strategically.</p> <p>Accuracy, tactics and teamwork. Focus on specific skills, e.g. passing, pacing and strategy.</p> <p>Improving overall fitness by undertaking varied circuits at the same time as developing strength and gross motor skills.</p>