

Eden Primary Medium Term Planning

Prachim (Year 5)

Spring 2 (6 weeks)

Journeys

Overview and Rationale:

This cross-curricular topic encompasses 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. The Haggadah project, started in the first half of the Spring term, will 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.

Combined English and Topic learning will continue to focus around the experiences of people who have made journeys, using the narrative of Pesach as a focus for our literacy work with a particular focus on Miriam and her experience of the Exodus from Egypt. We will also be examining Purim and its significance, in the context of the Babylonian exile and life in ancient Persia. Our Art and Design learning will consist of the designing of our own *Haggadot*, illuminated manuscripts and calligraphy in both English and Hebrew.

Our Maths mastery curriculum will focus on fractions, decimals and percentages. 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 and problem solving tasks.

Project Launch:

A Sofer (Jewish scribe) will come into school to show the children how sifrei torah, haggadot, mezuzot and other religious documents are written.

Culminating Projects: Calligraphy Haggadah (Spring 2)

Cross Curricular Thematic Learning

Area of Curriculum		Skills
English	Exodus story (in translation): Focus on the figure of Miriam and her experience of journeying out of Egypt.	-identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own -noting and developing initial ideas, drawing on reading and research where necessary.

	<p>Jewish immigration and emigration.</p> <p>Setting context for art and design work inspired by medieval Jewish manuscripts.</p>	<ul style="list-style-type: none"> -Understand the lives and culture of some historic Jewish communities, e.g. Medieval Spain, and the historical events that lead to them journeying (cf. Moses Maimonides, to Cairo, as case study). - Understanding cultural achievements of these historic Jewish communities – art, philosophy, literature. - Understand diversity of UK and world Jewish communities, with varied geographical origins and traditions. - Mapping their journeys. <p>Text: 10 commandments</p> <ul style="list-style-type: none"> - what does it mean to establish laws in a new place? -the differences between laws that establish agreements between people, G-d, and between people themselves?
<p>Creative Arts/ Design Technology</p>	<p>Calligraphy and illumination. Link to JS: medieval Spain. Outdoor learning link.</p> <p>Ongoing from Spring 1.</p>	<ul style="list-style-type: none"> -Research designs and layouts for Spring 2's Haggadah. -Practise calligraphic techniques in both English and Hebrew. -Design own illuminations based on the natural world. -Use a variety of materials, including ink, paint, and natural materials. -Create own pens using natural materials. -Make handmade paper. -Put together own medieval-style Haggadah containing work completed in class, together with medieval-style illuminations and calligraphy inspired by the Sarajevo Haggadah and its journey from Spain to the Balkans. -Visit British Library to see collection of Jewish, Christian and Islamic illuminated texts.
<p>Music</p>	<p>What do we know about Medieval music? Listen to and find out about different medieval tunes, religious and secular, from across Europe.</p>	<p>Listening and appraising skills</p> <p>Find out about the instruments used and the cultural and historical context in which the music would be played/performed</p> <p>Recreate parts of some of the pieces on simple tuned and untuned percussion and with voice</p>

Subject Based Learning

Area of Curriculum	Content and knowledge	Skills
Science	Living things – SRE science component.	<p>-Understand bodily changes in humans over the course of a lifetime.</p> <p>- Understand the human life-cycle and how babies are conceived/born.</p> <p>-Understand specific male and female body changes at puberty (boys and girls to be taught separately).</p>
Handwriting	<p>Handwriting practise (10 minutes) four times a week, focusing on perfecting joins, keeping writing straight, neat and within the line.</p> <p>Children with 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.</p>	<p>Joining whole words</p> <p>Know 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>Individual spelling programmes based on own spelling needs.</p> <p>Ongoing from Spring 1.</p>	<p>Endings which sound like /jəs/ spelt –cious or –tious</p> <p>Endings which sound like /jəl/</p> <p>Words ending in –ant,</p> <p>–ance/–ancy, –ent, –ence/–ency</p> <p>Words ending in –able and</p>

		<p>-ible 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>Fractions</p> <p>Decimals and percentages</p>	<p>-Add and subtract fractions -Add fractions within 1 -Add 3 or more fractions -Add fractions -Add mixed numbers -Subtract fractions -Subtract mixed numbers -Subtract – breaking the whole</p> <p>-Subtract 2 mixed numbers -Multiply unit fractions by an integer -Multiply non-unit fractions by an integer -Multiply mixed numbers by integers -Fraction of an amount -Using fractions as operators</p> <p>-Decimals up to 2 decimal places - Decimals as fractions -Understand thousandths -Thousands as decimals -Rounding decimals - Order and compare decimals -Understand percentages -Percentages as fractions and decimals -Equivalent fractions, decimals and percentages</p>
Prayer/Tefillah	Purim/Pesach	Recap brachot for Pesach – cleaning, etc.

		<p>Learn and analyse As Yashir Moshe, link to Pesach learning.</p> <p>Learn Sim Shalom and analyse it and Oseh Shalom in context of Journeys/Migration curriculum and wishes for peace.</p> <p>Learn and analyse all of Birkat HaMazon (in addition to first paragraph already learned).</p>
<p>PSHE/SRE inc. Jewish values.</p>	<p>Empathy</p> <p>Changes at puberty</p> <p>Children can use paper/a post box to ask anonymous question at any point during lessons.</p> <p>Boys and girls to be taught separately.</p> <p>Moving on with confidence and clarity</p> <p>Community</p> <p>Jewish values:</p>	<p>Reggio inspired Curriculum Project (60-90mins per week) Examining, discovering and researching the idea of empathy</p> <p>-Understand how to behave appropriately when discussing sensitive or personal matters. -Understand personal care and how to keep own body clean. -Understand and discuss the possible emotional experiences and difficulties around puberty. -Discuss and understand different sorts of relationships/friendships, what makes a healthy and happy relationship/friendship.</p> <p>-Inclusive -Unity -Celebrating difference/uniqueness -Diversity -Inclusion of children with SEND and from different faiths and backgrounds -Family</p> <p>Kehillah Kadusha- holy community, Tzelem Elohim- made in the image of God</p>
<p>PE</p>	<p>Team sports: Volleyball</p>	<p>-use running, jumping, throwing and catching in isolation and in combination</p> <p>-follow instructions and co-operate as part of a team</p>

	<p>Rounders</p>	<ul style="list-style-type: none"> -compare their performances with previous ones and demonstrate improvement to achieve their personal best - learn how to work as a team strategically, particularly when fielding and running between posts. - develop throwing, catching and batting skills.
Computing	<p>Continued from Spring Term 1</p> <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 collaboratively - Develop an understanding of online safety and responsible use of technology.