

Eden Primary Medium Term Planning - Prachim (Year 5)- Autumn 1 (6 weeks)

Ancient Greece/Chagim

Overview and Rationale:

This term starts by introducing the topic for the whole of the Autumn term: Ancient Greece. This is a rich topic which will enable to children to use a range of skills across the curriculum; work during this topic is cross-curricular. Our science work on levels and pulleys feeds into the art, design and technology project of 'Automata', based on the Ancient Greek theatrical mechanisms used to raise actors above the stage. Computing will focus on cryptography, following the Rising Stars unit 5.2., which will be contextualised in relation to ancient Spartan battlefield codes, known as 'skytale'.

This term also encompasses the High Holy Days. Children will further develop and refine their understanding of Jewish ritual by considering the origins of and reasons behind traditions and rituals, and consider their relevance today.

Our Maths Mastery curriculum will focus on place value. Children will master a range of skills involving the number system up to 7 digit numbers. 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: Automata, narrative writing.

Cross Curricular Thematic Learning

Area of Curriculum	Content and Knowledge	Skills
English	Varjak Paw (S.F. Said) Grammar focus	<ul style="list-style-type: none">• Planning and drafting a first-person narrative.• Incorporating dialogue, action and description into a narrative.• Writing in role.• Using 'showing not telling' to improve the quality of writing.• Using appropriate descriptive vocabulary.• Proofreading and editing their own work.• Developing a persuasive argument based on evidence in the text. • Modal verbs to indicate likelihood and possibility.• Using commas to clarify meaning.• Relative clauses beginning who, when, which, whose, that, and omitted relative pronouns.

Science	Forces/Levers and Pulleys	<ul style="list-style-type: none"> • Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. • Identify the effects of air resistance, water resistance and friction, that act between moving surfaces. • Recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect.
Jewish Education	<p>Rosh Hashanah</p> <p>Yom Kippur</p> <p>Sukkot</p> <p>Shemini Atzeret/Simchat Torah</p>	<ul style="list-style-type: none"> • Explain reasons behind mitzvot and customs of Rosh Hashanah. Discuss, try and design own food customs similar to the ones consumed on Rosh Hashanah. • Identify that Rosh Hashanah is start of the 10 days of repentance and consider how to effectively ask for forgiveness from friends and family. • Understand the concept of <i>teshuvah</i> and why we consider our actions at Yom Kippur. • Explain the significance of 5 Yom Kippur laws and services. • Consider how own actions affect other people. • Name the <i>arba minim</i> and explain their association with parts of the body. • Consider links between multi-faith harvest festivals and Sukkot. • Explore traditional <i>ushpitzin/ot</i> and why they are invited to the sukkah. • Analyse Mashiv Ha Ruach prayer and devise our own version. • Explain why Shemini Atzeret and Simchat Torah are celebrated as one or two day festivals depending on community or

		<p>country.</p> <ul style="list-style-type: none"> • Understanding why everyone (according to community) gets an Aliyah on Simchat Torah, learn first bracha.
History	<p>Ancient Greece: What was life like for the ancient Greeks?</p> <p>Continued in Autumn Term 2.</p>	<ul style="list-style-type: none"> • Understand main events of ancient Greek history in chronological order. • Understand prominence of Athens in ancient 'Greek' history. • Understand significance of other states such as Sparta and Corinth. • Identify some features of daily life for ancient Athenians in particular, such as occupations, participatory democracy, lives of women, foreigners and slaves, religion, and warfare. • Understand the legacy of the ancient Greeks on Western cultures today. Compare achievements of ancient Greeks with ancient Arab and Chinese communities to realise that the Greeks' achievements were not unique.
Geography	<p>Physical geography of Greece – how did it affect life for the ancient Greeks? Changes in ancient and modern geography. Compare earliest maps of Greece.</p>	<ul style="list-style-type: none"> • Develop and refine skills of map reading. • Understand the differences between geography and boundaries of ancient Europe and modern Europe, understand that boundaries change over time as a result of conquest, war, and governmental changes. • Understand earliest processes of mapmaking.
Creative Arts/ Design Technology	<p>Automata. Science link – levers and pulleys.</p> <p>To be continued into Autumn 2.</p>	<ul style="list-style-type: none"> • Understand how non-electrical moving objects (whisks, bicycles) work using cogs, weights and pulleys. • Understand importance of balance in constructing working levers and pulleys. • Identify suitable materials for making an automaton.

		<ul style="list-style-type: none"> • Create a simple automaton.
Music	<p>Spoken-word choral singing:</p> <p>Rhythm using instruments and language. Ancient Greek context.</p> <p>Use of percussion/rhythm and instrumentation to accompany spoken word.</p> <p>This will be incorporated into a dramatic performance at the end of Autumn 2.</p>	<ul style="list-style-type: none"> • Understand that rhythm can be created through words and voice as well as instruments. • Understand context of music in ancient Greece – performance of poetry. • Hear some poetry in the original Greek and identify its rhythm. • Devise rhythmic/percussion patterns to accompany spoken word.
Computing	<p>Rising stars 5.2: We are cryptographers.</p> <p>Topic link to ancient cryptography: Make <i>skytale</i> cipher blocks.</p>	<ul style="list-style-type: none"> • Children will learn more about communicating information securely through science of cryptography. • Investigate early methods of communicating over distance (link to Topic work). • Consider importance of e-safety and security by looking at what makes a secure password. • Understanding importance of keeping personal details safe online.

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.</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 traditional tales, retelling them and considering their particular characteristics • learning to appreciate

		<p>rhymes and poems, and to recite some by heart</p> <ul style="list-style-type: none"> • 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 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
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"> • Children can write fluently and accurately, joining all letters that need to be joined. • Children understand importance of good pencil grip, appropriate pressure, good posture for writing and can demonstrate these skills. • Children who have specific difficulties have opportunities to practise pencil control and fine motor skills. • Use pen and practise speed, accuracy and fluency in this medium.
Spelling	<p>Learn statutory spellings according to The National Curriculum, English Appendix 1.</p> <p>Three 20-minute sessions per week.</p>	

<p>Maths</p>	<p>Place value and number (6 digits):</p>	<ul style="list-style-type: none"> • Read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit • Count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000 • Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through 0 • Round any number up to 1,000,000 to the nearest 10, 100, 1,000, 10,000 and 100,000 • Multiply and divide by powers of 10 • Solve number problems and practical problems that involve all of the above • Read Roman numerals to 1,000 (M) and recognise years written in Roman numerals
<p>Prayer/Tefillah</p>	<p>Learn new prayers, including those specific to festivals (detailed above).</p> <p>Continue regular class tefillah, including Havdalah after weekend and singing with Avivit on Wednesdays.</p>	<ul style="list-style-type: none"> • Learn full Havdalah prayers, including whole of HaMavdil. Lead Havdalah for younger children. <ul style="list-style-type: none"> • Broaden knowledge of Shabbat prayers to include psalms. • Learn Ahavat Olam • Learn brachot for Simchat Torah and aliyot.
<p>PSHE/SRE</p>	<p>Drug Education</p> <p>Social and Learning Behaviours</p>	<ul style="list-style-type: none"> • Understanding the effects and dangers of alcohol • Caffeine as a legal drug needs to be managed carefully. • The dangers of smoking. • The dangers of cannabis. • According to school behaviour policy, ensure that children are familiar with concepts of positive social and learning behaviours, understand what is expected of them in both respects, and

	School and Jewish values	<p>know what makes exceptionally good behaviour.</p> <ul style="list-style-type: none"> • Ensure that children understand which behaviours are not positive, how they can correct their own behaviours, and the consequences for exceptional behaviours. • 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) <ul style="list-style-type: none"> • Embracing challenge • High expectations • Determination, effort and resilience • Thinking • Confidence • Pride in our achievements
P.E.	Team games	Ball-based team games, with a focus on developing teamwork and co-operation, dexterity, and hand-eye co-ordination skills.