Prachim Year long Plan 2023-24
Theme: The Universe – Journeys Through Time

	Autumn Term **Ancient Greece**		**Spring Term** **Journeys and Immigration**		**Summer Term** **Exploration**	
Key Texts and Cumlinating Projects	*The Adventures of Odysseus* by Hugh Lupton and Daniel Morden **Black History Month** The Undefeated by Kwame Alexander	Who Let The Gods Out by Maz Evans **Culminating project:** Exhibition of automata on theme of Odysseus (see Science/Creativity) **Trip:** British Museum	*Varjak Paw* by SF Said *The Silence Seeker* by Ben Morley Residential Trip to Kingswood **Trip:** Jewish walking tour of the East End?	*Black and British* by David Olusoga **Exodus narrative** (Shemot in the Torah, recounting the Jewish people's exodus from Egypt) **Culminating project:** Haggadot on the theme of journeys **Trip:** British Library	*Shackleton's Journey* by William Grill **Culminating project:** Exhibition of writing and artefacts about Shackleton.	*Team Moon* by Catherine Thimmesh *Millions* or *Cosmic* by Frank Cottrell Boyce **Culminating project:** Space Art exhibition **Special Event:** 'Ask the Expert' session with National Space Centre via Zoom

Geography	**Emigration** Locate countries in Africa, Asia and Oceania – main regions, key physical and human characteristics What factors may have motivated people to emigrate to the UK? (can be connected to Black History Month)		**Immigration** Study of diverse and changing neighbourhood – London's East End. Study of Jewish immigration to the East End and subsequent waves of immigration. Compare maps from different years.		**Antarctica** Understand the climate; identify key areas and geographical features; how these features are affected by seasonal changes; why are there no permanent settlements. Use atlases and maps and locate places using 4 figure grid references Understand latitude and longitude	**Environment and traffic study** (link to Maths, statistics) Undertake a traffic survey of a local main road; collect and interpret the data and use it to ask geographical questions.
History	Ancient Greece - city states - gods and goddesses - Greek language and the Iliad -Greek /Persian wars.	Ancient Greece - democracy - the Peloponnesian War - the Parthenon - Greek Literature -the Odyssey -Philosophy		Haggadah – medieval Sephardi experience Making illuminated medieval manuscripts. Study of Sarajevo haggadah.	Shackleton's adventures, history of exploration, technology of the Antarctic exploration.	The Apollo 11 missions, history of space travel, 20th century context, life in space.
Religious Studies	Harvest festivals	Festivals of light	Places of worship in the East End. Brick Lane Mosque was formerly a synagogue and originally a Church.	The Spanish Inquisition and the expulsion of the Jews from Spain		

English	**Composition:** Retelling a Greek Myth **Reading:** Use inference skills, ask questions to develop understanding, predicting what might happen from details stated and implied, participating in discussion. **Grammar**: Modal verbs, commas for clarity. **Spelling:** proofreading, using a dictionary	**Composition:** Writing a balanced argument, persuasive writing linked to Greek democracy **Reading:** Identifying how language, structure and presentation contribute to meaning. Reading books that are structured in different ways and reading for a range of purposes. **Grammar:** Brackets, dashes and commas to indicate parentheses. **Spelling:** ough, silent letters, -ible, -able, homophones	**Composition:** Writing on theme of courage to act against the injustice. Letter writing **Reading:** Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. **Grammar:** Devices to build cohesion within a paragraph. **Spelling:** rare GPCs, -ably, -ably, homophones	**Composition:** First-person narrative writing, focusing on the experience of someone forced to leave their home country. **Reading:** Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. **Grammar:** Convert nouns into adjectives or verbs using suffixes (de- re- mis- over- re-) **Spelling:** proofreading, 'ei' and 'ie' words	**Composition:** Recount (logbooks, newspaper report) of Shackleton's journey Explanation texts on the life cycle of animals or plants **Reading:** Retrieving, recording and presenting information from non-Fiction, distinguishing between statements of fact and opinion. **Grammar:** Relative clauses. **Spelling:** homophones	**Composition** Writing the memoir of an imaginary ordinary person – e.g. spacesuit seamstress, riveter – who played a role in the 1969 moon landings. History link – 20th century. **Reading:** Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. **Grammar:** Consolidate all Year 5 objectives. **Spelling:** proofreading, homophones, problem suffixes
	Handwriting: Penpals Year 5 Handwriting Scheme					
	To mark each new Jewish calendar month (Rosh Chodesh) we will focus on a new poem. This will build the children's repertoire of poems and will be used as both opportunities for recitation and for children to practise their best handwriting.					

Maths	Place Value and Rounding of Large Numbers Interpret Negative Numbers Place Value of Numbers with up to Three Decimal Places Multiply and Divide by 10, 100 and 1,000 Properties of Number – Multiples, Factors and Common Factors Prime and Composite Numbers Multiply and Divide Mentally Solve Problems Involving Knowledge of Key Facts	Add and Subtract Using a Range of Strategies Add and Subtract Using Formal Written Methods Formal Written Method for Multiplication Formal Written Method of Short Division Equivalent Fractions Compare and Order Fractions Adding and Subtracting Fractions	Problem Solving – All Four Operations Multiply Fractions by Whole Numbers Fraction Problem Solving Measure – Converting Units of Measure Area Volume and Capacity Percentages Problem Solving – Percentages	3-D Shapes from 2-D Representations Reflection and Translation Perimeter Estimate, Compare, Measure and Draw Angles Identify Unknown Angles	Formal Methods for Division and Multiplication in Increasingly Complex Problems Strategies for Multiplication and Division (Mental and Written) Solving Problems involving Scaling by Simple Fractions and Rates Conversion of Imperial and Metric Units of Measure Fractions, Decimals and Percentages Problem Solving Reading Timetables and Calculating with Time	Solve Problems involving the Four Operations Distinguish between Regular and Irregular Polygons Use Properties of Rectangles Statistics – Solve Comparison, Sum and Difference Problems using Information in a Line Graph Statistics – Interpreting and Evaluating Information Presented in Charts and Tables Roman Numerals

Science	**Forces** 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.	**Forces continued** **Earth and Space** Describe the movement of the moon relative to the Earth	**Properties of Materials** Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets. Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.	**Changes of Materials** Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution; use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating; explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.	**Living things and their habitats** Including differences in lifecycles of a mammal, amphibian, insect and bird, and reproduction in some animals and plants.	**Earth and Space** Describe the movement of the Earth and other planets relative to the sun in the solar system; describe the sun, Earth and moon as approximately spherical bodies; explain day and night and the apparent movement of the sun across the sky in terms of the Earth's rotation. **Animals including humans** Describe changes as humans grow and age (link to RSE).

Jewish Studies	**Rosh Hashanah** - mitzvot and customs, food omens, alternative names for Rosh Hashanah, yamim noraim (days of awe / High Holy Days). **Yom Kippur -** how actions affect those around us, tzedakah (justice/charity), aseret yimai teshuvah (10 days of repentance). Reconciliation is beneficial for both sides. Mishne Tora (8 levels of Tzedakah) **Sukkot -** arba minim (four species) /parts of body, harvest festival as comparative religion, ushpizin/ot (Sukkot guests). **Shemini Atzeret** – Analyse Mashiv Ha Ruach (who makes the wind blow and the rain fall) prayer and devise own version. **Simchat Torah –** 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 (calling to come up and read from the	**Chanukah -** consider how the story of Chanukah is about the defeat of another civilisation (Seleucids) Learn what makes a chanukiah kosher, how it is lit and its placement based on Hillel Learn and analyse the first three verses of Maoz Tzur. Setting and lightning the candles from both direction (celebrating the various tradition) Hillel vs. Shammai **Rosh chodesh and the Jewish calendar –** Explain the connection between Rosh Chodesh (beginning of the Jewish month) 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 (three foot festivals).	**Jewish journeys** – Explain the laws and traditions that govern our everyday Jewish life. Understand the lives and culture of some historic Jewish communities. Understanding cultural achievements of these historic Jewish communities – art, philosophy, literature.	**Purim** – Revise Megillat Esther and leyn first verse. Make mishloach manot (food portions given on Purim) and understand concept of responsibility towards wider community. Understand historical location of Purim story, between first and second temples. **Pesach** – (Haggadah content) Connect the birth of the Jewish people to the start of the Jewish Year. Place the narrative of Yitziyat Mitzrayim on a timeline. Revise the parts of the Haggadah and create personal questions on it. Explore why we have to consider ourselves to have been present at the exodus. Identify and connect the personalities of the Haggadah (Moshe and Pharaoh) with the stories of Pesach and Matan Torah. To be able to explain what Chametz is and why we remove it from our house.	**Shabbat** – learn and analyse Kabbalat Shabbat prayers. **The Omer / Shavuot / YomHa'atzmaut / Yom Hazikaron -** Understand 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. Explain why and how Yom Ha'atzmaut (Israeli Independence Day) is a modern festival. Understand and explain what happened to Bnei Yisrael (children of Israel) Matan Torah (giving of the Torah). Revise the story of Ruth and explore and consider the mitzvah of gleaning found in Megillat Ruth. Explore the harvest connected to Shavuot (Science link). Consider why laws are important.	**Shabbat** – Work towards leading a kabbalat Shabbat service.

	Torah) on SimchatTorah, learn first bracha (blessing).					

	Ongoing Jewish Studies **Rosh Chodesh Project: Poetry** **Parshiot: The weekly Parshe (section of the Torah that is read on Shabbat) will be studied.**					
Hebrew	Contiinued from last term In my room(bacheder sheli naming items in my room	Plural form Mita mitot(bed/beds)Aron/aronot(wardrobes) , Madafim(shelves)Menorot(Lamps)	Questions and phrases Eifo ha(Where is the …? High holidays and Chanuka	Clothes:Vocabulary Verbs Ani lovesh/Loveshet Colours revision	Revision on items of food	Reading using Aleph champ and books White to blue level and books including the sifroni scheme and books from our library
Art/Design Technology	**Automata** – telling the story of the Odyssey (linked to Ancient Greek theatre and Adventures of Odysseus). Technical drawings, then creation of automata (simple machines with moving parts) using balance and weighted objects.	**Automata** (continued) – culminating in an exhibition.	**Illustrating a journey** with text and natural resources, inspired by the work of sculptor **Richard Long** and textile artist **Alice Fox**. **Pen, brush and ink making, rust printing.**	**Book binding** and using natural resources to make haggadot pages.	**Conceptual Art** about the Antarctic inspired by visual artist **Katie Paterson**, whose artworks concern translation, distance, and scale.	**Conceptual Art** about the Antarctic, culminating in curating an exhibition.
§ting	Purple Mash 5.2 Online safety 5.6 Modelling	Purple Mash 5.1 Coding	Purple Mash 5.7 Concept Maps	Purple Mash 5.5 Game Creator	Purple Mash 5.4 Databases	Purple Mash 5.3 Spreadsheets
			5.8 Word Processing Inserting Images, Editing Images	5.8 Word Processing Adding Text	5.8 Word Processing Presenting Information – Letters, Newspapers	5.8 Word Processing Inserting a Table
PSHE	**Being Strong** (Barnet scheme of work)	**Drug Education** (Barnet scheme of work)	**The Media** (Barnet scheme of work)	**Moving on with confidence and clarity** (Barnet scheme of work)	**Let's Make Money** (Barnet scheme of work)	**Relationships and Sex Education** (Christopher Winter Project) Body changes during puberty

Music	**Performance poetry** with percussion. Using instruments to add colour to a performance of Greek poetry. Appreciation of Greek folk music. Significance of music in Ancient Greece. Plato on music's impact on other types of music.. How music affects us. Can create emotions and memories. Can also bring back memories.	**Djembe drumming / percussion** Composition and performance using call and response, and playing more complex rhythms in parts. Learning a Chanukah song in Yiddish and Ladino. Recognizing the common and distinctive elements.	***Hungarian Dance Number 5*** by Brahms. Comparison with Greek folk music. Identifying different orchestral instruments. Emphasis on percussion and wind instruments, the evolution of aulos -> oboe	***Mambo*** (West Side Story) by Leonard Bernstein. Composing and performing music using similar rhythms. Discussion of immigrant theme and how Bernstein portrays this.	***Doctor Who theme*** – ground-breaking electronic music. 'Found Sounds' and introduction to Garage Band app for composition. Add/Alternatively explore Stockhausen's Gesang der Jülinge. Discuss the boundaries of music.	***Space Oddity*** - David Bowie ***Walking on the Moon*** – The Police Comparison of these two pop songs, and discussion of lyrics. Composition of own songs on theme of space.
PE	**Tag Rugby & Quick Sticks** Flexibility, strength, technique, control and balance. Apply basic principles suitable for attacking and defending. Use running, jumping, throwing and catching in isolation and in combination.	**Dance** Perform dances using a range of movement patterns. **Netball** Apply basic principles suitable for attacking and defending. Use running, jumping, throwing and catching in isolation and in combination.	**Gym** Flexibility, strength, technique, control and balance. **Cricket** Apply basic principles suitable for attacking and defending.	**Football** Apply basic principles suitable for attacking and defending. Use running, jumping, throwing and catching in isolation and in combination. **Yoga** Flexibility, strength, technique, control and balance.	**Athletics & Multiskills** Flexibility, strength, technique, control and balance. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	**Gymnastics** Flexibility, strength, technique, control and balance. Compare their performances with previous ones and demonstrate improvement to achieve their personal best **Leadership**