

Eden Primary Medium Term Planning Autumn 1

Prachim (Year 5) 2023-2024

Theme for year: **The Universe (Journeys Through Time)**

Autumn 1: **ANCIENT GREECE / CHAGGIM**

Project Launch: Gradually revealing an artefact part by part to enthuse, inspire and provoke thoughtful interpretations and questions

Culminating Project: Retelling of a Greek Myth, Automata

This half term 'The Adventures of Odysseus' will work as our starting point in exploring Ancient Greece as a sea-going and military society. Pupils will work on Year 5 writing and grammar objectives whilst writing their own adventures of Odysseus. We will also use the text to continue to learn about different aspects of Ancient Greek society. In History lessons the children will continue to broaden their vocabulary relating to Ancient Greece as they explore the creation of democracy, the Peloponnesian War, the Parthenon and Greek philosophy.

As part of our Science work on forces, we will investigate levers and pulleys and look at 'automata' (simple moving machines), originally invented by the Ancient Greeks. The computing curriculum will include modelling. In History we will learn about the city-states of Athens and Sparta and Greek gods and goddesses. We will study the physical geography of Greece and explore how this influenced Ancient Greek life. In Music we will use Greek texts for performance.

As well as studying Ancient Greece, this half term we will cover the Jewish chaggim (holidays) of Rosh Hashanah, Yom Kippur, Sukkot and Simchat Torah, revising existing knowledge and developing a deeper understanding of each one. We will also link our learning about Sukkot to other harvests festivals across the world.

Our Maths this half term will focus on place value and number. The children will learn a range of skills involving the number system up to seven digit numbers (millions). Those who are already confident will consolidate and deepen their skills thorough investigations and more complex problems.

Key Texts *The Adventures of Odysseus – by Hugh Lupton and Daniel Morden*

Area of Curriculum	Content and Knowledge	Skills	
English	The Adventures of Odysseus	<p>Composition: Incorporating dialogue, action and description into a narrative. Planning and drafting a first-person narrative. Designing storyline and plot to include challenges to overcome. Writing in role. Using 'showing not telling' to improve the quality of writing. Using appropriate descriptive vocabulary. Proofreading and editing their own work.</p> <p>Reading: develop pleasure for reading, motivation to read by reading a stimulating and challenging text; retrieving information, explaining meaning from context; making predictions; making inferences; summarising key events; making comparisons within and across texts; explaining how language choices contribute to meaning</p> <p>Grammar: Brackets, dashes and commas to indicate parentheses.</p>	<p>dialogue speech mark direct speech indirect speech plan – opening, build-up, problem, resolution, ending proofreading editing</p> <p>predict infer meaning compare contrast summarise</p> <p>bracket, hyphen, dash, parenthesis</p>
Science	Forces	<p>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.</p>	<p>Force Newtons Gravity Friction Air resistance Upthrust Balanced Unbalanced Gear Lever Pulley</p>
Jewish Education	Rosh Hashanah	Explain reasons behind mitzvot and customs of Rosh Hashanah.	<p>Shofar 10 days</p>

	<p>Yom Kippur</p> <p>Sukkot</p> <p>Shemini Atzeret/ Simchat Torah</p>	<p>Discuss food omens and explain the concept of what it means. Identify that Rosh Hashanah is start of the 10 days of repentance and consider how to effectively ask for forgiveness from friends and family.</p> <p>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. To know the names of the different parts of Yom Kippur Service To study how Jonah changed in the story of Jonah</p> <p>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>ushpizin</i> and why they are invited to the sukkah.</p> <p>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 country. Understanding why everyone (according to community) gets an Aliyah on Simchat Torah, learn first bracha, and know what an Aliyah is. Name the books of the Chumash in Hebrew and some key bible stories in each book</p>	<p>Talmud Gourd, Fenugreek, leeks, beets and dates Repentance Forgiveness 10 days of Teshuvah</p> <p>Kol Nidrei, Shacharit, Mussaf, Mincha, Yizkor, Neilah Ktivah Book of life</p> <p>Willow, myrtle, palm, Etrog, lulav Ushpizin- Abraham, Isaac, Jacob, Moses, Aaron, Joseph, Jacob</p> <p>Mashiv Ha Ruach prayer for wind and rain</p> <p>Shemini Atzeret and Simchat Torah</p> <p>Aliyah</p>
History	Ancient Greece: What was life like for the ancient Greeks?	<p>Knowledge and understanding of events, people and changes in the past Choose reliable sources of information to find out</p>	Athens; Athenians; democracy; voting Sparta; Spartans; monarchy; oligarchy

		<p>about the past. Describe similarities and differences between some people, events and artefacts studied.</p> <p><u>Chronological understanding</u> Order significant events, movements and dates on a timeline, i.e. place the classical Athenian and Spartan societies in context based on the other world civilisations – towards the end of the Egyptian civilisation, contemporary with Celtic Britain, before the Roman Empire). Describe approximate intervals of time, i.e. Classical Athens was approx. 2,500 years ago</p> <p><u>Historical interpretation</u> Understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history: Understand that different types of source can provide different evidence.</p>	<p>Slave; serf Peleponnese; Peleponnesian War Hoplite Bias; reliability; subjective/subjectivity; viewpoint</p>
Hebrew (Modern Ivrit)	Continued from previous term part 2 in my room plural form Bacheder sheli	<p>Spelling bee stage 1 High holidays vocabulary Rish hashana Yom Kippur Sukkot Simchat tora</p>	Reading and decoding working on Aleph champ sifroni schem and books(Children progress according to their level

Geography	<p>Physical geography of Greece</p> <p>How did it influence life for the Ancient Greeks?</p> <p>Changes in ancient and modern geography.</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, and that boundaries change over time as a result of conquest, war, and governmental changes. 	<p>Grid reference Continent South East Boundaries Borders</p>	<p>Immigration Emigration Conquests Mainland Islands</p>
RE	Harvest Festivals (linked to Sukkot)	Learn about the harvest traditions of other faiths	<p>Harvest Rice Harvest Festival Yam Festival</p>	<p>Pongal Olivagando</p>

Creative Arts/ Design Technology	Automata (Science link – Forces) To be continued in Autumn 2	Understand how non-electrical moving objects (whisks, bicycles) work using cogs, weights and pulleys. <ul style="list-style-type: none"> • Understand importance of balance in constructing working levers and pulleys. • Identify suitable materials for making different mechanisms. • Create a simple automaton. 	Force Mass Cogs/ gears Pulleys Lever Cam Rotate Plane	Material Balance Saw safety Right angle Join Rotate
Music	Performance Poetry Significance of music in Ancient Greece.	<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. <p>Using instruments to add colour to a performance of Greek poetry. Appreciation of Greek folk music.</p> <ul style="list-style-type: none"> • Plato on music's impact on human. How music affects us. Can create emotions and memories. Can also bring back emotions 	Vocals Pace Pitch High Low Loud Soft Rhythm Instrument Accompany Emotions Memory	

Subject Based Learning

Area of Curriculum	Content and knowledge	Skills	Vocabulary	
Handwriting	3x weekly handwriting practice according to the 'PenPals' scheme. Children will focus on joining their letters accurately and	Practise sloped writing: diagonal join to ascender th, sh, nb, nd, ht, st diagonal join, no ascender ai, ay, kn, er, ie, en diagonal join to an anticlockwise ascender ac, sc, bo, da, ea, ho horizontal join to ascender wh, wl, oh, ol. of, ob	Ascender Descender Break letters Joins Posture Pencil grip	Style Pressure Slope Horizontal anticlockwise

	writing with increasing speed and fluency.		
Spelling	No Nonsense Spelling scheme	ough, silent letters, -ible, -able, homophones	Silent letter Suffix Homophones
Maths	Place Value Properties of Number Mental Arithmetic	Place value and rounding of large numbers Interpreting negative numbers Place value of numbers with up to three decimal places Multiplying and dividing by 10, 100 and 1000 Properties of number – multiples, factors and common factors Prime and composite numbers Multiplying and dividing mentally Solving problems involving knowledge of key facts	Comparing Counting in powers of ten Estimate Ordering Rounding Tenths, hundredths etc Decimal point/ place Magnitude Negative numbers prime numbers factor/ common factor multiple
Prayer/Tefillah	Learn new prayers, including those specific to festivals (detailed above). Regular class tefillah.	Learn full Havdalah prayers, including whole of Ha Mavdil. Lead Havdalah for younger children. Broaden knowledge of Shabbat prayers to include psalms. Learn Ahavat Olam Learn brachot for Simchat Torah and aliyot.	Havdalah Ha Mavdil Psalms Ahavat Olam Aliyah Aliyot
Personal Social Health and Economic education (PSHE)	Being Strong	Differences between confidential and secret Confidence to praise, support or raise concerns appropriately Handling pressure Consequences of discrimination, teasing, bullying and aggression	Confidential Secret Praise Constructive feedback Peer pressure Discrimination Bullying Teasing aggression
Computing	Online Safety	To gain a greater understanding of the impact that sharing digital content can have. To review sources of support when using technology. To review children' responsibility to one another in their online behaviour. To know how to maintain secure passwords. To understand the advantages, disadvantages, permissions, and purposes of altering an image digitally and the reasons for this.	Appropriate Avatar Bibliography Citation Collaborate Communication Copyright Creative commons licence

		<p>To be aware of appropriate and inappropriate text, photographs and videos and the impact of sharing these online.</p> <p>To learn about how to reference sources in their work.</p> <p>To search the Internet with a consideration for the reliability of the results of sources to check validity and understand the impact of incorrect information.</p> <p>Ensuring reliability through using different methods of communication.</p>	<p>Critical thinking</p> <p>Digital Footprint</p> <p>Encrypt</p> <p>Identity theft</p> <p>Image manipulation</p> <p>Malware</p>
	Modelling	<p>To be introduced to the 2Design and Make tool.</p> <p>To explore the effect of moving points when designing.</p> <p>To design a 3D model to fit certain criteria.</p> <p>To refine and print a model.</p>	<p>2D</p> <p>3D</p> <p>3D Printing</p> <p>CAD – Computer Aided Design</p> <p>Design Brief</p> <p>Net</p> <p>Pattern Fill</p> <p>Points Template</p>
P.E.	Tag Rugby	<p>How to tag another player</p> <p>Moving with a ball in your hands</p> <p>Passing balls in different situations</p> <p>Passing whilst moving</p> <p>How to attack</p> <p>Working as a team</p>	<p>Tag rugby</p> <p>Attack</p> <p>Defence</p> <p>Team work</p>
	Quick Sticks	<p>Dribbling balls</p> <p>Passing and moving</p> <p>Tackling to gain possession of the ball</p> <p>Marking your opponents</p> <p>Scoring from different angles</p> <p>Working as a team</p>	<p>Quick sticks</p> <p>Dribbling</p> <p>Tackling</p> <p>Marking</p> <p>Scoring</p> <p>Team work</p>