

Eden Primary Medium Term Planning

Prachim (Year 5) 2023-2024

Theme for year: The Universe – Journeys through Time

Autumn 2: ANCIENT GREECE

Project Launch: Topic launched in Autumn 1

Culminating Project: Exhibition of Automata

This term our topic is Ancient Greece. This rich topic will enable to children to use a range of skills across the curriculum. Our English work will focus on *'Who Let The Gods Out'* by Maz Evans. In reading lessons, the children will explore the vocabulary and develop their comprehension skills. In writing lessons, the children will then compose their own retelling, exploring the story from another character's point of view.

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.

Our Jewish Studies learning will include examining the Greek context of the Chanukah story (under the Hellenistic kingdoms). Some emphasis will be on the civil dissent amongst Jews to understand that vast majority of Jews living under Hellenistic rule were actually quite happy as Hellenic Jews. We will also examine the Septuagint and learn about its origins and impact on the world's history.

In our Science lessons we will continue our work on 'Forces' from Autumn 1, which is related to our Creativity work on automata. The children will use the skills they develop to create a moving scene from a Greek myth. As the nights begin to draw in earlier this half term, we will also take the opportunity to learnt about the phases of the moon, allowing the children to observe this closely for themselves.

Our Maths lessons will focus on the four number operations – addition, subtraction, multiplication and division. Children will develop their confidence and fluency in all four and have the opportunity to consolidate and deepen their skills thorough a series of investigations.

Key Texts *Who :et The Gods Out by Maz Evans*

Visits / Visitors The British Museum

Area of Curriculum	Content	Skills and Knowledge	Vocabulary
English	Who Let The Gods Out	<p>Composition: Write from the perspective of a character, write in the style of a character, evaluate the accuracy of a statement, present key information in an interesting way, use evidence to support opinion, evaluating a text.</p> <p>Reading: develop pleasure for reading, motivation to read by reading a stimulating and challenging text; retrieving information, locate information from a series of chapters. 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: Modal verbs, commas for clarity</p>	Myth Legend Frontal adverbial Expanded noun phrases 1 st person 3 rd person Past tense Modal verbs Comma
Science	Forces (continued from Autumn 1)	Continued from Autumn 1	Continued from Autumn 1
	Earth and Space	Describe the movement of the moon relative to the Earth	Earth moon orbit full moon new moon crescent moon gibbous
Jewish Education	Chanukah Judaism in Ancient Greece	Identify a kosher Chanukiyah and explain how it is lit. Recognizing that there are two accepted ways that Chanukiyah can be lit (disagreement between Hillel vs Shammai). Understand how the story of Chanukah is a story of self-determination. Locate the Chanukah service in the siddur. Understand that significant Jewish communities existed in the ancient Greek world. Locate their communities (especially Alexandria in Egypt). Understand some aspects of their lifestyle – ‘Hellenising’ and ‘traditionalist’ and relate this to the Chanukah story. Understand some of the main achievements of the ancient Greek Jewish communities, e.g. translating the Torah into Greek.	

		Understand why Septuagint is an important book.			
History	Ancient Greece	Democracy Peloponnesian War Parthenon Greek Literature Odyssey Philosophy	Democracy citizens vote assembly Pericles Golden Age declared war Peloponnesian War starve plague allies	Parthenon architecture columns scrolls frieze sculptures chorus masks playwrights Sophocles tragedy comedy	satire gestures literature Homer Odyssey Odysseus Sirens mast nymph philosophy Socrates Plato
Religious Education	Comparative Religion – Chanukah.	Understand that many religious communities have a festival involving lights. Understand and discuss the context and significance of these festivals. Name the connective elements between religious festivals	Chanukah Chanukiah Diwali diya Christmas	Advent wreath Christingle miracle to commemorate	
Creative Arts/ Design Technology	Automata Following on from last term’s preparatory work, this term the children will work on constructing their own more complex automatons inspired by Ancient Greece. Pupils will put on an exhibition	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. Understand the workings of simple cams, levers and pulleys, and use them to create a working automaton. Understand that the mechanical workings of an automaton are as important as its aesthetic appearance.	•		
Music and Drama	Ancient Greek music – characteristics, instruments, history.	Recognise and name musical styles and instruments from different cultures (incl. Greek folk music). Develop aural memory skills by listening to and repeating increasingly complex melodies and rhythms. Compose increasingly complex rhythms. Understand, explain and name the different instrumental groups (wind/brass, string/bow and percussion).	wind brass string percussion		
Computing	Purple Mash - Coding	Coding efficiently Stimulating a physical system Decomposition and abstraction	abstraction action algorithm	friction function input	random repeat selection

		Friction and functions Introducing strings Text variables and concatenation	command concatenation coordinates debug decomposition efficient event flowchart	next object output physical system predict print to screen properties	sequence simplify simulation strong tabs timer variable
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Subject Based Learning

Area of Curriculum	Content	Skills and knowledge		
Handwriting	<i>Penpals</i> handwriting scheme	Practising sloped writing: Horizontal join, no ascender <i>oi, oy, ou, ip, ve</i> Horizontal join to an anticlockwise letter <i>oo, oa, wa, wo, va, vo</i> Joining from an r <i>ra, re, ri, ro ru</i> Joining from an s <i>sh, su, sc, sw, sp</i>	ascender descender break letters joins posture pencil grip	style pressure slope horizontal anticlockwise
Spelling	<i>No Nonsense Spelling</i> scheme	Revision of plurals Revision of apostrophe Use of hyphen Proofreading Using dictionaries	plural suffix apostrophe contraction possession hyphen	proofreading dictionary word roots word webs morphemes
Maths	Addition Subtraction Multiplication Division Fractions	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	•	
Tefillah Prayer	Chanukah	Children will learn and analyse the first three verses of Maoz Tzur. Recite Al Hanissim during the Amidah.	•	

PSHE	Drug Education	<p>I know the definition of drugs and can describe some of the things drugs do.</p> <p>I understand some of the effects and dangers of alcohol.</p> <p>I understand that caffeine is a legal drug that has to be managed sensibly.</p> <p>I know the dangers of smoking and have skills to help me resist the temptation to smoke.</p> <p>I know some of the dangers of cannabis and I understand that it is an illegal drug.</p>	<p>drugs</p> <p>legal</p> <p>illegal</p> <p>alcohol</p> <p>caffeine</p> <p>smoking</p> <p>temptation</p> <p>peer pressure</p> <p>cannabis</p>	
Hebrew (Modern Ivrit)	In my room- bacheder sheli Plural form	<p>Spelling Bee-</p> <p>Stage 1 children learn the first 40 words from a given list to be spelled within a time frame(1 min)</p>	<p>Reading using our Aleph Champ scheme and sifroni as well as books from our sifriya(Library)</p>	
PE	Dance	<p>I can translate ideas from a stimulus into movement – showing, precision, control and fluency</p> <p>I can perform a variety of travelling movements with timing and some fluency</p>	<p>cooperate</p> <p>collaborate</p> <p>movement</p> <p>control</p> <p>steps</p> <p>musicality</p>	<p>unison</p> <p>timing</p> <p>levels</p> <p>travelling movements</p> <p>fluency</p>
	Netball	<p>Apply basic principles suitable for attacking and defending.</p> <p>Use running, jumping, throwing and catching in isolation and in combination.</p>	<p>pass</p> <p>pivot</p> <p>control</p> <p>dodge</p> <p>receive</p>	<p>mark</p> <p>intercept the pass</p> <p>shoot</p> <p>‘toss up’</p>