

Eden Primary Medium Term Planning

Prachim (Year 5) 2023-2024

Theme for year: The Universe (Journeys through Time)

Spring 1: JOURNEYS AND IMMIGRATION 6 weeks

Project Launch: Finding out about the Jamme Masjid Mosque in Brick Lane and how it has previously been a synagogue and church

Culminating Project: Play script about the journey of a friendship

This topic is cross-curricular, integrating English, Jewish Studies, History, Geography, Art and Music. It will allow the children to use a range of skills and to discover connections between these curriculum areas. Many of the skills developed over the course of this term will feed into the Haggadah project to be completed at the end of Spring 2, including learning about the experience of both immigrants and emigrants, both Jewish and those from other communities.

In English, we will read and analyse *Varjak Paw* by SF Said. Reading this book will link to previous half term topics such as someone's right for self-determination, personal growth, and having the courage to stand up and act. It will also link beautifully with Purim in the second half term.

In History and Geography, we will look at the experiences of people who have made journeys, and current immigrants to our country. Our Art and Design learning will focus on the work of Richard Long, and representing journeys using natural resources.

The science will cover both half terms and is about materials and their properties.

In Jewish Education we will be looking at different journeys Jewish communities made and why this happened. We will study how the area of Brick Lane has changed as different communities move in and move out. We will also learn about Jewish artists, authors and philosophers.

Key Text: Varjak Paw by SF Said

Area of Curriculum	Content and Knowledge	Skills	Vocabulary
English	<p data-bbox="421 347 595 411">Reading Varjak Paw</p> <p data-bbox="421 970 568 1002">Grammar</p>	<ul data-bbox="1099 347 1529 762" style="list-style-type: none"> • Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. • Making inferences • Sequencing events into an ordinal series • Answering comprehension questions <p data-bbox="1050 906 1514 978">Use devices to build cohesion within a paragraph:</p> <ul data-bbox="1099 1018 1525 1393" style="list-style-type: none"> • Adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] • Cohesive devices • Tense choices [for example, he had seen her before]. 	<p data-bbox="1559 347 1984 1225">Fiction/ Tale Hero Supporting characters Minor Characters Frontal adverbial Expanded noun phrases 1st person 3rd person Past tense Modal verbs Tense Subject object Comma Inference Infer Predict Meaning Definition Parts of speech – noun, verb, adjective, adverb Compare Contrast Summarise</p>

		<ul style="list-style-type: none"> ● Brackets, dashes and commas to indicate parentheses. <p>Converting nouns or adjectives into verbs using suffixes [for example –ate, –ise, –ify]</p> <p>Based on Varjak Paw the following genres shall be covered</p> <ul style="list-style-type: none"> ● Newspaper reports ● Writing in role ● Narrative writing from a different viewpoint ● List poem 	
Science	Materials and their properties	<ul style="list-style-type: none"> ● Big Question & Odd One Out ● compare and group together everyday materials on the basis of their properties 	Property Material Liquid Solid Gas Metal, wood, plastic Hardness Solubility

		<ul style="list-style-type: none"> ● 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 ● give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic ● demonstrate that dissolving, mixing and changes of state are reversible changes ● 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 	<p>Transparency conductivity (electrical and thermal), magnets: attract and repel, north and south pole separate filter evaporation dissolve mixing change of state reversible/irreversible hypothesis predict data evidence</p>
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	<p>Scientific methods and thinking</p>	<p>burning and the action of acid on bicarbonate of soda.</p> <p>Working scientifically: National Curriculum</p> <ul style="list-style-type: none">● planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary● using test results to make predictions to set up further comparative and fair tests reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations● identifying scientific evidence that has been	
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		used to support or refute ideas or arguments.	
Jewish Studies	Jewish journeys –	<ul style="list-style-type: none"> ● 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. 	<p>lashon hara, bikkur holim (visiting sick) b'tzelem Elohim (we are built in God's image) ve'ahavta lereach kamocho (love your neighbour) kibbud av v'em (respect parents) Haredi, orthodox, masorti , reform artist author philosopher Amedeo Modigliani Moses Ben Mamon Rabbi Akiva Alan Ginsberg</p>
History	Study of diverse and changing neighbourhood –	<ul style="list-style-type: none"> ● London's East End. ● Study of Jewish immigration to the East End and subsequent waves of immigration. ● Studying different types of historical sources and understanding why 	<p>Immigration Emigration Community Transport Finance 19th and 20th century Pogroms safety World Wars Route/ journey</p>

<p>Geography</p>	<p>Why do people emigrate?</p>	<p>different accounts may show opposing viewpoints.</p> <ul style="list-style-type: none"> Using maps, globes and Google Earth to map journeys undertaken by different Jewish historical figures and immigrant communities, including the children's own ancestors. 	
<p>Religious Education</p>	<p>Places of Worship in the East End</p>	<ul style="list-style-type: none"> Study the different places of worship around the East End How these places of worship have changed purpose over time(current mosque was originally a synagogue and prior to that a church) 	<p>Worship Synagogue Mosque Church Congregation Growing diminishing</p>
<p>Art, Design & Technology</p>	<p>Illustrating a journey</p>	<ul style="list-style-type: none"> Exploring the work of Richard Long & Andy Goldsworthy Illustrating 	<p>Sculptor/ sculpture Natural materials Texture Form</p>

		<p>a journey with text and natural resources.</p> <ul style="list-style-type: none"> ● Trips to the Woods - Making work inspired by Richard Long & Andy Goldsworthy in a natural location. ● Pen, brush and ink making ● Rust printing. 	<p>Definition Rust Iron acid</p>
Music	Hungarian Dance Number 5 by Brahms	<ul style="list-style-type: none"> ● Comparison with Ashkenazi folk music/Klezmer ● Identifying different orchestral instruments. ● Emphasis on percussion and wind instruments. ● Role of woodwind instruments in Klezmer 	<p>Rhythm: (beat, tempo, syncopation) Dynamics: (forte, piano)... Melody: pitch Harmony Staff Musical notation: bass and Treble clef, semibreve, minim, crotchet Texture: (monophonic, homophonic, polyphonic, Woodwind, brass, string, percussion Folk music Klezmer</p>

Handwriting 'PenPals' scheme.	Children will focus on joining their letters accurately and writing with increasing speed and fluency.	<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, and good posture for writing. • Children who have specific difficulties have opportunities to practise pencil control and fine motor skills. • Children whose handwriting is already at a high standard will practise speed, accuracy and fluency. 	
Spelling	No-Nonsense Spelling scheme	<ul style="list-style-type: none"> • Learn statutory spellings according to the National Curriculum, English Appendix 1. • Endings which sound like /ʃəs/spelt –cious or –tious • Endings which sound like /ʃəl/ • Words ending in –ant, –ance/–ancy, –ent, –ence/–ency 	

		<ul style="list-style-type: none"> • Adding suffixes beginning with vowel letters to words ending in -fer • Rare GPC words • Use of the hyphen 	
Maths	Essentials	<ul style="list-style-type: none"> • Fractions (equivalence, ordering, subtracting, multiplication and adding) • Measure - Converting Units of Measure, area, volume and capacity 	Greater than / less than Improper, mixed Numerator/ denominator Lowest form Common denominator Volume capacity Km, m, cm, mm Squared Cubed l, kl, cl, ml kg, g, MT metric and imperial pint, gallon, foot, mile, inch, pound, stone
Jewish Studies	Tu B'shevat (6th February)	<ul style="list-style-type: none"> • Tu B'Shvat Seder -> appreciating and protecting nature through symbolism in Shivat ha'Minim 	Species Ha Etz, Ha Gofen and Ha Adomah Shivat haminim climate

		<ul style="list-style-type: none"> • Revise how the celebration of Tu B'shvat is related to Israel • Investigate the different plants grown in England and Israel (Science link) • To review the connection of the Shivat Ha minim to Tu B'shvat and why those plants would not grow in England 	
Prayer/Tefillah	Tefillat Ha Derech Amidah	<ul style="list-style-type: none"> • Learn a prayer of gratitude after a difficult time. • Learn Tefillat Ha Derech, the prayer for going on a journey, and say before school trips. • Reading and saying the Amidah 	
Hebrew	Clothing Verbs and related questions Colours revision Pesach	Clothes : sveder (jumper), me'eel (coat), simlah (dress), Chultzah (shirt), chatait (skirt), michnasayim (trousers), na'alayim (shoes), Magafayim (boots), sandalim (sandals), kovah (hat), tzaeef (scarf) Verbs: lovesh/loveshet (wear M/F) I lovesh/Ani loveshet- (I wear M/F)	

		<p>Mah ata lovesh? Ma at loveshet? (What are you wearing? M/F) Mah ani lovesh beyom Rishon? What am I wearing on Sunday? etc Colours revision. Picnic Part 1: Verbs: Ochel/ Ochelet (eats M/F) Rotzhe/rotzha (wants M/F), shoteh/shotah (drinks M/F), ohav/ohavet (loves M/F)</p> <ul style="list-style-type: none"> • Pesach vocabulary: Matzah , Chazeret (horse radish), Beitzah (egg), Chassah (lettuce), Maror (bitter herbs), Charoset, Chametz (leavened bread), Haggadah 	
<p>PSHE – Personal, Social, Health and Economic Wellbeing</p>	<p>The Media</p>	<ul style="list-style-type: none"> • To know there is a variety of media • Looking at different views and opinions • To understand how media can influence people’s choices • To recognise that people can feel pressure due to the media • To critique different types of media 	<p>Journalism Television Radio Social Media Pressure/ stress True/ false Biased Impartial Personal data Loshan Hora Gossip Slander</p>

	Jewish Values	<ul style="list-style-type: none"> • How to keep personal information safe • Lashan Hora (not using the media to discuss others negatively) 	
RE	Chinese New Year	<ul style="list-style-type: none"> • Explaining the significance of Chinese New Year across the world, considering the contributions of Chinese and other immigrant communities to the UK. 	China Emigration Prosper Health Wealth
PE	Gymnastics Cricket	<ul style="list-style-type: none"> • To use a range of skills in different ways and to link them to make actions and sequences of movement. • To play competitive/modified games, and apply some 	Combination Contrasting Control Mirroring Matching Accurately Refine Evaluate Asymmetry Performance Create Batting Fielding Bowler Wicket

		basic principles suitable for attacking and defending	Control Stump Aim Overarm/ underarm
Computing	Purple Mash	<p><u>Concept Maps</u></p> <ul style="list-style-type: none"> • Understand the purpose of concept maps • To create a concept map • To know how to use a concept maps to tell a story • To create a presentation using concept maps <p><u>Word Processing (tbc Spring 2)</u></p> <ul style="list-style-type: none"> • Creating a document • Inserting and editing images • Adding text 	Main concept Key concept Relationship Medium Evaluating Refining Document Open Edit Menu Save