

## Prachim LTP 2024-2025

|         | Autumn 1   | Autumn 2   | Spring 1  | Spring 2   | Summer 1   | Summer 2   |
|---------|--|--|---|--|--|--|
| Writing | <p><b>Text:</b> <i>The Adventures of Odysseus</i> by Hugh Lupton &amp; Daniel Morden</p> <p><b>Composition:</b> Retelling a Greek Myth</p> <p><b>Reading:</b> Use inference skills, ask questions to develop understanding, predicting what might happen from details stated and implied, participating in discussion.</p> <p><b>Grammar:</b> Modal verbs, commas for clarity.</p> <p><b>Spelling:</b> ough, silent letters, -ible, -able, homophones</p> <p><b>Handwriting:</b> Penpals Year 5 Handwriting Scheme</p> | <p><b>Text:</b> <i>The Adventures of Odysseus</i> by Hugh Lupton &amp; Daniel Morden</p> <p><b>Composition:</b> Writing a balanced argument, persuasive writing linked to Greek democracy</p> <p><b>Reading:</b> Identifying how language, structure and presentation contribute to meaning. Reading books that are structured in different ways and reading for a range of purposes.</p> <p><b>Grammar:</b> Brackets, dashes and commas to indicate parentheses.</p> <p><b>Spelling:</b> proofreading, using a dictionary</p> | <p><b>Text:</b> <i>Varjak Paw</i> by S.F. Said</p> <p><b>Composition:</b> Writing on theme of courage to act against the injustice. Letter writing</p> <p><b>Reading:</b> Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p> <p><b>Grammar:</b> Devices to build cohesion within a paragraph.</p> <p><b>Spelling:</b> rare GPCs, -ably, -ably, homophones</p> <p><b>Handwriting:</b> Penpals Year 5 Handwriting Scheme</p> | <p><b>Text:</b> <i>Black and British</i> by David Olusoga</p> <p><b>Composition:</b> First-person narrative writing, focusing on the experience of someone forced to leave their home country.</p> <p><b>Reading:</b> Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p><b>Grammar:</b> Convert nouns into adjectives or verbs using suffixes (de- mis- over- re-)</p> | <p><b>Text:</b> <i>Shackleton's Journey</i> by William Grill</p> <p><b>Composition:</b> Recount (logbooks, newspaper report) of Shackleton's journey</p> <p>Explanation texts on the life cycle of animals or plants</p> <p><b>Reading:</b> Retrieving, recording and presenting information from non-Fiction, distinguishing between statements of fact and opinion.</p> <p><b>Grammar:</b> Relative clauses.</p> | <p><b>Text:</b> <i>Team Moon</i> by Catherine Thimmesh</p> <p><b>Composition:</b> 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.</p> <p><b>Reading:</b> Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.</p> |

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|  |   | <p><b>Handwriting:</b> Penpals Year 5 Handwriting Scheme</p> |  | <p><b>Spelling:</b> proofreading, 'ei' and 'ie' words<br/> <b>Handwriting:</b> Penpals Year 5 Handwriting Scheme<br/> <b>Exodus narrative</b> (Shemot in the Torah, recounting the Jewish people's exodus from Egypt)</p> | <p><b>Spelling:</b> homophones<br/> <b>Handwriting:</b> Penpals Year 5 Handwriting Scheme</p> | <p><b>Grammar:</b> Consolidate all Year 5 objectives.<br/> <b>Spelling:</b> proofreading, homophones, problem suffixes<br/> <b>Handwriting:</b> Penpals Year 5 Handwriting Scheme</p> |
|  | <p><b>Vocabulary</b><br/> dialogue , speech mark, direct speech<br/> indirect speech<br/> plan – opening, build-up, problem, resolution, ending<br/> proofreading, editing<br/> predict, infer, meaning, compare, contrast<br/> summarise<br/> bracket, hyphen, dash, parenthesis<br/> myth , legend<br/> Frontal adverbial, Expanded noun phrases<br/> 1<sup>st</sup> person, 3<sup>rd</sup> person<br/> Past tense, Modal verbs, Comma<br/> Silent letter, Suffix, Homophones<br/> Ascender, Descender, Break letters, Joins<br/> Posture, Pencil grip, Style, Pressure, Slope<br/> Horizontal, anticlockwise</p> |  | <p><b>Vocabulary</b><br/> Fiction/ Tale, Hero, Supporting characters, Minor Characters, Frontal adverbial, Expanded noun phrases, 1<sup>st</sup> person, 3<sup>rd</sup> person, Past tense, Modal verbs, Tense, Subject object, Comma, Inference, Infer, Predict, Meaning, Definition, Parts of speech – noun, verb, adjective, adverb, Compare, Contrast, Summarise<br/> Ascender, Descender, Break letters, Joins<br/> Posture, Pencil grip, Style, Pressure, Slope<br/> Horizontal, anticlockwise</p> | <p><b>Vocabulary</b></p>  | <p><b>Vocabulary</b></p>  | <p><b>Vocabulary</b></p>  |

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| <p><b>Maths</b></p> | <p><b>Reasoning with large whole integers</b></p> <ul style="list-style-type: none"> <li>•Read, write, order and compare numbers up to one million</li> <li>•Round numbers within one million to the nearest multiple of powers of ten</li> <li>•Read Roman numerals up to M</li> </ul> <p><b>Integer addition and subtraction</b></p> <ul style="list-style-type: none"> <li>•Use rounding to estimate</li> <li>•Use a range of mental calculation strategies to add and subtract integers</li> <li>•Illustrate and explain the written method of column addition and subtraction</li> <li>•Select efficient calculation strategies</li> </ul> <p><b>Line graphs and timetables</b></p> <ul style="list-style-type: none"> <li>•Complete, read and interpret data presented in line graphs</li> </ul> | <p><b>Multiplication and division</b></p> <ul style="list-style-type: none"> <li>•Identify multiples and factors</li> <li>•Investigate prime numbers</li> <li>•Multiply and divide by 10, 100 and 1000 (integers)</li> <li>•Multiply and divide using derived facts</li> <li>•Use written methods to multiply and divide</li> <li>•Use a range of mental calculation strategies</li> </ul> <p><b>Perimeter and area</b></p> <ul style="list-style-type: none"> <li>•Investigate area and perimeter of rectilinear shapes</li> <li>•Estimate area of non-rectilinear shapes</li> </ul> | <p><b>Fractions and decimals</b></p> <p>Read, write, order and compare decimals</p> <ul style="list-style-type: none"> <li>•Round decimals to the nearest whole number</li> <li>•Represent, identify, name, write, order and compare fractions (including improper and mixed numbers)</li> <li>•Calculate fractions of amounts</li> </ul> <p><b>Angles</b></p> <ul style="list-style-type: none"> <li>•Classify, compare and order angles</li> <li>•Measure and draw angles with a protractor</li> <li>•Understand and use angle facts to calculate missing angles</li> </ul> | <p><b>Fractions and percentages</b></p> <ul style="list-style-type: none"> <li>•Add, subtract fractions with denominators that are multiples of the same number</li> <li>•Multiply fractions (and mixed numbers) by a whole number</li> <li>•Explore percentage, decimal, fractions equivalence</li> </ul> <p><b>Transformations</b></p> <ul style="list-style-type: none"> <li>•Coordinates in all four quadrants</li> <li>•Translation and reflection</li> <li>•Calculate intervals across zero as a context for negative numbers</li> </ul> | <p><b>Converting units of measure</b></p> <ul style="list-style-type: none"> <li>•Convert between metric units of length, mass and capacity and units of time</li> <li>•Know and use approximate conversion between imperial and metric</li> </ul> <p><b>Calculating with whole numbers and decimals</b></p> <ul style="list-style-type: none"> <li>•Mental strategies to add and subtract involving decimals</li> <li>•Formal written strategies to add, subtract and multiply involving decimals</li> <li>•Multiply and divide decimal numbers by ten, 100 and 1,000</li> <li>•Derive addition, subtraction and multiplication</li> </ul> | <p><b>2-D and 3-D shape</b></p> <ul style="list-style-type: none"> <li>•Classify 2-D shapes and reason about regular and irregular polygons</li> <li>•Properties of diagonals of quadrilaterals</li> <li>•Classify 3-D shapes</li> <li>•2-D representations of 3-D shapes.</li> </ul> <p><b>Volume</b></p> <ul style="list-style-type: none"> <li>•Use cube numbers and notation</li> <li>•Estimate volume</li> <li>•Convert units of volume</li> </ul> <p><b>Problem solving</b></p> <ul style="list-style-type: none"> <li>•Negative numbers and calculating intervals across zero</li> <li>•Calculating the mean</li> <li>•Interpret remainders</li> <li>•Investigate numbers: consecutive,</li> </ul> |
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|  | <ul style="list-style-type: none"> <li>•Read and interpret timetables including calculating intervals</li> </ul>   |  |  |  | facts involving decimals | palindromic, multiples |
|  | <p><b>Vocabulary</b><br/> Digit, place holder, value, multiple, approximate, nearest, round, interval, greater than, less than, ones, tens, hundreds, thousands, ten thousands, hundred thousands, divisible, numeral, integer, row, column, add, subtract, inverse, diagonal, commutative, partition, number bond, number line, derive, strategy, estimate, difference, partition, efficient, plus, regrouping, minus, error, bar chart, graph, data, information, axes, increase, decrease, x-axis, y-axis, present, change, time, scale, gridline, parallel, perpendicular, line graph, compare, scale,</p> | <p><b>Vocabulary</b><br/> Factor, multiple, product, array, row, column, systematic, organised, odd, even, composite number, squared, define, multiply, divide, place value, place holder, zero, digit, inverse, divisor, dividend, quotient, double, regroup, halve, partition, combine, estimate, adjust, round, strategy, flexible, hundreds, thousands, area model, horizontal, vertical, fact, rectangle, short division, grouping, sharing, written, part, whole, equal, solve, interpret, remainder, length, breadth, width, distance, ruler, perimeter, composite, millimetre,</p> |  |  |                          |                        |

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|                | table, title, sum, line segment, plot, chart, label, convert, unit, measure, pund, foot, feet inch, pint, timetable, schedule, first, second, third, hour, minute, time   | centimetre, metre, kilometre, surface, area, square centimetre, square metre, square kilometre, dimension, rectilinear, non-rectilinear   |  |   |  |   |
| <b>Science</b> | <p><b><u>Forces</u></b><br/>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><b><u>Forces</u></b> (continued)<br/>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><b><u>Earth and Space</u></b><br/>Describe the movement of the moon relative to the Earth.</p> | <p><b><u>Properties of Materials</u></b><br/>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.</p> | <p><b><u>Changes of Materials</u></b><br/>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</p> | <p><b><u>Living things and their habitats</u></b><br/>Including differences in life cycles of a mammal, amphibian, insect and bird, and reproduction in some animals and plants.</p> | <p><b><u>Earth and Space</u></b><br/>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.</p> <p><b><u>Animals including humans</u></b><br/>Describe changes as humans grow and age (link to RSE).</p> |

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|                       |  |  |  | usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.  |   |   |
|                       | <b>Vocabulary</b><br>Force, Newtons, Gravity, Friction, Air resistance, Upthrust, Balanced, Unbalanced<br>Gear, Lever, Pulley, Planet, Contact, Non-contact, Drag, Thrust, Lift, Opposite, Weight<br>Mass, Acceleration, Deceleration<br><br>Earth, moon, orbit, full moon, new moon<br>crescent moon, gibbous |  | <b>Vocabulary</b><br>Property, Material, Liquid, Solid, Gas, Metal, wood, plastic, Hardness, Solubility, 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 |   |   |   |
| <b>Jewish Studies</b> | <b>Rosh Hashanah</b><br>Key rituals and concepts of Rosh Hashanah – creation of the world, 10 days of repentance, Days of Awe (see link above)<br>Communal prayer<br>Shofar revision Shofar link.<br>Different names of Rosh Hashanah: Yom   | <b>Shabbat</b><br>Shabbat preparations and celebrations<br>Preparing for Shabbat<br>Times of Shabbat<br>Shabbat’s commencement is 18 minutes before dusk and ends when 3 stars are visible | <b>Tu B’shvat</b><br>Birthday and celebration of trees<br>Environment<br>Bracha Ha’etz- Blessing for fruits<br>Bracha Ha’adamah<br>Blessing for vegetables   | <b>Purim</b><br>Story of Esther<br>Esther<br>Story of changing destiny<br>Dressing up<br>Revision of Megilat Esther<br>Megillah Leyning<br>megillah leynung<br><b>Pesach and Haggadah Project</b> | <b>Omer &amp; Shavuot Omer</b><br>The 49 days between Pesach and Shavuot<br>Blessing - S’firat Ha’Omer<br>Counting the Omer blessing<br><b>Shavuot</b><br>Matan Torah | <b>Rosh Chodesh and Jewish Calendar</b><br>The beginning of the new (lunar) Jewish month<br>The first day of a Hebrew month<br>Names of Hebrew months with particular reference to Adar |

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|  | <p>Ha'din, Yom Truah, Yom Hazikaron Names of Rosh Hashanah and Yom Kippur -</p> <p><b>Yom Kippur</b></p> <p>Story of Jonah – how actions affect those around us</p> <p>Avinu Malkeinu prayer</p> <p>Concept of fasting (revise)</p> <p>10 Days of Repentance</p> <p>Concept of reflection and Teshuva</p> <p>K'tivah v'chatimah – Book of life closing</p> <p><b>Sukkot</b></p> <p>The relationships of the story of Sukkot and Sukkah to the journey in the desert</p> <p>The mitzvah of living in the Sukkah</p> <p>Blessing - LeShev ba Sukkah</p> <p>Shaking the lulav and etrog and bracha (blessing)</p> <p>Mitzvah of living in the Sukkah</p> <p>Arba Minim (Four Species)</p> | <p>Shabbat tefillot in the tefillah (prayer/s) curriculum</p> <p>Concept of God</p> <p>Participate in the leading of parts of daily Shacharit, Kabbalat Shabbat, Rosh Chodesh and Havdallah</p> <p>Identify and locate the Shabbat / Yom Tov service including the Torah service</p> <p>Know the structure of different services and tefillot Everything you need to know - Reform (American)</p> <p>Daily services - overview Torah service</p> <p><b>Chanukah</b></p> <p>The Chanukah story is one of survival and miracles</p> <p>The scientific connection of the Chanukah narrative</p> <p>Candle lighting</p> <p>Brachot (blessings) for candle lighting</p> <p>Blessings</p> |  | <p><b>Haggadah</b></p> <p>Concept of Haggadah as a book, telling of a story and the concept of the Seder/meal at Pesach</p> <p>Certain aspects of the Haggadah in relation to yearly theme: Avadim Hayinu, Dayeinu, maggid</p> <p><b>Pesach</b></p> <p>The story of the Exodus: Yitziat Mitzrayim (Exodus from Egypt)</p> <p>The Haggadah <a href="#">Info on Haggadah</a></p> <p>The Seder <a href="#">Info on Seder</a>.</p> <p>Traditions and rituals of Pesach</p> <p>Ma Nishtanah</p> | <p>10 Commandments</p> <p>Dairy food</p> <p>Megilat Ruth</p> <p>Megillat Ruth</p> <p>3 Pilgrimage Festivals</p> <p>Pilgrimage festivals</p> | <p>Sheni Hebrew months</p> <p>Cycle of the Jewish week, month, year and its connection to the Gregorian Calendar</p> |
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|  | <p>Ushpizin and Ushpizot (Guests)<br/> <b>Shemini Atzeret / Simchat Torah</b><br/> Shemini Atzeret: The eighth day of Sukkot<br/> Prayers for rain<br/> Simchat Torah: The cycles of Torah reading<br/> A sefer Torah is a sacred object<br/> Understand that the Tanakh is composed of Torah/Chumash, Nevi'im – Prophets and Ketuvim – Writing<br/> Focus of Shemot and Bamidbar in relation to the theme of Journeys</p> | <p>Maoz Tzur Maoz Tzur (Traditional Chanukah Song)<br/> Traditional oily food<br/> Being part of the Jewish history narrative</p>   |                          |                          |                          |                          |
|  | <p><b>Vocabulary</b><br/> Rosh Hashanah, Yom Kippur , Sukkot, Shemini Atzeret, Simchat Torah, Shofar, 10 days, Talmud<br/> Gourd, Fenugreek, leeks, beets and dates<br/> Repentance, Forgiveness, Teshuvah, Anointing<br/> Kol Nidrei, Shacharit, Mussaf, Mincha,</p>  | <p><b>Vocabulary</b><br/> lashon hara, bikkur holim (visiting sick), b'tzelem Elohim (we are built in G-d's image), ve'ahavta lereach kamocho (love your neighbour, kibbud av v'em (respect parents)<br/> Haredi, masorti, reform<br/> artist, author, philosopher<br/> Amedeo Modigliani<br/> Moses Ben Mamon<br/> Rabbi Akiva</p> | <p><b>Vocabulary</b></p> | <p><b>Vocabulary</b></p> | <p><b>Vocabulary</b></p> | <p><b>Vocabulary</b></p> |

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|                                | <p>Yizkor, Neilah , Ktivah, Book of life<br/>Willow, myrtle, palm, Etrog, lulav<br/>Ushpizin- Abraham, Isaac, Jacob, Moses, Aaron, Joseph, Jacob<br/>Mashiv Ha Ruach prayer for wind and rain<br/>Shemini Atzeret and Simchat Torah<br/>Havdalah, Ha Mavdil, Psalms, Ahavat Olam<br/>Aliyah, Aliyot</p> | <p>Alan Ginsberg, Species<br/>Ha Etz, Ha Gofen and Ha Adomah<br/>Shivat haminim<br/>climate</p>  |   |  |  |  |
| <b>History &amp; Geography</b> | <p><b>History &amp; Geography</b> of Ancient Greece, focusing on city states, gods and goddesses, Greek language and the Iliad, Greek Persian wars.</p>   | <p><b>History &amp; Geography</b> of Ancient Greece, focussing on democracy, the Peloponnesian War, the Parthenon, Greek Literature, the Odyssey and Philosophy.</p> | <p>Study of diverse and changing neighbourhood – London’s East End.<br/>Study of Jewish immigration to the East End and subsequent waves of immigration.<br/><b>Geography</b> – Why do people emigrate?</p> | <p>Focus on journey theme. Use Exodus narrative in English as writing focus.<br/>Haggadah – based on illuminated medieval manuscripts. Study of Sarajevo haggadah.</p> | <p>Shackleton’s adventures, <b>geography</b> of this continent, history of exploration, technology of Antarctic exploration.</p> | <p>The Apollo 11 missions, <b>history</b> of space travel, 20<sup>th</sup> century context, life in space.</p> |
|                                | <p><b>Vocabulary</b><br/>Athens; Athenians; democracy; voting<br/>Bias; reliability; subjective/subjectivity;<br/>viewpoint</p>   | <p><b>Vocabulary</b><br/>Immigration<br/>Emigration<br/>Community</p>  | <p><b>Vocabulary</b></p>  | <p><b>Vocabulary</b></p>   | <p><b>Vocabulary</b></p>   |  |

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|                          | <p>Sparta; Spartans; monarchy; oligarchy<br/> Slave; serf<br/> Peleponnese; Peleponnesian War<br/> Hoplite, city-state, polis, agora, acropolis<br/> Temple, Strait, Gymnasium, theatre<br/> Zeus, Olympus, Shrines, Poseidon, Trident, Ares,<br/> Hera, Alphabet, Alpha, Beta, Homer<br/> Iliad, Achilles, besiege, Battle of Marathon ,<br/> citizens, vote, assembly, Pericles, Golden Age,<br/> declared war, starve, plague, allies<br/> Parthenon, architecture, columns, scrolls<br/> Frieze, sculptures, chorus, masks, playwrights,<br/> Sophocles, tragedy, comedy<br/> satire gestures, literature, Homer, Odyssey<br/> Oddysseus, Sirens, mast, nymph, philosophy<br/> Socrates, Plato</p> |  | <p>Transport<br/> Finance<br/> 19<sup>th</sup> and 20<sup>th</sup> century<br/> Pogroms<br/> safety<br/> World Wars<br/> Route/ journey</p>                      |                   |                   |                   |
| <b>Religious Studies</b> | <p><b>Religious Studies –</b><br/> Harvest festivals</p>   | <p><b>Religious Studies –</b><br/> festivals of light</p>                          | <p><b>Religious Studies –</b><br/> places of worship in the<br/> East End. Brick Lane<br/> Mosque was formerly a<br/> synagogue and<br/> originally a Church</p> |                   |                   |                   |
|                          | <p><b>Vocabulary</b><br/> Harvest<br/> Rice Harvest Festival<br/> Yam Festival, Pongal<br/> Olivagando</p>   | <p><b>Vocabulary</b><br/> Chanukah, Chanukiah<br/> Diwali, diya<br/> Christmas</p> | <p><b>Vocabulary</b><br/> Worship<br/> Synagogue<br/> Mosque<br/> Church<br/> Congregation<br/> Growing<br/> diminishing</p>                                     | <b>Vocabulary</b> | <b>Vocabulary</b> | <b>Vocabulary</b> |

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| <b>Art and D&amp;T</b> | <b>Automata</b> – 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. |  | <b>Illustrating a journey</b> with text and natural resources, inspired by the work of sculptor <b>Richard Long</b> and textile artist <b>Alice Fox</b> .<br><br><b>Pen, brush and ink making, rust printing. Book binding</b> and using natural resources to make haggadot pages. |                   | <b>Conceptual Art</b> about the Antarctic inspired by visual artist <b>Katie Paterson</b> , whose artworks concern translation, distance, and scale. |  |
|                        | <b>Vocabulary</b><br>Force, Mass, Cogs/ gears, Pulleys, Lever, Cam, Rotate, Plane, Material, Balance, Saw, safety, Right angle, Join , Rotate  |  | <b>Vocabulary</b><br>Sculptor/ sculpture, Natural materials<br>Texture, Form, Definition, Rust, Iron acid  |                   | <b>Vocabulary</b>  |  |
| <b>Computing</b>       | 5.2 Online safety<br>5.6 Modelling   | 5.1 Coding   | 5.7 Concept Maps<br>5.8 Word Processing -<br>Inserting Images, Editing<br>Images   | 5.5 Game Creator  | 5.8 Word Processing -<br>Adding Text<br>5.4 Databases  | 5.3 Spreadsheets<br>5.8 Word Processing -<br>Inserting a Table |
|                        | <b>Vocabulary</b><br>Appropriate, Avatar, Bibliography, Citation, Collaborate, Communication, Copyright, Creative commons licence, Critical thinking, Digital Footprint, Encrypt,, Identity theft, Image manipulation, Malware         | <b>Vocabulary</b><br>Abstraction, action, algorithm, command, concatenation, coordinates, debug, decomposition, efficient, event, Flowchart, friction, function, input, next, object, output, physical system, predict, print to screen, properties, | <b>Vocabulary</b><br>Main concept, Key concept, Relationship Medium, Evaluating , Refining, Document Open, Edit, Menu, Save  | <b>Vocabulary</b> | <b>Vocabulary</b>  | <b>Vocabulary</b>  |

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|          | 2D, 3D, 3D Printing, CAD<br>– Computer Aided Design, Design Brief, Net, Pattern Fill, Points Template   | Random, repeat, selection, Sequence, simplify, simulation, strong, tabs, timer, variable  |  |  |   |   |
| P.S.H.E. | <b>Relationships – Social Being Strong</b><br>The difference between confidential and secret.<br>Give praise and constructive feedback to others.<br>Confidently and appropriately, challenge when there is a difference of an opinion. | <b>Health &amp; Wellbeing – Physical Drug Education</b><br>Describe what drugs are and what they do.<br>Describe the effects and dangers of a number of legal and illegal drugs.<br>Practise, demonstrate and describe a number of skills for resisting pressure and temptation to use drugs. | <b>Living in the wider world - Being a responsible citizen</b><br><b>The Media</b><br>Discuss and debate topical issues concerning health and well being.<br>To critique views presented by the media. | <b>Moving on with confidence and clarity</b><br>Be aware of the role of the media and advertising in portrayal of images.<br>Be aware of more of their strengths and areas for development.<br>Identify issues involved when changing schools and making new friends and keeping old ones. | <b>Living in the wider world - Economic Wellbeing</b><br><b>Let's Make Money! – Charity Fundraising Project</b><br>Charity Fundraising Project<br>Plan and manage a budget.<br>Calculate profit and loss.<br>Recognise value for money and understand financial risks associated with the internet. | <b>Relationships and Sex Education</b><br>To explore the emotional and physical changes occurring in puberty<br>To understand male and female puberty changes in more detail<br>To explore the impact of puberty on the body & the importance of hygiene<br>To explore ways to get support during puberty |
|          | <b>Vocabulary</b><br>Confidential , Secret, Praise, Constructive feedback, Peer pressure,   | <b>Vocabulary</b><br>Medicines, drug, cigarettes, habit, e-cigarettes, vaping, substance, effects,  | <b>Vocabulary</b><br>Online, adverts, fact/fiction, stereotypes, reliable, information, journalism   | <b>Vocabulary</b><br>Online, adverts, fact/fiction, stereotypes, reliable,   | <b>Vocabulary</b><br>Jobs, ambition, career, conditions   | <b>Vocabulary</b><br>Puberty, physical changes, emotional changes, moods, menstruation,   |

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|--------------|---|--|---|------------------------|---|--|
|              | Discrimination, Bullying, Teasing, aggression<br>Healthy relationships, influence, communication, confidential, support, peer pressure  | risks, law, legal, illegal, habit, advice, support<br>drugs, legal, illegal, alcohol, caffeine, smoking, temptation, peer pressure, cannabis   | Television<br>Radio<br>Social Media<br>Pressure/ stress<br>True/ false<br>Biased<br>Impartial<br>Personal data<br>Loshan Hora   | information, strengths |   | periods, tampons, sanitary towels, wet dreams, semen, erection, sweat, breasts, spots, pubic hair, facial hair, underarm hair, sexual feelings |
| <b>Music</b> | <b>Performance poetry</b> with percussion.<br>Using instruments to add colour to a performance of Greek poetry. Appreciation of Greek folk music.<br>Significance of music in Ancient Greece. Plato on music's impact on other types of music.<br>How music affects us. Can create emotions and memories. Can also bring back memories. | <b>Djembe drumming / percussion</b><br>Composition and performance using call and response, and playing more complex rhythms in parts.<br>Learning a Chanukah song in Yiddish and Ladino. Recognizing the common and distinctive elements. | <b>Hungarian Dance Number 5</b> by Brahms. Comparison with Greek folk music. Identifying different orchestral instruments. Emphasis on percussion and wind instruments, the evolution of aulos -> oboe<br><b>Mambo</b> (West Side Story) by Leonard Bernstein. Composing and performing music using similar rhythms. Discussion of immigrant theme and how Bernstein portrays this. |                        | <b>Doctor Who theme</b> – ground-breaking electronic music. 'Found Sounds' and introduction to Garage Band app for composition.<br>Add/Alternatively explore <b>Stockhausen's Gesang der Jülinge</b> . Discuss the boundaries of music.<br><b>Space Oddity</b> - David Bowie<br><b>Walking on the Moon</b> – The Police<br>Comparison of these two pop songs, and discussion of lyrics. Composition of own songs on theme of space. |  |
|              | <b>Vocabulary</b><br>Vocals, Pace, Pitch, High, Low, Loud   | <b>Vocabulary</b><br>Wind, brass<br>String, percussion   | <b>Vocabulary</b><br>Rhythm: (beat, tempo, syncopation)<br>Dynamics: (forte, piano)..., Melody:, , pitch, Harmony, Staff  |                        | <b>Vocabulary</b>   |  |

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|             | Soft, Rhythm,<br>Instrument,<br>Accompany, Emotions<br>Memory   |  | Musical notation: bass and Treble clef,<br>semibreve, minim, crotchet<br>Texture: (monophonic, homophonic,<br>polyphonic,<br>Woodwind, brass, string, percussion<br>Aulos oboe                |  |   |  |
| <b>P.E.</b> | <b>Tag Rugby &amp; Quick Sticks</b><br>Flexibility, strength, technique, control and balance.<br>Apply basic principles suitable for attacking and defending.<br>Use running, jumping, throwing and catching in isolation and in combination. | <b>Dance</b><br>Perform dances using a range of movement patterns.<br><b>Netball</b><br>Apply basic principles suitable for attacking and defending.<br>Use running, jumping, throwing and catching in isolation and in combination. | <b>Gym</b><br>Flexibility, strength, technique, control and balance.<br><b>Cricket</b><br>Apply basic principles suitable for attacking and defending.  | <b>Football</b><br>Apply basic principles suitable for attacking and defending.<br>Use running, jumping, throwing and catching in isolation and in combination.<br><b>Yoga</b><br>Flexibility, strength, technique, control and balance. | <b>Athletics &amp; Multiskills</b><br>Flexibility, strength, technique, control and balance.<br>Compare their performances with previous ones and demonstrate improvement to achieve their personal best. | <b>Gymnastics</b><br>Flexibility, strength, technique, control and balance.<br>Compare their performances with previous ones and demonstrate improvement to achieve their personal best<br><b>Leadership</b> |
|             | <b>Vocabulary</b><br>Tag rugby, Attack, Defence, Team work<br>Quick sticks, Dribbling, Tackling, Marking, Scoring, Team work  | <b>Vocabulary</b><br>Cooperate, collaborate, movement control, steps, musicality, unison, timing, level, travelling movements,, fluency, pass, pivot   | <b>Vocabulary</b><br>Combination , Contrasting , Control, Mirroring , Matching,, Accurately, Refine, Evaluate ,Asymmetry ,P performance ,Create Batting , Fielding , Bowler ,Wicket, Control, | <b>Vocabulary</b>  | <b>Vocabulary</b>   | <b>Vocabulary</b>  |

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|               |   | Dodge, receive, Mark, intercept the pass, shoot, 'toss up'  | Stump, Aim, Overarm/ underarm   |  |  |   |
| <b>Hebrew</b> | <p>Revision greeting, numbers, days of the week, months, Continued from previous term</p> <p>In My Room –</p> <p>Items in my room<br/>Plural Form:</p> <p>Mitot (beds), Aronot (wardrobes), madafim (shelves), menorot (lamps), dlatot (doors), chalonot (windows), shtichim (carpets)</p> <p>High Holiday vocab</p> <p>Reading Aleph champ and books</p> | <p>Prepositions: mul (opposite), al (on top), mitachat (under), leyad 9near), betoch (inside)</p> <p>Questions and Phrases: Eifo ha..? Where is the...?</p> <p>Constructing a sentence and relating it to a question.</p> <p>Where is the bed?</p> <p>The bed is in the room</p> <p>Vocabulary for chanukka</p> <p>Reading Aleph champ and books according to level</p> | <p>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)</p> <p>Verbs: lovesh/loveshet (wear M/F)</p> <p>I lovesh/Ani loveshet- (I wear M/F)</p> <p>Mah ata lovesh? Ma at loveshet? (What are you wearing? M/F)</p> <p>Mah ani lovesh beyom Rishon? What am I wearing on Sunday? etc</p> | <p><b>Picnic Part 1:</b></p> <p><b>Verbes:</b> Ochel/Ochelet (eats M/F)</p> <p>Rotzhe/rotzha (wants M/F), shoteh/shotah (drinks M/F), ohev/ohevet (loves M/F)</p> <p>Pesach vocabulary: Matzah , Chazeret (horse radish), Beitzah (egg), Chassah (lettuce), Maror (bitter herbs), Charoset, Chametz (leavened bread), Haggadah</p> <p>Reading</p> <p>Aleph champ and books</p> | <p><b>Pets and Animals:</b> kelev (dog), chatul (cat), soos (horse), tzav (tortoise), tarnegol (cock), arnqav (rabbit), dag (fish), oger (hamster), pil (elephant), achbar (mouse),</p> <p><b>Phrases and Questions:</b> Yesh li/Yesh lecha/ein li (I have, I don't have, you don't have M/F).</p> <p><b>Yesh lech...?</b> Yesh lach..? (Do you have a..? (M/F)<b>Mah Hasha'a:</b></p> | <p>Going Shopping: Chanut yerakot (green grocer), Supermarket, Chanut bgadin (cloths shop), chanut chayot (pet shop), canut sfarim (book shop), misadah (restaurant), moocher (sales man), mocheret (sales woman), kesef (money), koneh, konah (buys M/L), kamah? (How much?) Kamah zeh oleh? (how much does it cost?).</p> |

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|  |  |  | <p>Colours revision.</p> <p>Reading Aleph champ and books according to level</p> |  | <p><b>Additional times-</b><br/> ve'chamesh dakot (five past the hour) ve'eser dakot (ten past the hour),<br/> ve'esrim dakot (twenty past the hour), ve'esrim vechamesh dakot (twenty five past the hour).</p> <p>Reading Aleph champ and books</p> | <p>Reading Aleph champ and books according to level.</p> |
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