

Eden Primary Medium Term Planning Autumn 1

Prachim (Year 5) 2024-2025

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	Vocabulary	
English	Text: <i>The Adventures of Odysseus</i> by Hugh Lupton & Daniel Morden	<p>Composition: Retelling a Greek Myth</p> <p>Reading: Use inference skills, ask questions to develop understanding, predicting what might happen from details stated and implied, participating in discussion.</p> <p>Grammar: Modal verbs, commas for clarity.</p>	dialogue , speech mark, direct speech indirect speech plan – opening, build-up, problem, resolution, ending proofreading, editing predict, infer, meaning, compare, contrast summarise bracket, hyphen, dash, parenthesis myth , legend Frontal adverbial, Expanded noun phrases 1 st person, 3 rd person Past tense, Modal verbs, Comma	
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.</p> <p>Recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect.</p>	Force Newtons Gravity Friction Air resistance Upthrust Balanced Unbalanced Gear Lever Pulley	Planet Contact Non-contact Drag Thrust Lift Opposite Weight Mass Acceleration Deceleration
Jewish Education	Rosh Hashanah	<p>Key rituals and concepts of Rosh Hashanah – creation of the world, 10 days of repentance, Days of Awe (see link above)</p> <p>Communal prayer</p> <p>Shofar revision Shofar link.</p>	Rosh Hashanah, Yom Kippur , Sukkot, Shemini Atzeret, Simchat Torah, Shofar, 10 days, Talmud Gourd, Fenugreek, leeks, beets and dates Repentance, Forgiveness, Teshuvah, Anointing Kol Nidrei, Shacharit, Mussaf, Mincha, Yizkor, Neilah , Ktivah, Book of life	

	<p>Yom Kippur</p> <p>Sukkot</p> <p>Shemini Atzeret / Simchat Torah</p>	<p>Different names of Rosh Hashanah: Yom Ha'din, Yom Truah, Yom Hazikaron Names of Rosh Hashanah and Yom Kippur</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>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>Ushpizin and Ushpizot (Guests)</p> <p>Shemini Atzeret: The eighth day of Sukkot</p> <p>Prayers for rain</p> <p>Simchat Torah: The cycles of Torah reading</p> <p>A sefer Torah is a sacred object</p> <p>Understand that the Tanakh is composed of Torah/Chumash, Nevi'im – Prophets and Ketuvim – Writing</p> <p>Focus of Shemot and Bamidbar in relation to the theme of Journeys</p>	<p>Willow, myrtle, palm, Etrog, lulav</p> <p>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>Havdalah, Ha Mavdil, Psalms, Ahavat Olam</p> <p>Aliyah, Aliyot</p>
History	Ancient Greece: What was life like for the ancient Greeks?	<p><u>Knowledge and understanding of events, people and changes in the past</u></p> <p>Choose reliable sources of information to find out about the past.</p> <p>Describe similarities and differences between some people, events and artefacts studied.</p> <p><u>Chronological understanding</u></p> <p>Order significant events, movements and dates on a timeline, i.e. place the classical Athenian and</p>	<p>Athens; Athenians; democracy; voting</p> <p>Bias; reliability; subjective/subjectivity; viewpoint</p> <p>Sparta; Spartans; monarchy; oligarchy</p> <p>Slave; serf</p> <p>Peleponnese; Peleponnesian War</p> <p>Hoplite</p> <p>city-state</p>

		<p>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).</p> <p>Describe approximate intervals of time, i.e. Classical Athens was approx. 2,500 years ago</p> <p>Historical interpretation</p> <p>Understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history:</p> <p>Understand that different types of source can provide different evidence.</p>	<p>polis</p> <p>agora</p> <p>acropolis</p> <p>temple</p> <p>Strait</p> <p>gymnasium</p> <p>theatre</p> <p>Zeus</p> <p>Olympus</p> <p>Shrines</p> <p>Poseidon</p> <p>Trident Ares</p> <p>Hera</p> <p>Alphabet</p> <p>Alpha</p> <p>Beta</p> <p>Homer</p> <p>Iliad</p> <p>Achilles</p> <p>besiege</p> <p>Battle of Marathon</p>

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</p> <p>Continent</p> <p>South East</p> <p>Boundaries</p> <p>Borders</p>	<p>Immigration</p> <p>Emigration</p> <p>Conquests</p> <p>Mainland</p> <p>Islands</p>
RE	<p>Harvest Festivals (linked to Sukkot)</p>	<p>Learn about the harvest traditions of other faiths</p>	<p>Harvest</p> <p>Rice Harvest Festival</p> <p>Yam Festival</p>	<p>Pongal</p> <p>Olivagando</p>
Creative Arts/ Design Technology	<p>Automata (Science link – Forces)</p>	<p>Understand how non-electrical moving objects (whisks, bicycles) work using cogs, weights and pulleys.</p>	<p>Force</p> <p>Mass</p> <p>Cogs/ gears</p>	<p>Material</p> <p>Balance</p> <p>Saw</p>

	To be continued in Autumn 2	<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. 	Pulleys Lever Cam Rotate Plane	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 writing with increasing speed and fluency.	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
Spelling	Spelling Shed	Words ending -tious, -ious, -cial, -tial	Silent letter	

			Suffix Homophones										
Maths	<p>Reasoning with large whole integers</p> <p>Integer addition and subtraction</p> <p>Line graphs and timetables</p>	<p>Read, write, order and compare numbers up to one million</p> <p>Round numbers within one million to the nearest multiple of powers of ten</p> <p>Read Roman numerals up to M</p> <p>Use rounding to estimate</p> <p>Use a range of mental calculation strategies to add and subtract integers</p> <p>Illustrate and explain the written method of column addition and subtraction</p> <p>Select efficient calculation strategies</p> <p>Complete, read and interpret data presented in line graphs</p> <p>Read and interpret timetables including calculating intervals</p>	<p>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, table, title, sum, line segment, plot, chart, label, convert, unit, measure, pund, foot, feet inch, pint, timetable, schedule, first, second, third, hour, minute, time</p>										
Prayer/Tefillah	<p>Learn new prayers, including those specific to festivals (detailed above).</p> <p>Regular class tefillah.</p>	<p>Learn full Havdalah prayers, including whole of Ha Mavdil.</p> <p>Lead Havdalah for younger children.</p> <p>Broaden knowledge of Shabbat prayers to include psalms.</p> <p>Learn Ahavat Olam</p> <p>Learn brachot for Simchat Torah and aliyot.</p>	<p>Havdalah</p> <p>Ha Mavdil</p> <p>Psalms</p> <p>Ahavat Olam</p> <p>Aliyah</p> <p>Aliyot</p>										
Personal Social Health and Economic education (PSHE)	Being Strong	<p>Differences between confidential and secret</p> <p>Confidence to praise, support or raise concerns appropriately</p> <p>Handling pressure</p> <p>Consequences of discrimination, teasing, bullying and aggression</p>	<table> <tr> <td>Confidential</td> <td>Discrimination</td> </tr> <tr> <td>Secret</td> <td>Bullying</td> </tr> <tr> <td>Praise</td> <td>Teasing</td> </tr> <tr> <td>Constructive feedback</td> <td>aggression</td> </tr> <tr> <td>Peer pressure</td> <td></td> </tr> </table>	Confidential	Discrimination	Secret	Bullying	Praise	Teasing	Constructive feedback	aggression	Peer pressure	
Confidential	Discrimination												
Secret	Bullying												
Praise	Teasing												
Constructive feedback	aggression												
Peer pressure													
Computing	Online Safety	<p>To gain a greater understanding of the impact that sharing digital content can have.</p> <p>To review sources of support when using technology.</p> <p>To review children' responsibility to one another in their online behaviour.</p> <p>To know how to maintain secure passwords.</p>	<p>Appropriate</p> <p>Avatar</p> <p>Bibliography</p> <p>Citation</p> <p>Collaborate</p> <p>Communication</p> <p>Copyright</p>										

		<p>To understand the advantages, disadvantages, permissions, and purposes of altering an image digitally and the reasons for this.</p> <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>Creative commons licence</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 Design Brief</p> <p>3D Net</p> <p>3D Printing Pattern Fill</p> <p>CAD – Computer Aided Design Points Template</p>
Hebrew(Modern Ivrit)	Continued from previous term Revision Part 2 of In My Room – Nouns singular and plural Form:	<p>Nouns singular and plural Form:</p> <p>Able to go from singular to plural and vice versa as well as constructing an advanced sentence</p>	<p>Mitot (beds), Aronot (wardrobes), madafim (shelves), menorot (lamps), dlatot (doors), chalonot (windows), shtichim (carpets)</p> <p>Prepositions: mul (opposit), al (on top), mitachat (under), leyard 9near), betoch (inside)</p> <p>Questions and Phrases: Eifo ha..? Where is the...?</p> <p>High Holiday vocab and Channukah</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>