

Nitzanim - Year 4 -Yearlong Curriculum Plans 2016-2017

Theme: Our World – Peoplehood, Community, Global Responsibility

	Autumn 1	Autumn 2	Spring 3	Spring 2	Summer 1	Summer 2
Topic	<p>Communication Festivals</p> <p>Trip to Serpentine Pavilion (Hyde Park) - Art</p> <p>Visit from orchestra conductor - Music</p>	<p>Africa</p> <p>Trip to Alexandra Palace for History of BBC workshop (link to last term's work)</p> <p>Visit from Tzedek about twinning programme with school in Ghana</p> <p>Theatre trip to Stomp – link with Music and Science</p>	<p>Travel and Stories</p> <p>Visit from storyteller</p> <p>Trip to visit local church</p>	<p>Ancient Egypt</p> <p>Trip to British Museum with Nic Aberly to look at Ancient Egypt (link to Pesach)</p> <p>Class Assembly on Ancient Egypt</p>	<p>Water</p> <p>Trip to Thames Water filtration plant</p> <p>Visit from WaterAid (TBC)</p>	<p>Good to be Green</p> <p>Trip for water sport activity (TBC)</p> <p>Visit from Veolia – recycling workshop (TBC)</p>
Science	<p>Sound – link to Communication</p> <p>Cookery – Preparing food to host guests for Sukkot</p>	<p>Electricity – link to light and religious festivals</p>	<p>Living things and their habitats – comparison of European / African habitats</p>	<p>Animals, including humans (Egyptian mummies)</p> <p>Gardening: plant vegetables/fruit.</p> <p>Cookery – preparing food for Purim</p>	<p>States of Matter – link to water and water cycle</p> <p>Gardening – growing own fruit/veg and watering</p>	<p>Science investigations using skills and knowledge from year</p> <p>Gardening / cooking</p>

Nitzanim - Year 4 -Yearlong Curriculum Plans 2016-2017

Theme: Our World – Peoplehood, Community, Global Responsibility

<p>English</p>	<p>Non-fiction - reports Poetry - riddles Narrative - writing from another's perspective – characterisation</p> <p>Grammar - paragraphs, headings, fronted adverbials.</p> <p>Spellings Filling in gaps in HFWs, homophones</p> <p>Mrs Frisby and the Rats of Nimh (core text) Book – An autobiography</p>	<p>Non-fiction - persuasive writing (travel articles) Poetry - vocab building, composition, performance Narrative – writing continuation of a story using dialogue/ action/description structure</p> <p>Grammar – Adjectives/adverbs Fronted adverbials</p> <p>Spellings Weekly spelling homework based on individual needs and national curriculum Weekly dictations</p> <p>Journey to Jo'burg The Silence Seeker</p>	<p>Poetry - poems about places, limericks Narrative – writing own short stories in exotic setting</p> <p>Grammar - Expanded noun phrases Inverted commas for direct speech Fronted adverbials</p> <p>Spellings Prefixes / suffixes</p> <p>Haroun and the Sea of Stories</p>	<p>Non-fiction – writing own recipes for a feast, instructions for building a pyramid Narrative - writing and performing a Purim Spiel; writing from perspective of a slave (based on Avadim haienu)</p> <p>Grammar –pronouns and possessive pronouns, possessive apostrophes (sg, pl)</p> <p>Spellings Weekly spelling homework based on individual needs and national curriculum Weekly dictations</p> <p>Megillah Esther Avadim haienu (texts about slaves from Haggadah)</p>	<p>Non-fiction – booklet about water conservation Poetry - composing onomatopoeic poetry with water theme Narrative – descriptive writing; composing short story set on the water</p> <p>Grammar – determiners, apostrophes</p> <p>Spellings Weekly spelling homework based on individual needs and national curriculum Weekly dictations</p> <p>There's a boy in the girls' bathroom Wind in the Willows (excerpts)</p>	<p>Non-fiction –poster to encourage recycling at school Poetry - haiku reading and performing Narrative – letter from a character in core text</p> <p>Grammar – letter writing format Adjectives/adverbial phrases</p> <p>Spellings Revising spelling rules from national curriculum, consolidating year 3-4 word list</p> <p>Kensuke's Kingdom (Core text)</p>
----------------	---	--	--	--	--	---

Nitzanim - Year 4 -Yearlong Curriculum Plans 2016-2017

Theme: Our World – Peoplehood, Community, Global Responsibility

<p>Maths</p>	<p>Reasoning with 4 digit numbers</p> <ul style="list-style-type: none"> find 1000 more or less than a given number recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones) order and compare no.s beyond 1000 count backwards through zero to include negative numbers solve number and practical problems that involve all of the above and with increasingly large positive numbers identify, represent and estimate numbers using different representations round any number to nearest 10, 100,1000 read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value count in multiples of 6, 7, 9, 25 and 1000 	<p>Multiplication and division</p> <ul style="list-style-type: none"> recall multiplication and division facts for multiplication tables up to 12×12 solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects recognise and use factor pairs and commutativity in mental calculations use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers multiply two-digit and three-digit numbers by a one-digit number using formal written layout 	<p>Fractions</p> <ul style="list-style-type: none"> add and subtract fractions with the same denominator recognise and show, using diagrams, families of common equivalent fractions count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number <p>Discrete and continuous data</p> <ul style="list-style-type: none"> solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs 	<p>Decimals</p> <ul style="list-style-type: none"> find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths recognise and write decimal equivalents of any number of tenths or hundredths recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$ round decimals with one decimal place to the nearest whole number compare numbers with the same number of decimal places up to two decimal places <p>Solving problems with addition and subtraction of decimals</p> <ul style="list-style-type: none"> solve simple measure and money problems involving fractions and decimals to two decimal places estimate, compare and calculate different measures, including money in pounds and pence 	<p>Coordinates, shape and symmetry</p> <ul style="list-style-type: none"> describe positions on a 2D grid as coordinates in the first quadrant describe movements between positions as translations of a given unit to the left/right and up/down plot specified points and draw sides to complete a given polygon compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes identify acute and obtuse angles and compare and order angles up to two right angles by size identify lines of symmetry in 2D shapes presented in different orientations complete a simple symmetric figure with respect to a specific line of symmetry 	<p>Calculating with whole numbers and decimals</p> <ul style="list-style-type: none"> consolidation and application opportunities
---------------------	---	---	--	--	---	---

Nitzanim - Year 4 -Yearlong Curriculum Plans 2016-2017

Theme: Our World – Peoplehood, Community, Global Responsibility

<p>Maths (cont)</p>	<p>Problem solving with integer (whole number) addition and subtraction</p> <ul style="list-style-type: none"> • add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate • estimate and use inverse operations to check answers to a calculation • solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why 	<p>Time</p> <ul style="list-style-type: none"> • convert between different units of measure [for example, hour to minute] • problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days • write and convert time between analogue and digital 12- and 24-hour clocks <p>Area and perimeter</p> <ul style="list-style-type: none"> • measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres • convert between different units of measure [for example, kilometre to metre] • find the area of rectilinear shapes by counting squares 				
----------------------------	--	--	--	--	--	--

Nitzanim - Year 4 -Yearlong Curriculum Plans 2016-2017

Theme: Our World – Peoplehood, Community, Global Responsibility

Computing	E-safety Publishing class wiki on History of Communication online	E-safety Photography of different forms and effects of light	E-safety Powerpoint comparing animal/plant habitats	E-safety Emojis to rewrite Purim story (see below)	E-safety Internet research into water filtration plants	E-safety Collecting data on recycling and producing graphs
Art	Olympian self portraits Designing a pavilion (link to Sukkot) and building it in the forest (Forest School)	Designing and building an electric lamp or hannukiah	Designing a children’s garden for the Chelsea Flower Show	Researching and designing ceremonial dress for a particular occasion (link Purim) Re-writing the story of Esther using emojis	Designing own water filtration systems	Art with reused / recycled materials
Jewish Education	The Jewish Year Rosh Chodesh / Hebrew calendar – comparison with civilian calendar Festivals: Rosh Hashanah Yom Kippur Sukkot Shemini Atzeret -rituals and traditions -what do people in our class do? -symbols and importance	Hanukah – origins of narrative and traditions (including dreidel) Maoz Tzur – verse 1 International oily foods (make Mama Panya’s pancakes) Siddurim from around the world Concept of Tzedek (justice) / link to 10 commandments and international law	Shabbat How around the world (including foods) International Shabbat table. 39 rules of Shabbat. Tu Bishvat class seder Explore how different Jewish communities around the world keep different customs	Pesach and Purim Making own Haggadah Writing own tefillot with global emphasis Looking at Megillah Esther and re-writing the story using emojis	Global Jewish Communities Explore different communities around the world, including in Prague (link to our sefer Torah) Counting the Omer	Shavuot Idea of nationhood – linking to British Values Tikun Olam – linking to green issues

Nitzanim - Year 4 -Yearlong Curriculum Plans 2016-2017

Theme: Our World – Peoplehood, Community, Global Responsibility

Tefillah	Learn Birchat Hamazon (Grace after meals - Avivit) Learn Candle lighting for Yom Tov	Leyning v shomru (Jo) Find Brachot for lighting candles in siddur	Learn Modim Anachnu (shabbat morning prayer) Learn Tefillat Haderech (prayer before a journey) Learn Ashrei (Avivit)	Learn Az Yashir Moshe Leyn (chant) sections of Megillat Esther (Laura P contact)	Learn Asher Yatzar Prayer for the Royal Family (British values)	Hallel (songs of praise) Learn (new) Od echa, Bracha for Hallel
RE and Diversity	Other religions that use the lunar calendar – Islam / Christianity Paralympics – discussion of difference (diversity)	Christianity – how do members of our class celebrate Christmas? Story and traditions. Challenging stereotypes about Africa (diversity)	Spring festivals in other religions - common symbols of spring (e.g. egg) (diversity)	Christianity - Easter and link to Pesach. Common symbols (egg, lamb) and significance. How celebrated. Different families, different traditions (diversity)	Christianity / Islam – use of water in religious ceremonies (e.g. christening a baby / baptisms)	Islam – Eid ul Fitr (late June) comparisons with Jewish holidays where a fast is broken
PSHCE / SRE	Friendship and Respect (British / Olympic values)	Resilience (Olympic value) Equality (British and Olympic values)	Cooperation and Tolerance (British values) Forgiveness	Independence (link to Democracy – British values)	Determination (Olympic values)	Celebrating our achievements and those of others Excellence (British and Olympic values)

Nitzanim - Year 4 -Yearlong Curriculum Plans 2016-2017

Theme: Our World – Peoplehood, Community, Global Responsibility

History/Geography	History of communication	Geography – children research geographical features of countries in Africa , including Ghana (Tzedek project) 3D maps of Africa Comparing life in Africa and Europe	History of story telling around the world – importance of stories in different cultures	Geography - pyramid builders’ handbook – maps of where to build based on geographic / religious priorities History of Ancient Egypt	History of water usage in the home Water and health – sanitation / healthy diet Water and transport – who travels by water and why? Canals	Geography – wind farms and renewable energy – debate for and against
Music	Role of non-verbal communication in music Composition Appreciation	African drumming – composition, performance, notation	Music about exotic places (Sheherezade) – appreciation, composition, performance	Ballads – music that tells a story; composing work songs (based on Negro slave songs)	Music about water (e.g. sea shanties, Vltava) Create and perform a piece of “storm” music (body percussion)	Music – composition using recycled materials
PE	Warm up routines Pacing strategies Cross country running	Hand-eye coordination Tennis – TBC	Foot-eye coordination Soccer – TBC	Swimming Dance Benchball - TBC	Swimming Gymnastics Tag Rugby - TBC	Swimming Athletics Quick Cricket - TBC