

## Eden Primary Medium Term Planning

### Nitzanim (Year 4) 2016-2017

**Theme for year:** Our World / Peoplehood / Global Responsibility

**Spring 1:** TRAVEL AND STORIES 6 weeks (first week Wed-Fri)

**Project Launch:** Investigation of Caribbean fruits, including coconuts

**Culminating Projects:** Tu Bishvat seder, incorporating fruits from around the world

#### OVERVIEW:

This half term, our topic will be Travel and Stories, under our broad yearly theme of Our World. Over the next six weeks, we will look at the importance of storytelling, and at different stories from around the world. We will see how travelling to different places affects people, and explore some of the reasons that people travel – for pleasure or out of necessity. There will be a strong emphasis on **diversity and respect for others** in our learning this half term.

We will begin by reading the story *Gregory Cool*, set in the Caribbean, about a boy from the UK who is sent to Tobago to spend time with his grandparents. The story shows how he adjusts to the different way of life, and comes to appreciate the differences. Over the course of the half term, we will write **non-fiction** travel articles, persuading people to visit a particular country, and our own **stories** in an exotic setting, based on our core text. We will focus primarily, but not exclusively, on Caribbean culture and investigate traditional foods and festivals of the Caribbean, and Caribbean culture in London. We will also read *The Silence Seeker*, a book about friendship between a boy and a refugee, and discuss how moving to another country might feel if you are not leaving your home by choice. This will tie in with our continued work as a class on **friendship**, and how to be a good friend. Our **Guided Reading** texts will include traditional stories from around the world, and we will become familiar with this genre and recurring themes within these stories. Our work in **Science** will also link to our topic, as we will be investigating living things and their habitats. This will provide an opportunity to compare wildlife in Europe and the Caribbean, and to touch on some of the environmental issues we will discuss in more depth in the Summer term. **Jewish Studies** will include hosting our own Tu Bishvat seder, and researching how Jewish communities in different parts of the world keep different customs. We will also continue to work with Tzedek on the next phase of our **school twinning programme** with Baga Baga School in Tamale, Ghana, and the children will send work back and forth to each other. In **Maths**, we will cover area and perimeter, fractions and presentation of data (some of which we will cover during Science lessons).

**Key Texts** Gregory Cool – Caroline Binch  
The Silence Seeker – Ben Morley

**Visits / Visitors** Visit to local church  
Visit from a storyteller - TBC

**Thematic learning for this half term:**

Subject	Content	Skills / knowledge
English	<p><b>Non-fiction</b> - persuasive writing (travel articles)</p> <p><b>Poetry</b> - poems about places, including limericks</p> <p><b>Narrative</b> – writing own short stories in exotic settings</p> <p><b>Grammar</b> - Expanded noun phrases Inverted commas for direct speech Fronted adverbials</p> <p><b>Spellings</b> - Suffixes and homophones</p>	<p>Use rhetorical questions, imperative verbs, powerful descriptive writing and superlatives to write persuasive travel articles (non-fiction).</p> <p>Read poems and own compositions with expression. Identify similes, metaphors and personification when discussing poetry.</p> <p>Plan a narrative by discussing similar writing.</p> <p>Draft, write and edit a narrative, creating settings, characters and plot with consideration for the audience and purpose.</p> <p>Use dialogue/ action/description structure to write a narrative (short story)in an exotic setting, drawing on the focus text , <i>Gregory Cool</i>.</p> <p>Use abstract nouns and adjectives to describe emotions (work on <i>The Silence Seeker</i>, a short story about friendship between a boy and a refugee)</p>

Jewish Studies	<p><b>Tzedek (justice)</b></p> <p><b>Shabbat</b></p> <p><b>Tu Bishvat</b></p>	<p>Look at <b>siddurim</b> from around the world Concept of <b>Tzedek</b> (justice), linking this to the Ten Commandments and international law</p> <p>How <b>Shabbat</b> is celebrated around the world (including foods); International Shabbat table; 39 rules of Shabbat.</p> <p>Explore how different <b>Jewish communities around the world</b> keep different customs.</p> <p>Story of <b>Abraham</b> and his travels. Children to ask own questions about it. Visual interpretations of the story (drawing comparisons with our key text, Gregory Cool). <b>Tu Bishvat</b> class seder.</p>
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<b>RE and Diversity</b>	<b>Spring festivals</b>	<p><b>Spring festivals</b> in other religions including <b>Christianity</b> - common symbols of spring (e.g. egg).</p> <p><b>Carnival</b> – Caribbean festival held in Trinidad in late February in the two days before Ash Wednesday (including ‘dirty mass’ – rolling in mud). What Caribbean celebrations happen in London? Why does London have a Caribbean community?</p>
<b>Science</b>	<b>Living things and their habitats</b>	<p>Comparison of European / Caribbean habitats and living things (link to key text, based in Caribbean).</p> <p>Recognise that living things can be grouped in a variety of ways.</p> <p>Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.</p> <p>Recognise that environments can change and that this can sometimes pose dangers to living things.</p>
<b>Computing</b>	<b>E-safety Powerpoint Rising Stars curriculum</b>	<p><b>E-safety:</b> on-going discussions about how to stay safe online.</p> <p><b>Powerpoint</b> comparing animal/plant habitats</p>
<b>Art and Design</b>	<b>Designing a garden</b>	<p>Designing a children’s garden for the Chelsea Flower Show. Link to Science and classifying different plants.</p>
<b>Music</b>	<b>African drumming</b>	<p>Composition, performance, notation (rhythm)</p> <p>Music about <b>exotic places</b> (Sheherezade) – appreciation, composition, performance</p> <p>Caribbean music and dance</p>
<b>PSHE</b>	<p><b>Cooperation and Tolerance</b> (British values)</p> <p><b>Resilience</b> (Olympic value) – continue work on this.</p> <p><b>Excellence</b> (Olympic)</p>	<p>Developing the resilience to keep going when things are difficult.</p> <p>Understanding that progress involves making mistakes and that we learn from them.</p> <p>Developing a growth mindset and positive attitude to learning.</p> <p>Producing the best work we can by setting ourselves high standards.</p>
<b>Thematic learning</b>	<b>Storytelling</b> around the world	<p>Importance of stories in different cultures.</p> <p>Comparison of traditional tales from different continents –</p>

		similarities and differences.
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**Discrete learning (not linked to Topic)**

<b>Maths</b>	<b>Area and perimeter</b>	<ul style="list-style-type: none"> <li>measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres</li> <li>convert between different units of measure [for example, kilometre to metre]</li> <li>find the area of rectilinear shapes by counting squares</li> </ul>
	<b>Fractions</b>	<ul style="list-style-type: none"> <li>add and subtract fractions with the same denominator</li> <li>recognise and show, using diagrams, families of common equivalent fractions</li> <li>count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten</li> <li>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</li> </ul>
	<b>Discrete and continuous data</b>	<ul style="list-style-type: none"> <li>solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs</li> <li>interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs</li> </ul>
<b>PE</b>	Sports skills with specialised coach	Benchball – working strategically as a team

**On-going learning**

<b>Area of Curriculum</b>	<b>Content</b>	<b>Skills / Knowledge</b>
<b>Spellings</b>	<p><u>Friday</u>s: New spelling rule introduced.</p> <p><u>Monday</u>: Practise using spelling rule.</p> <p><u>Wednesday</u>: Short dictation including spelling rule words and high frequency words (whole class).</p> <p><u>Homework</u>: Children will have own</p>	<p>Choose the correct digraph or trigraph when spelling words and use this in own writing</p> <p>Understand alternate pronunciations for particular digraphs</p> <p>Understand different spelling rules</p>

	<p>spelling book in which they write important words they have misspelt in their work (in all subjects, indicated by 'sp' in marking). They will choose 5 words each week to learn, and will be given 5 more by Megan from the National Curriculum / Topic words. At home, they will learn the words using the look/cover/write/check method and write each word in a full sentence to check they understand it. Sheets to be handed in, marked, put in spelling folder, and copy kept at school for records.</p>	<p>Use different prefixes and suffixes</p>
<p><b>Sentence and word level work (Grammar)</b></p>	<p>Developing sentence structure and length, vocabulary, adverbs, paragraphs, punctuation.</p> <p>(Taught through English lessons, including '5 minute Grammar' starter sessions).</p>	<p>Using <b>basic punctuation</b> (full stops and capital letters) correctly and consistently. Using more complex punctuation (including <b>inverted commas</b>) increasing accurately.</p> <p>Organising writing into <b>paragraphs</b>.</p> <p>Using a variety of <b>conjunctions</b> (connectives) and know how they change the meaning of sentences.</p> <p>Using appropriate and interesting <b>adjectives and adverbs</b>.</p> <p>Using <b>fronted adverbial phrases</b> and <b>expanded noun phrases</b> to make writing more interesting.</p>
<p><b>Handwriting and presentation</b></p>	<p>Handwriting practise (daily), focusing on perfecting joins, keeping writing straight, the same size, neat and within the line.</p>	<p>Joining whole words consistently.</p> <p>Which letters <b>don't join</b> (incl. capitals)</p> <p>Diagonal and horizontal <b>joins</b></p> <p>Increasing <b>legibility</b> of handwriting – e.g. ascenders and descenders don't touch.</p> <p><b>Transferring</b> handwriting skills to all writing.</p>
<p><b>Reading</b></p>	<p><b>Guided Reading</b> will focus on comprehension, fast and fluent decoding, extended reading of longer texts, responding in writing.</p> <p>We will read a <b>class story</b> at the end of each day, to share more challenging chapter books. TA to make notes of children's contributions during class reading, for <b>assessment</b> purposes.</p>	<p><b>Key Skills – prediction / inference/use of dictionary</b></p> <ul style="list-style-type: none"> <li>- What will the author discuss next?</li> <li>- What do you know that helps you to predict the next part of the text?</li> <li>- Are there any clues in titles or headings?</li> <li>- How is this character feeling? What are they thinking? What are their motives? How do you know? What evidence is</li> </ul>

		<p>there in the text? What is really happening? What clues can you find in the text? (discuss showing, not telling)</p> <p>- How can I find the meaning of an unfamiliar word in the dictionary?</p>
<b>Times tables</b>	<p><b>Weekly practice</b> through times table and division challenge sheets (or word problems) on a <b>Thursday</b>. (All should know x 2,5,10, then x3,4,8 tables, then x6,7,9, then x11,12 – including division facts.)</p> <p><b>Homework:</b> Children to learn unknown times tables as weekly homework.</p>	<p>All learn <b>6, 7 and 9 times tables</b> and then go on to other times tables.</p> <p>Know corresponding <b>division facts</b> for learnt times tables.</p> <p>Know times tables <b>in any order</b>.</p>
<b>Tefillah</b>	<p>Learning prayers and locating in siddur (daily)</p>	<p>Learn to leyn <b>v shomru</b> (Jo to teach).</p> <p>Find <b>brachot for lighting candles</b> in siddur; Learn <b>Modim Anachnu</b> (shabbat morning prayer), <b>Tefillat Haderech</b> (prayer before a journey), <b>Ashrei</b> (Avivit)</p>