

## Eden Primary Medium Term Planning

### Nitzanim (Year 4) 2016-2017

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

**Spring 2:** **ANCIENT EGYPT** (7 weeks)

**Project Launch:** Pyramid investigations in Maths

**Culminating Projects:** Class Assembly on Ancient Egypt

#### OVERVIEW:

This half term takes in the festivals of **Purim and Pesach**. Much of our work will be Jewish Studies and History focused, encompassing these festivals as well as our topic of Ancient Egypt. The children will take part in a 3-day creative writing workshop at the British Museum, focused around the themes of Pesach and Egyptian history. We will use Megillat Esther in translation as a text in English, allowing the children to understand the story's historical context in ancient Persia.

Our work on **Ancient Egypt** will form the core of the term's work. The children will investigate the concept of historiography – how we know what we know – and look at the work of some famous archaeologists. We will look at the religion of the ancient Egyptians, and the lives of ordinary people, including slaves, Egyptian rulers, and writing.

In **English**, the children will also look at persuasive writing in the form of advertising, and will produce tourist leaflets promoting the British Museum. Our term's fiction text will be Mrs Frisby and the Rats of Nimh (started earlier in the year), through which the children will continue to develop their narrative writing skills. In **Maths**, we will continue our Mastery curriculum by focusing on decimals. This will enable the children to do a lot of practical work around money.

Our **Art and Design** project this half term will involve **retelling the story of Pesach in emojis**. This will tie in with our earlier work on Communication, and allow the children to think creatively about retelling this story. In **Music**, we will look at songs that tell a story, including work songs sung by Negro slaves, linking to our work on slavery in Ancient Egypt. We will also continue to work on musical notation, composition and performance.

**Key Texts** **Megillah Esther**  
**Avadim haienu (texts about slaves from Haggadah)**  
**Mrs Frisby and the Rats of Nimh – Robert O'Brien**

**Visits / Visitors** **Ancient Egypt / Pesach workshop at British Museum**  
**Pre- and post-workshop sessions with Nic Abery at school**

**Thematic learning for this half term:**

Subject	Content	Skills / knowledge
English	<p><b>Narrative</b> - storytelling</p> <p><b>Information writing</b> – instructions (including recipes), persuasive writing</p> <p><b>Poetry</b> – familiarity with different genres</p>	<p>Narrative; use description, action and dialogue in writing, understand how an author creates a sense of place, use inference to understand a character’s motives, understand how to create a sense of drama.</p> <p>Describe the setting of a story with attention to historical and cultural detail (history/Jewish Studies link).</p> <p>Understand the cultural and historical context of the Purim story.</p> <p><b>Advertise the British Museum</b> as a tourist destination (after workshop).</p> <p>Write own <b>recipes</b> for a Purim feast, instructions for building a pyramid as part of ‘Pyramid builder’s handbook’ – non-fiction descriptions of the geographical location of the pyramids and their construction.</p> <p>Write a scene for a <b>Purim spiel</b>; write from the perspective of a slave (based on Avadim haienu)</p> <p>Ongoing <b>weekly poem</b> discussed as a class and learnt by one child to recite the following week (throughout year). <b>Song of Miriam</b> (also see Jewish Studies).</p>

Jewish Studies	Pesach and Purim	<p>Making own <b>Haggadot</b>.</p> <p>Writing own tefillot (prayers) with global emphasis.</p> <p>Discussion and retelling of <b>Exodus story</b>.</p> <p>Analysis of <b>Song of Miriam</b>, including looking at how the layout of the text of this song and how it differs from that in the rest of the Torah. What effect does this have on the reader? Comparison with other poems laid out in unusual ways (link to English).</p> <p>Re-writing the story of <b>Pesach using emojis</b>.</p>
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<b>RE and Diversity</b>	<b>Christianity</b>	Easter and link to Pesach. Common symbols (egg, lamb) and significance. How do Christians celebrate Easter?  Different families, different traditions ( <b>diversity</b> )
<b>Science</b>	<b>Animals, including humans</b>	Describe the simple functions of the basic parts of the digestive system in humans (link to Egyptian mummies)  Identify the different types of teeth in humans and their simple functions  Construct and interpret a variety of food chains, identifying producers, predators and prey  <b>Gardening:</b> plant vegetables/fruit.  <b>Cookery:</b> preparing food for Purim
<b>Computing</b>	<b>E-safety</b>	On-going discussions about how to stay safe online. Rising Stars curriculum.
<b>Art and Design</b>	<b>Designing dress</b>	Researching and designing <b>ceremonial dress</b> for a particular occasion (link to dressing up at Purim). Why do we dress in different cloths for different occasions? Why might we wear costumes? Significance of costumes and dress in other cultures.
<b>Music</b>	<b>Ballads</b>	Music that tells a story; composing work songs (based on Negro slave songs)
<b>PSHE</b>	<b>Independence</b>	Discuss the idea of <b>freedom of expression</b> (political and otherwise) and <b>tolerance</b> of different points of view (link to Democracy – <b>British values</b> ). Why are these values important? How can we be independent thinkers? Link with slavery and political oppression of Jews in Ancient Egypt.
<b>Thematic learning</b>	<b>Ancient Egypt</b>	<b>Geography</b> - pyramid builders' handbook – maps of where to build based on geographic / religious priorities  <b>History</b> of Ancient Egypt

### Discrete learning (not linked to Topic)

<b>Maths</b>	<b>Decimals</b>	<ul style="list-style-type: none"> <li>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</li> <li>recognise and write decimal equivalents of any number of tenths or hundredths</li> <li>recognise and write decimal equivalents to <math>\frac{1}{4}</math>, <math>\frac{1}{2}</math>, <math>\frac{3}{4}</math></li> <li>round decimals with one decimal place to the nearest whole number</li> <li>compare numbers with the same number of decimal places up to two decimal places</li> <li>solve simple measure and money problems involving fractions and decimals to two decimal places</li> <li>estimate, compare and calculate different measures, including money in pounds and pence</li> </ul>
<b>PE</b>	Sports skills with specialised coach	Swimming Tag rugby or football

### On-going learning

<b>Area of Curriculum</b>	<b>Content</b>	<b>Skills / Knowledge</b>
<b>Spellings</b>	<p><b>Fridays:</b> New spelling rule introduced.</p> <p><b>Monday:</b> Practise using spelling rule.</p> <p><b>Wednesday:</b> Short dictation including spelling rule words and high frequency words (whole class).</p> <p><b>Homework:</b> Children will have own 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>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>Use different prefixes and suffixes</p>
<b>Sentence and word</b>	Developing sentence structure and length, vocabulary, adverbs, paragraphs,	<b>Pronouns and possessive pronouns, possessive apostrophes (singular and</b>

<p><b>level work (Grammar)</b></p>	<p>punctuation.</p> <p>(Taught through English lessons, including '5 minute Grammar' starter sessions).</p>	<p>plural)</p> <p>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 there in the text? What is really happening? What clues can you find in the text? (discuss showing, not telling)</li> <li>- How can I find the meaning of an unfamiliar word in the dictionary?</li> </ul>
<p><b>Times tables</b></p>	<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.</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>
<p><b>Tefillah</b></p>	<p>Learning prayers and locating in siddur (daily)</p>	<p>Learn <b>Az Yashir Moshe</b></p>

		Leyn (chant) sections of <b>Megillat Esther</b>
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