

## Eden Primary Medium Term Planning

### Nitzanim (Year 4) 2016-2017

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

**Autumn 1:** COMMUNICATION / FESTIVALS 7 weeks (4 full, 3 half weeks)

**Project Launch:** Olympic self portraits – What will help us to achieve our goals this year?

**Culminating Projects:** Publication of Class Wiki on the history of communication.

**OVERVIEW:** This term will start by introducing the children to Year 4. We will discuss expectations and the skills that children will be developing during Year 4, in particular **cooperation, teamwork, independence, resilience, and risk-taking**. We will look at the rules at Eden, and how they aim to make sure everyone is happy and able to learn well. The children will then come up with a brief list of rules of our classroom. Linking with our topic, we will also discuss the **importance of good communication** as we take responsibility for our own learning and behaviour. In our Topic lessons, we will consider what the children wish to **communicate about themselves**, such as interests and values. We will look some author biographies, showing a picture and selective information about the individual, and will create our own autobiographies in the same style. Our weekly PSHE (personal, social, health and emotional issues) sessions will focus initially on **friendship**, in particular what makes a good friend.

In **English**, our work will focus on **different means of communication** and their development over time. The children will then create their own Wikispaces article to communicate their research to the wider world. Our work in **Science** will also link to communication by focusing on **sound**, and in Music we will look at the importance of **non-verbal communication** and how this is used by musicians.

In **Jewish Studies**, we will look at the **Jewish prayer for the Royal Family** and consider its significance historically and today, allowing the children to discuss British values in a Jewish context. Before the chaggim, our Jewish Studies lessons will focus on the **Hebrew calendar**, particularly on the connections between **Rosh Chodesh** and the phases of the moon. As the Chaggim (Jewish Holidays) approach we will focus on **Rosh Hashana** (New Year) and how this fits with the idea of a new beginning, thinking about resolutions for the year and reflecting on the year that has just been. The children will take part in group reflection and create role-plays exploring the idea of making positive choices. We will look at the traditions associated with Rosh Hashana, particularly those surrounding the **shofar**, its history, symbolism and **what it communicates**. In the lead up to **Yom Kippur** we will look at the story of Jonah and how it demonstrates a personal journey of change. We will look at the idea of 'doing better' in a global context and think how we can do more to help those around the world who are suffering, including people caught in the current refugee crisis. For **Sukkot** we will be focusing on the concept of hospitality and what 'dwelling in the sukkah' can teach us about welcoming people into our community. The children will take part in an **art project** based on the idea of **temporary dwellings** and incorporating the idea of **hospitality** – welcoming others into your home. We will link this to the temporary pavilion at the Serpentine in Hyde Park, which we plan to visit. The project will culminate in Coldfall Woods, with the children building a pavilion of their own

and hosting others in it. Finally, we will look at the significance of the *arba minim* (four species) and how to shake them, and at sukkahs (sukkot!) around the world.

**Key Texts**                      **Book – John Agard (history of written communication)**  
**Mrs Frisby and the Rats of Nymh – Robert C O'Brian (core text)**

**Visits / Visitors**              **Pavilion by the Serpentine, Hyde Park (sukkot art project)**  
**Visit from an orchestra conductor – Music (non verbal communication)**

**Topic Based Learning**

Subject	Content	Skills / knowledge
<b>English</b>	Non-Chronological Reports (History of Communication). At the end of the unit we will use Wikispaces for Schools to communicate our research with the wider world.	Research and communicate information; use a correct layout including paragraphs and subheadings, captions and bullet points; use formal language and facts; use computing skills to communicate information; e-safety.
	'Book' – John Agard	Write in role; communicate thoughts and feelings descriptively; link with wider work on the history of writing.

<b>Jewish Studies</b>	Festivals – Rosh Hashanah	Explain the significance of the shofar and what it can help us to do. Understand that hearing the shofar is an important mitzvah. Recognise the differences between different types of shofar, e.g. Ashkenazi and Sephardi, what shofarot can be made from. Compare different Rosh Hashanah customs from around the world. Use Rosh Hashanah as a starting point for examining own behaviour and making positive choices.
	Yom Kippur	Continue the concept of reflecting on previous year. Understand the story of Jonah and what we can learn from it. Name and explain the 5 laws of Yom Kippur. Consider how Yom Kippur can help us be aware of global issues.
	Sukkot	Understand the biblical origin of the sukkah. Understand the significance of the arba minim and what to do with them. Consider the importance of hospitality by inviting ushpizin (guests) into the sukkah.

	Simchat Torah / Shemini Atzeret	Understand how the Jewish community in the UK is connected to the land of Israel. Understand why we pray for rain. Understand why we celebrate the Torah scroll and know the differences between Ashkenazi and Sephardi Torah scrolls.
<b>Science</b>	Sound	Identify how sounds are made, associating some of them with something vibrating. Recognise that vibrations from sounds travel through a medium to the ear. Investigate the pitch of a sound and features of the object that produced it. Find patterns between the volume of a sound and the strength of the vibrations that produced it. Recognise that sounds get fainter as the distance from the sound source increases. Design and make a musical instrument using knowledge of how sounds are made.
<b>Art and Design</b>	Self-portrait as an Olympian  Designing a pavilion	Create a self-portrait that expresses our own aspirations. Use pencils with accuracy to produce high quality work. Communicate a clear message through art. Investigate properties of materials and select those most suitable for construction outdoors. Using a variety of materials to produce a temporary freestanding structure.
<b>Music</b>	Non-verbal communication (NVC)	Understand how NVC is used by musicians and conductors. Use NVC when playing music with others.
<b>PSHE</b>	Friendship Respect Teamwork Cooperation	Know how to be a good friend. Understand the British (and Olympic) value of mutual respect and its importance for building strong relationships. Consider how friendship and respect for others help us to overcome difficulties and be more resilient. Solve problems by listening and cooperating. Understand that cooperation benefits everyone. Use verbal and non-verbal communication effectively.
	Class and school agreements / rules	Know what makes a good learning environment. Understand the class and school rules. Participate in class and school discussions. Create a set of class rules. Understanding of the need for rules and link to the Rule of Law as a British Value.
<b>Thematic learning</b>	Communication	Identify methods of communication and what they are suitable for. Understand how means of communication have developed over time. Use IT to research and communicate historical information.



	<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 returned home.</p>	<p>particular digraphs Understand different spelling rules Know words with endings that sound like -'shal' but are spelt differently Use different prefixes and suffixes</p>
<p><b>Sentence and word level work (Writing)</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>Group ideas to form paragraphs Use a variety of conjunctions (connectives) and know how they change the meaning of sentences. Use full stops and capital letters correctly in a sentence. Use adverbs to make writing more detailed Use appropriate and interesting adjectives when describing Use fronted adverbial phrases, expanded noun phrases and other constructions to make writing more interesting.</p>
<p><b>Handwriting and presentation of writing</b></p>	<p>Handwriting practise four times a week (Mon, Weds, Thurs, Fri), focusing on perfecting joins, keeping writing straight, neat and within the line.</p>	<p>Joining whole words Which letters don't join (incl. capitals) Diagonal and horizontal joins Making sure that skills shown in handwriting are transferred 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 stories</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>Key Skills – <b>summarising/predicting</b></p> <ul style="list-style-type: none"> <li>- Summarise the passage read</li> <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>- Are there any questions in the text that give you a clue?</li> </ul>
<p><b>Times tables</b></p>	<p>Weekly practice through times table challenge sheets on a <b>Thursday</b>, to include multiplication and division facts. (All should know x2,5,10.) Most start</p>	<p>Know 6, 7 and 9 times tables and then go on to other times tables. Begin to know corresponding division facts for known times tables</p>

	<p>with x3,4,8 tables (from last year), then x6,7,9, then x11,12.</p> <p><b>Homework:</b> Children should learn unknown times tables at home.</p>	<p>Know times tables in any order</p>
<b>Tefillah</b>	<p>Consolidation of the prayers the children already know, beginning to use knowledge of Hebrew to read prayers.</p>	<p>Birchat Hamazon - grace after meals</p> <p>Looking more closely at where to recognise and find prayers in the Siddur.</p> <p>Revising parts of the Havdallah service and locating it in the Siddur.</p> <p>Looking closely at the second paragraph of the Shema and the first two paragraphs of the Amidah.</p>