

Eden Primary Medium Term Planning

Nitzanim (Year 4) 2016-2017

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

Autumn 2: **AFRICA – PEOPLE AND LAND** 7 full weeks

Project Launch: **Brainstorm** everything we know or would like to find out about Africa – while listening to South African children’s music (A is for Africa album)

Culminating Projects: **Exhibition** of 3D maps and travel articles about Africa (invite families)

OVERVIEW:

Our topic this half term has a strong Geography focus – both human and physical. We will start by introducing the children to our twin school in Tamale, Ghana. The twinning is organised by the Jewish charity *Tzedek* with the aim of broadening the children’s understanding of different countries and cultures. This is not a charity project, but one in which children from both countries will communicate as equals, sensitively and respectfully. Nitzanim and the class in Ghana will complete the same assignments focused around family, local area, school and aspirations, and will swap work each month.

During Topic lessons, we will develop our map-reading skills and knowledge of geographical features and create our own 3D topographical maps of African countries. The children will gain an understanding of the many countries, diversity and huge size of Africa, and of its natural wonders and famous landmarks.

Our English work will be fully integrated into our theme, and we will start by examining some African poetry. The children will write their own poems about identity, based on the poem *I am an African child* by Eku McGred. Our key text this term is *Journey to Jo’burg* by Beverly Naidoo, a novel which focuses identity, migration, and family. We will use this to develop our narrative writing skills, as we write a sequel chapter to the story including dialogue, action and description.

In Maths, we will cover multiplication and division (with particular emphasis on the latter, as most children find this more difficult), time and area and perimeter. We will investigate practical problems involving these mathematical skills.

This half term, our Jewish Studies, Design and Technology and Science lessons will be closely linked. In Science we will study Electricity, and in Design and Technology the children will design and make a functioning lamp or hannukiah. We will link this to Hannukah and other religious festivals involving light.

Key Texts **Journey to Jo’burg – Beverley Naidoo**
The Silence Seeker – Ben Morley

Visits / Visitors

Alexandra Palace – Birthplace of the BBC (link to our last topic)

Theatre trip to Stomp (TBC - link with Music)

Visit from Tzedek to introduce Ghana Twinning Project

Thematic learning for this half term:

Subject	Content	Skills / knowledge
English	<p>Narrative – writing continuation of a story;</p> <p>Non-fiction - persuasive writing (travel articles)</p> <p>Poetry - vocab building, composition, performance</p>	<p>Use dialogue/ action/description structure to write a narrative based on the focus text; use rhetorical questions, imperative verbs, powerful descriptive writing and superlatives to write persuasively; similes, metaphors and adjectives for poetry composition; reading with expression.</p> <p>Using abstract nouns and adjectives to describe emotions (work on The Silence Seeker, a short story about friendship between a boy and a refugee)</p>

Jewish Studies	<p>Hanukah</p> <p>Tzedek (justice)</p>	<p>Origins of narrative and traditions of Hanukah (including dreidel)</p> <p>Learn first verse of Maoz Tzur</p> <p>Make and eat international oily foods (e.g. Mama Panya’s pancakes)</p> <p>Look at siddurim from around the world</p> <p>Concept of Tzedek (justice), linking this to the Ten Commandments and international law</p>
RE and Diversity	<p>Christianity</p> <p>Challenging stereotypes</p>	<p>How do Christians and members of our class celebrate Christmas? Story and traditions of Christmas. Why is this holiday important to Christians?</p> <p>Discuss diversity within Africa and Europe, and dispel possible stereotypes.</p> <p>What differences exist between people in Europe?</p> <p>What differences exist between people in Africa?</p> <p>What do we all have in common?</p>

Science	Electricity – link to light and religious festivals	<p>Identify common appliances that run on electricity</p> <p>construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.</p> <p>Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery.</p> <p>Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.</p> <p>Recognise some common conductors and insulators, and associate metals with being good conductors.</p>
Computing	Photography – link to light	<p>E-safety: on-going discussions about how to stay safe online.</p> <p>Photography investigating different effects of light.</p>
Art and Design	Design and build an electric hanukiah or lamp	Research, draft, design and test a working hanukiah (or lamp) that includes an electrical circuit (made in Science).
Music	African drumming	Composition, performance, notation
PSHE	<p>Resilience (Olympic value)</p> <p>Equality (British and Olympic values)</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>Understanding how we can g</p> <p>Understanding that all people are equal and learning to respect differences, within our class and more widely.</p>
Thematic learning	Africa – People and Land	<p>Research geographical features of countries in Africa, including Ghana (Tzedek project)</p> <p>Make 3D maps of African countries</p> <p>Compare life in Africa and Europe</p> <p>Discuss variety of lifestyles in Africa, and common stereotypes / misconceptions.</p>

	and returned home.	
Sentence and word level work (Writing)	<p>Developing sentence structure and length, vocabulary, adverbs, paragraphs, punctuation.</p> <p>(Taught through English lessons, including '5 minute Grammar' starter sessions).</p>	<p>Use full stops and capital letters correctly in a sentence.</p> <p>Use a variety of conjunctions (connectives) and know how they change the meaning of sentences.</p> <p>Use adverbs to make writing more detailed</p> <p>Use appropriate and interesting adjectives when describing</p> <p>Use fronted adverbial phrases, expanded noun phrases and other constructions to make writing more interesting.</p>
Handwriting and presentation of writing	Handwriting practise four times a week (Mon, Weds, Thurs, Fri), focusing on perfecting joins, keeping writing straight, the same size, neat and within the line.	<p>Joining whole words</p> <p>Which letters don't join (incl. capitals)</p> <p>Diagonal and horizontal joins</p> <p>Making sure that skills shown in handwriting are transferred to all writing.</p>
Reading	<p>Guided Reading will focus on comprehension, fast and fluent decoding, extended reading of longer texts, responding in writing.</p> <p>We will read a class stories at the end of each day, to share more challenging chapter books. TA to make notes of children's contributions during class reading, for assessment purposes.</p>	<p>Key Skills – summarising/predicting</p> <ul style="list-style-type: none"> - Summarise the passage read - What will the author discuss next? - What do you know that helps you to predict the next part of the text? - Are there any clues in titles or headings? - Are there any questions in the text that give you a clue?
Times tables	<p>Weekly practice through times table and division challenge sheets (o word problems) on a Thursday. (All should know x2,5,10.) Most start with x3,4,8 tables (from last year), then x6,7,9, then x11,12.</p> <p>Homework: Children to learn unknown times tables as weekly homework.</p>	<p>Know 6, 7 and 9 times tables and then go on to other times tables.</p> <p>Begin to know corresponding division facts for known times tables.</p> <p>Know times tables in any order.</p>
Tefillah	Shabbat prayers / consolidation	<p>Learn to leyn v shomru (Jo)</p> <p>Find brachot for lighting candles in siddur</p> <p>Look closely at first two paragraphs of the Amidah.</p> <p>Revision of prayers learnt to date and locating them in the siddur</p>