

## Eden Primary Medium Term Planning

### Nitzanim (Year 4) 2016-2017

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

**Summer 2:** GOOD TO BE GREEN (7 weeks)

**Project Launch:** Environmental audit of school (by children)

**Culminating Projects:** Assembly about taking care of the environment

#### OVERVIEW:

Our topic this half term follows on neatly from our last topic of Water, to focus on environmental issues as a whole. **Good to be Green** will allow the children to think more deeply about their impact on the world in a physical sense and their responsibility to look after it. They will have opportunities for debate and persuasion, drawing on skills they have developed this year, and to participate in community action by increasing environmental awareness at school. Our work will link closely with the Jewish value of **Tikkun Olam**, or ‘repairing the world’.

In **English**, our class text will be *Kensuke’s Kingdom*, by Michael Morpurgo. Through this story, set on an island in the Pacific Ocean, we will explore the many ways in which we depend on the earth to survive, and our responsibility to look after it for future generations. The children will write diary entries and letters from characters in the book, and create new scenes and dialogue. We will also look at the Japanese form of poetry, **haiku**, discuss its structure and try writing some of our own.

Our **Maths** work this half term will bring together all of the skills we have developed during the year. The children will calculate with whole and decimal numbers, and solve problems requiring a combination of mathematical skills. We will also revise areas of the curriculum where the children need extra practise, and ensure everyone is confident using the formal written methods of calculation introduced this year. There will be a strong emphasis on group work and discussion to help the children think through their approaches.

In **Science**, we will learn about **Animals including Humans**, with a particular focus on the digestive system. We will link this to our work on Ancient Egypt in the Spring term, including the mummification process. We will also do some gardening, and – with luck – cook with some of the produce.

As mentioned, this half term our work **Jewish Studies** will focus on Tikkun Olam and its link to environmental issues. We will also compare the Jewish and civilian calendar, and discuss differences between an Ashkenazi and a Sephardi Sefer Torah, how to treat a Torah scroll and why.

Our **Creative Arts** work this half term will include more work on Guerrilla Gardening, a topic the children were fascinated with in the Spring term and which links well with caring for our environment. They will also create art for the school by reusing items that would otherwise be thrown away, and learn about “up-cycling”. In **Music**, the children will compose and perform short pieces, and write these down using some of the notation they have learnt this year.

**Key Texts****Kensuke's Kingdom – Michael Morpurgo****Visits / Visitors****Visit to Lee Valley for Water Sports activities****Visit from Veolia for workshop on recycling****Thematic learning for this half term:**

Subject	Content	Skills / knowledge
<b>English</b>	<p><b>Non-fiction</b> – poster to encourage green behaviour at school</p> <p><b>Poetry</b> - reading, discussing and performing haiku</p> <p><b>Narrative</b> – letters from characters in the book, diary entries, new scenes and dialogue.</p> <p><b>Grammar</b></p> <p><b>Spellings</b></p>	<p>I can organise my non-fiction writing so that it has headings and sub-headings.</p> <p>I can adapt my work depending on the audience.</p> <p>I can assess my work and that of others and suggest improvements.</p> <p>I can discuss different types of poetry.</p> <p>I can show that I enjoy reading by reading a wide range of fiction, poetry, plays, non-fiction and reference books.</p> <p>I can join in a clear, reasoned discussion about the books and poems that I have read, taking turns and listening to others.</p> <p>I can plan my writing by talking about the important parts to include.</p> <p>I can plan and improve my writing by discussing examples from other writers and looking at their sentence structure, words and grammar.</p> <p>I can edit and proofread by own work.</p> <p>I can use the correct format when writing a letter.</p> <p>I can include interesting adjectives and adverbs.</p> <p>I can use inverted commas and other punctuation to indicate direct speech.</p> <p>I can use commas after adverbials at the beginning of sentences.</p> <p>I can understand and use the grammatical terms: determiner, pronoun, possessive pronoun, adverbial.</p> <p>Word of the Week – looking at the structure of the word (prefix, root and suffix), meaning (using a dictionary to find this), synonyms and antonyms, rhyming words, word class (verb, adverb, adjective, noun etc).</p> <p>Weekly spelling homework based on individual needs and national curriculum. <b>Consolidation of Year 3-4 spelling list.</b> (N.B. Part of the national curriculum is covered through</p>

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<b>Jewish Studies</b>	<b>Tikkun Olam</b>  <b>The Jewish Year</b>  <b>Sacred texts</b>	<p>Tikkun Olam and link to green issues.</p> <p>Rosh Chodesh and the Hebrew calendar – comparison with civilian calendar.</p> <p>To name the 5 books in the Chumash.</p> <p>To behave appropriately in the presence of a Sefer Torah.</p> <p>To explain how an Ashkenazi Sefer Torah is different from a Sephardi one, how they are considered objects of Kedusha and why we behave with respect towards them.</p> <p>To explain to others how to behave in the presence of a Sefer Torah in syngagogue, during Kriyat HaTorah, and why.</p>
<b>RE and Diversity</b>	<b>Islam</b>	Discussion of Eid ul Fitr (late June) and comparisons with Jewish holidays where a fast is broken.
<b>Science</b>	<b>Animals, including humans</b>  <b>Investigations</b>	<p><b>Animals, including humans</b> (link to Egyptian mummies from Spring term)</p> <ul style="list-style-type: none"> <li>• Describe the simple functions of the basic parts of the digestive system in humans</li> <li>• Identify the different types of teeth in humans and their simple functions</li> <li>• Construct and interpret a variety of food chains, identifying producers, predators and prey (revision).</li> <li>• Children will be introduced to the main body parts associated with the digestive system, for example, mouth, tongue, teeth, oesophagus, stomach and small and large intestine and explore questions that help them to understand their special functions.</li> <li>• They will work scientifically by comparing the teeth of carnivores and herbivores, and suggesting reasons for differences; finding out what damages teeth and how to look after them.</li> </ul> <p><b>Science investigations</b> using skills and knowledge from year</p> <p><b>Gardening</b> – Growing own fruit/veg</p> <p><b>Cookery</b> – using grown produce</p>
<b>Computing</b>	<b>Rising Stars curriculum</b>	<p><b>E-safety:</b> on-going discussions about how to stay safe online.</p> <p><b>We Are Software Designers:</b> continue unit on computer programming.</p> <p>Collecting data on recycling and producing graphs.</p>
<b>Art and</b>	<b>Guerrilla Gardening</b>	Complete work on guerrilla gardening from Spring term (link

<b>Design</b>	<b>Art using up-cycled materials</b>	to looking after / taking responsibility for our environment). Create art for the school by reusing materials that might otherwise be thrown away.
<b>Music</b>	<b>Composition and appreciation</b>	Composing and performing music. Writing it down using some basic music notation.
<b>PSHE</b>	<b>Courage</b>	<b>Loving the world around us:</b> ( <i>Tikkun Olam</i> : repairing the world, social action; <i>Tzedek Tirdof</i> : pursue justice).  <b>Caring for the world, the environment and the outdoors</b>
<b>Thematic learning</b>	<b>Geography / Science</b>	<b>Wind farms and renewable energy</b> – debate for and against. <b>Tracking our waste</b> – where does it end up? What is recycled and how? Where does other waste go? What can we do to reduce waste? <b>Visit from Veolia for recycling workshop.</b> <b>Tzedek twinning</b> – compare how different communities manage waste and how different items are reused.

#### Discrete learning (not linked to Topic)

<b>Maths</b>	<b>Calculating with whole numbers and decimals</b>	<ul style="list-style-type: none"> <li>• Consolidation and application opportunities.</li> <li>• Revision of areas of Maths not fully secure, including all formal written methods of calculation.</li> <li>• Problem solving using all skills acquired this year.</li> </ul>
<b>PE</b>	<b>Sports skills with specialised coach</b>	Athletics (preparation for Sports Day) Quick cricket

#### On-going learning

<b>Area of Curriculum</b>	<b>Content</b>	<b>Skills / Knowledge</b>
<b>Handwriting and presentation</b>	Handwriting practise (daily), focusing on perfecting joins, keeping writing straight, the same size, neat and within the line.	Joining whole words consistently. Which letters <b>don't join</b> (incl. capitals) Diagonal and horizontal <b>joins</b> Increasing <b>legibility</b> of handwriting – e.g. ascenders and descenders don't touch. <b>Transferring</b> handwriting skills to all writing.
<b>Reading</b>	<b>Guided Reading</b> will focus on comprehension, fast and fluent decoding, extended reading of longer texts, responding in writing.	<b>Key Skills – prediction / inference/use of dictionary</b> What will the author discuss next? What do you know that helps you to

	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>predict the next part of the text?</p> <p>Are there any clues in titles or headings?</p> <p>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)</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>	Learning prayers and locating in siddur	<p><b>Hallel</b> (songs of praise)</p> <p>Learn (new) Od echa, Bracha for Hallel</p>