

Eden Primary Medium Term Planning

Nitzanim (Year 4) 2016-2017

Theme for year: Our World / Peoplehood / Global Responsibility

Summer 1: WATER (5 weeks)

Project Launch: Maths problem-solving with water

Culminating Projects: Exhibition of water filtration systems designed by children

OVERVIEW:

This half term, much of our work will be focused around environmental and geographical themes related to our topic 'Water'. In **Science**, we will learn about 'States of Matter', and the children will investigate the water cycle through conducting a series of experiments.

In **English**, the children will study three short units focused around our topic, one on persuasive writing, one on poetry and another on descriptive/narrative writing. The children will write a persuasive text encouraging people to save water and make it visually appealing through diagrams, layout and headings. The narrative topic will focus on the first chapter of *The Wind in the Willows*, looking at how the river is described, and how characters in the story relate to it. The children will explore the evocative language used in the story and use this to write short stories or scenes set on or near a river, paying attention to narrative structure and effective paragraphing. Our class text will be *There's a Boy in the Girls' Bathroom* and will use this to explore **PSHE** issues, including equality.

Our **Maths** work during this term will focus on shape, symmetry and coordinates. The children will also develop their mental maths skills through regular Number Talk sessions at the start of lessons, when they will discuss their approaches to mental calculations and improve their ability to take numbers apart and put them back together again. They will also take part in group investigations.

In terms of **Jewish Studies**, this half term includes three Israeli holidays, as well as Lag B'Omer. Yom HaShoah will be addressed in a sensitive, age-appropriate way through an assembly. When discussing Yom HaZikaron (Israel's Memorial Day), we will make links with the UK Remembrance Day and focus on this angle. Yom Ha'atzmaut (Israeli Independence Day) and Lag B'Omer (the 33rd Day of the Omer) will involve time off-timetable to explore Israeli history and culture. We will also learn about Shavuot, which falls during the half term break, and will count the Omer (the days between Pesach and Shavuot) in class.

Our **Creative Arts** work this half term will bring together science and design technology, as the children design and create devices to filter dirty water. We will listen to and compose music on a water theme as well and continue to work on reading basic music notation. In our **Topic** lessons we will look at the importance of clean water from a global perspective, and the factors that lead to people not being able to access clean water.

Key Texts **There's a Boy in the Girls' Bathroom – Louis Sachar**
 The Wind in the Willows (excerpts) – Kenneth Graham

Visits / Visitors Visit to Thames Water treatment plant (Slough)

Visit from WaterAid (charity) (TBC)

Thematic learning for this half term:

Subject	Content	Skills / knowledge
English	<p>Non-fiction – booklet about water conservation</p> <p>Poetry - composing onomatopoeic poetry with water theme</p> <p>Narrative – descriptive writing of water; composing a scene set on the water</p> <p>Grammar</p> <p>Spellings</p>	<p>Use rhetorical questions, facts and statistics, headings, paragraphs, bullet points to produce a leaflet / poster persuading people to save water at home.</p> <p>Read poems and own compositions with expression. Identify similes, metaphors and personification when discussing poetry. Write and perform own poems drawing on these techniques.</p> <p>Plan a narrative by discussing similar writing.</p> <p>Use dialogue/ action/description structure to write a scene set on the water, drawing on the focus text, <i>Wind in the Willows</i>.</p> <p>Possessive apostrophes (singular and plural), understanding when to use an apostrophe and when not to.</p> <p>Understanding the grammatical terms: determiner, 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. (N.B. Part of the national curriculum is covered through homework.)</p>

<p>Jewish Studies</p>	<p>Yom HaShoah Yom HaZikaron Yom Ha'atzmaut Lag B'Omer Shavuot</p>	<p>Whole school assembly by Jo. Class discussion. To learn Ha Tikva. Class discussion.</p> <p>To explain why we count the days between Pesach and Shavuot, and to count the Omer. To explain the connection between the International Jewish Community and Israel through celebrations and commemorations. To understand and explain the significance of Matan Torah and how it connects to being a nation. To locate and read the 10 commandments in Chumash and a sefer Torah. To debate and consider 10 new commandments.</p>
<p>RE and Diversity</p>	<p>Use of water in religious ceremonies</p>	<p>Use of water in Christian and Muslim ceremonies (e.g. christening a baby / baptisms). Comparison with Judaism.</p>
<p>Science</p>	<p>States of Matter</p>	<p>States of Matter – link to water and water cycle</p> <ul style="list-style-type: none"> - Compare and group materials together, according to whether they are solids, liquids or gases - Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) - Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. <p>We will explore a variety of everyday materials and develop simple descriptions of the states of matter (solids hold their shape; liquids form a pool not a pile; gases escape from an unsealed container). Children will observe water as a solid, a liquid and a gas and note the changes to water when it is heated or cooled.</p> <p>Gardening – Growing own fruit/veg and watering</p>
<p>Computing</p>	<p>Rising Stars curriculum</p>	<p>E-safety: on-going discussions about how to stay safe online. We Are Game Designers unit: continue work on computer programming.</p>

Art and Design	Design a water filtration device	Researching similar devices in existence, testing suitable materials, assembling the device, identifying the context in which the device can be used (e.g. for remote places), designing the aesthetics of the device.
Music	Composition and appreciation	Listening to and composing music about water. Continuing to learn about basic music notation.
PSHE	Equality	Understanding and appreciating difference in our school community, our country and the wider world. Discussing racial, sexual and other forms of discrimination and why these are not tolerable. Discussing our own attitudes to different people and how we can show we value difference. Link to British and Jewish values (“You shall love the stranger as yourself, because you were strangers in the land of Egypt”).
Thematic learning	Water (Science/Geography)	Investigate the importance of access to clean water. Look at the situations that can prevent access to clean water, and ways in which it can be provided to people.

Discrete learning (not linked to Topic)

Maths	Coordinates, shape and symmetry	<ul style="list-style-type: none"> describe positions on a 2D grid as coordinates in the first quadrant describe movements between positions as translations of a given unit to the left/right and up/down plot specified points and draw sides to complete a given polygon compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes identify acute and obtuse angles and compare and order angles up to two right angles by size identify lines of symmetry in 2D shapes presented in different orientations complete a simple symmetric figure with respect to a specific line of symmetry
PE	Sports skills with specialised coach	Tennis - TBC Swimming (weekly lessons on Fridays at Park Road Pools)

On-going learning

Area of Curriculum	Content	Skills / Knowledge
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Handwriting and presentation	Handwriting practise (daily), focusing on perfecting joins, keeping writing straight, the same size, neat and within the line.	Joining whole words consistently. Which letters don't join (incl. capitals) Diagonal and horizontal joins Increasing legibility of handwriting – e.g. ascenders and descenders don't touch. Transferring handwriting skills to all writing.
Reading	Guided Reading will focus on comprehension, fast and fluent decoding, extended reading of longer texts, responding in writing. We will read a class story 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.	Key Skills – prediction / inference/use of dictionary 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? 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) How can I find the meaning of an unfamiliar word in the dictionary?
Times tables	Weekly practice through times table and division challenge sheets (or word problems) on a Thursday . (All should know x 2,5,10, then x3,4,8 tables, then x6,7,9, then x11,12 – including division facts.) Homework: Children to learn unknown times tables as weekly homework.	All learn 6, 7 and 9 times tables and then go on to other times tables. Know corresponding division facts for learnt times tables. Know times tables in any order .
Tefillah	Learning prayers and locating in siddur	Learn Asher Yatzar Prayer for the Royal Family (British values)