

## 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:** Profile self portraits – What do I want to communicate about myself?

**Culminating Project:** 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 resilience. We will also discuss Eden's values, and focus on the value of excellence. 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. Our PSHE (personal, social, health and emotional issues) sessions will focus initially on **friendship**, in particular what makes a good friend.

In **English**, we will develop our non-fiction writing skills. 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 **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 those caught in the current refugee crisis. For **Sukkot** we will be focusing on the idea of **shelter** 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. 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)

**Visits / Visitors** Sukkot: Seeking Shelter (Jewish Museum)

Visit from an orchestra conductor – Music (non verbal communication)

**Topic Based Learning**

<b>Subject</b>	<b>Content</b>	<b>Skills / knowledge</b>
<b>English</b>	<p>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.</p>	<p>Non-fiction writing using correct format and style, including paragraphs and subheadings, captions and bullet points, formal language, facts and statistics. Use computing skills to communicate information. Producing a class wiki. Discuss e-safety.</p>
	'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	<p>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.</p>
	Yom Kippur	<p>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.</p>
	Sukkot	<p>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.</p>
	Simchat Torah / Shemini Atzeret	<p>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.</p>

<b>Science</b>	Sound	<p>Identify how sounds are made, associating some of them with something vibrating.</p> <p>Recognise that vibrations from sounds travel through a medium to the ear.</p> <p>Investigate the pitch of a sound and features of the object that produced it.</p> <p>Find patterns between the volume of a sound and the strength of the vibrations that produced it.</p> <p>Recognise that sounds get fainter as the distance from the sound source increases.</p> <p>Design and make a musical instrument using knowledge of how sounds are made.</p>
<b>Art and Design</b>	<p>Profile self-portraits</p> <p>Designing a shelter</p>	<p>Self-portraits communicating our personality and interests.</p> <p>Use pencils with accuracy to produce high quality work.</p> <p>Investigate properties of materials and select those most suitable for construction outdoors.</p> <p>Using different materials to produce a temporary freestanding structure.</p>
<b>Music</b>	Non-verbal communication	<p>Understand how non-verbal communication is used by musicians and conductors.</p> <p>Use this when playing music with others.</p>
<b>PSHE</b>	<p>Excellence</p> <p>Resilience</p> <p>Friendship</p>	<p>Know how to be a good friend.</p> <p>Consider how friendship and respect for others help us to overcome difficulties and be more resilient.</p> <p>Solve problems by listening and cooperating.</p> <p>Understand that cooperation benefits everyone.</p> <p>Use verbal and non-verbal communication effectively.</p>
	Class and school agreements / rules	<p>Know what makes a good learning environment.</p> <p>Understand the class and school rules.</p> <p>Participate in class and school discussions.</p> <p>Create a set of class rules.</p> <p>Understanding of the need for rules and link to the Rule of Law as a <b>British Value</b>.</p>
<b>Thematic learning</b>	Communication	<p>Identify methods of communication and what they are suitable for.</p> <p>Understand how means of communication have developed over time.</p> <p>Use IT to research and communicate historical information.</p>



	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, returned to children, then kept in spelling folder at school.	
<b>Sentence and word level work (Writing)</b>	Developing sentence structure and length, vocabulary, adverbs, paragraphs, punctuation.  (Taught through English lessons, including '5 minute Grammar' starter sessions).	Use full stops and capital letters correctly in a sentence. Use apostrophes correctly. Group ideas to form paragraphs. Use a variety of conjunctions (connectives) and know how they change the meaning of sentences. Use adverbs to make writing more detailed. Use appropriate and interesting adjectives when describing.
<b>Handwriting and presentation of writing</b>	Handwriting practise four times a week (Mon, Weds, Thurs, Fri), focusing on perfecting joins, keeping writing straight, neat and within the line.	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.
<b>Reading</b>	<b>Guided Reading</b> will focus on comprehension, fast and fluent decoding, extended reading of longer texts, responding in writing. We will read a <b>class stories</b> at the end of the day, to share more challenging chapter books. TA to make notes of children's contributions during class reading, for <b>assessment</b> purposes.	Key Skills – <b>summarising/predicting</b> - 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?
<b>Times tables</b>	Weekly practice of times table through games, to include multiplication and division facts. (All should know x2,5,10.) Most start with x3,4,8 tables (from last year), then x6,7,9, then x11,12. <b>Homework:</b> Children should practise unknown times tables at home.	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. Know times tables in any order.

<b>Tefillah</b>	Consolidation of the prayers the children already know, beginning to use knowledge of Hebrew to read prayers.	<p>Birchat Hamazon - grace after meals</p> <p>Looking more closely at where to recognise and find prayers in the Siddur. Revising parts of the Havdallah service and locating it in the Siddur.</p> <p>Looking closely at the second paragraph of the Shema.</p>
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