

# 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 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. Our key text this term is *Journey to Jo’burg* by Beverly Naidoo, a novel which focuses on 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 an electric buzzer toy. 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**      **Visit from Tzedek to introduce Ghana Twinning Project**  
**Trip to an art exhibition linking to our topic (TBC)**

**Thematic learning for this half term:**

<b>Subject</b>	<b>Content</b>	<b>Skills / knowledge</b>
<b>English</b>	<p><b>Narrative</b> – writing continuation of a story</p> <p><b>Poetry</b> - 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>

<b>Jewish Studies</b>	<p><b>Hanukah</b></p> <p><b>Tzedek (justice)</b></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 <b>siddurim</b> from around the world</p> <p>Concept of <b>Tzedek</b> (justice), linking this to the Ten Commandments and international law</p>
<b>RE and Diversity</b>	<p><b>Christianity</b></p> <p><b>Challenging stereotypes (British Value)</b></p>	<p>How do Christians 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>
<b>Science</b>	<p><b>Electricity</b> – link to light and religious festivals</p>	<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>

<b>Computing</b>	<b>E-safety</b> <b>Digital music</b>	On-going discussions about how to stay safe online. Producing digital music through an app.
<b>Art</b>	<b>Design and technology</b>	Research, design and test a toy that includes an electrical circuit.
<b>Music</b>	<b>African drumming</b>	Composition, performance, notation
<b>PSHE</b>	<b>Responsibility</b> (British / Eden value)	Caring for each other Caring for school Caring for nature and the environment Caring for the wider community Taking responsibility for our learning
<b>Thematic learning</b>	<b>Africa – People and Land</b>	Research geographical features of countries in Africa, including Ghana (Tzedek project) Make 3D maps of African countries Compare life in Africa and Europe Discuss variety of lifestyles in Africa, and common stereotypes / misconceptions.

## Discrete learning (not linked to Topic)

<b>Maths</b>	<b>Multiplication and division</b>	<ul style="list-style-type: none"> <li>recall multiplication and division facts for multiplication tables up to <math>12 \times 12</math></li> <li>solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as <math>n</math> objects are connected to <math>m</math> objects</li> <li>recognise and use factor pairs and commutativity in mental calculations</li> </ul>
	<b>Time</b>	<ul style="list-style-type: none"> <li>use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers</li> <li>multiply two-digit and three-digit numbers by a one-digit number using formal written layout</li> </ul>
	<b>Area and perimeter</b>	<ul style="list-style-type: none"> <li>convert between different units of measure [for example, hour to minute]</li> <li>problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days</li> <li>write and convert time between analogue and digital 12- and 24-hour clocks</li> <li>measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres</li> <li>convert between different units of measure [for example, kilometre to metre]</li> <li>find the area of rectilinear shapes by counting squares</li> </ul>
<b>PE</b>	Sports skills with specialised teachers	Swimming Hand-eye coordination Tennis – TBC

## On-going learning

Area of Curriculum	Content	Skills / Knowledge
<b>Spellings</b>	<p><u>Mondays:</u> New spelling rule introduced.</p> <p><u>Wednesday:</u> Practise using spelling rule.</p> <p><u>Friday:</u> Short dictation including spelling rule words (whole class).</p> <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</p>	<p>Choose the correct digraph or trigraph when spelling words and use this in own writing</p> <p>Understand alternate pronunciations for particular digraphs</p> <p>Use different prefixes and suffixes</p>

	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, 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).	<b>Use full stops and capital letters correctly in a sentence.</b> 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>Use fronted adverbial phrases</b> , expanded noun phrases and other constructions to make writing more interesting.
<b>Handwriting and presentation of writing</b>	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.	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 each 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	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.

	practise unknown times tables at home.	
<b>Tefillah</b>	Shabbat prayers / consolidation	<p>Learn to leyn <b>v shomru</b> (Jo)</p> <p>Find <b>brachot for lighting candles</b> in siddur</p> <p>Look closely at first two paragraphs of the <b>Amidah</b>.</p> <p>Revision of prayers learnt to date and locating them in the siddur</p>