NITZANIM YEAR 4 LONG TERM PLAN 2018-2019

OUR WORLD – PEOPLEHOOD, COMMUNITY, GLOBAL RESPONSIBILITY

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic and culminating project	**Festivals of the World** **Publication of class wiki on festivals of the world**	**Africa** **End of term show – Africa theme (Music)**	**Travel and Stories (Caribbean / South America)** **Exhibition of 3D maps of Caribbean islands**	**Ancient Egypt** **Haggadot**	**Water** **Class assembly on Water** **Publishing leaflets / posters on water conservation**	**Water / Good to be Green** **Publishing and public performance of short stories set by a river**
Visits / visitors	**Trip to Serpentine Gallery pavilion** (link to Sukkot) **Visit from Year 4 at OLM Catholic school** (TBC) and hosting in sukkah – presenting work on Sukkot / Harvest Festivals	**Trip to visit local church** **Visit from Tzedek to launch twinning programme with school in Ghana**	**Steelpan workshop** **Caribbean storyteller**	**Trip to British Museum** with Nic Abery to look at Ancient Egypt (link to Pesach)	**Trip to Thames Water filtration plant or Thames Estuary** **Visit from WaterAid** (TBC) **Visit to a mikvah**	**Trip for water sport activity (TBC)** **Visit from Veolia –** recycling workshop (TBC) **Visit from landscape architect - TBC**
Science	**Sound** – link to shofar for Rosh Hashana **Cookery** – Preparing food to host guests from other communities for Sukkot.	**Electricity** – link to light and religious festivals	**Living things and their habitats** – comparison of South America/ the Caribbean and Antarctica	**Animals, including humans** (Egyptian mummies) **Gardening**: plant vegetables/fruit. **Cookery** – preparing food for Purim / Pesach	**States of Matter** – link to water and water cycle **Gardening** – growing own fruit/veg and watering. Investigating effect of different conditions on plants.	**Science investigations** using skills and knowledge from year **Gardening / cooking**

English	**Non-fiction** – how to build a sukkah (instructions) **Poetry -** vocab building, composition, performance **Grammar** - basic punctuation and word types, pronouns and possessive pronouns **Spellings** Filling in gaps in Y3 curriculum, HFWs, National Curriculum spelling list (assessment) Weekly spelling homework Weekly dictations **Book: An Autobiography - John Agard** **The King of the Copper Mountains – Paul Biegel**	**Poetry** - Kennings **Narrative** - writing from another's perspective, writing continuation of a story using dialogue/ action/description structure **Grammar –** Fronted adverbials Inverted commas for direct speech **Spellings** HFWs, National Curriculum spelling list (consolidate) Weekly spelling homework Weekly dictations **Journey to Jo'burg – Beverley Naidoo**	**Poetry** - poems about places, limericks **Narrative** – writing own short stories set in exotic locations **Grammar** - Expanded noun phrases **Spellings** Prefixes / suffixes Weekly spelling homework Weekly dictations **Gregory Cool – Caroline Binch** **The Silence Seeker – Ben Morley**	**Non-fiction** – writing own recipes for a feast, instructions for building a pyramid **Narrative -** writing from perspective of a slave (based on Avadim haienu) **Creating haggadot** **Grammar** – Possessive apostrophes (sg, pl) **Spellings** Weekly spelling homework based on individual needs and national curriculum Weekly dictations **Megillat Esther** **Avadim hayeinu (texts about slaves from Haggadah)** **Tales of Ancient Egypt – Roger Lancelyn Green**	**Non-fiction** – booklet about water conservation **Poetry** - composing onomatopoeic poetry with water theme **Narrative** – descriptive writing; composing short story set on the water **Grammar** – determiners, plural apostrophes **Spellings** Weekly spelling homework based on individual needs and national curriculum Weekly dictations **Wind in the Willows – Kenneth Grahame**	**Non-fiction** –poster to encourage recycling at school **Poetry** - haiku reading and performing **Narrative –** letter from a character in core text **Grammar** – letter writing format Adjectives/adverbial phrases **Spellings** Weekly spelling homework based on individual needs and national curriculum Weekly dictations **Wind in the Willows – Kenneth Grahame (cont'd)** **Short stories**

Maths	**Reasoning with 4 digit numbers** • find 1000 more or less than a given number • recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones) • order and compare no.s beyond 1000 • count backwards through zero to include negative numbers • solve number and practical problems that involve all of the above and with increasingly large positive numbers • identify, represent and estimate numbers using different representations • round any number to nearest 10, 100,1000 • read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value • count in multiples of 6, 7, 9, 25 and 1000	**Multiplication and division** • recall multiplication and division facts for multiplication tables up to 12 × 12 • 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 *n* objects are connected to *m* objects • recognise and use factor pairs and commutativity in mental calculations • 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 • multiply two-digit and three-digit numbers by a one-digit number using formal written layout	**Fractions** • add and subtract fractions with the same denominator • recognise and show, using diagrams, families of common equivalent fractions • count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten • solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number •	**Decimals** • find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths • recognise and write decimal equivalents of any number of tenths or hundredths • recognise and write decimal equivalents *¼, ½, ¾* • round decimals with one decimal place to the nearest whole number • compare numbers with the same number of decimal places up to two decimal places **Solving problems with addition and subtraction of decimals** • solve simple measure and money problems involving fractions and decimals to two decimal places • estimate, compare and calculate different measures, including money in pounds and pence	**Discrete and continuous data** • solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs **Coordinates, shape and symmetry** • 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	**Calculating with whole numbers and decimals** • consolidation and application opportunities

Maths (cont)	**Problem solving with integer (whole number) addition and subtraction** • add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate • estimate and use inverse operations to check answers to a calculation • solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why	**Time** • convert between different units of measure [for example, hour to minute] • problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days • write and convert time between analogue and digital 12- and 24-hour clocks **Area and perimeter** • measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres • convert between different units of measure [for example, kilometre to metre] • find the area of rectilinear shapes by counting squares			• complete a simple symmetric figure with respect to a specific line of symmetry	
Computing	E-safety We are co-authors **(producing a wiki)** Rising Stars Unit 4.5	E-safety We are musicians **(producing digital music)** Rising Stars Unit 4.3	E-safety We are coders **(editing and writing HTML)** Rising Stars Unit 4.4	E-safety We are toy designers **(prototyping an interactive toy)** Rising Stars Unit 4.2	E-safety We are software developers **(developing a simple educational game)** Rising Stars Unit 4.1	E-safety We are meteorologists **(presenting the weather)** Rising Stars Unit 4.6

Art	Designing a **shelter** (link to Sukkot) and and hosting others in pavilion (see Jewish Studies).	Designing and building an **electric hannukiah or candle holder**	Designing a **story garden / playground corner** (contact Chelsea Flower Show)	Re-writing the story of **Pesach using emojis**	Designing own **water filtration systems**	TBC – **following up on earlier projects** this year that children want to work more on
Jewish Education	**The Jewish Year** Rosh Chodesh / Hebrew calendar – comparison with civilian calendar **Festivals:** Rosh Hashanah Yom Kippur Sukkot Shemini Atzeret -rituals and traditions -what do people in our class do? -symbols and importance	**Hanukah** – origins of narrative and traditions (including dreidel) Maoz Tzur – verse 1 International oily foods **Siddurim** from around the world Concept of **Tzedek** (justice) / link to 10 commandments and international law	**Shabbat** How celebrated around the world (including foods) International Shabbat table. 39 rules of Shabbat. **Tu Bishvat** class seder Explore how different Jewish communities around the world keep **different customs**	**Pesach and Purim** Making own Haggadah Writing own tefillot with global emphasis Looking at Megillah Esther and re-writing the story using emojis	**Global Jewish Communities** Explore different communities around the world, including in Prague (link to our sefer Torah) **Counting the Omer**	**Shavuot** Idea of nationhood – linking to British Values Tikun Olam – linking to green issues
Hebrew	The Weather Chaggim	Food Clothes Colours	Picnic Feelings	My room Pets	Daily routine Going shopping Hobbies	What I did yesterday End of year party
Tefillah	Learn **Birchat Hamazon** (Grace after meals - Avivit) Learn Candle lighting for **Yom Tov**	Leyning **v shomru** (Jo) Find **Brachot for lighting candles** in siddur	Learn **Modim Anachnu** (shabbat morning prayer) Learn **Tefillat Haderech** (prayer before a journey) Learn **Ashrei** (Avivit)	Learn **Az Yashir Moshe** Leyn (chant) sections of Megillat Esther **(Laura P contact)**	Learn **Asher Yatzar** Prayer for the Royal Family **(British values)**	**Hallel** (songs of praise) Learn (new) Od echa, Bracha for Hallel

RE and Diversity	Other religions that use the lunar calendar – **Islam / Christianity**	**Challenging stereotypes** about Africa and Africans **Christianity** – how do members of our class celebrate Christmas? What do they know about it?	**Spring festivals** in other religions - common symbols of spring (e.g. egg)	**Christianity -** Easter and link to Pesach. Common symbols (egg, lamb) and significance. How celebrated. Different families, different traditions	**Christianity / Islam** – use of water in religious ceremonies (e.g. christening a baby / baptisms)	**Islam** – Eid ul Fitr comparisons with Jewish holidays where a fast is broken

Values	Introduce all 5 **Eden values**, then… **Excellence (British / Eden value)** • Embracing challenge • High expectations • Determination effort and resilience • Thinking • Confidence • Pride in our achievements **PSHE** Helping others to keep safe (Physical)	**Responsibility (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 **PSHE** Who are these people? (Social)	**Respect (British / Eden value)** • Compassion • Kindness • Valuing all others - children and adults • Getting along **PSHE** Taking more control (Emotional)	**Community (British / Eden value)** • Unity • Celebrating difference/ uniqueness • Diversity • Inclusion of children with SEN and from different faiths and backgrounds • Family **PSHE** Work and money (Economic)	**Creativity (British / Eden value)** • Courage • Curiosity • Exploration • Innovation • Fun • Risk taking • Innovative teaching and learning **SRE** Christopher Winters programme (Sex and Relationships Education)	Review all 5 Eden values **(British / Eden value)** **PSHE** The Environment (Being a responsible citizen)
Forest school	Explore risks and how to stay safe in local area and **Coldfall Woods** (link to PSHE)				**River study –** observations, descriptions, experiments and play **in and around stream in Coldfall Woods** (link to Topic and Lliteracy)	

History/Geography	**History** of religious holidays – comparative timeline of events (e.g . Christmas)	**Geography** – research geographical features of countries in Africa, including Ghana and South Africa (Tzedek project) Map reading skills Identify different hemispheres Comparing life in Africa and Europe	**History** of story telling around the world – importance of stories in different cultures **Geography** – research biomes. Compare geography of South America / Caribbean and Antarctica.	**Geography** - pyramid builders' handbook – maps of where to build based on geographic / religious priorities **History** of Ancient Egypt	**History** of water usage in the home **Water and health –** sanitation / healthy diet **Water and transport** – who travels by water and why? Canals	**Geography** – wind farms and renewable energy – **debate** for and against
Music	Role of conductor and **non-verbal communication** in music Composition Appreciation	**African drumming** – composition, performance, rhythm notation	Music about **exotic places** (Sheherezade) – appreciation, composition, performance	**Ballads** – music that tells a story; composing work songs (based on Negro slave songs)	Music about **water** (e.g. sea shanties, Vltava) Create and perform a piece of "storm" music (body percussion)	Music – composition using **recycled materials**
PE	Swimming Hand-eye/ hand-foot coordination – ball skills	Swimming Hand-eye coordination Tennis – TBC	Swimming Foot-eye coordination Soccer – TBC	Dance Benchball - TBC	Gymnastics Tag Rugby - TBC	Athletics Sports Day Quick Cricket - TBC