

Eden Primary Medium Term Planning

Nitzanim (Year 4) 2018-2019

Theme for year: Our World / Peoplehood / Global Responsibility

Spring 1: TRAVEL AND STORIES 6 weeks (first week Tues-Fri)

Project Launch: Investigation of Caribbean fruits, including coconuts

Culminating Project: Writing our own short stories set in the Caribbean.

OVERVIEW:

This half term, our topic will be Travel and Stories, under our broad yearly theme of Our World. Over the next six weeks, we will look at the importance of storytelling, and at different stories from around the world. We will see how travelling to different places affects people, and explore some of the reasons that people travel – for pleasure or out of necessity. There will be a strong emphasis on **diversity and respect for others** in our learning this half term.

We will begin by reading the story *Gregory Cool*, set in the Caribbean, about a boy from the UK who is sent to Tobago to spend time with his grandparents. The story shows how he adjusts to the different way of life, and comes to appreciate the differences. Over the course of the half term, we will write our own **stories** set in the Caribbean, based on our core text. We will focus primarily, but not exclusively, on Caribbean culture and investigate traditional foods and festivals of the Caribbean, and Caribbean culture in London. We will also read *The Silence Seeker*, a book about friendship between a boy and a refugee, and discuss how moving to another country might feel if you are not leaving your home by choice. This will tie in with our whole school project on **empathy** and our continued work in class on how to be a good friend. Our **Guided Reading** texts will include traditional stories from around the world, and we will become familiar with this genre and recurring themes within these stories. Our work in **Science** will also link to our topic, as we will be investigating living things and their habitats. This will provide an opportunity to compare wildlife in Europe and the Caribbean, and to touch on some of the environmental issues we will discuss in more depth in the Summer term. **Jewish Studies** will include hosting our own Tu Bishvat seder, and researching how Jewish communities in different parts of the world keep different customs. We will also continue to work with Tzedek on the next phase of our **school twinning programme** with Baga Baga School in Tamale, Ghana, and the children will send work back and forth to each other. In **Maths**, we will cover area and perimeter and fractions.

Key Texts **Gregory Cool – Caroline Binch**
The Silence Seeker – Ben Morley

Visits / Visitors **Steel pan workshop - TBC**
Visit from a storyteller - TBC

Thematic learning for this half term:

Subject	Content	Skills / knowledge
English	<p>Poetry - Limericks, Kennings and poems by Caribbean poets (Grace Nichols – Sun in Shining)</p> <p>Narrative – writing own short stories set in the Caribbean</p> <p>Grammar – similes, metaphors, plural possessive apostrophes, possessive pronouns.</p> <p>Spellings - Suffixes and homophones</p>	<p>Read poems and own compositions with expression. Identify similes, metaphors and personification when discussing poetry.</p> <p>Plan a narrative by discussing similar writing.</p> <p>Draft, write and edit a narrative, creating settings, characters and plot with consideration for the audience and purpose.</p> <p>Use dialogue/ action/description structure to write a narrative (short story) set in the Caribbean, drawing on the focus text, <i>Gregory Cool</i>.</p> <p>Use abstract nouns and adjectives to describe emotions (work on <i>The Silence Seeker</i>, a short story about friendship between a boy and a refugee)</p>

RE and Diversity	Spring festivals	<p>Spring festivals in other religions including Christianity - common symbols of spring (e.g. egg).</p> <p>Carnival – Caribbean festival held in Trinidad in late February in the two days before Ash Wednesday (including ‘dirty mass’ – rolling in mud). What Caribbean celebrations happen in London? Why does London have a Caribbean community?</p>
Science	Living things and their habitats	<p>Comparison of South American / Caribbean / Antarctic habitats and living things (link to key text, based in Caribbean).</p> <p>Recognise that living things can be grouped in a variety of ways.</p> <p>Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.</p> <p>Recognise that environments can change and that this can sometimes pose dangers to living things.</p>
Art and Design	Designing a garden	<p>Design a story garden (linked to topic Travel and Stories). Read and discuss alternative versions of the story of The</p>

		Garden of Eden. Create own paintings of this garden. Research guerrilla gardening. Visit Coldfall Woods 3 times to observe and record changes in a conservation journal that the children will make themselves (Forest School) (link to Science curriculum – observing change over time).
Music	Caribbean music and dance	Composition, performance, notation (rhythm) Music about exotic places (Sheherezade) – appreciation Experience Caribbean steel pan drum playing and learn about its origins.
PSHE	Empathy	Reggio-inspired whole-school curriculum project.
Thematic learning	Storytelling around the world	Importance of stories in different cultures. Comparison of traditional tales from different continents – similarities and differences.

Discrete learning (not linked to Topic)

Maths	Area and perimeter Fractions	<ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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
Jewish Studies	Tzedek (justice) Shabbat	<p>Concept of Tzedek (justice), linking this to the Ten Commandments and international law. Look at Ramban’s ladder of tzedakah and make posters illustrating this.</p> <p>How Shabbat is celebrated around the world (including foods); International Shabbat table; 39 rules of Shabbat. Discuss how the laws of Shabbat affect the food people eat and how it is cooked. Cook an international dish traditionally eaten on Shabbat (e.g. Yemeni ‘jachnun’ or Moroccan ‘chamin’). Discuss family recipes made on Shabbat.</p>

	Tu Bishvat	Lead an eco Tu Bishvat class seder with locally grown fruit and vegetables. Understand the meaning of the festival and the red and white wine. Connect to environmental issues / airmiles and produce being flown in from other countries.
Computing	We are coders Rising Stars Unit 4.4	E-safety: on-going discussions about how to stay safe online. We are coders - editing and writing HTML.
PE	Swimming Daily Mile (run) Team games	Improving streamlining, stroke techniques and water safety skills (swimming), building stamina and fitness (Daily Mile), developing communication with others, hand-eye / foot-eye coordination and strategic thinking (team games).

On-going learning

Area of Curriculum	Content	Skills / Knowledge
Spellings	No-nonsense spelling programme. Weekly dictation. Homework: 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 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 and write each word in a full sentence to check they understand it.	Choose the correct homophone when writing. Understand different spelling rules. Use different prefixes and suffixes.
Sentence and word level work (Grammar)	Developing sentence structure and length, vocabulary, adverbs, paragraphs, punctuation. (Taught through English lessons, including '5 minute Grammar' sessions).	Using more complex punctuation (including inverted commas) increasing accurately. Organising writing into paragraphs . Using a variety of conjunctions (connectives) and know how they change the meaning of sentences. Using appropriate and interesting adjectives and adverbs . Using fronted adverbial phrases and expanded noun phrases to make writing

		more interesting.
Handwriting and presentation	Handwriting practise (daily), focusing on perfecting joins, keeping writing straight, the same size, neat and within the line.	Knowing 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 Monday . (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 (daily)	Learn to leyn v shomru (Jo to teach). Learn Modim Anachnu (shabbat morning prayer), Tefillat Haderech (prayer before a journey).