

## Eden Primary Medium Term Planning

### Nitzanim (Year 4) 2018-2019

**Theme for year:** Our World / Peoplehood / Global Responsibility

**Spring 2:** ANCIENT EGYPT 7 weeks

**Project Launch:** Pyramid investigations in Maths

**Culminating Projects:** Haggadot produced by children

#### OVERVIEW:

This half term takes in the festivals of **Purim and Pesach**. Much of our work will be Jewish Studies and History focused, encompassing these festivals as well as our topic of Ancient Egypt. The children will take part in a 3-day creative writing workshop at the British Museum, focused around the themes of Pesach and Egyptian history. We will use Megillat Esther in translation as a text in English, allowing the children to understand the story's historical context in ancient Persia.

Our work on **Ancient Egypt** will form the core of the term's work. We will look at the religion of the ancient Egyptians, their writing, and the lives of ordinary people, including slaves and Egyptian rulers. This will enable the children to put the Pesach story into its historical context.

In **English**, the children will produce their own Haggadot, reflecting on various aspects of the Pesach seder and writing in role. They will also write descriptively about Shushan during our work on Purim, and continue to discuss a poem of the week as a class. In **Maths**, we will focus on presenting data (including in Science lessons) and decimal numbers. This will give the children opportunities to work with money.

Our **Art and Design** project this half term will be **retelling the story of Pesach in emojis**. This will tie in with our earlier work on Communication, and allow the children to think creatively about retelling this story. In **Music**, we will look at songs that tell a story, including work songs sung by Negro slaves, linking to our work on slavery in Ancient Egypt. We will also continue to work on musical notation, composition and performance.

**Key Texts**                      **Megillah Esther**  
**Avadim haienu (texts about slaves from Haggadah)**  
**Tales of Ancient Egypt – Roger Lancelyn Green**

**Visits / Visitors**              **Ancient Egypt / Pesach workshop at British Museum**  
**Pre- and post-workshop sessions at school**  
**Visit to Our Lady of Muswell Catholic Primary school - TBC**

**Thematic learning for this half term:**

Subject	Content	Skills / knowledge
English	<p><b>Non-fiction writing</b></p> <p><b>Narrative</b></p> <p><b>Poetry</b> – familiarity with different genres</p>	<p>Write <b>instructions</b> for building a pyramid as part of a ‘Pyramid builder’s handbook’.</p> <p>Writing from perspective of a slave (based on Avadim haienu)</p> <p>Writing a persuasive letter (to Pharaoh).</p> <p>Ongoing <b>weekly poem</b> discussed as a class and learnt by one child to recite the following week (throughout year).</p>

Jewish Studies	Pesach	<p>Making own <b>Haggadot</b>.</p> <p>Writing <b>own tefillot</b> (prayers) with global emphasis.</p> <p>Discussion and retelling of <b>Exodus story</b>.</p> <p>Analyse the <b>Song of Miriam</b>, including the layout of the text and how it differs from that in the rest of the Torah. What effect does this have on the reader? Comparison with other poems laid out in unusual ways (link to English).</p> <p>Re-writing the story of <b>Pesach using emojis</b>.</p>
RE and Diversity	Christianity	<p><b>Easter</b> and link to Pesach. Common symbols (egg, lamb) and significance. How do Christians celebrate Easter?</p> <p>Different families, different traditions (<b>diversity</b>)</p>
Science	Animals, including humans	<p>Describe the simple functions of the basic parts of the digestive system in humans (link to Egyptian mummies)</p> <p>Identify the different types of teeth in humans and their simple functions</p> <p>Construct and interpret a variety of food chains, identifying producers, predators and prey</p> <p><b>Gardening:</b> plant vegetables/fruit.</p> <p><b>Cookery:</b> preparing food for Purim.</p>
Art and Design	Pesach in Emojis	Retelling the Pesach story using emojis.
Music	Ballads	Music that tells a story; composing work songs (based on

		Negro slave songs)
<b>PSHE</b>	<b>Community</b> (British / Eden value)  <b>Economic education</b>	Unity and diversity Celebrating difference/ uniqueness Inclusion of children with SEN and from different faiths and backgrounds Importance of family  <b>Work and Money</b> - Barnet programme for PSHE
<b>Thematic learning</b>	<b>Ancient Egypt</b>	<b>Geography</b> - pyramid builders' handbook –understand how geographical features are marked on a map. Look at pictures and labelled diagrams of different historical settlements over time. Produce own pictures and labelled diagrams.  <b>History</b> of Ancient Egypt – use evidence to describe what was important to people in Ancient Egypt, and to contrast the lives of rich and poor people.

#### Discrete learning (not linked to Topic)

<b>Maths</b>	<b>Decimals</b>          <b>Discrete and continuous data</b>	<ul style="list-style-type: none"> <li>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</li> <li>recognise and write decimal equivalents of any number of tenths or hundredths</li> <li>recognise and write decimal equivalents to <math>\frac{1}{4}</math>, <math>\frac{1}{2}</math>, <math>\frac{3}{4}</math></li> <li>round decimals with one decimal place to the nearest whole number</li> <li>compare numbers with the same number of decimal places up to two decimal places</li> <li>solve simple measure and money problems involving fractions and decimals to two decimal places</li> <li>estimate, compare and calculate different measures, including money in pounds and pence</li> <li>solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs</li> <li>interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs</li> <li>solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs</li> <li>interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs</li> </ul>
<b>Jewish Studies</b>	<b>Purim</b>	Understand the historical context of the <b>Purim story</b> (linked to work in English).
<b>PE</b>	<b>Dance</b> <b>Daily Mile (run)</b>	Creating sequence of dance moves in response to music (dance), building stamina and fitness (Daily Mile), developing

	<b>Team games</b>	communication with others, hand-eye / foot-eye coordination and strategic thinking (team games).
<b>Computing</b>	<b>We are toy designers</b> Rising Stars Unit 4.2	<b>E-safety:</b> on-going discussions about how to stay safe online. We are toy designers - <b>prototyping an interactive toy.</b>

### On-going learning

Area of Curriculum	Content	Skills / Knowledge
<b>Spellings</b>	No-nonsense spelling programme. Weekly dictation. <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 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.
<b>Sentence and word level work (Grammar)</b>	Developing sentence structure and length, vocabulary, adverbs, paragraphs, punctuation.  (Taught through English lessons, including '5 minute Grammar' starter sessions).	<b>Possessive apostrophes</b> (singular and plural) Using more complex punctuation (including <b>inverted commas</b> ) increasing accurately. Organising writing into <b>paragraphs</b> . Using a variety of <b>conjunctions</b> (connectives) and know how they change the meaning of sentences. Using appropriate and interesting <b>adjectives and adverbs</b> .
<b>Handwriting and presentation</b>	Handwriting practise (daily), focusing on perfecting joins, keeping writing straight, the same size, neat and within the line.	Joining whole words consistently. Which letters <b>don't join</b> (incl. capitals) Diagonal and horizontal <b>joins</b> Increasing <b>legibility</b> of handwriting – e.g. ascenders and descenders don't touch. <b>Transferring</b> handwriting skills to all writing.

<p><b>Reading</b></p>	<p><b>Guided Reading</b> will focus on comprehension, fast and fluent decoding, extended reading of longer texts, responding in writing.</p> <p>We will read a <b>class story</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.</p>	<p><b>Key Skills – prediction / inference/use of dictionary</b></p> <ul style="list-style-type: none"> <li>- What will the author discuss next?</li> <li>- What do you know that helps you to predict the next part of the text?</li> <li>- Are there any clues in titles or headings?</li> <li>- 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)</li> <li>- How can I find the meaning of an unfamiliar word in the dictionary?</li> </ul>
<p><b>Times tables</b></p>	<p><b>Weekly practice</b> through times table and division challenge sheets (or word problems) on a <b>Monday</b>. (All should know x 2,5,10, then x3,4,8 tables, then x6,7,9, then x11,12.</p> <p><b>Homework:</b> Children to learn unknown times tables as weekly homework.</p>	<p>All learn <b>6, 7 and 9 times tables</b> and then go on to other times tables.</p> <p>Know corresponding <b>division facts</b> for learnt times tables.</p> <p>Know times tables <b>in any order</b>.</p>
<p><b>Tefillah</b></p>	<p>Learning prayers and locating in siddur (daily)</p>	<p>Learn <b>Az Yashir Moshe</b> Leyn (chant) sections of <b>Megillat Esther</b> (Laura P has contact)</p>