

Eden Primary Medium Term Planning

Nitzanim (Year 4) 2018-2019

Theme for year: Our World / Peoplehood / Global Responsibility

Autumn 1: FESTIVALS OF THE WORLD 7 weeks (5 half weeks, 2 full weeks)

Project Launch: Trip to Serpentine Gallery Pavilion.

Culminating Project: Publication of Class Wiki on festivals of the world.

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. We will also discuss the **importance of good communication** as we take responsibility for our own learning and behaviour, and link this to our class text *Book – An Autobiography*, about the history of the written word.

In **English**, we will develop our non-fiction writing skills. Linked to our topic, the children will research different religious festivals from around the world and produce short articles about them. These will be published on a class wiki that the children will create in Computing lessons. Our work in **Science** will focus on **sound**, and we will also explore the importance of music and sound in festivals and what it communicates (for example, how a shofar is used on Rosh Hashana). During music lessons we will listen to music linked to different festivals and compose some of our own. We will also start exploring the concept of musical notation by coming up with some of our own ways to represent music on paper.

In **Jewish Studies**, we will look at the **Hebrew calendar**, particularly 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 refugees. Over **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 – An Autobiography by John Agard*

Visits / Visitors [Sukkot: Serpentine Gallery Pavilion \(link to Sukkot\)](#)

[Visit from children from OLM Catholic Primary School during Sukkot](#)

Topic Based Learning

Subject	Content	Skills / knowledge
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English	Non-fiction writing	Research, plan, draft and edit non-chronological reports on festivals of the world. Use headings and subheadings, paragraphs, captions and bullet points, formal language, facts and statistics. Write instructions on how to build a kosher sukkah.
	Narrative writing	Write in role (drawing on class text). Communicate thoughts and feelings descriptively.
	Poetry	Read and analyse poetry related to topic.
Computing	E-safety	Discuss e-safety and sign agreement for the year.
	Rising Stars Unit 4.5; We are co-authors	Produce a class wiki and publish non-chronological reports on it.

Jewish Studies	Rosh Hashanah	Explain the significance of the shofar and what it can help us to do. Understand that hearing the shofar is an important mitzvah. Compare different Rosh Hashanah customs from around the world. Use Rosh Hashanah as a starting point for examining own behaviour and making positive choices.
	Yom Kippur	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.
	Sukkot	Understand the biblical origin of the sukkah. Know what makes a sukkah kosher. 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.
	Simchat Torah / Shemini Atzeret	Understand why we pray for rain. Consider the importance of rain globally, including in Israel. Understand why we celebrate the Torah scroll
Science	Sound	Identify how sounds are made, associating some of them with something vibrating. Recognise that vibrations from sounds travel through a medium to the ear. Investigate the pitch of a sound and features of the object that produced it. Find patterns between the volume of a sound and the strength of the vibrations that produced it – measuring sound. Recognise that sounds get fainter as the distance from the sound source increases. Design and make a musical instrument using knowledge of how sounds are made.

Art and Design	Designing a shelter	Investigate properties of materials and select those most suitable for construction outdoors. Using different materials to produce a temporary freestanding structure (link to Sukkot),
Music	Appreciation Composition Performance	Listen and respond to music from different culture, connected to religious festivals. Understand how non-verbal communication is used by musicians and conductors. Compose music for a festival in a group. Use non-verbal communication when playing music with others. Start to explore musical notation.
PSHE / Values	Excellence (Eden Value for this half term)	Understand and articulate what excellence means at school (Eden Value)
	Friendship	Know how to be a good friend. Consider how friendship and respect for others helps us to overcome difficulties and be more resilient (link to British value of tolerance , and explore what tolerance means – is it enough to tolerate difference, or should we celebrate it?)
	Resilience	Explore the concept of Growth Mindset. Understand that it will help us to do our best and be happy.
	Class Rules	Understand what makes a good learning environment. Understand the need for rules and link to the Rule of Law as a British Value . Create a set of class rules. PSHE
	Physical skills	Helping others to keep safe - Barnet programme for PSHE
Humanities	History	Understand how means of communication have developed over time. Identify contemporary methods of communication and what they are suitable for. Consider how people would have communicated in these situations before these forms of communication existed.

Discrete Learning (not linked to Topic)

Maths	Reasoning with 4 digit numbers Problem solving with integer (whole number) addition and subtraction	<ul style="list-style-type: none"> • 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 • 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
PE	Sports skills with a specialised teachers. Teamwork and communication games.	<ul style="list-style-type: none"> • Swimming • Hand-eye and foot-eye coordination • Developing skills of co-operation and effective verbal and non-verbal communication.

On-going learning

Area of Curriculum	Content	Skills / Knowledge
Spellings	<p><u>Mondays:</u> 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>Spelling 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 using the look/cover/write/check method and write each word in a full sentence to check they understand it.</p>	Understand and use prefixes and suffixes Know words with endings that sound like '-shun'
Sentence and word level work	Developing sentence structure and length, vocabulary, adverbs, paragraphs, punctuation.	Use full stops and capital letters correctly in a sentence. Use apostrophes correctly. Group ideas to form paragraphs.

	(Taught through English lessons, including '5 minute Grammar' starter sessions).	Use a variety of conjunctions (connectives) and know how they change the meaning of sentences. Use appropriate and interesting adjectives when describing.
Handwriting	Handwriting practise (3 x week)	Form all letters correctly incl capitals. Know which letters don't join Diagonal and horizontal joins Transferring skills shown in handwriting to all writing in books.
Reading	Guided Reading will focus on comprehension, fast and fluent decoding, extended reading of longer texts, responding in writing. We will read a class stories at the end of the day, to share more challenging chapter books. TA to make notes of children's contributions during class reading, for assessment purposes.	Summarise the passage read Predict what will come next (using clues).
Times tables	Weekly practice of times table through games, to include multiplication and division facts. Weekly times table / division test.	Consolidate 2,5,10 times tables and square numbers (all). Revise 3, 4, 8 times tables. Learn 6, 7 and 9 times tables and then 11, 12. Know corresponding division facts for known times tables. Know times tables in any order.
Tefillah	Consolidation of the prayers the children already know, beginning to use knowledge of Hebrew to read prayers.	Birchat Hamazon - grace after meals 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. Looking closely at the second paragraph of the Shema.