

Eden Primary Medium Term Planning

Nitzanim (Year 4) 2018-2019

Theme for year: Our World / Peoplehood / Global Responsibility

Autumn 2: AFRICA – PEOPLE AND LAND 8 weeks

Project Launch: **Brainstorm** everything we know or would like to find out about Africa
–listening to South African children’s music (A is for Africa album)

Culminating Projects: End of Term Performance (Africa theme)

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* and aims to broaden the children’s understanding of different countries and cultures. This is not a charity project, but one in which children from both countries 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 exchange work during the year.

We will develop our map-reading skills and knowledge of geographical features and compare maps of African countries. The children will gain an understanding of the many countries, diversity and huge size of Africa, and of some of its natural wonders and famous landmarks. We will also learn about diversity within Africa and look at different lifestyles within Africa, including rural and urban. The children will learn to identify the two hemispheres and understand some of the differences between them

Our key text this term is *Journey to Jo’burg* by Beverly Naidoo, a novel set in South Africa during *apartheid*, which focuses on identity, migration and family. We will use this text to develop our narrative writing skills, as we write a sequel chapter to the story including dialogue, action and description. We will also discuss equality as a Jewish and British value.

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 a local church (TBC) in run up to Christmas

Thematic learning for this half term:

Subject	Content	Skills / knowledge
English	Narrative writing	Write the continuation of a story (based on class text).

		<p>Plan, draft , edit and proofread work. Include dialogue, action and description. Use direct speech punctuation correctly. Use fronted adverbials, expanded noun phrases, varied openers. Use paragraphs.</p> <p>Use abstract nouns and adjectives to describe emotions (based on <i>The Silence Seeker</i>, about a friendship between a boy and a refugee).</p>
	Poetry	<p>Read and analyse poetry – identify features, effects. Write poems – build vocab, compose. Recite poems – expression, intonation, volume, pace.</p>
Computing	E-safety	Discuss e-safety and design posters to promote this.
	We are musicians Rising Stars Unit 4.3	Produce digital music.

Jewish Studies and RE	Hannukah	<p>Origins of narrative and traditions of Hanukah (incl. dreidel). Learn first verse of Maoz Tzur. Make and eat international oily foods. Compare siddurim from around the world. Write in role as a character in the Hannukah story.</p>
	Tzedek (Justice)	<p>Explore the Jewish concept of tzedek (justice) and tzedakah (link to Tzedek school twinning project in Ghana). Understand and debate Rambam’s ladder of tzedakah. Link to ten commandments and international law.</p>
	Shabbat	<p>Explore what “rest” means in relation to a day of rest. Know some of the laws of Shabbat and how these are observed. Recite the brachot for lighting Shabbat candles and Hamotzi with confidence and fluency</p>
	Christmas	<p>Understand why this holiday is important to Christians. Know the story and traditions of Christmas. Compare the Advent period with Jewish periods of reflection and preparation.</p>

Science	Electricity	<p>Identify common appliances that run on electricity 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> <p>Link to light and religious festivals.</p>
Art and Design	Electric hannukiah or candle holder	<p>Research, design and build a hannukiah or candle holder that includes an electrical circuit.</p> <p>Test finished product and resolve any faults.</p>
Music	African drumming	<p>Listen and respond to music from different parts of Africa. Compose, rehearse and perform music as a class and in groups, using African djembe drums.</p> <p>Sing in parts.</p> <p>Learn some basic note values and use these to write and perform short rhythms.</p>
PSHE / Values	<p>Responsibility (Eden Value for this half term)</p> <p>Diversity</p> <p>Social skills</p>	<p>Understand and articulate what responsibility means at school and in the wider world (Eden Value). Who are we responsible for?</p> <p>Discuss diversity within Africa and Europe, and dispel possible stereotypes. What differences exist between people in Europe? What differences exist between people in Africa? What do we all have in common?</p> <p>Who are these people? - Barnet programme of PSHE</p>
Humanities	Geography	<p>Research geographical features of countries in Africa, including South Africa and Ghana (Tzedek project)</p> <p>Reading maps and identifying geographical features.</p> <p>Compare life in Africa and Europe</p> <p>Discuss variety of lifestyles in Africa.</p>

Discrete learning (not linked to Topic)

Maths	Multiplication and division	<ul style="list-style-type: none"> 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
	Time	<ul style="list-style-type: none"> 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	<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
PE	Sports skills	Swimming Hand-eye coordination Tennis – TBC

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). 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, or use all of</p>	<p>Understand and use prefixes and suffixes.</p> <p>Spelling rules as per National Curriculum Spelling Appendix Years 3-4.</p>

	the words to write a paragraph.	
Sentence and word level work	<p>Developing sentence structure and length, vocabulary, adverbs, paragraphs, punctuation.</p> <p>(Taught through English lessons, including '5 minute Grammar' starter sessions).</p>	<p>Use full stops and capital letters correctly in a sentence.</p> <p>Use a variety of conjunctions (connectives) and know how they change the meaning of sentences.</p> <p>Use direct speech punctuation correctly.</p> <p>Use appropriate and interesting adjectives when describing</p> <p>Use fronted adverbial phrases, expanded noun phrases and other constructions to make writing more interesting.</p>
Handwriting	Handwriting practise (3 x week)	<p>Form all letters correctly incl capitals.</p> <p>Know which letters don't join</p> <p>Diagonal and horizontal joins</p> <p>Transferring skills shown in handwriting to all writing in books.</p>
Reading	<p>Guided Reading will focus on comprehension, fast and fluent decoding,</p> <p>We will read a class stories at the end of each day, to share more challenging chapter books.</p>	<p>Summarising – of short passages / scenes.</p> <p>Predicting – based on evidence in the text.</p> <p>Inferring – using clues in the text to infer a character's feelings and motives.</p> <p>Comprehension - extended reading of longer texts, responding in writing.</p>
Times tables	<p>Weekly practice of times table through games, to include multiplication and division facts.</p> <p>Weekly times table / division test.</p>	<p>Revise 3, 4, 8 times tables (as needed).</p> <p>Learn 6, 7 and 9 times tables and then 11, 12.</p> <p>Know corresponding division facts for known times tables.</p> <p>Know times tables in any order.</p>
Tefillah	Shabbat prayers / consolidation	<p>Learn to leyn v shomru (with Jo)</p> <p>Find brachot for lighting candles in siddur</p> <p>Look closely at first two paragraphs of the Amidah.</p> <p>Revision of prayers learnt to date and locating them in the siddur</p>