

NITZANIM YEAR 4 LONG TERM PLAN 2023 - 24

OUR WORLD – PEOPLEHOOD, COMMUNITY, GLOBAL RESPONSIBILITY

<p>Topic & culminating project</p>	<p>Autumn 1 Africa</p>	<p>Autumn 2 Africa</p>	<p>Spring 1 Ancient Egypt</p>	<p>Spring 2 Ancient Egypt</p>	<p>Summer 1 Water</p>	<p>Summer 2 Water</p>
<p>Visits / visitors</p>		<p>Drumming experience (TBC)</p>	<p>Trip to Horniman Museum and Gardens (TBC)</p>	<p>Trip to British Museum to look at Ancient Egypt (link to Pesach)</p>	<p>Visit to a river location – Lea Valley Regional Park, Rivers and Lakes discovery day</p>	<p>Trip for water sport activity</p> <p>Trip to Thames Water filtration plant or Thames Estuary (TBC)</p> <p>Visit from WaterAid Visit to a mikveh/ invite Rabbi Miriam Berger in to talk about the Wellspring project</p>

<p style="text-align: center;">Science</p>	<p>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 - find patterns between 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 - recognise that sounds get fainter as the distance from the sound source increases</p> <p>Working scientifically focus Comparison Fair testing Gathering data</p>	<p>Electricity – Circuits 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 - 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 - recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit - recognise common conductors and insulators, and associate metals with being good conductors</p> <p>Working scientifically focus Identifying differences and similarities</p>	<p>Living things and their habitats - recognise that living things can be grouped in a variety of ways - explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment - recognise that environments can change and that this can sometimes pose dangers to living things.</p> <p>Grouping and classification of animals and plants</p> <p>- recognise that environments can change and that this can sometimes pose danger to living things.</p> <p>Working scientifically focus Asking questions Research</p>	<p>Animals, including humans describe the simple functions of the basic parts of the digestive system in humans - identify the different types of teeth in humans and their simple functions - construct and interpret a variety of food chains, identifying producers, predators and prey.</p> <p>Working scientifically focus Reporting findings Using evidence to answer questions</p>	<p>States of Matter – link to water and water cycle</p> <p>- compare and group materials together, according to whether they are solids, liquids or gases - observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) - identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p> <p>Working scientifically focus Accurate measurement Drawing conclusions</p>	<p>Science investigations using skills and knowledge from year</p> <p>Working scientifically focus All aspects.</p>
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<p style="text-align: center;">English</p>	<p>Key Texts <i>The Butterfly Lion</i> - Michael Morpurgo Genre/Reading Contemporary Poetry – <i>I am an African Child</i> Reading, writing and performing children’s own responses Writing Non-fiction, chronological report writing on festivals eg a guide to the Chaggim or a comparison of Jewish and Muslim traditions and festivals Grammar - basic punctuation and word types, time adverbials, main and subordinate clauses Spelling No nonsense Spelling curriculum, HFWs, National Curriculum spelling list (assessment) Handwriting Practise familiar and tricky diagonal and horizontal joins.</p>	<p>Key Texts Journey to Jo’burg - Beverly Naidoo Genre/Reading Fiction Writing Narrative writing, focusing on recounting a story, using dialogue and predicting endings. Grammar – Fronted adverbials Inverted commas for direct speech, draft and write narrative, expanded noun phrases. Spelling HFWs, National Curriculum spelling list (consolidate) Handwriting Learn ‘break letters’ g, j and y and the letters x and z, which are never joined to or from.</p>	<p>Key Texts Jeannie Baker – Belonging Secrets of a Sun King – Emma Carroll Genre/Reading Poetry Writing Narrative Grammar - Compose and read own poetry aloud, discussing and recording ideas, rehearse sentences orally, use appropriate language and literary techniques. Spelling Prefixes / suffixes Handwriting Develop fluent, even handwriting: i) letters are consistently sized ii) known joins are used correctly iii) ascenders and descenders are parallel iv) spacing is regular.</p>	<p>Key Texts Megillat Esther - whole class read Avadim hayeinu (texts about slaves from Haggadah) Secrets of a Sun King – Emma Carroll (continued) Genre/Reading Fiction; Non-fiction, instruction writing Writing from perspective of a slave Creating haggadot Writing own own recipes for a feast and instructions for Burying a Pharaoh Grammar Possessive apostrophes (sg, pl), using non fiction features and technical vocabulary. Spelling No nonsense spelling programme Handwriting</p>	<p>Key Texts The River Singers - Tom Moorhouse Genre/Reading, Writing Non-fiction writing to inform, creating booklet about water conservation Poetry - composing and performing onomatopoeic poetry with water theme Grammar Determiners, pronouns, possessive pronouns and plural apostrophes, draft and write organizing around a theme. Spelling No nonsense spelling programme Handwriting Become secure at joining and use joined-up writing for most work.</p>	<p>Key Texts The River Singers - Tom Moorhouse Genre/Reading Poetry Haiku and tanka on water and tikkun olam Reading and performing Writing Fiction - Narrative, focusing on descriptive writing and composing short story set on the water Non-fiction – Poster to encourage recycling at school Grammar letter writing format Adjectives/adverbial phrases Spelling No nonsense spelling programme Handwriting Writing at increased speed to produce longer pieces of writing more easily.</p>
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				Continue to develop fluent, even handwriting.		
Maths	Place Value – Order and Compare Numbers Beyond 1000 Rounding, Estimation and Magnitude Securing Addition and Subtraction Mental Fluency Securing Formal Written Addition and Subtraction Fluency Counting in Multiples of 6, 7, 9, 25 and 1000 Multiplication and Division Facts (Times Tables) Factor Pairs, Integer Scaling and Correspondence Problems	Problem Solving Including Measures to Apply Place Value, Mental Strategies and Arithmetic Laws Multiply and Divide a One or Two-digit Number by 10 and 100 Measure – Conversion of Units Measures – Compare, Estimate and Calculate Discrete and Continuous Data (Time Graphs), Including Application of Scales and Division Perimeter	Properties of Shape Symmetry Decimal Numbers Calculating With Decimals Measure – Money Problem Solving involving Decimals to Two Decimal Places	Add and Subtract Fractions with the Same Denominator Finding Fractions of Quantities Fractions in the Context of Measure Equivalent Fractions, Ordering and Comparing Multiply Two and Three-digit Numbers by a One-digit Number Using a Formal Written Layout Divide Two and Three-digit Numbers by a One-digit Number Using a Formal Written Layout	Read, Write Calculate and Convert Time on Analogue and Digital 12- and 24-Hour Clocks Statistics – Interpret and Present Continuous and Discrete Data, Solve Problems incorporating Measures Roman Numerals to 100 and Zero Negative Numbers – Counting through Zero and Calculating in Context Geometry – Angles Geometry – Properties of Triangles Geometry – Coordinates in the First Quadrant and Translations Geometry – Position and Direction, incorporating Angles and Plotting Points of a Shape	Multiplication and Division Review Area Fractions Review Application and Problem Solving – Developing Operation Sense

<p>Computing</p>	<p>Purple Mash Curriculum - Online Safety. - Hardware Investigators.</p>	<p>Purple Mash Curriculum - Writing for Different Audiences</p>	<p>Purple Mash Curriculum - Effective search</p>	<p>Purple Mash Curriculum - Coding</p>	<p>Purple Mash Curriculum - Animation - Spreadsheets</p>	<p>Purple Mash Curriculum - Logo - Making Music</p>
<p>D & T and Art</p>	<p>Practical Skills in Art, Craft and Design - Observational drawing. Paper and card construction Critical Thinking Skills/Visual Literacy Skills - Deepening understanding of architecture and building materials. Collaboration. Inspired Context/Cultural Understanding - Succot. Refugee Shelters. What makes a home?</p>	<p>Practical Skills in Art, Craft and Design - Drawing. Designing and making a creative electrical circuit. Critical Thinking Skills/Visual Literacy Skills - Applying 2D design into a 3D working object. Collaboration. Inspired Context/Cultural Understanding - Electrical circuits. Chanukah. Chanukiahs.</p>	<p>Skills/Visual Literacy Skills - Interpreting and illustrating a known story. Exploring environmental issues as a political concept. Inspired Context/Cultural Understanding – What does the Torah and class texts tell us about the environment? Collages - what 'meaning' can colours, shape and texture give to piece of work. How can we use natural resources (leaves, sticks, soil) in collage? How can herbs and spices - smells add another layer of visual/sensory story telling?</p>	<p>Practical Skills in Art, Craft and Design - Designing. Collage. Drawing. Tweeting on Twitter. Critical Thinking Skills/Visual Literacy Skills - Understanding emojis. Manipulating symbol text into images. Inspired Context/Cultural Understanding - The Pesach Story - Haggadahs. Modern Communication. What can we learn from Egyptian Hieroglyphics? How can we apply that knowledge into contemporary communication?</p>	<p>Practical Skills in Art, Craft and Design - Designing and drawing. Experimental construction. Critical Thinking Skills/Visual Literacy Skills - Inventing for the future. Problem solving. Real world issues and real solutions and extraordinary solutions. Inspired Context/Cultural Understanding Water Aid and Thames Water Trip</p>	<p>Practical Skills in Art, Craft and Design - Designing and drawing. Experimental construction. Critical Thinking Skills/Visual Literacy Skills - Inventing for the future. Problem solving. Real world issues and real solutions and extraordinary solutions. Inspired Context/Cultural Understanding Environmental Invention Competition – Visit from expert</p>

<p style="text-align: center;">Jewish Education</p>	<p>The Jewish Year Rosh Chodesh / Hebrew calendar – comparison with civilian calendar</p> <p>Festivals: Rosh Hashanah Yom Kippur Sukkot Shemini Atzeret -rituals and traditions -what do people in our class do? -symbols and importance</p> <p>Revision of Torah 5 books</p>	<p>Hanukah – origins of narrative and traditions (including dreidel)</p> <p>Maoz Tzur – verse 1</p> <p>Siddurim from around the world</p> <p>Concept of Tzedek (justice) / link to 10 commandments and international law – Mitzvah Day</p> <p>Mitzvot in Torah</p>	<p>Shabbat How celebrated around the world (including foods) International Shabbat table. 39 rules of Shabbat.</p> <p>Tu Bishvat class seder</p> <p>Explore how different Jewish communities around the world keep different customs</p>	<p>Pesach and Purim Making own Haggadah Writing own tefillot with global emphasis</p>	<p>Global Jewish Communities Explore different communities around the world, including in Prague (link to our sefer Torah)</p> <p>Counting the Omer</p> <p>Siddurim and understanding prayers Creating own prayers for personalised Siddur</p>	<p>Shavuot Idea of nationhood – linking to British Values</p> <p>Tikun Olam – linking to green issues Jewish responses to moral and ethical issues and choices</p>
<p style="text-align: center;">Hebrew</p>	<p>The Weather Chaggim</p> <p>Aleph Champ reading Scheme</p>	<p>Food Clothes Colours</p> <p>Aleph Champ reading Scheme</p>	<p>Picnic Feelings</p> <p>Aleph Champ reading Scheme</p>	<p>My room Pets</p> <p>Aleph Champ reading Scheme</p>	<p>Daily routine Going shopping Hobbies</p> <p>Aleph Champ reading Scheme</p>	<p>What I did yesterday End of year party</p> <p>Aleph Champ reading Scheme</p>

<p>Tefillah</p>	<p>Birkat Hamazon (Grace after meals) Candle lighting for Yom Tov Different services</p>	<p>Leyning v shomru Find Brachot for lighting candles in siddur Morning Blessings</p>	<p>Modim Anachnu (shabbat morning prayer) Tefillat Haderech (prayer before a journey) Learn Ashrei Shema and her blessings</p>	<p>Az Yashir Moshe Leyn (chant) sections of Megillat Esther Amidah</p>	<p>Asher Yatzar Prayer for the Royal Family (British values) Aleinu</p>	<p>Hallel (songs of praise) Learn (new) Od echa, Bracha for Hallel Make own siddur</p>
<p>RE and Diversity</p>	<p>Religions that use the lunar calendar – focus on Islam Compare to Judaism</p>	<p>Challenging stereotypes about Africa and Africans Christianity – how do members of our class celebrate Christmas? What do they know about it?</p>	<p>Spring festivals in other religions - common symbols of spring (e.g. egg)</p>	<p>Christianity - Easter and link to Pesach. Common symbols (egg, lamb) and significance. How celebrated. Different families, different traditions</p>	<p>Christianity / Islam – use of water in religious ceremonies (e.g. christening a baby / baptisms)</p>	<p>Islam – Eid ul Fitr comparisons with Jewish holidays where a fast is broken</p>

<p style="text-align: center;">PSHE / Values</p>	<p>PSHE Helping others to keep safe (Physical)</p> <ul style="list-style-type: none"> - Managing risk - Basic first aid <p>Understanding 'habit' and 'self-control'</p> <p>Eden Value Excellence – Weekly Torah chavrutah study (learning in collaboration) High Expectations settling in to the new school year.</p>	<p>PSHE Who are these people? (Social)</p> <ul style="list-style-type: none"> - Different relationships - Secrets and surprises - Stereotypes - Cyber bullying <p>Eden Value Community – Celebrating differences and uniqueness, Diversity and Inclusion</p>	<p>PSHE Taking more control (Emotional)</p> <ul style="list-style-type: none"> - Making informed choices - Different types of pressure - Celebrating achievements - Identifying how and where to improve <p>Eden Value – Respect – Linking to PSHE and our learning about different cultures and religions.</p>	<p>PSHE Work and money (Economic)</p> <ul style="list-style-type: none"> - Where money comes from, spending and saving - Managing money and support - Borrowing money - Charities <p>Eden Value Respect – Compassion, kindness and valuing others.</p>	<p>RSE (Relationships and Sex Education) Christopher Winter project</p> <ul style="list-style-type: none"> - Life cycle - Body parts and puberty - Puberty and reproduction <p>Eden Value Responsibility and Tikkun Olam – Caring for each other and the communities we are part of.</p>	<p>PSHE The Environment (Being a responsible citizen)</p> <ul style="list-style-type: none"> - Factors that improve or harm the natural environment - Resources and economic choices - Local and global environmental concerns <p>Eden Value Creativity – Linking to outdoor learning and water filtration exploration.</p>
<p style="text-align: center;">History</p>		<p>Recent history of South Africa (link to Journey to Jo'burg) Use evidence to learn about life under apartheid, contemporary life; Nelson Mandela Comparing accounts from different sources Timelines</p>	<p>Ancient Egypt Use evidence to describe burial traditions; compare lives of a slave to Pharaoh; build a model pyramid</p>	<p>Ancient Egypt Use evidence to describe burial traditions; compare lives of a slave to Pharaoh; build a model pyramid</p>		

<p style="text-align: center;">Geography</p>	<p>Maps, atlases, globes and digital mapping Identify different hemispheres, locate physical features (eg mountain ranges) Use topographical maps (links to reading The Butterfly Lion)</p>	<p>Place knowledge Geographical features of countries in Africa, including South Africa Deserts. Climate zones. Biomes. Compare geography of areas within Africa, tundra, rainforest, desert, grassland</p>	<p>Human Geography Land use in ancient Egypt compared to now; trade Identify the locations of Egyptian settlements</p>	<p>Map skills Using maps to consider where to build the pyramids based on geographic / religious priorities</p>	<p>Fieldwork study Rivers: Fieldwork at a river location – Lea Valley Regional Park, Rivers and Lakes discovery day</p>	<p>Rivers and the water cycle How rivers form Why do so many settlements have rivers? What do people need rivers for? The water cycle</p>
<p style="text-align: center;">Music</p>	<p>Composition Appreciation Music from around the world</p>	<p>Djembe drumming – composition, performance, South African songs, Miriam Makeba, Ladysmith Black Mambazo Rhythm notation</p>	<p>Ballads – music that tells a story; composing work songs Orchestral music</p>	<p>Ballads – music that tells a story; composing work songs Orchestral music</p>	<p>Compose music on theme of water Body percussion</p>	<p>Music – composition using recycled materials</p>
<p style="text-align: center;">PE</p>	<p>Swimming Gymnastics Daily Mile</p>	<p>Swimming Tag Rugby Daily Mile</p>	<p>Tennis Gymnastics Daily Mile</p>	<p>Football Dance Daily Mile</p>	<p>Athletics Cricket Daily Mile</p>	<p>Athletics Cricket Daily Mile</p>