**Eden Primary Medium Term Planning**

**Nitzanim (Year 4) 2023-2024**

**Theme for year: Our World / Peoplehood / Global Responsibility**
**Key Text: The River Singers by Tom Moorhouse**

**Summer 1: WATER** (3 weeks)

**Provocation Questions:** Is all water safe to drink? How does water change?

**Project Launch:** Observation and Exploration in Coldfall Woods.

**Culminating Projects:** Exhibition of water filtration systems designed by children

**OVERVIEW:**
This half term, much of our work will be focused around environmental and geographical themes related to our topic ‘Water’. In **Science**, we will be learning about ‘States of Matter’ and the children will investigate the water cycle and different materials changing states through different enquiries. In **Geography** we will also be looking at the local area and classifying buildings, choosing effective ways to record and present information.

In **English**, the children will study two units focused around our topic. The children will research and write a non-fiction text encouraging people to save water, making it visually appealing using diagrams, layout and headings. They will also read and compose their own onomatopoeic poems about water. We will be reading The River Singers by Tom Moorhouse across the whole Summer term. The children will explore the evocative language used in the story and use this to start writing scenes set on or near a river. We will continue with this next half term.

In **Maths**, we will become more familiar with fractions and multiplying 2 and 3 digit numbers. We will then move on to building on our existing knowledge of time and using Roman Numerals. We will continue practising our times tables and working towards the Multiplication Tables Check.

In terms of **Jewish Studies**, this half contains Yom Ha’Atzmaut (Israeli Independence Day) and we will learn about Lag Ba’Omer (the 33rd Day of the Omer) which will occur in the holidays.

Our **Creative Arts** work this half term will bring together science and design technology, as the children design and create devices to filter dirty water. We will listen to and compose music on a water theme as well and work on reading basic music notation. We will look at the importance of water from a global perspective, the need to preserve it, and the factors that lead to people not being able to access clean water.

**Thematic learning for this half term:**

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| **Subject** | **Content** | **Skills / knowledge** | **Vocabulary** |
| **English** | **Non-fiction** – booklet about water conservation**Narrative** – descriptive writing of water; **Grammar****Spellings** | Use rhetorical questions, facts and statistics, headings, paragraphs, bullet points to produce a leaflet / poster persuading people to save water at home.Plan a piece of descriptive narrative by discussing similar writing.Use dialogue/ action/description structure to write a scene set on the water, drawing on the focus text, *The River Singers.***Possessive apostrophes** (plural), and continued work on when to use an apostrophe and when not to.**Pronouns** used for continuity Developing **editing and proofreading skills** – correction of punctuation related to fronted adverbials and direct speech.Understanding the grammatical terms: **determiner, pronoun, adverbial.**The s sound made by sc.Revisiting cian, tian, sion and ssionCommon homophones-whether/ weather, whose/ who’s, medal/ meddle, missed/ mist, team/ teem | Rhetorical, heading, paragraph, bullet point, structure, sequenceDialogue, speech marks, punctuation, structure, audience, subordinating clause, relative clausePossessive apostrophe, singular, plural, personal pronoun, possessive pronouns, subject and object pronounsDeterminer. Definite and indefinite article |

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| **Jewish Studies** | **Yom HaZikaron****Yom Ha’atzmaut****Lag B’Omer****Counting of the Omer** | Class discussion.Whole school celebration and learning. Class discussion and learning.To explain why we count the days between Pesach and Shavuot, and to count the Omer.To explain the connection between the International Jewish Community and Israel, through celebrations and commemorations.To understand the significance of Matan Torah and how it connects to being a nation.To locate and read the 10 commandments in Chumash and a sefer Torah, and debate 10 new commandments. | Forming a nation, 2nd dayOmerTorahCommandmentsChumash/ bookSefer torah/ scroll |
| **RE and Diversity** | **Use of water in religious ceremonies**  | Use of water in Christian and Muslim ceremonies (e.g. christening a baby / baptisms). Comparison with Judaism. | Baptism, brit millah, font, church, holy water, aqiqah |
| **Science** | **States of Matter** | **States of Matter** – link to water and water cycle* **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**.

We will explore a variety of everyday materials and **develop simple descriptions of the states of matter** (solids hold their shape; liquids form a pool not a pile; gases escape from an unsealed container). Children will **observe water as a solid, a liquid and a gas** and note the **changes** to water when it is **heated or cooled**. | **State of matter, solid, liquid, gas, evaporation, condensation, heated, cooled, centigrade, thermometer, steam, negative, positive** |
| **Computing** | **Purple Mash Curriculum****Animation** | To decide what makes a good, animated film or cartoon and discuss favourite animations.To learn how animations are created by hand.To learn about onion skinning in animation. To add backgrounds and sounds to animations.Introducing ‘stop motion’ animation | Animation, frame, frame per second, pause, onion skinning, stop motion. |
| **Art and Design** | **Design a water filtration device** | Researching similar devices in existence, testing suitable materials, assembling the device, identifying the context in which the device can be used (e.g. for remote places), designing the aesthetics of the device.  | Filter, charcoal, filtration, system,  |
| **Music** | **Composition and appreciation** | Play rhythms including using notations (minim, crotchet, crotchet rest and paired quavers).Create sequences of 2, 3 or 4 beat phrases. Listen, discuss and respond to music.Listening to and composing music about water. | Stave, minim, crotchet, rest, quaver, beat, bar |
| **PSHE**  |  | All term we are focusing on dealing with different emotions. The sessions shall be led by Trailblazers. |  |
| **Geography** | **Water** | Research a river, including its geography, social and historical importance.Investigate the importance of access to clean water. Look at the situations that can prevent access to clean water, and ways in which it can be provided to people. | River, flow, beach, delta, shore, damn, sewer |

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

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| **Maths** | **Roman Numbers** **Geometry** | Expressing numbers as Roman numerals to 100 (C)AnglesProperties of trianglesCoordinates in first quadrant including translationsPosition and direction, including plotting shapes | One, five, ten 50, one hundredAcute, obtuse, reflex, point, straight line, translation, coordinate, corner, rotate, polygon, regular |
| **PE** | **Sports skillsAthletics****Kwik Cricket** | Learning techniques for running quickly.Throwing a soft javelin. Standing triple jump.Throwing shot put.Baton changeover in a team relay.Rolling and stopping a ball.Throwing underarm and catching. Bowling underarm and overarm.Hitting a ball.Participating in a batting and fielding game. | Technique, Pace, Accuracy, Power, Throw, Aim, Jump, Leap, Hop, TeamworkRules, Tactics, Batting, Fielding, Bowler, Wicket, Position,  |

**On-going learning**

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| **Area of Curriculum** | **Content** | **Skills / Knowledge** |
| **Handwriting** **and presentation** | Handwriting practice (2x week).  | Join whole words consistently.Know which letters **don’t join** (incl. capitals)Practise and improve diagonal and horizontal **joins**Increase **legibility** of handwriting – e.g. ascenders and descenders don’t touch.**Transfer** 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 The River Singers.  | **Key Skills –** **Identify** **words and phrases that capture the reader’s interest and imagination / inference/ using evidence to justify answers in comprehension / using a dictionary**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? (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). (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. | Consolidation of all **times tables** and corresponding **division facts** .Know times tables **in any order**. |
| **Tefillah** | Asher YatzarAleinu | The Prayer for going to the toiletThe closing prayer of the morning, afternoon and evening service |