

NITZANIM YEAR 4 LONG TERM PLAN 2024 - 25

**OUR WORLD – PEOPLEHOOD, COMMUNITY, GLOBAL RESPONSIBILITY**

| Topic & culminating project | Autumn 1<br><b>The World</b>  | Autumn 2<br><b>Africa</b>   | Spring 1<br><b>Ancient Egypt</b>  | Spring 2<br><b>Ancient Egypt</b>   | Summer 1<br><b>Water</b>   | Summer 2<br><b>Water</b>   |
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| <b>Visits / visitors</b>    |   | Drumming experience (TBC)   | Trip to Horniman Museum and Gardens (TBC)   | Trip to British Museum to look at Ancient Egypt (link to Pesach)   | Visit to a river location – Lea Valley Regional Park, Rivers and Lakes discovery day   | Trip for water sport activity<br><br>Trip to Thames Water filtration plant or Thames Estuary (TBC)<br><br>Visit from WaterAid<br>Visit to a mikveh/ invite Rabbi Miriam Berger in to talk about the Wellspring project |
| <b>Science</b>              | <b>Sound</b><br>- identify how sounds are made, associating some of them with something vibrating<br>- recognise that vibrations from sounds travel through a medium to the ear<br>- find patterns between the pitch of a sound and | <b>Electricity – Circuits</b><br>identify common appliances that run on electricity<br>- construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers<br>- identify whether or | <b>Living things and their habitats</b><br><br>- recognise that living things can be grouped in a variety of ways<br>- explore and use classification keys to help group, identify and name a variety of living things in their | <b>Animals, including humans</b><br><br>describe the simple functions of the basic parts of the digestive system in humans<br>- identify the different types of teeth in humans and their simple functions | <b>States of Matter –</b><br>link to water and water cycle<br><br>- compare and group materials together, according to whether they are solids, liquids or gases<br>- observe that some materials change | Science investigations using skills and knowledge from year<br><br><b>Working scientifically focus</b><br><br>All aspects.   |

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|         | <p>features of the object that produced it</p> <ul style="list-style-type: none"> <li>- find patterns between the volume of a sound and the strength of the vibrations that produced it</li> <li>- recognise that sounds get fainter as the distance from the sound source increases</li> </ul> <p><b>Working scientifically focus</b></p> <p>Comparison<br/>Fair testing<br/>Gathering data</p> | <p>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> <ul style="list-style-type: none"> <li>- recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</li> <li>- recognise common conductors and insulators, and associate metals with being good conductors</li> </ul> <p><b>Working scientifically focus</b></p> <p>Identifying differences and similarities</p> | <p>local and wider environment</p> <ul style="list-style-type: none"> <li>- recognise that environments can change and that this can sometimes pose dangers to living things.</li> </ul> <p>Grouping and classification of animals and plants</p> <ul style="list-style-type: none"> <li>- recognise that environments can change and that this can sometimes pose danger to living things.</li> </ul> <p><b>Working scientifically focus</b></p> <p>Asking questions<br/>Research</p> | <ul style="list-style-type: none"> <li>- construct and interpret a variety of food chains, identifying producers, predators and prey.</li> </ul> <p><b>Working scientifically focus</b></p> <p>Reporting findings<br/>Using evidence to answer questions</p> | <p>state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)</p> <ul style="list-style-type: none"> <li>- identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</li> </ul> <p><b>Working scientifically focus</b></p> <p>Accurate measurement<br/>Drawing conclusions</p> |   |
| English | <p><b>Key Texts</b><br/><i>The Butterfly Lion</i> - Michael Morpurgo</p> <p><b>Genre/Reading</b><br/>Contemporary Poetry – <i>I am an African Child</i></p> <p>Reading, writing and performing children’s own responses</p> <p><b>Writing</b> Non-fiction, chronological report</p>  | <p><b>Key Texts</b><br/>Journey to Jo’burg - Beverly Naidoo</p> <p><b>Genre/Reading</b> Fiction</p> <p><b>Writing</b><br/>Narrative writing, focusing on recounting a story, using dialogue and predicting endings.</p> <p><b>Grammar</b> – Fronted adverbials</p>   | <p><b>Key Texts</b><br/>Jeannie Baker – <i>Belonging</i></p> <p><b>Secrets of a Sun King – Emma Carroll</b></p> <p><b>Genre/Reading</b><br/>Poetry</p> <p><b>Writing</b> Narrative</p> <p><b>Grammar</b> -</p>   | <p><b>Key Texts</b><br/>Megillat Esther - whole class read<br/>Avadim hayeinu (texts about slaves from Haggadah)<br/>Secrets of a Sun King – Emma Carroll (continued)</p> <p><b>Genre/Reading</b><br/>Fiction; Non-fiction, instruction writing</p>          | <p><b>Key Texts</b><br/>The River Singers - Tom Moorhouse</p> <p><b>Genre/Reading, Writing</b><br/>Non-fiction writing to inform, creating booklet about water conservation<br/>Poetry - composing and performing<br/>onomatopoeic poetry</p>   | <p><b>Key Texts</b><br/>The River Singers - Tom Moorhouse</p> <p><b>Genre/Reading</b><br/>Poetry<br/>Haiku and tanka on water and tikkun olam<br/>Reading and performing</p> <p><b>Writing</b><br/>Fiction - Narrative, focusing on descriptive</p> |

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|              | <p>About the world and the continents</p> <p><b>Grammar</b> - basic punctuation and word types, time adverbials, main and subordinate clauses</p> <p><b>Spelling</b><br/>Spelling Shed scheme of work<br/>Homophones<br/>Prefixes in, il, im, ir, sub, inter</p> <p><b>Handwriting</b><br/>Practise familiar and tricky diagonal and horizontal joins.</p> | <p>Inverted commas for direct speech, draft and write narrative, expanded noun phrases.</p> <p><b>Spelling</b><br/>Suffixes ation, ly, lly<br/>Ch making a sh sound</p> <p><b>Handwriting</b><br/>Learn 'break letters' g, j and y and the letters x and z, which are never joined to or from.</p> | <p>Compose and read own poetry aloud, discussing and recording ideas, rehearse sentences orally, use appropriate language and literary techniques.</p> <p><b>Spelling</b><br/>Suffixes sion, ous, ious, eous<br/>Rules when adding y to a wor</p> <p><b>Handwriting</b><br/>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><b>Writing</b> from perspective of a slave<br/>Creating haggadot<br/>Writing own own recipes for a feast and instructions for Burying a Pharaoh</p> <p><b>Grammar</b><br/>Possessive apostrophes (sg, pl), using non fiction features and technical vocabulary.</p> <p><b>Spelling</b><br/>Words including au<br/>Suffixes tion, sion, cian</p> <p><b>Handwriting</b><br/>Continue to develop fluent, even handwriting.</p> | <p>with water theme</p> <p><b>Grammar</b><br/>Determiners, pronouns, possessive pronouns and plural apostrophes, draft and write organizing around a theme.</p> <p><b>Spelling</b><br/>Homophones<br/>l and e after c<br/>Words containing phon and sign<br/>Prefixes anti, auto and bi</p> <p><b>Handwriting</b><br/>Become secure at joining and use joined-up writing for most work.</p> | <p>writing and composing short story set on the water<br/>Non-fiction – Poster to encourage recycling at school</p> <p><b>Grammar</b><br/>letter writing format<br/>Adjectives/adverbial phrases</p> <p><b>Spelling</b><br/>Plurals with possessive apostrophe<br/>Revising previous learning</p> <p><b>Handwriting</b><br/>Writing at increased speed to produce longer pieces of writing more easily.</p> |
| <b>Maths</b> | <p>Reasoning with four digit numbers<br/>Addition and subtraction</p>  | <p>Multiplication and division<br/>Interpreting and presenting data</p>  | <p>Calculating with multiplication and division<br/>Fractions<br/>Time</p>  | <p>Decimals<br/>Area and Perimeter</p>   | <p>Solving measure and money problems<br/>Shape and Symmetry</p>  | <p>Position and direction<br/>Reasoning with patterns and sequences<br/>3d Shape</p>  |

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| <p><b>Computing</b></p>         | <p>Purple Mash Curriculum<br/>- Online Safety.<br/><br/>- Hardware Investigators.</p>  | <p>Purple Mash Curriculum<br/><br/>- Writing for Different Audiences</p>  | <p>Purple Mash Curriculum<br/><br/>- Effective search</p>  | <p>Purple Mash Curriculum<br/><br/>- Coding</p>   | <p>Purple Mash Curriculum<br/><br/>- Animation<br/>- Spreadsheets</p>  | <p>Purple Mash Curriculum<br/>- Logo<br/>- Making Music</p>  |
| <p><b>D &amp; T and Art</b></p> | <p><b>Practical Skills in Art, Craft and Design</b> - Observational drawing. Paper and card construction<br/><b>Critical Thinking Skills/Visual Literacy Skills</b> - Deepening understanding of architecture and building materials. Collaboration.<br/><b>Inspired Context/Cultural Understanding</b> - Succot. Refugee Shelters. What makes a home?</p> | <p><b>Practical Skills in Art, Craft and Design</b> - Drawing. Designing and making a creative electrical circuit.<br/><b>Critical Thinking Skills/Visual Literacy Skills</b> - Applying 2D design into a 3D working object. Collaboration.<br/><b>Inspired Context/Cultural Understanding</b> - Electrical circuits. Chanukah. Chanukiahs.</p> | <p><b>Skills/Visual Literacy Skills</b> - Interpreting and illustrating a known story. Exploring environmental issues as a political concept.<br/><b>Inspired Context/Cultural Understanding</b> – What does the Torah and class texts tell us about the environment?<br/>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><b>Practical Skills in Art, Craft and Design</b> - Designing. Collage. Drawing. Tweeting on Twitter.<br/><b>Critical Thinking Skills/Visual Literacy Skills</b> - Understanding emojis. Manipulating symbol text into images.<br/><b>Inspired Context/Cultural Understanding</b> - The Pesach Story - Haggadahs. Modern Communication. What can we learn from Egyptian Hieroglyphics? How can we apply that knowledge into contemporary communication?</p> | <p><b>Practical Skills in Art, Craft and Design</b> - Designing and drawing. Experimental construction.<br/><b>Critical Thinking Skills/Visual Literacy Skills</b> - Inventing for the future. Problem solving. Real world issues and real solutions and extraordinary solutions.<br/><b>Inspired Context/Cultural Understanding</b> Water Aid and Thames Water Trip</p> | <p><b>Practical Skills in Art, Craft and Design</b> - Designing and drawing. Experimental construction.<br/><b>Critical Thinking Skills/Visual Literacy Skills</b> - Inventing for the future. Problem solving. Real world issues and real solutions and extraordinary solutions.<br/><b>Inspired Context/Cultural Understanding</b> Environmental Invention Competition – Visit from expert</p> |

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| <b>Jewish Education</b> | Chaggei Tishrei   | Tzedek and Mitzvot<br>Chanukah  | Shabbat<br>Tu B'shvat  | Purim<br>Pesach and Haggadah Project                                  | Global Jewish Communities<br>The Omer and Shavuot                        | Tikkun Olam   |
| <b>Hebrew</b>           | The Weather<br>Chaggim<br>Aleph Champ reading Scheme                                    | Food<br>Clothes<br>Colours<br>Aleph Champ reading Scheme                          | Picnic<br>Feelings<br>Aleph Champ reading Scheme   | My room<br>Pets<br>Aleph Champ reading Scheme                         | Daily routine<br>Going shopping<br>Hobbies<br>Aleph Champ reading Scheme | What I did yesterday<br>End of year party<br>Aleph Champ reading Scheme               |
| <b>Tefillah</b>         | Birkat Hamazon (Grace after meals)<br>Candle lighting for Yom Tov<br>Different services | Leyning v shomru Find Brachot for lighting candles in siddur<br>Morning Blessings | Modim Anachnu (shabbat morning prayer)<br>Tefillat Haderech (prayer before a journey)<br>Learn Ashrei<br>Shema and her blessings | Az Yashir Moshe<br>Leyn (chant) sections of Megillat Esther<br>Amidah | Asher Yatzar<br>Prayer for the Royal Family (British values)<br>Aleinu   | Hallel (songs of praise)<br>Learn (new) Od echa, Bracha for Hallel<br>Make own siddur |

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| <p><b>RE and Diversity</b></p> | <p>Religions that use the lunar calendar – focus on Islam<br/>Compare to Judaism</p>  | <p>Challenging stereotypes about Africa and Africans<br/><br/>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.<br/><br/>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><b>PSHE / Values</b></p>    | <p><b>PSHE</b><br/>Helping others to keep safe (Physical)<br/>- Managing risk<br/>- Basic first aid<br/>Understanding ‘habit’ and ‘self-control’<br/><br/><b>Eden Value</b><br/>Excellence – Weekly Torah chavrutah study (learning in collaboration)<br/>High Expectations settling in to the new school year.</p> | <p><b>PSHE</b><br/>Who are these people? (Social)<br/>- Different relationships<br/>- Secrets and surprises<br/>- Stereotypes<br/>- Cyber bullying<br/><br/><b>Eden Value</b><br/>Community – Celebrating differences and uniqueness, Diversity and Inclusion</p> | <p><b>PSHE</b><br/>Taking more control (Emotional)<br/>- Making informed choices<br/>- Different types of pressure<br/>- Celebrating achievements<br/>- Identifying how and where to improve<br/><br/><b>Eden Value –</b><br/>Respect – Linking to PSHE and our learning about different cultures and religions.</p> | <p><b>PSHE</b><br/>Work and money (Economic)<br/>- Where money comes from, spending and saving<br/>- Managing money and support<br/>- Borrowing money<br/>- Charities<br/><br/><b>Eden Value</b><br/>Respect – Compassion, kindness and valuing others.</p> | <p><b>RSE</b> (Relationships and Sex Education)<br/>Christopher Winter project<br/>- Life cycle<br/>- Body parts and puberty<br/>- Puberty and reproduction<br/><br/><b>Eden Value</b><br/>Responsibility and Tikkun Olam – Caring for each other and the communities we are part of.</p> | <p><b>PSHE</b><br/>The Environment (Being a responsible citizen)<br/>- Factors that improve or harm the natural environment<br/>- Resources and economic choices<br/>- Local and global environmental concerns<br/><br/><b>Eden Value</b><br/>Creativity – Linking to outdoor learning and water filtration exploration.</p> |

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| <p><b>History</b></p>   |  | <p><b>Recent history of South Africa</b> (link to Journey to Jo'burg)<br/>Use evidence to learn about life under apartheid, contemporary life; Nelson Mandela<br/>Comparing accounts from different sources<br/>Timelines</p>                 | <p><b>Ancient Egypt</b><br/>Use evidence to describe burial traditions; compare lives of a slave to Pharaoh; build a model pyramid</p> | <p><b>Ancient Egypt</b><br/>Use evidence to describe burial traditions; compare lives of a slave to Pharaoh; build a model pyramid</p> |  |  |
| <p><b>Geography</b></p> | <p><b>Maps, atlases, globes and digital mapping</b><br/>Identify different hemispheres, locate physical features (eg mountain ranges) Use topographical maps (links to reading The Butterfly Lion)</p> | <p><b>Place knowledge</b><br/>Geographical features of countries in Africa, including <b>South Africa</b><br/>Deserts.<br/>Climate zones.<br/>Biomes.<br/>Compare geography of areas within Africa, tundra, rainforest, desert, grassland</p> | <p><b>Human Geography</b><br/>Land use in ancient Egypt compared to now; trade<br/>Identify the locations of Egyptian settlements</p>  | <p><b>Map skills</b><br/>Using maps to consider where to build the pyramids based on geographic / religious priorities</p>             | <p><b>Fieldwork study</b><br/>Rivers:<br/>Fieldwork at a river location – Lea Valley Regional Park, Rivers and Lakes discovery day</p> | <p><b>Rivers and the water cycle</b><br/><br/>How rivers form<br/>Why do so many settlements have rivers?<br/>What do people need rivers for?<br/><br/>The water cycle</p> |
| <p><b>Music</b></p>     | <p>Composition<br/>Appreciation<br/>Music from around the world</p>  | <p>Djembe drumming – composition, performance,<br/><br/>South African songs, Miriam Makeba, Ladysmith Black</p>   | <p>Ballads – music that tells a story;<br/>composing work songs<br/>Orchestral music</p>   | <p>Ballads – music that tells a story;<br/>composing work songs<br/>Orchestral music</p>   | <p>Compose music on theme of water<br/>Body percussion</p>   | <p>Music – composition using recycled materials</p>  |

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|    |                                      | Mambazo<br>Rhythm notation          |                                    |                                 |                                    |                                    |
| PE | Swimming<br>Gymnastics<br>Daily Mile | Swimming<br>Tag Rugby<br>Daily Mile | Tennis<br>Gymnastics<br>Daily Mile | Football<br>Dance<br>Daily Mile | Athletics<br>Cricket<br>Daily Mile | Athletics<br>Cricket<br>Daily Mile |