

## Eden Primary Medium Term Planning

### Nitzanim (Year 4) 2024-2024

#### Theme for the year: Our World / Peoplehood / Global Responsibility

#### Autumn 1: Africa

**Culminating Project:** Art work and writing about Africa.

**OVERVIEW:** Our theme for this half term is the world

We begin our half term by reading *The Butterfly Lion* and shall continue to study the text throughout the half term. We will be **writing** factual reports about the world and the continents. 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. We will start with a 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. We shall look at the differences between laws and customs during the chagim. In the lead up to **Yom Kippur** we will look at the story of Jonah and how it demonstrates a personal journey of change, while also learning about **tashlich**. We will consider 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. In our creative learning the children will build sukkot using a variety of materials whilst also incorporating the idea of hospitality during our outdoor learning. Finally, we will learn the significance of the **arba minim (four species)** and how to shake them, and explore sukkahs (sukkot!) around the world.

In October we will also celebrate Black History Month by looking at the Poem, "I am an African Child" by Eku McGred.



<b>Computing</b>	<p>Online Safety</p> <p>Hardware Investigators</p>	<p>Identify possible risks online. Understand what a digital footprint is and what we would not want to be in our digital footprint.</p> <p>To understand the different parts that make up a desktop computer. To recall the different parts that make up a computer.</p>	<p>Ad fly, attachment, citation, collaborate, cookies, copyright, digital footprint, malware, phishing, plagiarism, spam, virus, watermark</p> <p>Hardware components, CPU, graphic card, hard drive, input, mother board, network, output, peripherals, RAM, software</p>
<b>Jewish Studies</b>	Rosh Hashanah	<p>Concept of new year Shofar sounds. Brachot Rosh Hashanah blessings Concept of communal prayer</p>	<p>Shofar Mitzvah/ mitzvot Customs Ashkenazi Sephardi</p>
	Yom Kippur	<p>Story of Jonah – how actions affect those around us Avinu Malkeinu prayer Avinu malkeinu Ritual of Yom Kippur: Fasting, tefillah/prayer, repentance Yom Kippur rituals reform Concept of fasting (revise) 10 Days of Repentance Concept of reflection and Teshuva Teshuva (Repentance) Orthodox Shofar blowing</p>	<p>Reflection Jonah Teshuvah Tashlich Judgement</p>

	Sukkot	<p>Historic and contemporary issues of a harvest festival (experience harvest festival in local church)</p> <p>The mitzvah of living in the Sukkah Living in a Sukkah</p> <p>Mitzvah of beautifying the sukkah</p> <p>Arba Minim (Four Species) Lulav and Etrog Lulav and Etrog Orthodox</p> <p>Ushpizin and Ushpizot (Guests)</p> <p>Blessing - LeShev ba Sukkah Sukkah blessing</p> <p>Shaking the lulav and etrog and bracha Sukkah blessings</p>	Sukkah Arba Minim – Lulav, Etrog, Hadas, Aravah Ushpizin
	Simchat Torah / Shemini Atzeret	<p>Shemini Atzeret: The eighth day of Sukkot</p> <p>Prayers for rain and good harvest</p> <p>Simchat Torah: The cycles of Torah reading</p> <p>Torah/Chumash is composed of just the five books –</p> <p>Torah stories Torah overview explained</p> <p>Understand that the Tanakh is composed of Torah/Chumash, Neviim/Prophets and Ketuvim/Writings</p> <p>Tanakh overview</p>	Torah Scroll Cycle
<b>Science</b>	Sound	<p>Identify how sounds are made, associating some of them with something vibrating.</p> <p>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.</p> <p>Find patterns between the volume of a sound and the strength of the vibrations that produced it.</p> <p>Measure sound.</p> <p>Recognise that sounds get fainter as the distance from the sound source increases.</p>	Vibrations, medium, pitch, volume, strength, distance, source, decibels, increase, decrease, dampen



<b>Art</b>  <b>Design &amp; Technology</b>	Sound  Designing a shelter	Explore relief printing to explain sound.  In Coldfall Woods, investigate properties of materials and select those most suitable for construction outdoors. Use different materials to produce a temporary freestanding structure (link to Sukkot).  Designing and building a sukkah - Construction with paper/paper straws/lolly sticks.	Printing, relief  Construction stability shelter freestanding
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**Learning not linked to Topic:**

<b>Maths</b>	<b>1. Reasoning with 4-digit numbers</b>	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 numbers beyond 1000 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 the nearest 10, 100 or 1000 count in multiples of 25 and 1000 (through	Thousands, hundreds, tens and ones place value, value, inequalities, less/ greater than, ordering and comparing, nearest thousand, four-digit Number: whole number, integer Regroup Rounding, approximate, nearest
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	<b>2. Addition and subtraction</b>	<p>lesson Transitions as well as multiples of 10, 100 and 50)</p> <p>add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate</p> <p>estimate and use inverse operations to check answers to a calculation</p> <p>solve addition and subtraction two-step problem</p>	<p>Addition, subtraction, add, plus, minus, subtract, commutative, inverse, difference, known fact, part whole, partition, sum, regroup, column method, strategy,</p>
<b>PE</b>	Swimming with specialist teachers.	<p>Perform safe self-rescue in different water based situations</p> <p>Swim competently, confidently and proficiently over a distance of at least 25 metres</p> <p>Use a range of strokes effectively, for example, front crawl, backstroke and breaststroke.</p>	

**On-going learning**

<b>Spellings</b>	Homophones / Near Homophones Prefix "in" meaning not Prefixes im, il and ir Prefix sub meaning under or divided Prefix inter	Regular practice using Spelling Shed Scheme
<b>Sentence and word level work</b>	Developing sentence structure and length, vocabulary, adverbs, paragraphs, punctuation.  (Taught through English lessons).	Use full stops and capital letters correctly in a sentence. Use apostrophes correctly. Group ideas to form paragraphs. Use a variety of conjunctions (connectives) and know how they change the meaning of sentences. Use appropriate and interesting adjectives when describing.
<b>Handwriting</b>	Handwriting practice (2 x week)	Checking correct formation of letters, pencil grip, posture. Diagonal and horizontal joins. Transferring skills shown in handwriting to all writing in books.

<b>Reading</b>	Daily Whole Class Reading with Writing tasks focusing on The Butterfly Lion	Discuss words and phrases that capture the reader's imagination Understanding and checking text to explain the meaning of words in context. Drawing inferences such as characters' feelings, thoughts and motives from actions.
<b>Mental Maths</b>	Weekly practice of times tables through games, to include multiplication and division facts. Weekly times table / division test. Review in lessons applying multiples knowledge to other maths.	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.
<b>Tefillah</b>	Consolidation of the prayers the children already know, beginning to use knowledge of Hebrew to read prayers.	Blessings from Chaggim  Avinu Malkenu  Birkat Hamazon

<b>Hebrew</b>	In the classroom Bakitah  Revision of part 1  Part 2-Misparim numbers items in the classroom Misparayim (scissors), Kiseh(chair)  Verbs:Omer/omeret (saying boy and girl)	Reading and decoding using our Aleph champ scheme and books children progress using the scheme according to their level
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