

## Eden Primary Medium Term Planning

Nitzanim (Year 4) 2024-5

**Theme for the year: Our World / Global Responsibility**

### Autumn 2: AFRICA – PEOPLE AND LAND

**Culminating Projects:** Write an additional chapter for *Journey to Jo'burg* and building 3D maps of African countries.

#### OVERVIEW:

Our topic this half term has a **Geography** focus – both human and physical. 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, rural and urban.

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 in **English** 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 and understanding culture and heritage.

In **Maths**, we will be learning about multiplication and division and interpreting and representing data.

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 a Chanukiah. This will be linked to other religious festivals involving light.

**Key Texts** *Journey to Jo'burg – Beverley Naidoo*

**Thematic learning for this half term:**

<b>Subject</b>	<b>Content</b>	<b>Skills / knowledge</b>	<b>Vocabulary</b>
<b>English</b>	<p>Narrative writing Write the continuation of a story (based on class text).</p> <p>Information Text</p>	<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>Newspaper article about Apartheid Use fronted adverbials Proof-read for spelling and punctuation errors.</p>	<p>Plan draft edit proofread dialogue inverted commas fronted adverbials expanded noun phrases paragraphs</p> <p>Newspaper text commas paragraphs content structure subject conclusion present tense technical vocabulary (content) third person audience purpose</p>
<b>Computing</b>	<p>Online Safety</p> <p>Writing for different audiences</p>	<p>Identifying risks of software and understanding computer viruses.</p> <p>Discuss a variety of material and the impact font size and type have. Use text formatting to make a piece of writing fit for its audience and purpose.</p>	<p>Campaign, Format, Font, Genre, Opinion, Reporter Viewpoint</p>

<b>Jewish Studies</b>	<p>Chanukah</p> <p>Tzedek (Justice) and Mitzvot</p>	<p>The historical origins of the Chanukah narrative The Chanukah story is one of survival and miracles Candle lighting Brachot (blessings) for candle lighting Blessings Maoz Tzur Maoz Tzur (Traditional Chanukah Song)</p> <p>Origin of Jewish Law and Minhag (custom) Law and minhag Jewish responses to moral and ethical issues and choices Jewish British community Tzedakah (Charity)/Tzedek (Justice)/Chesed (Acts of loving kindness) Tzedakah in Judaism Chesed brief Chesed more detail Key Mitzvot</p>	<p>Judah Hillel Shammai Maoz Tzur</p> <p>Diversity Traditions Chesed</p>
<b>RE</b>	<p>Christmas</p>	<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>	<p>Christians Christianity Advent</p>
<b>Science</b>	<p>Electricity</p>	<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>Appliances Simple circuit cells wires bulb switch buzzers predict battery conductors insulators materials</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>	
<b>Art Design &amp; Technology</b>	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>	Research      design      test
<b>Geography</b>	<p>Biomes</p> <p>3d maps of Africa</p>	<p>What are the different types of Biomes? Which ones can be found in Africa and where? Why can they all not be found there?</p> <p>Use this to identify different geographical features of Africa</p>	<p>Biomes</p> <p>Tundra, desert, grassland, tropical rainforest.</p> <p>Mountains, deserts, rivers, lakes, hills, mountain ranges, major cities.</p>
<b>History</b>	Journey to Jo'Burg	Use this to find about the changes in South Africa in recent history	<p>Government, apartheid</p> <p>Manmade and natural landmarks.</p>

<b>Music</b>	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>	<p>Listen perform      respond rhythm      compose notes      rehearse beat</p>
<b>PSHE / Values</b>	<p>(Social) Relationships – marriage, civil partnership, adoption, fostering.</p> <p>Cyber bullying</p> <p>Eden Value</p>	<p>Explore different types of relationships: friends; professional; close family; neighbor etc. Understand differences between surprises and secrets. Reflect on what we think about differences and stereotypes. Explore how language can play a part in this.</p> <p>Community – Celebrating differences and uniqueness. Diversity and inclusion.</p>	<p>Friendship      Professional relationship Family relationships      adoption      fostering secrets      surprises      stereotypes      anti bullying</p>

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

<b>Maths</b>	Multiplication and division	<p>recall multiplication and division facts for multiplication tables up to 12 x12</p> <ul style="list-style-type: none"> <li>• solve problems involving multiplying and adding,</li> </ul>	<p>Multiplication, multiply, times, product, even, odd multiple, digits, table, representations, factor, ten/ hundred times the size/ as many/ greater, one</p>
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<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>	<p>Move      stop      balance      movement</p> <p>flexibility      strength      control</p>
	Gymnastics	<p>Move, stop and remain still with balance and clarity of movement and shape</p> <p>Develop flexibility and strength.</p> <p>Develop technique, control and balance.</p> <p>Use skills in different ways and to link them to make actions and sequences of movement.</p>	

**On-going learning**

<b>Area of Curriculum</b>	<b>Content</b>	<b>Skills / Knowledge</b>
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<b>Spellings</b>	Suffix ation Suffix ly Suffix lly Suffic ch making sh	Use Spelling shed scheme
<b>Sentence and word level work</b>	Developing sentence structure and length, vocabulary, adverbs, paragraphs, punctuation.  (Taught through English lessons, including '5 minute Grammar' starter sessions).	Use a variety of conjunctions and know how they change the meaning of sentences. Use direct speech punctuation correctly. Use appropriate and interesting adjectives when describing Use fronted adverbial phrases, expanded noun phrases and other constructions to make writing more interesting.
<b>Handwriting</b>	Handwriting practice (3 x week)  Penpals for Handwriting	Handwriting Learn 'break letters' g, j and y and the letters x and z, which are never joined to or from.
<b>Hebrew</b>	<b>In the classroom :</b> Part 2:continue acquisition of vocabulary Words Mitachat(Underneath)Moreh/Mo rah	Reading and decoding using our Aleph champ scheme and sifroni children progress according to their level using the scheme



<p><b>Reading</b></p>	<p><b>Guided Reading</b> will focus on comprehension, fast and fluent decoding, We will read a <b>class stories</b> at the end of each day, to share more challenging chapter books.</p>	<p>Summarising – of short passages / scenes. Predicting – based on evidence in the text. Inferring – using clues in the text to infer a character’s feelings and motives. Comprehension - extended reading of longer texts, responding in writing.</p>
<p><b>Mental Maths</b></p>	<p>Weekly practice of times table through games, to include multiplication and division facts.  Weekly times table / division test.</p>	<p>Revise 3, 4, 8 times tables (as needed). 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.</p>
<p><b>Tefillah</b></p>	<p>Shabbat prayers / consolidation</p>	<p>Learn to leyn v’shomru Find brachot for lighting candles in siddur Look closely at first two paragraphs of the Amidah. Revision of prayers learnt to date and locating them in the siddur</p>