

## Eden Primary Medium Term Planning

Nitzanim (Year 4) 2022 - 2023

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

**Spring 2:** ANCIENT EGYPT

**Culminating Projects:** Haggadot produced by children

### OVERVIEW:

This half term takes in the festivals of **Purim and Pesach**. Much of our work will be Jewish Studies and History focused, encompassing these festivals as well as our topic of Ancient Egypt. We will, hopefully, go on a trip to the British Museum focusing on the themes of Pesach and Egyptian history. We will use Megillat Esther in translation as a text in English, allowing the children to understand the story's historical context in ancient Persia.

Our work on **Ancient Egypt** will form the core of the half term's work. We will look at the religion of the ancient Egyptians, their writing, stories and the lives of ordinary people, including slaves and Egyptian rulers. This will enable the children to put the Pesach story into its historical context.

In **English**, the children will produce their own Haggadot, reflecting on various aspects of the Pesach seder and writing in role. They will also write descriptively about Shushan during our work on Purim. In **Maths**, we will focus on presenting data (including in Science lessons) and decimal numbers. This will give the children opportunities to work with money.

Our **Art and Design** project this half term will be **retelling the story of Pesach in emojis**. This will tie in with our earlier work on Communication, and allow the children to think creatively about retelling this story. We will also learn how to mummify something! In **Music**, we will look at songs that tell a story, including work songs sung by slaves, linking to our work on slavery in Ancient Egypt. We will also continue to work on musical notation, composition and performance.

**Key Texts** **Megillah Esther**

**Secrets of a Sun King by Emma Carroll**

**Visits / Visitors** **Visit to Ancient Egypt Gallery at the British Museum**

**Thematic learning for this half term:**

Subject	Content	Skills / knowledge
English	<p><b>Non-fiction writing –</b> Instruction writing on How to Bury a Pharaoh.</p> <p><b>Narrative –</b> writing from the perspective of a slave</p> <p>Writing a persuasive letter to Pharaoh.</p> <p><b>Poetry –</b> familiarity with different genres</p>	<p>Draft and wrote non-narrative material, using simple organisational devices.</p> <p>Draft and write in narratives, creating settings, characters and plot with consideration for the audience and purpose.</p> <p>Use paragraphs to organise ideas around a theme.</p> <p>Make the appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.</p> <p>Ongoing <b>weekly poem</b> discussed as a class the term.</p> <p>Maintain positive attitudes to reading and understanding of what is read by recognising some different forms of poetry e.g. free verse, narrative poetry.</p>
Vocabulary	<p>Non-fiction Writing</p> <p>Narrative</p> <p>Poetry</p>	<p>Title    Sub-heading    Formal Language Information    Facts    Paragraphs</p> <p>Title    Reasons    Evidence    Adjectives Rhetorical Questions    Conclusion    Viewpoint</p> <p>Genres    Limerick    Free Verse    Haiku Kennings    Narrative Poetry</p>
Jewish Studies	Pesach	<p>Making own <b>Haggadot</b>.</p> <p>Writing <b>own tefillot</b> (prayers) with global emphasis.</p> <p>Discussion and retelling of <b>Exodus story</b>.</p> <p>Analyse the <b>Song of Miriam</b>, including the layout of the text and how it differs from that in the rest of the Torah. What effect does this have on the reader? Comparison with other poems laid out in unusual ways (link to</p>

		English). Re-writing the story of <b>Pesach using emojis</b> .
<b>Vocabulary</b>	Pesach	Exodus Haggadah Peoplehood Customs Slavery Tradition Ritual Seder Maggid
<b>RE and Diversity</b>	<b>Christianity</b>	<b>Easter</b> and link to Pesach. Common symbols (egg, lamb) and significance. How do Christians celebrate Easter?  Different families, different traditions ( <b>diversity</b> )
<b>Vocabulary</b>	Christianity	Easter Jesus Disciples Judas Palm Leaves Cross Tomb
<b>Art and Design</b>	<b>Pesach in Emojis</b>	Retelling the Pesach story using emojis. – Designing, collage, drawing. Manipulating symbol text in to images.
<b>Vocabulary</b>	Pesach in Emojis	Collages Identity Form Emojis
<b>Geography</b>	<b>Environments</b>	Understand and identify how geographical features like, mountains, rivers, cities, volcanoes, borders, are marked on a map and use four figure grid references using them to locate and describe features. Look at pictures and labelled diagrams of different historical settlements over time. Making comparisons using accurate geographical language and commenting on the changes over time. Using this information we will find why the pyramids were built where they were,
<b>History</b>	<b>Ancient Egypt</b>	<b>History</b> of Ancient Egypt – Use evidence to describe what was important to people from the past. Use evidence to describe and contrast the lives of rich and poor people in the past. Describe similarities and differences between people, events and artefacts studied. Use documents, pictures, photographs, artefacts, visits to British Museum to collect evidence about the past.  Understanding and participating in the “mummification

		process”.
<b>Vocabulary</b>	Environments  Ancient Egypt	Geographical Features      Grid References  Egypt    Egyptian    Pharaoh    Pyramid    Mummy Sphinx    Canopic Jars    Coffin    Hieroglyphics Eye of Horus    Ra    Horus    Osiris    Isis Scarab Beetle    Mummification    Tomb    Nile

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

<b>Maths</b>	Decimals  Area and Perimeter	Decimal equivalents to tenths, quarters and halves Compare and order numbers with same number of decimal places Multiply and divide by 10 and 100 including decimals  Perimeter of rectangles and rectilinear shapes Area of rectangles and rectilinear shapes •Investigate area and perimeter
<b>Vocabulary</b>		Decimal    Decimal Place      Decimal Point    Tenths hundredths  Perimeter side edge equal area metric units of length metric units of area rectilinear opposite compound shape
<b>Jewish Studies</b>	<b>Purim</b>	Recall key features and events of the story and retell the story of Megillah Esther and describe alternative perspectives.  See our school’s Megillah and seeing a range of megillot and comparing it to a Sefer Torah.  Dress up - explain how dressing up is connected to the hidden identity of Esther and God in the story. Explore the significance of dressing up and what other international festivals involve fancy dress  To design and create mishloach manot that include one to someone outside UK  To explore the mitzvah of matanot laevyomin – caring for the wider community.

		<p>Know the 4 mitzvot of Purim ( megilla twice, seuda, mishloach manot, matanot laevyomin)</p> <p>To observe and recognize cultural references in Megillah.</p> <p>To locate where did the Purim story take place on a world map (connection to story settings in English)</p>
<b>Vocabulary</b>		<p>Destiny Megillah Sefer Torah Mishloach Manot Matanot Levyomin Seudah Tzedakah</p>
<b>PE</b>	<p><b>Football</b></p> <p><b>Dance</b></p>	<p>To use control, dribble and pass a ball using our feet. To defend and attack in a small group playing a team game. Working and communicating as part of a team.</p> <p>To copy and repeat basic dance steps Dancing in unison Dancing in a canon (Tudor Dance)</p>
<b>Vocabulary</b>	<p>Football</p> <p>Dance</p>	<p>Touch Inside Right Inside Left Outside Right Outside Left Control Passing Accuracy Defend Block Sportsmanship Stationary Defeat Victory Fair Gracious</p> <p>Perform Action Repetition Pattern Movement Improve Evaluate</p>
<b>Computing</b>	<p><b>Coding</b></p> <p><b>Online Safety</b></p>	<p>To use code and follow instructions to create shapes. To use code and commands to create shapes.</p> <p>On-going discussions about how to stay safe online. Understanding how to protect identity online and what our digital footprint is. To identify possible risks and how to prevent them.</p>
<b>Vocabulary</b>	<p>Logo Design</p> <p>Online Safety</p>	<p>Logo Grid Run Speed Logo Commands Prediction Pen Up Pen Down Multi Line Mode Debugging Repeat Procedure SETPC STEPS</p> <p>Report SMART Rules Spam Attachment Phishing Digital footprint Malware Software Virus AdFly Ransomware Cookies Plagiarism Watermark Citation Copyright Collaborate Data Analysis Collaborative Database</p>

<b>Music</b>	<b>Rhythm and Vocabulary</b>	<p><b>Recognise and explore</b> a range of musical styles and know some of their key characteristics (e.g. instruments / rhythms typically used in a given genre).</p> <p><b>Understand</b> musical terminology</p> <p><b>Copy</b> increasingly challenging rhythms using body percussion and percussion.</p>
<b>Vocabulary</b>		Semibreve Minim Quaver Minim Rest Semibreve Rest Staccato Legato
<b>Science</b>	<b>Animals, including humans</b>	<p>Describe the simple functions of the basic parts of the digestive system in humans (link to Egyptian mummies)</p> <p>Identify the different types of teeth in humans and their simple functions</p> <p>Construct and interpret a variety of food chains, identifying producers, predators and prey.</p>
<b>Vocabulary</b>		Climate Weather Temperature Classify Humidify Shelter Conditions Adapt Adaptation Species Invertebrate Vertebrate Bird Reptile Mammal Amphibian Fish
<b>PSHE</b>	<b>Economic Skills Eden Value</b>	<p>Understand basic concepts around savings accounts, lending and borrowing, paid employment and work of charities.</p> <p>Respect</p>
<b>Vocabulary</b>	Economic Skills	Budget, value, important, payment, charity

### On-going learning

<b>Area of Curriculum</b>	<b>Content</b>	<b>Skills / Knowledge</b>
<b>Spellings</b>	No-nonsense spelling programme. Weekly dictation.	<p>Understand different spelling rules.</p> <p>Use different prefixes and suffixes.</p> <p>Use correct prefixes and suffixes.</p> <p>Use the first three or four words to check spelling in a dictionary.</p>

<p><b>Sentence and word level work (Grammar)</b></p>	<p>Developing sentence structure and length, vocabulary, adverbs, paragraphs, punctuation.</p>	<p>Using more complex punctuation (including <b>inverted commas</b>) increasing accurately.  Organising writing into <b>paragraphs</b>.  Using a variety of <b>conjunctions</b> (connectives) and know how they change the meaning of sentences.  Using appropriate and interesting <b>adjectives and adverbs</b>.  Using <b>fronted adverbial phrases</b> and <b>expanded noun phrases</b> to make writing more interesting.</p>
<p><b>Handwriting and presentation</b></p>	<p>Handwriting practice (daily), focusing on perfecting joins, keeping writing straight, the same size, neat and within the line.</p>	<p>Joining whole words consistently. Which letters <b>don't join</b> (incl. capitals)  Diagonal and horizontal <b>joins</b>  Increasing <b>legibility</b> of handwriting – e.g. ascenders and descenders don't touch.  <b>Transferring</b> handwriting skills to all writing.</p>
<p><b>Reading</b></p>	<p><b>Guided Reading</b> will focus on comprehension, fast and fluent decoding, extended reading of longer texts, responding in writing using The Iron Man.</p>	<p><b>Key Skills – prediction / inference/use of dictionary</b>  Infer characters' feelings, thoughts and motives and use evidence from the text.  Participate in discussion about what is being read and listen and respond to others.  Identify how language, structure and presentation contribute to meaning.  Independently check that texts make sense and explaining the meaning of words in context.</p>
<p><b>Times tables</b></p>	<p><b>Weekly practice</b> through times table and division challenge sheets  <b>Homework:</b> Children to learn unknown times tables as weekly homework.</p>	<p>All learn <b>up to 12 times tables</b> and then go on to other times tables.  Know corresponding <b>division facts</b> for learnt times tables.  Know times tables <b>in any order</b>.</p>
<p><b>Tefillah</b></p>	<p>Learning prayers and locating in siddur (daily)</p>	<p>To write own versions of Amidah and Aleinu.</p>