




# The secret of the Malamander!



English		Maths	Science							
<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>✓ Narrative- mystery stories</li> <li>✓ Story descriptive writing</li> <li>✓ SPaG- sentence structure, word classes, punctuation revisit</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>✓ Fronted adverbials</li> <li>✓ Expanded noun phrases</li> <li>✓ Subordinate clauses</li> <li>✓ Conjunctions</li> <li>✓ Nouns and pronouns</li> <li>✓ Inverted commas</li> <li>✓ Apostrophes for possession</li> <li>✓ Commas and dashes</li> </ul> <p><b>Spellings</b></p> <ul style="list-style-type: none"> <li>✓ Words ending in 'ious'.</li> <li>✓ Words ending in 'cious'.</li> <li>✓ Words ending in 'cial'.</li> <li>✓ Words ending in 'tial'.</li> <li>✓ Words containing in 'ial'.</li> </ul>	<p><b>Reading</b></p> <p>Malamander by Thomas Taylor Reading lessons taught using Alice's adventures of wonderland by Lewis Carroll and Inside out and back again by Lai Thanhha.</p>  <table border="1" data-bbox="667 550 1176 798"> <tr> <td>Vocabulary</td> <td rowspan="6">Development of skills across a range of genres and through the curriculum.</td> </tr> <tr> <td>Inference</td> </tr> <tr> <td>Prediction</td> </tr> <tr> <td>Explain</td> </tr> <tr> <td>Retrieve</td> </tr> <tr> <td>Summarise</td> </tr> </table> <p>Development of reading accuracy and fluency across a range of age appropriate and challenging texts.</p>	Vocabulary	Development of skills across a range of genres and through the curriculum.	Inference	Prediction	Explain	Retrieve	Summarise	<p><b>Prior learning</b></p> <p>Year 4 Place value- 1000s, 100s, 10s, 1s Year 4 addition and subtraction- 4-digit numbers</p> <p><b>Number- Place Value</b></p> <ul style="list-style-type: none"> <li>• 1000s, 100s, 10s, 1s</li> <li>• Numbers to 10, 000</li> <li>• Rounding to the nearest 10, 100, 10, 100 and 1, 000</li> <li>• Numbers to 100,000</li> <li>• Comparing and ordering numbers</li> <li>• Negative numbers</li> <li>• Roman numerals</li> </ul> <p><b>Number- Addition and subtraction</b></p> <ul style="list-style-type: none"> <li>• Add two 4-digit numbers</li> <li>• Add whole numbers with more than 4 digits</li> <li>• Subtract two 4-digit numbers</li> <li>• Subtract whole numbers with more than 4 digits</li> <li>• Round to estimate and approximate</li> <li>• Inverse operations</li> <li>• Multi-step addition and subtraction problems</li> </ul> <p><b>Statistics</b></p> <ul style="list-style-type: none"> <li>• Interpret graphs</li> <li>• Comparison, sum and difference</li> <li>• Line graphs</li> <li>• Read and interpret line graphs</li> <li>• Timetables</li> </ul>	<p><b>Prior learning</b></p> <p>Year 2- Uses of everyday materials. Year 4- States of matter- grouping materials according to whether they are a solid, liquid or gas.</p> <p><b>Properties and changes of materials</b></p> <ul style="list-style-type: none"> <li>• Compare and group together everyday materials on the basis of their properties.</li> <li>• Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.</li> <li>• Use knowledge of solids, liquids and gases to decide how mixtures might be separated (filtering, sieving and evaporating).</li> <li>• Give reasons for the uses of everyday materials (metals, wood and plastic), and base this on evidence from tests.</li> <li>• Reversible changes - dissolving, mixing and changes of state.</li> <li>• Irreversible changes that result in the formation of new materials.</li> </ul>
Vocabulary	Development of skills across a range of genres and through the curriculum.									
Inference										
Prediction										
Explain										
Retrieve										
Summarise										
<b>Foreign languages- French</b>										
Developing accurate pronunciation and intonation when saying key words and phrases.										
PSHE	History	Art and Design and Technology	Computing							
<p><b>Being me in my changing world</b></p> <ul style="list-style-type: none"> <li>• Coming together again.</li> <li>• Coronavirus.</li> <li>• Belonging and feeling safe at school.</li> <li>• Reconnecting with friends.</li> <li>• Being positive and looking forward to learning.</li> </ul>	<p><b>Prior Learning:</b> Y4 The Romans</p> <p><b>Historical Study:</b> The Viking and Anglo Saxon struggle for the Kingdom</p>	<p><b>Art</b></p> <p><b>Prior learning</b></p> <p>Year 3/4- Build upon their knowledge of different architects (Spring 1) Build upon their drawing in 3<sup>rd</sup> dimension (Spring 1)</p> <ul style="list-style-type: none"> <li>• Confidently use a sketchbook for different purposes including: recording observations;</li> </ul>	<p><b>Prior learning</b></p> <p>Year 4- Suggest examples of acceptable/unacceptable behaviour online.</p> <p><b>Digital Literacy</b></p> <p>Understand the consequences of unacceptable behaviour on <b>online</b></p>							

<ul style="list-style-type: none"> <li>Managing worries and fears.</li> <li>Gifts of gratitude.</li> <li>Loss – Bereavement.</li> <li>The year ahead.</li> <li>Unexpected changes.</li> </ul>	<p>Britain's settlement by the Anglo-Saxons and Scots</p> <p>Why did the Anglo Saxons and the Vikings choose to settle where they did? What were their settlements like? How did they use the land and how has land use changed today? Consider the distribution of natural resources - including energy, food, minerals and water. What was Anglo Saxon 'Birmingham' like? How did they trade? How is that different today?</p> <p>Enquiry Question:</p> <p>The Vikings – ruthless killers or peaceful settlers?</p>	<p>developing ideas; testing materials; thinking critically; art work and recording other information.</p> <ul style="list-style-type: none"> <li>Research and evaluate a famous artist</li> <li>Develop intricate patterns and marks using a variety of media (print making)</li> <li>Develop shading techniques</li> <li>Develop blending techniques</li> </ul> <p><b>DT</b></p> <p><u>Prior learning</u> Year 3/4- build upon the skills used when designing and making the igloo structures (Spring 1)</p> <p>Developing, planning and communicating ideas</p> <p>Working with tools, equipment, materials and components to make quality products</p> <p>Evaluating processes and products</p>	<p><b>platforms</b> (E.g. fines/prison sentences for trolling/online verbal abuse)</p> <p>Understand multiple ways to report inappropriate content outside of school.</p>
<b>Geography</b>	<b>PE</b>	<b>RE</b>	<b>Music</b>
<p><u>Prior learning</u> Year 4 Geographical questioning and map work- Using compass directions.</p> <p><b>Geographical questioning and analysis</b></p> <ul style="list-style-type: none"> <li>Ask geographical questions e.g. are there any links? (big cities near rivers, less populated areas near hilly ones etc.</li> <li>Ask questions, make comparisons to life in the UK and consider how life in the UK may be similar.- Link to the map of Eerie on Sea</li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies.</li> <li>Use 6 figure grid references, symbols and key, and use them to explain/identify points on a map. (including ordnance survey maps)</li> </ul>	<p><b>Indoor PE</b></p> <p>Real PE – Unit 1</p> <p>Co-ordination – Ball Skills</p> <ul style="list-style-type: none"> <li>Ability to work the ball in both directions.</li> <li>Smooth movements with the ball.</li> <li>Fluidity when changing hands.</li> </ul> <p>Agility – Reaction/Response</p> <ul style="list-style-type: none"> <li>Quick start.</li> <li>Good acceleration.</li> <li>Balance on catch.</li> </ul> <p><b>Outdoor PE</b></p> <p>Non-Contact outdoor sport - Tennis</p> <ul style="list-style-type: none"> <li>Introduce the four main strokes of tennis (forehand groundstroke, backhand groundstroke, forehand volley, backhand volley.</li> <li>Use the correct grip and stance.</li> <li>Develop co-operative skill of feeding and hitting.</li> <li>Use each stroke in a tactical game scenario.</li> </ul>	<p><u>Prior learning</u> Y4 - I can tell you / talk about the concept / belief e.g. belonging and start to relate this to the people I am studying e.g. Jews.</p> <p><b>Theme/concept:</b> Belief into action</p> <p><b>Key Question:</b> How far would a Sikh go for his/ her religion?</p> <p><b>Religion:</b> Sikhism</p> <p>I can explain how people's beliefs impact on their behaviour.</p> <p>Describe ways that people show their religious beliefs and what they may mean.</p> <ul style="list-style-type: none"> <li>Different levels of commitment.</li> <li>The beliefs of Sikhs.</li> <li>What is important to Sikhs?</li> <li>Worship and celebration in Sikhism.</li> <li>Commitment to Sikhism.</li> <li>Commitment and sacrifice.</li> </ul>	<p><u>Prior learning</u> Y4 - Listen to and show appreciation for music.</p> <p>Listen to and show appreciation for different genres of music and discuss likes and dislikes.</p> <p>Listen to and review music across a range of historical periods, genres, styles and traditions.</p> <p>Sing melodies from memory with accurate pitch and with controlled breathing.</p> <ul style="list-style-type: none"> <li>Discover the origins of a musical genre.</li> <li>Understand the social context of Rock and Roll.</li> <li>Recognise the instruments and structure of a Rock and Roll song.</li> <li>Perform a Rock and Roll song.</li> </ul>