Weekly Curriculum Overview

Year Group: Year 4 Week beginning:5.10.2026

Every Tuesday, you will see the weekly overview that sets out our learning for the week on the Year Group Noticeboards. This is the work that the children will be doing in school. Please note that Homework will be shared via your child's homework book. Homework will be set on a Friday and will be expected to be completed by the Wednesday of the following week. Please speak to your child's class teacher if you have any further questions about homework.

Reading	**This week's reading focus is:**	**Very important words**	
	SESSION 1	**SESSION 2**	**SESSION 3**
	L.I. I can identify key words in a text	L.I. I can identify key words in a text	L.I. I can identify key words to find clues in a text
	Activities: Pupil to highlight keywords and phrases in a text.	Activities: Pupil to highlight keywords and phrases in a text.	Activities: Pupil to use inference to discuss keywords/phrases in a text.

SPELLING	**SESSION 1-**	**SESSION 2-**	**SESSION 3**
	Letter Pattern/ Rule: Words with the prefix 'sub-' meaning 'below' or 'further divided'		
	Target Spelling Word Bank: submarine subdivide subject substandard subway subheading submerge subtitle subtropical submit		
	Activities: **introduce spelling and teacher modelling**	Activities: dictation	Activities: pupils to write sentence for pictures

English Writing

LINKED TEXT: Counting on Katherine

By the end of the week, I want the children to have: Written a biography

Necessary Prior Learning and Key Vocabulary (for pre-teaching): adverb, adverbial phrases, cohesion, edit, additions

LEARNING OBJECTIVE	SUCCESS CRITERIA *(What will you be assessing through the lesson?)*	LEARNING SEQUENCE (INCLUDE ADULT SUPPORT)	
Day 1: To use organisational features to group related information **To hot write biographies**	Use organisation features of a biography Use nouns and pronouns to avoid repetition Use conjunctions, adverbs and prepositions to make order of events clear Possessive apostrophe	**Think Back Task- (Recap) - You do**	Recap on the features of a biography.
		Introduction - I do	Display Resource 18a on the whiteboard and explain to the children that these are adverbial phrases that can be used within their biographies to aid the cohesion of their writing. Show some examples E.g. There were no black high schools in Katherine's hometown, as a result, she had to attend a high school 125 miles away.
		Modelling and Explanation - I do/We do	Children to practise forming sentences which use some of these adverbials on whiteboards. Explain to the children that they will use the next two lessons to write their own biographies, based on Katherine Johnson's life. Explain that they should follow the same writing style as practised in the previous lesson (past tense, first person and formal language), along with the use of adverbials to support the cohesion of their writing.
		Guided Practice - We do- You do	Display research from last lesson and, with the children's help, model turning this into a paragraph of writing for your biography. An example biography with a title, introduction and one paragraph of information is provided on Resource 18b for the children to use as a model for their own writing.
		Adaptations to Independent Writing- You do- We do	
		SUPPORT AND OPPORTUNITIES FOR ACHIEVING GREATER DEPTH *What is the expected outcome/ what resources will be needed?* (INCLUDE NAMED CHILDREN)	**Core Task**

		SUPPORT	**GDS CHALLENGE**	Over the two lessons, the children write their own biographies based on Katherine Johnson's life. The children write their introduction and five paragraphs of information on the template provided. The children use their research from lesson 16 to support their writing. The children write in the past tense, third person, use formal language and use adverbials to aid the cohesion of their writing. Resources 18e & 18f
		Over the two lessons, the children write their own biographies based on Katherine Johnson's life. The children write their introduction and three paragraphs of information on the template provided. The children use their research from lesson 16 to support their writing. The children write in the past tense and third person. The children attempt to use formal language throughout. Resources 18c & 18d	Over the two lessons, the children write their own biographies based on Katherine Johnson's life. The children write their introduction and five paragraphs of information in their writing books. The children use their research from lesson 16 to support their writing. The children write in the past tense, third person, use formal language and use adverbials to aid the cohesion of their writing. Encourage the children to include technical language and to use prepositions also.	
		Hinge Point Question	How have you ensure your biographies are cohesive?	
		Plenary / Next Steps	Pupils to re-read their work and check (half way point)	

LEARNING OBJECTIVE	**SUCCESS CRITERIA** *(What will you be assessing through the lesson?)*	**LEARNING SEQUENCE (INCLUDE ADULT SUPPORT)**	
Day 2: To use organisational features to group related information To hot write biographies	Use organisation features of a biography Use nouns and pronouns to avoid repetition Use conjunctions, adverbs and prepositions to make order of events clear Possessive apostrophe	**Think Back Task- (Recap) - You do**	Recap on the features of a biography.
		Introduction - I do	Display Resource 18a on the whiteboard and explain to the children that these are adverbial phrases that can be used within their biographies to aid the cohesion of their writing. Show some examples E.g. There were no black high schools in Katherine's hometown, as a result, she had to attend a high school 125 miles away.

		Modelling and Explanation - I do/We do	Children to practise forming sentences which use some of these adverbials on whiteboards. Explain to the children that they will use the next two lessons to write their own biographies, based on Katherine Johnson's life. Explain that they should follow the same writing style as practised in the previous lesson (past tense, first person and formal language), along with the use of adverbials to support the cohesion of their writing.
		Guided Practice - We do- You do	Display research from last lesson and, with the children's help, model turning this into a paragraph of writing for your biography. An example biography with a title, introduction and one paragraph of information is provided on Resource 18b for the children to use as a model for their own writing.

Adaptations to Independent Writing- You do- We do

SUPPORT AND OPPORTUNITIES FOR ACHIEVING GREATER DEPTH *What is the expected outcome/ what resources will be needed?* (INCLUDE NAMED CHILDREN)		**Core Task**
SUPPORT	**GDS CHALLENGE**	Over the two lessons, the children write their own biographies based on Katherine Johnson's life. The children write their introduction and five paragraphs of information on the template provided. The children use their research from lesson 16 to support their writing. The children write in the past tense, third person, use formal language and use adverbials to aid the cohesion of their writing. Resources 18e & 18f
Over the two lessons, the children write their own biographies based on Katherine Johnson's life. The children write their introduction and three paragraphs of information on the template provided. The children use their research from lesson 16 to support their writing. The children write in the past tense and third person. The children attempt to use formal language throughout. Resources 18c & 18d	Over the two lessons, the children write their own biographies based on Katherine Johnson's life. The children write their introduction and five paragraphs of information in their writing books. The children use their research from lesson 16 to support their writing. The children write in the past tense, third person, use formal language and use adverbials to aid the cohesion of their writing. Encourage the children to include technical language and to use prepositions also.	

Hinge Point Question	How have you ensure your biographies are cohesive?
Plenary / Next Steps	Pupils to check their work against the success criteria

LEARNING OBJECTIVE	SUCCESS CRITERIA *(What will you be assessing through the lesson?)*	LEARNING SEQUENCE (INCLUDE ADULT SUPPORT)	
Day 3: To complete and edit work To create a quiz using information from their biographies	• *I know what is needed for a good biography* • I can make corrections to my work • I can add additions to my work	**Think Back Task- (Recap) - You do**	Have adverbial phrases on the board – pupils to use these to create setences
		Introduction - I do	Ask the children to retrieve their biographies and to read over these again with fresh eyes. Ask the children to make any initial edits/additions to their own pieces of writing. Then, share the first part of the lesson objective with the children and explain that for the first part of the lesson, the children will be assessing their own and their peer's biographies, suggesting and making improvements. Encourage children to cross reference between their written biographies and research sheets to ensure all important facts have been included and accurately. Allow time for edits/additions. Model how to make additions/edits to the piece of work against the success criteria and tick list from (Resource 20a)
		Modelling and Explanation - I do/We do	Ask pupils for other suggestions that could be made to the piece of work. Pupils to edit their work.
		Guided Practice - We do- You do	Explain that the children will use their edited biographies to create their own quizzes. Then, they will swap quizzes and biographies with a peer, and will have the opportunity to complete the quiz, locating the answers in the biography. Model a few questions E.g. How many siblings did Katherine have? Where did Katherine go to college? Etc.
		Adaptations to Independent Writing- You do- We do	

		SUPPORT AND OPPORTUNITIES FOR ACHIEVING GREATER DEPTH ***What is the expected outcome/ what resources will be needed?*** **(INCLUDE NAMED CHILDREN)**		**Core Task**
		SUPPORT	**GDS CHALLENGE**	*Children self-asses their biographies and make improvements in a coloured pencil. Once complete, the children swap with a peer and offer verbal feedback to one another. The children make further improvements to their own biographies.*
		Support the children in the simplify group in making some simple improvements to their biographies.	*Children self-asses their biographies and make improvements in a coloured pencil. Once complete, the children swap with a peer and offer verbal feedback to one another. The children make further improvements to their own biographies.*	
		Hinge Point Question		
		Plenary / Next Steps		

LEARNING OBJECTIVE	**SUCCESS CRITERIA**	**LEARNING SEQUENCE** **(INCLUDE ADULT SUPPORT)**

<table>
<tr><td></td><td>(What will you be assessing through the lesson?)</td><td colspan="3"></td></tr>
<tr><td rowspan="6">Day 4: To build suspense and tension in my writing</td><td rowspan="6">I know that short snappy sentences are used to build suspense
I can create short phrases/sentences to create suspense
I can include adjectives in a short sentence to build suspense.</td><td>Think Back Task- (Recap) - You do</td><td colspan="2"></td></tr>
<tr><td>Introduction - I do</td><td colspan="2">Play the video clip to the children to 49 seconds. As a class, discuss what is happening in the clip and how the video clip links to Katherine Johnson. Agree that the Apollo 13 mission, that failed on the third day, links to Katherine Johnson because she was the woman who received a phone call to redo the flight-path calculations in order to save the men and ensure they returned safely to Earth. Ask the children to consider how the astronauts, NASA and Katherine would have felt throughout this event. Agree that there would have been a lot of suspense and tension, with lives on the line. Explain to the children that they will be writing their own narratives to retell the events of Apollo 13. Explain that when writing this narrative, they need to use a range of techniques to successfully build suspense and tension.</td></tr>
<tr><td>Modelling and Explanation - I do/We do</td><td colspan="2">Resource 12a and read the example narrative as a class. Ask the children what they notice about the sentence lengths and structures and agree that short, snappy sentences have been used to build suspense and tension. Further explore the use of short sentences to build suspense. Discuss the effect that these have on the narrative. Explain to the children that today, they will practise creating a range of short sentences which could be used within their narrative. With the children's help, model creating some example short sentences.
E.g. All was quiet. / Time stood still. / She waited. / Nothing. / Her heart thumped</td></tr>
<tr><td>Guided Practice - We do- You do</td><td colspan="2">Repeat a few more as a class on whiteboards</td></tr>
<tr><td colspan="3">Adaptations to Independent Writing- You do- We do</td></tr>
<tr><td colspan="2">SUPPORT AND OPPORTUNITIES FOR ACHIEVING GREATER DEPTH
What is the expected outcome/ what resources will be needed?
(INCLUDE NAMED CHILDREN)</td><td>Core Task</td></tr>
<tr><td>SUPPORT</td><td>GDS CHALLENGE</td><td rowspan="2">In their writing books, the children practise creating a range of short, snappy sentences, which could be used within their narratives.</td></tr>
<tr><td>In their writing books, the children practise creating a range of short, snappy sentences, which could be used within their narratives. The children use the suspense and tension word bank to support their ideas. Resource 12b</td><td>In their writing books, the children practise creating a range of sentences of different lengths, which could be used within their narratives. The children create short, snappy sentences to build suspense and tension and also, create lengthier sentences, consisting of conjunctions, to build up to these shorter sentences.</td></tr>
<tr><td>Hinge Point Question</td><td colspan="2">How have you used short snappy sentences to nuld suspence?</td></tr>
</table>

		Plenary / Next Steps	Hold a ball and say aloud a short, snappy sentence then call the name of a child and throw the ball to them to contribute one of their short sentences. They must then call a name and continue this. Can the class work together to do this at speed – to represent the way these sentences are used / have impact? Once all children have contributed, allow time for them to 'magpie' and add additional short sentences to their own writing books.

Maths

UNIT FOCUS:

By the end of the week I want the children to have learnt these key mathematical skills:

Key Vocabulary:

Key Models and Resources needed:

	Day 1	Day 2	Day 3	Day 4
Learning Objective	To choose appropriate strategies for subtraction	To use column addition for 4-digit integers, regrouping in one column	To use column addition for 4-digit integers, regrouping in multiple columns	To use column subtraction for 4-digit integers, regrouping in one column
Lesson Overview	Pupils look at one subtraction equation and a strategy to solve it. They then move on to explore different strategies that they could use before discussing efficient strategies.	Pupils explore using written column addition strategies to add 4-digit integers where regrouping is required in one column. They are encouraged to use the correct place value terminology throughout to explain the written procedure.	Pupils explore using written column addition strategies to add 4-digit integers where regrouping is required in multiple columns. They then consider equations where regrouping in one column has a	Pupils use concrete manipulatives (Dienes and place value counters) alongside column subtraction to subtract two 4-digit integers requiring regrouping in one column.

				knock-on effect for the following column.	
Key Vocabulary		**Subtraction, minus, subtract, partition, thousands, hundreds, tens, ones.**	**Ones, tens, hundreds, thousands, add, plus, sum, regroup**	**Ones, tens, hundreds, thousands, add, plus, sum, regroup**	**Ones, tens, hundreds, thousands, subtract, difference, regroup**
Hinge Point Question		Which is the most efficient strategy for calculating 52 – 19? A. Count backwards 19 ones B. Subtract 20, then add 1 C. Subtract 9, then subtract 1 D. Count forwards from 19 to 52 Answer: B Checks whether pupils can recognise and choose an efficient adjustment strategy.	**What should you do when the ones column adds to more than 9?** A. Carry/exchange 1 ten B. Carry/exchange 1 hundred C. Start again D. Ignore it	**Which answer is correct?** 356 + 278 ----- A. 524 B. 624 C. 634 D. 644	**What do you do if the top digit is smaller than the digit underneath it?** A. Subtract the smaller digit from the larger one B. Exchange 1 from the next column C. Add the two digits D. Put a zero there
Adaptations to Independent Activity- You do- We do					
	Core Task	Pupils to work in pairs with a range of equations s to explore using the strategies shared earlier and decide which is the most efficient and explain why.	Pupils use the written algorithm alongside concrete manipulatives as appropriate to find the sum of four equations.	Pupils to complete the equations in the table using column addition. Pupils to then create their own equations to fit the category where regrouping may happen in more than one column.	Pupils to look at the bar models and identify the subtraction equation that they represent. Pupils to then solve the equation using column subtraction.
SUPPORT AND OPPORTUNITIES FOR ACHIEVING GREATER DEPTH ***What is the expected outcome/ what resources will be needed?*** (INCLUDE NAMED CHILDREN)	**SUPPORT**	Pupils could have a reduced number of equations to work through or selected ones that focus on equations a particular strategy.	Pupils to have pre-drawn place value charts and column algorithms to complete.	Pupils to check the equations in the table using place value counters- is the statement true or false?	Pupils to identify the missing number within the bar model. Pupils to then add this number into the equation and solve using column subtraction with the use of dienes.
	GDS CHALLENGE	Provide expressions that involve adding three 4-digit numbers together, possibly focusing on one strategy or a mix of strategies.	Pupils then discuss or write what they notice about the equations, considering which is the odd one out and why. Encourage pupils to estimate before calculating.	Pupils to fill in the missing numbers throughout the equations to ensure that there is regrouping in more than one column.	Pupils to look at the bar models and identify the subtraction equation that they represent. Pupils to then solve the equation using column subtraction. Pupils to then use the inverse equation.

Science	Computing	PSHE
LI: Scientific knowledge: **LI: I can identify the key parts of a food chain** **I can create a food chain within a chosen ecosystem** **I can explain why it is important to keep food chains balanced** **LI: Scientific Enquiry:** **I can record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables** **Assessment focus:** What would be the impact on the food chain if one part was damaged? **Recap:** How to look after our teeth and the importance of doing so. **Introduction:** What is a food chain? Explore the key terms within a food chain - producer, consumer, prey and predator. **Activity:** Ask the children to create an example of a food chain within a chosen ecosystem. Using 4 pieces of card, draw and label a producer, primary consumer, secondary consumer and predator on each. Link together to create a food chain ensuring that the arrows show the direction of energy. Answer the questions on the handout. (The children will discover that the arrows within a food chain show the energy flow within an ecosystem) **Discuss** some examples of food chains within ecosystems and identify producers, consumers and predators. Explore some issues within food chains and the importance of keeping them balanced. Discuss some examples, such as a reduction in the number of ladybirds.	**LI: To understand what animation is.** **Assessment focus:** I can describe what is meant by an animation. I can describe some common techniques used for creating animations. I can make a simple animation using a flick book. I can create a simple animation using animation software. **Recap:** Which button is used to 'undo' an action? **Introduction:** Share the term animation. Discuss the types of animation: 3D animation, flick book **Activity:** Pupils to create a flick book and compare it to the baloon on 2Animate	**LI:** I understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them **Assessment focus:** To be aware that the actions we make have consequences and how our actions could motivate people's behaviour. **Key Vocabulary:** reward, consequence, democratic, proud, self-respect **Introduction:** Pupils to move a small ball around the circle without using their hands. Throughout this, discuss what the consequences are if people in the circle were to use their hands and how they would feel once this has been completed. **Activity:** Divide the class into 5 o Allow five minutes to work out how they will act out that scenario to everyone else as a FREEZE FRAME (so no words or movement are needed). Each group shows their scenario and discusses as a whole class What do you think the scenario shows and what the different consequences might there be? How might this affect the person's self-esteem? How could others show respect so that everyone feels valued?

Ladybirds act as great pest controls for farmers as they eat aphids, which can destroy crops. Ask the children to create a food chain with a human in it.		
History / Geography	**Art / DT**	**Religious Education**
LI: To explore the changes in children's leisure time using Which leisure activities are mentioned? (Plays, comedies and bear-baiting.) **Assessment focus: I can use primary and secondary sources to identify children's leisure activities.** **I can compare leisure activities from different periods.** **I can explain the reasons for changing leisure activities.** **Recap:** How did Lord Shaftesbury help to improve the lives of children? **Introduction:** What do you think 'leisure' means? (Time spent relaxing, entertaining or pursuing hobbies.) What Tudor or Victorian leisure activities surprised you? Take a look at the other examples. Do children still enjoy these activities today? **Activity: Share the link: National Archives - Tudor Entertainment - Source five. Read Elizabeth I's 1590 order to restrict theatre performances.** **Discuss:** Which leisure activities are mentioned? What was Elizabeth I trying to ban? Why? What else does this primary source show? Is there anything it does not show? Explain that there are few sources from a Tudor child's perspective about their leisure activities. This is because children did not often write things down and adults did not usually record details about children's play. The children will compare how leisure time for children changed. Look at the Tudor frost fair image and explain	**LI:** To apply an understanding of texture, tone and proportion in a drawing. **Assessment focus:** I can sketch lightly and adjust my drawing to show proportion. I can use different lines and marks to show detail and texture. I can add tone using shading skills. **Recap:** Pupils to write questions about the unit using the Knowledge organiser **Introduction:** Show the children some examples of how Nicola McBride has used layers (a single thickness or piece of material that lies over or under another) of colour in her drawings. Encourage the children to blend colours with smooth pressure to achieve even tones using the techniques shown in the video. **Activity:** Ask the children to draw their collage on the sheet of paper from last leson, starting by lightly sketching using shapes and lines. Encourage them to refine their sketch until they are happy with the proportions. Then add details using lines, marks and patterns to show texture, before adding colour to show different tones.	**LI:** To express ideas about religious equality and harmony **Assessment focus:** I can explain the importance of World Religion Day. I can express my ideas creatively. I can explain and justify my ideas using learning from previous lessons. **Recap:** Ask the children to recall information about each image and how it links to the unit's learning. (answers may include langar, Bahá'í House of Worship, maze with multiple solutions, name badges and the blind men and the elephant story) **Introduction:** Discuss world Religion Day and click on each question word (What? Who? When? Why? and Where?) to share key information about World Religion Day with the children. How can World Religion Day help equality and harmony between people with different worldviews? **Activity:** Pupils to design a poster to showcase world religion day. They need to explain why World Religion Day is important and how it can be celebrated. Their design should include information about different religions. Sentence starters could be available on the board, aswell as a checklist of what needs to be included throughout their poster

that the illustration was made by an English artist and illustrator Dan Escott around the mid-1900s. Display slide 2 and read each statement. As a class, discuss which period the statement might belong to. Point out the overlap areas in the Venn diagram to show the continuities in children's leisure activities between the periods. Choose a few children to drag and drop the statement to the correct part of the Venn diagram. Give the children some time to look at the different images of leisure activities in the three periods. Ask the children to write down which leisure activities continued, changed or are completely new on their Venn diagram. Encourage the children to use their prior knowledge and what they have learned to help them complete their Venn diagrams,		
PE- swimming Reminder: Earrings and other jewellery are not to be worn in school	**PE** Reminder: Earrings and other jewellery are not to be worn in school	**Music**
LI: **Skills being focused on:** **Warm Up:** **Skill Development:**	**LI: To use defending skills to delay an opponent and gain possession.** **Skills being focused on: Try to slow down your opponent down by moving backwards in the direction they are moving.** **Warm Up:** What is a defender? Table football (attackers to try and run part defenders on the line) **Skill Development:** Tracking an opponent using jockeying/tracking. (knees bent, low body position. Slow down the opponent by moving slowly backwards in the direction they are moving (getting in their way)	**LI: To sing a melody in a round while staying focused on my group's part.** **Assessment focus:** **I can start singing my part at the right time.** **I can use a strong singing voice.** **I can keep to my melody, even when others are singing something different.** **Recap:** **Ask the children to work in pairs and recall ways to help them sing in parts using the images as prompts.** **Introduction: Ask the children to sing along** With a warm up track. The class to sing a round. Explain that a round is a song where two or more groups sing the same tune but start at different times. Remind the children to keep the beat, listen carefully and stay focused on their part. **Activity:** Explore Banaga, a tradional folk song. Pupils to learn and practise the song. Pupils to perform the song. .
