Weekly Curriculum Overview

Year Group: Year 4 Week beginning: 21.9.2026

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:**		
	SESSION 1	**SESSION 2**	**SESSION 3**
	Letter Pattern/ Rule:	Letter Pattern/ Rule:	Letter Pattern/ Rule:
	Activities:	Activities:	Activities:

SPELLING	**SESSION 1-**	**SESSION 2-**	**SESSION 3**
	Letter Pattern/ Rule: **Words with the prefix 'in-' meaning 'not'**		
	Target Spelling Word Bank: inactive, incorrect, invisible, insecure, inflexible, indefinite, inelegant, incurable, inability, inadequate		
	Activities: **introduce spelling and teacher modelling**	Activities: dictation	Activities: pupils state whether words have been spelt correctly. Pupils to complete the missing sentences.

English Writing

LINKED TEXT: Counting on Katherine

By the end of the week, I want the children to have: Write a playcscript

Necessary Prior Learning and Key Vocabulary (for pre-teaching): play script, playwright, actor, actress, identify, role, locate, conversation, visualise, characters, narrate, narrator, collaborate, feature, director, stage directions, performer, brackets, explore, scene

<table>
<tr><th>LEARNING OBJECTIVE</th><th>SUCCESS CRITERIA
(What will you be assessing through the lesson?)</th><th colspan="3">LEARNING SEQUENCE
(INCLUDE ADULT SUPPORT)</th></tr>
<tr><td rowspan="6">Day 1: To identify the features of a playscript</td><td rowspan="6">I know what a playscript is use for
I can state features of a playscript
I can identify features of a playscript
I can explain why each feature is important</td><td>Think Back Task- (Recap) - You do</td><td colspan="2">Recap on some key traits of Katherine.</td></tr>
<tr><td>Introduction - I do</td><td colspan="2">Distribute a range of play scripts on the children’s tables, without telling the children what type of text they are yet. Ask the children to explore the texts provided within small groups, and to identify the text type. Invite the children to share their findings and agree that these are all play scripts. Ask the children what a play script is and agree that it is a piece of writing that is written for the stage.</td></tr>
<tr><td>Modelling and Explanation - I do/We do</td><td colspan="2">Explain that play scripts are written by a playwright and actors/actresses are given a copy to learn, so they know what to do and say when on stage.</td></tr>
<tr><td>Guided Practice - We do- You do</td><td colspan="2">Explain to the children that they will be writing their own play script, based on one of the events in the book, but before they can do this, they need to be able to identify and understand the features required for this text type. What ideas do children have already? Discuss. Select one of the children’s suggestions (features are listed below in plenary) and locate this together in one of the example play scripts. Now select another play script and see if this feature has been used in this play script also. If it has, agree that it is likely a feature of a play script and record it on the whiteboard. Ask the children what the role of this feature is and why they believe it is important in a play script. Agree an answer together, referring back to the examples. If needed, model locating further features of play scripts.</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">As a group, the children explore the example play scripts provided and identify the features used. On the template provided, the children label where each of the features should go.</td></tr>
<tr><td>Pupils to have highlighted features of playscript and pupils to match the features to text.</td><td>The children locate the features used across the example play scripts. In the table provided, the</td></tr>
</table>

			children record each feature and write a sentence/s to explain why each feature is important within a play script	
		Hinge Point Question	What features are there in a playscript?	
		Plenary / Next Steps	Come together as a class and invite the children to share their findings. Make a class list of play script features: • State which scene/act it is • Set the scene in the present tense • Identify who is speaking by writing their name on the left-hand side followed by a colon • Write exactly what the speaker is supposed to say, using interesting character dialogue • May include a narrator • Start a new line for each new speaker • Include stage directions in brackets (what the characters are supposed to do) • Include adverbs of manner in brackets (how the characters are supposed to speak) Display the list on the working wall for use in upcoming lessons.	

LEARNING OBJECTIVE	**SUCCESS CRITERIA** ***(What will you be assessing through the lesson?)***	**LEARNING SEQUENCE** **(INCLUDE ADULT SUPPORT)**	
Day 2: **To use role- play to explore and plan ideas**	• *I know that the narrator tells the audience what is happening* • *I can use the right words to describe what the character may be saying*	**Think Back Task- (Recap) - You do**	Recap on the features of a playscript. Pupils to label features and match the purpose of them
		Introduction - I do	Return to the section of the book, 'Counting on Katherine', where we learn that Katherine was asked to double check the calculations used to send the first American astronauts into space. Ask the children to begin to consider what conversation might have occurred between the people involved. Ask the children to begin to visualise this event and what the people might have said to one another. Invite the children to share their ideas and create a mind map on the whiteboard of the children's ideas. Explain to the children that they will be writing their own play script in order for this event to be acted out and performed. Return to the event in the book and identify the characters involved, agree that there are two characters involved – Katherine Johnson and John

			Glenn. Explain that if the children wish to include a narrator also, they will require three people to take part in their role play.
		Modelling and Explanation - I do/We do	Model the conversation between the characters with the help of two pupils (teacher to be the narrator) E.g. You may begin by saying, "The computer had completed its calculations and John Glenn was given the go ahead to begin his mission." Then, invite one of the children to play the role of John Glenn and to ask Katherine to check the calculations. Encourage the children to use the ideas from the mind map created in the opening activity. E.g. The child may say, "Wait! Katherine, please could you check the calculations for me once more? I always trust your math skills." Ask the other child to play the role of Katherine and to respond to John Glenn. For example, "Are you sure? The computer is almost always accurate."
		Guided Practice - We do- You do	As a group of three, continue to role play a model conversation.

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**	Pupils to create role play scene between Katherine and John.
Adult to support, the children take on the role of John Glenn or Katherine Johnson. This group of children will not include a narrator within their playscripts. The children use ideas from the mind map on the board to role play several possible conversations that could have occurred.	Mixed Ability Groups of 3 with Extend Group The children take on the role of the narrator, John Glenn or Katherine Johnson and role play several possible conversations that could have occurred. The children use information from the book to support their ideas and consider how the characters would have spoken to one another. Children encouraged to work as a group and collaborate.	

Hinge Point Question	What might this character be thinking/saying at this point?
Plenary / Next Steps	Pupils to perform to the rest of the class. Audience to provide feedback (record on ipad?)

LEARNING OBJECTIVE	SUCCESS CRITERIA *(What will you be assessing through the lesson?)*	LEARNING SEQUENCE (INCLUDE ADULT SUPPORT)	
Day 3: To use stage directions for effect	• *I know the stage directions tell the actors what to do on stage* • *I know stage directions tell the actors how an action is completed* • *I can use brackets to show stage directions*	**Think Back Task- (Recap) - You do**	What are stage directions?
		Introduction - I do	Play 'Director Says' as a class, a variation of 'Simon Says', but with stage directions. E.g. Director says cross your arms, director says exhale loudly, director says look around the room, etc.
		Modelling and Explanation - I do/We do	Explain to the children that an important feature included in a play script is the use of stage directions. Ask the children why these are so important and agree that they tell the actor/actress what to do on stage. Explain that the children will be focusing on the use of two types of stage directions 1. Actions Tells the actor/actress what to do on the stage. E.g. Look around the stage. 2. Adverbs of manner –Tells the actor/actress how to speak/do something. E.g. Nervously. Return to the previously explored play scripts and ask the children to identify the type of stage directions used. Discuss the importance of these stage directions and how they assist the performers on stage. Explain to the children that today, they will practise creating stage directions that could be used within their play scripts. Explain to the children that they can watch the video recordings of their role plays to assist them in identifying the stage directions that could be used.
		Guided Practice - We do- You do	Watch a short part of a video and ask pupils to write on a whiteboard examples of stage directions that could be used e.g. Katherine Johnson John Glenn (Katherine places her hand to her chest) (In surprise) (Takes the pieces of paper from John cautiously) (John Glenn passes the piece of paper to Katherine) (Calmly) (Smiling) Remind the children that stage directions should be written in brackets.

			Add to working wall

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**	Pupils to use brackets and adverbs to describe stage directions.
The children create a bank of possible stage directions that could be used within their play scripts. The children use the adverb word bank provided for support.	Extend some children further by to consider how thoughts and feelings can be shown through their use of stage directions.	

Hinge Point Question	Why are stage directions so important?
Plenary / Next Steps	Play 'give one, get one' and ask the children to move around the classroom. When told to, 'stop', the children stop at their closest peer and share one of their stage directions with one another. Can their partner identify if the stage direction is for Katherine or John?

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(What will you be assessing through the lesson?)</th><th colspan="3">LEARNING SEQUENCE
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<tr><td rowspan="8">Day 4: To write a playscript</td><td rowspan="8">I know the features of a playscript
I know to how to set out a playscript (character name firt, colon
I know to use brackets to show stage directions#
I can use adverbs to add more detail to the actions.</td><td>Think Back Task- (Recap) - You do</td><td colspan="2">Pupils to sort which statements are stage directions and which show speech.</td></tr>
<tr><td>Introduction - I do</td><td colspan="2">Begin by exploring the example play scripts and looking at how the scenes have been introduced. Draw the children’s attention to the use of the present tense. Ask the children to focus on the event that they will write about in their own play scripts and ask them to consider how this scene could be introduced.</td></tr>
<tr><td>Modelling and Explanation - I do/We do</td><td colspan="2">With the children’s help, model-write your own sentences to set the scene. For example – (John Glenn is stood beside a printer as it prints out one final page. His hands are on his hips. Katherine Johnson is sat at her desk. The narrator is stood at the side of the stage) Ask the children to set the scene for their own play script on their whiteboards.
Model how to set out a playscript including the features.</td></tr>
<tr><td>Guided Practice - We do- You do</td><td colspan="2">Once complete, ask the children to share these with their groups and to offer one another feedback. Allow time for the children to make edits to their openings.</td></tr>
<tr><td colspan="3">Adaptations to Independent Writing- You do- We do</td></tr>
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What is the expected outcome/ what resources will be needed?
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<tr><td>SUPPORT</td><td>GDS CHALLENGE</td><td rowspan="2">To write a playcript</td></tr>
<tr><td>The children create their own play script the show the conversation between Katherine Johnson and John Glenn. The children do not include a narrator.</td><td>the children create their own play script to show the conversation between Katherine Johnson and John Glenn. The children include a narrator. They also include a range of action and adverbs of manner stage directions.</td></tr>
<tr><td>Hinge Point Question</td><td colspan="2">What features must we include in our playcripts?</td></tr>
<tr><td>Plenary / Next Steps</td><td colspan="2">As previously modelled, ask the children to read over their play scripts and to identify any edits and additions that could be made. Does their conversation make sense? Does it flow well? Have they included stage directions that are clear enough to follow?</td></tr>
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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		**Use knowledge of place value and rounding to reason with 4-digit numbers**	**Use knowledge of place value and rounding to reason with 4-digit numbers**	**Consolidation**	**Consolidation**
Lesson Overview		Pupils discuss the similarities and differences between different numbers using their understanding of place value and rounding, in the context of deciding which number is the odd one out.	Pupils discuss the similarities and differences between different numbers using their understanding of place value and rounding, in the context of deciding which number is the odd one out.	Teacher to use judgement and assessment data to identify any misconceptions and support children to become secure in an aspect of place value or rounding.	Teacher to use judgement and assessment data to identify any misconceptions and support children to become secure in an aspect of place value or rounding.
Key Vocabulary		**Ones, tens, hundreds, thousands, place value, digits, value, multiple, nearest, approximate, round**	**Ones, tens, hundreds, thousands, place value, digits, value, multiple, nearest, approximate, round**	**Ones, tens, hundreds, thousands, place value, digits, value, multiple, nearest, approximate, round**	**Ones, tens, hundreds, thousands, place value, digits, value, multiple, nearest, approximate, round**
Hinge Point Question		The number 7,364 is an odd number, true or false?	**6,734 rounded to the nearest 100 is 6,700, true or false?**		
Adaptations to Independent Activity- You do- We do					
	Core Task	Use the talk task to secure the children with reasoning and explaining their answers. Pupils will be given four grids, with the 'odd one out' circled. Pupils match these grids to the corresponding	Use the independent task to consolidate their reasoning from the previous session. Pupils will discuss the given grids and which number could be the odd one out. Pupils should be encouraged to		

		statement, which describes the odd one out. Pupils discuss the four statements, and test them against the four given grids. Pupils draw a line from each statement to the correct statement.	consider different solutions for each grid. This may be a verbal activity, or ideas may be written down.		
SUPPORT AND OPPORTUNITIES FOR ACHIEVING GREATER DEPTH ***What is the expected outcome/ what resources will be needed?*** **(INCLUDE NAMED CHILDREN)**	**SUPPORT**	Pupils to use dienes or place value counters if needed to solidify understanding.	Pupils are given statements, and complete grids to satisfy the statement.		
	GDS CHALLENGE	Pupils to create their own statements to match each of the grids	Pupils either take one example of a grid, or create a grid with four numbers of their own, and come up with as many odd one out statements as they can for different numbers.		

Science	Computing	PSHE
LI: To identify the different types of human teeth and explain their functions **LI: To explain why humans have 2 sets of human teeth** **LI: Using observations to name, label items in a variety of ways** **Assessment focus:** **I can identify the different types of human teeth** **I can explain the functions of the different types of human teeth** **I can explain why humans have 2 sets of human teeth** **Recap:** What are the main organs and functions of the organs in the digestive system? **Introduction:** Children will discover that teeth can be classified into 3 groups. They will learn about the number, location and function of the incisors, canines and molars, the jaw and gums. They will explore the types of teeth carnivores, herbivores and omnivores have and apply this to what these types of animals eat. They will learn that humans have 2 sets of teeth and why? The function of wisdom teeth and the growth of the jaw.	**LI:** To understand what software is and how we use it to complete tasks. **Assessment focus:** I can explain what software is. I can name different types of software. I can describe how software helps me complete tasks. **Recap:** What is hardware? What is a search engine? Introduction: Explanation of 'software' and different examples of it. Comparison of software in the past and present. Activity: Pupils to review different types of software: software type, core function, purpose. Key common features, example	**LI: I understand who is in my school community, the roles they play, how I fit in and how I can contribute.** **Assessment focus: I can take on a role in a group and contribute to the overall outcome.** **Key Vocabulary:** **Role** **Job description** **School** **Community** **Responsibility** **Respect and courtesy** **Help** **Trusted adult** **Introduction:** Play pass the High Five. With the children sitting in their places or in rows, start a High Five and see how long it takes to get passed along until everyone has had a turn. Repeat until the task is achieved in a quicker time. How did we show respect and courtesy when playing the game?

Activity: Create a colour-coded diagram explaining the role of each type of tooth, the gums and the jaw. Create a key for each tooth.		**Activity:** Each pair has one role card and a blank job description card. Together the pair decides on the three most important jobs that the person on their card does in the school community and works out how that person helps them learn (directly or indirectly). Then without showing anybody the role card, pairs take it in turns to read out the job description card so that other children can guess who is on the role card.
History / Geography	**Art / DT**	**Religious Education**
LI: To research and record the working conditions of Victorian children using images and reports **Assessment focus:** **I can describe the working conditions some children experienced** **I can record information from sources about Victorian children** **I can compare the working conditions Tudor and Victorian children experienced** **Recap: Would it have been great to be a Tudor child apprentice?** **Introduction:** Show the presentation 'Victorian children' and invite the children to listen to a report showing children's difficult and dangerous working conditions. Go through the quesions on the slides orally. **Activity:** In this lesson the children work as archivists. In pairs, children will learn about one Victorian job and will record relevant information on a table with headed columns.	**LI: To understand proportion by observing how it is used in artwork.** **Assessment focus:** I can explain what proportion is and identify how artists use it in their artwork. I can explain how proportion affects the balance and realism of an artwork. I can present my observations about proportion in artwork. **Recap: Draws loops and swirls all over the paper. Doodle in each gap different patterns such as cross-hatching. Pupils to reacp on what proportion is.** **Introduction: Look at a range of pictures. Pupils to discuss how the artist has used proportion to make the artwork look balanced and realistic or unbalanced and exaggerated.** **Activity: Children to work in their table groups to discuss how each piece of artwork shows proportion**	**LI: To identify how some Sikh beliefs and practices reflect ideas about religious equality** **Assessment focus: to be able to explain the story of Guru Nanak, connect the story of Guru Nanak with what some Sikhs believe and do and to make links between Sikh scripture and actions** **Recap:** Ask the children to discuss how the image and the quote from the Guru Granth Sahib represent what some Sikhs believe about God. (The quote says that God is a creator and is without hate or fear; this is reflected in the image as it is a world in the shape of a heart, representing love). **Introduction:** Watch the story of Guru Nanak's early life and enlightenment. Ask the children to talk with a partner about the story and write down any actions and events that show Guru Nanak was special **Activity:** Ask the children to record how each practice and quote links with the Gurus' messages and teachings about religious equality. When the children have finished, gather their responses and discuss each action and quote.
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 begin recognise when to use different attacking skills.** **Skills being focused on:**	**LI: To compose loops using rhythmic and melodic patterns.** **Assessment focus:** **I can compose a four-beat rhythmic loop.** **I can add a simple melody to a rhythmic loop.**

	-Finish with the inside of your kicking foot pointing towards your target -The ball should start slightly in front of you Use your arms to balance your body when trying to kick **Warm Up:** Leader: in 2s, one leader travels with a variety of movements, partner to copy. Pupil to dribble with the ball, when teacher call 'change', pupils sop their ball and partner takes over as leader. **Skill Development:** In pairs, pupils stand approx 5m apart. Pupils practise the four Ss: STOP, STEP, SEE SEND. Pupils try to pass the balll to their partner through the goal without hitting the cone. 3vs1: attackers try to make as many consecutive passes as they can without the defender gaining possession.	**I can share ideas with my group and listen to the ideas of others.** **Recap:** What was the song we learnt last lesson? (The Kookaburra song.) What were the two different parts we learnt? (Melody and loop.) What is a loop? (A short piece of music that repeats continuously.) **Introduction:** Divide the class into two groups and label them red and blue. Explain that each group will clap a different loop (a short repeating pattern). The challenge is to stay focused and keep the loop in time with the drumbeat, without being distracted by the other group. Start by clapping a simple four-beat rhythm and ask the class to copy it. Explain that loops can be created using rhythms as well as pitch. Rhythmic loops are short patterns of sounds that repeat continuously, without different pitches. They are common in many music styles such as pop, hip-hop, rock, Afrobeat, EDM and Latin music. **Activity:** Pupils to join in with the rhythmic loop of 'we will rock you – Queen'. In group, pupils to create a rhythmic loop using clapping, then add a simple melody using glockenspiels. Pupils to perform their loops.

Words with the prefix ‘in-’ meaning ‘not’