Weekly Curriculum Overview

Year Group: Year 4 Week beginning: 28.9.2026

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:**	**Visualisation**	
	SESSION 1	**SESSION 2**	**SESSION 3**
	Activities: Pupil to practise drawing their visulisations	Activities: Pupil to practise drawing their visulisations	Activities: Pupil to practise drawing their visulisations

SPELLING	**SESSION 1-**	**SESSION 2-**	**SESSION 3**
	Letter Pattern/ Rule: Words with the prefixes 'il-', 'im-' and 'ir-'		
	Target Spelling Word Bank: illegal, illegible, immature, immortal. Impossible, impatient, imperfect, irregular, irrelevant, irresponsible		
	Activities: **introduce spelling and teacher modelling**	Activities: dictation	Activities: Pupils to write the words in a sentence of their choice

English Writing

LINKED TEXT: Counting on Katherine

By the end of the week, I want the children to have: Start building a character on the wall of Katherine- personality, thoughts, feelings and motivations for character description write. Add to it each lesson as things come up.

Necessary Prior Learning and Key Vocabulary (for pre-teaching): infer, inference, emotion, shades of meaning, motives, angry, outraged, furious, cross, livid, traits, emotions, profile, internal, external, 'magpie', conscientious, meticulous, resilient, diligent, fearless , anagram, character trait , Integral, inspiration

LEARNING OBJECTIVE	SUCCESS CRITERIA *(What will you be assessing through the lesson?)*	LEARNING SEQUENCE (INCLUDE ADULT SUPPORT)	
Day 1: To perform a playscript	- I know what intonation, tone and volume is - I can vary my intonation , tone and volume when talking	**Think Back Task- (Recap) - You do**	Display an example of playscript, pupils to evaluate and state what could be improved
		Introduction - I do	Pupils to play 'In the Manner' pupils to complete actions in different ways. One child to guess the adverb
		Modelling and Explanation - I do/We do	Explain that pupils are to perform playscripts today. Display the terms intonation, tone, volume and actions. After discussing what each performance technique is, model how to vary your intonation, tone and volume when talking, and also model using actions to go alongside what you are saying.
		Guided Practice - We do- You do	Then, display your modelled play script from the previous lesson and invite two children up to the front of the class to assist you. As a group, work together to rehearse and practise the scene. Discuss how a good strategy might be for the children to practise their lines and performances individually, before coming together to rehearse the script as a group. Model how to use the stage directions given on the script to guide the actions you make, along with varying your intonation, tone and volume.

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 perform playscripts in group (focusing on innotation, tone, action and volume)*
children individually learn their lines, before practising performing this together. The children continue to practise their performance, including stage directions and actions, until it is time to share with a wider audience. The children focus on their use of	The children continue to practise their performance, including stage directions and actions, until it is time to share with a wider audience. The children focus on their use of intonation, tone, volume and actions.	

		volume and actions. Provide adult support.		
		Hinge Point Question	How did you use intonation, tone and volume in your playscripts to convey emotion?	
		Plenary / Next Steps	Pupils to perform their playscripts to the class. Pupils to provide feedback	

LEARNING OBJECTIVE	**SUCCESS CRITERIA** ***(What will you be assessing through the lesson?)***	**LEARNING SEQUENCE** **(INCLUDE ADULT SUPPORT)**		
Day 2: Cold write (biography)	**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**		
		Introduction - I do		
		Modelling and Explanation - I do/We do	Explain that pupils will be completing a cold write for a biography	
		Guided Practice - We do- You do		
		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 complete cold write for biography.
		Pupils to complete cold write for biography.	Pupils to complete cold write for biography.	
		Hinge Point Question		
		Plenary / Next Steps		

<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 3: Identify features of a biography</td><td rowspan="6">• I know what a biography is
• I can identify features of a biography
I can how each features helps the reader</td><td>Think Back Task- (Recap) - You do</td><td colspan="2">Pupils to complete a quiz about Katherine’s life on whiteboards.</td></tr>
<tr><td>Introduction - I do</td><td colspan="2">Ask the children what type of text they could read to learn even more about Katherine Johnson and her life. Guide the children to suggesting a biography. Ask the children what a biography is and agree that a biography provides a detailed story of a person’s life, including facts about their childhood, education, relationships, work, etc. Ask the children if they have read any biographies about famous people previously and invite them to share their prior knowledge of this text type.</td></tr>
<tr><td>Modelling and Explanation - I do/We do</td><td colspan="2">Show the children features of a biography and talk around each feature. How does this help the reader?</td></tr>
<tr><td>Guided Practice - We do- You do</td><td colspan="2">Ask pupils to talk in pairs to identify other features and discuss as a class why this is used in a biography. Draw up a list of features found in biographies to add on working wall</td></tr>
<tr><td colspan="3">Adaptations to Independent Writing- You do- We do</td></tr>
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<tr><td>SUPPORT</td><td>GDS CHALLENGE</td><td rowspan="2">Pupils to identify features of a biography.</td></tr>
<tr><td>Given a simple biography with label boxes with arrows pointing at features. They select feature and write in box. Some may need to cut out printed labels and stick in appropriate place.</td><td>Children given a biography of a famous person and label the features found in biographies based on class discussion.
Can they say in some cases why/how the feature helps the reader?</td></tr>
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		Hinge Point Question	What features are in a biography?
		Plenary / Next Steps	Recap on the features.

LEARNING OBJECTIVE	**SUCCESS CRITERIA** ***(What will you be assessing through the lesson?)***	**LEARNING SEQUENCE** **(INCLUDE ADULT SUPPORT)**	
Day 4: To retrieve and record information from non-fiction using key words Katherine Johnson | National Geographic Kids https://kids.kiddle.co/Katherine_Johnson	• *I can find key information from a text* • *I can select important information to include in my biography* *I know that an introduction is based on early life*	**Think Back Task- (Recap) - You do**	Recap on the features.
		Introduction - I do	Explain to the children that following on from yesterday, they will be writing their own biographies to provide a detailed recount of Katherine Johnson's life. However, before they can do this, they need to carry out research to inform their biography writing.
		Modelling and Explanation - I do/We do	Explain that the first section of the biography should be based on Katherine's early life. Ask the children what this means and agree that the section based on her early life should include when she was born, where she was born, who she was born to, what school she went to, what school life was like, etc. With the children's help, use the previously explored books and iPads to research Katherine's early life. Model recording your research in bullet point form. Explain what key word notes means. E. g. • Born on 26th August 1918 • West Virginia • African American family • Mother (Joyette)

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<tr>
<td>https://www.nasa.gov/audience/forstudents/k-4/stories/nasa-knows/who-was-katherine-johnson-k4

Who Was Katherine Johnson? (Grades K-4) - NASA</td>
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<table>
<tr><td></td><td>• Father (Joshua)
• The youngest of four children
• Mathematically gifted
• Went to a high school ran by West Virginia State Institute
• Completed high school at the age of fourteen
• Went to West Virginia State College
• Graduated at eighteen with degrees in mathematics and French</td></tr>
<tr><td>Guided Practice - We do- You do</td><td>Display Resource 17a and read the example introduction to the children. Ask the children if the correct writing style has been used. Is it written in the third person? Is it written in the past tense? Has formal language been used? Agree that the correct writing style has not been used and that there are also inconsistencies between first person and third person pronouns. Explain to the children that they will use this poor example to assist them in writing their own successful introductions today. Rewrite one or two sentences together, ensuring a formal style, past tense and third person pronouns are used.</td></tr>
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<tr><td>SUPPORT</td><td>GDS CHALLENGE</td><td rowspan="2">The children write the introduction to their biographies. They ensure that their biographies are written in the past tense, third person and include formal language.</td></tr>
<tr><td>Using the example sentence structures provided, the children write the introduction to their biographies. Assist the children in ensuring their biographies are written in the past tense and third person. The children aim to use formal language. Resource 17b</td><td>The children write an introduction for their own biographies. The children ensure they write in the past tense, third person and include formal language. The children are to ensure their introductions are concise and engage the reader. Challenge the children to include a rhetorical question.</td></tr>
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<tr><td>Hinge Point Question</td><td>How have you gained the attention of the reader?</td></tr>
<tr><td>Plenary / Next Steps</td><td>Ask the children to share their introductions within small groups. Encourage the children to consider whether each introduction would grab their attention and make them want to read on to find out about Katherine’s life. Ask the children to offer suggestions on how they will ensure the rest of their biography meets the correct style.</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	To derive addition and subtraction facts from known facts	To derive addition and subtraction facts from known facts	To choose appropriate strategies for addition	To choose appropriate strategies for subtraction
Lesson Overview	Pupils use the part whole model to show how related facts can be derived either by scaling each part up by ten, 100 or 1,000 ('If I know 4 + 3 = 7, then I know 40 + 30 = 70'). They then apply this knowledge through combining facts e.g. 34 + 43 and explore deriving facts resulting from a change to one of the parts.	Pupils derive new facts from given calculations, considering whether the part or whole has changed and the impact this will have on the new calculation.	Pupils look at one addition equation and a strategy to solve it. They then move on to explore different strategies that they could use before discussing efficient strategies.	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.
Key Vocabulary	**Addition, subtraction, add, plus, minus, subtract, commutative, inverse, ones, tens, hundreds, thousands**	**Add, plus, minus, subtract, sum, difference, known fact, part, whole**	**Addition, add, plus, partition, thousands, hundreds, tens, ones**	**Subtraction, minus, subtract, partition, thousands, hundreds, tens, ones.**
Hinge Point Question	If you know that 7 + 3 = 10, which calculation can you use to work out 7 + 4? A. 10 + 4 B. 10 + 1 C. 7 + 3 + 3	If you know that 13 − 5 = 8, which calculation helps you work out 13 − 6? A. 8 − 1 B. 8 + 1 C. 13 − 5 + 6	Which is the most efficient strategy for calculating 38 +19? A. Count on 19 one at a time B. Add 20, then subtract 1 C. Add 8 + 9 first, then add 3 D. Double 38	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

		D. 7 + 4 = 11 because 4 is one more than 3 Answer: C Checks whether pupils can use a known fact and adjust it to derive a new fact.	D. 13 − 6 = 9 because 6 is one more than 5 Answer: A Checks whether pupils understand that subtracting one more gives an answer that is one less	Answer: B Checks whether pupils can select an efficient strategy rather than simply carry out a calculation.	Answer: B Checks whether pupils can recognise and choose an efficient adjustment strategy.
Adaptations to Independent Activity- You do- We do					
	Core Task	Ask pupils to use the facts presented in the part whole models to derive their own facts using the strategies presented in the lesson e.g. scaling both parts, increasing one part and combining derived facts. Pupils should use their understanding of commutativity and the inverse to complete a set of facts for each one they derive.	Pupils are provided with a completed equation and one to solve using the known fact supplied.	Pupils to work in pairs with a range of calculations to explore using the strategies shared earlier and decide which is the most efficient and explain why.	Pupils to work in pairs with a range of expressions to explore using the strategies shared earlier and decide which is the most efficient and explain why.
SUPPORT AND OPPORTUNITIES FOR ACHIEVING GREATER DEPTH ***What is the expected outcome/ what resources will be needed?*** (INCLUDE NAMED CHILDREN)	**SUPPORT**	Pupils draw pictorial representations of each derived fact.	Pupils use place value counters or draw them on place value charts to represent the given equation, to consider how the new equation will be affected.	Pupils could have a reduced number of equations to work through or selected ones that focus on a particular strategy.	Pupils could have a reduced number of expressions to work through or selected ones that focus on a particular strategy.
	GDS CHALLENGE	Pupils are given a series of derived facts, some of which are incorrect, and spot the mistake and correct it. Possible mistakes to include: 30 + 50 = 800, 13 + 15 = 18, 800 – 50 = 300.	Pupils derive their own facts from a given fact. Pupils may explore altering the digits by different amounts. Pupils could create maths stories based on some of the calculations provided.	Provide equations that involve adding three 4-digit numbers together, possibly focusing on one strategy or a mix of strategies.	Provide expressions that involve adding three 4-digit numbers together, possibly focusing on one strategy or a mix of strategies.

Science	Computing	PSHE
LI: Scientific enquiry: I can investigate the effects of different liquids on the teeth **LI, Scientific knowledge** I can use the senses and take measurements, using a range of equipment, to make observations about a scientific enquiry I can conduct a test that controls all but one variable to answer a scientific question. **Assessment focus:** I can observe and record the effect of each liquid I can draw conclusions from the investigation I can explain how to care for your teeth **Recap:** Discuss the different types of teeth and their function. **Introduction:** Set up a simple practical enquiry and a comparative and fair test Use results to make predictions, draw simple conclusions, suggest improvements and raise further questions **Activity:** An experiment will need to be set up 2-3 days prior to the lesson. 1. Label each cup with the chosen liquid and carefully add a raw egg to each cup. 2. Pour each type of liquid into its own cup. Make sure to include 1 cup with water as a control. Soak for 2-3 days at room temperature or in the refrigerator. 3. Take out the soaked eggs and make observations about their colour and texture. Compare each experimental eggshell to the "control" eggshell that was just soaked in water. 4. Can they brush off the stains using a toothbrush?	**LI: To explore how hardware and software interact to complete everyday tasks.** **Assessment focus: I can describe how hardware and software work together.** **I can explain a simple process using both.** **I can identify what would happen if one part didn't work.** **Recap: WHat is software? In email, why should we only open attachments from trusted contacts?** **Introduction:** Typing a sentence and printing it. What happens when you type a sentence and print it? Pupils identify which parts use hardware or software. **Activity:** Pupils to make notes about the process from a choise of scenarios .	**LI: I understand how democracy works through the school council.** **Assessment focus: I recognise my contribution to making a Learning Charter for the whole school** **Key Vocabulary:** Rights Responsibilities Democracy Proud Self-respect Valued **Introduction:** Play either 'Pass the Handclap' or 'Pass the Squeeze'. Form a circle with the Teacher. Teacher starts and last child passes back to the teacher. See if the group can manage it faster and/or reverse direction for more fun. **Activity:** Arrange the children into small groups. Give each group just ONE of the two 'Spot the Difference' Activity sheets (either Article 12 or 28). Children need to nominate a scribe and a spokesperson for their group. Without any teacher input, children work through the questions on their activity sheet. When the children have had some time to answer the questions, the teacher displays the first set of pictures (on the next slide) and invites the groups with matching pictures to share their answers through their spokesperson.

5. Ask the children to record any observations and conclusions they make about how the sweetness or acidity of drinks affects teeth. The children will discuss the importance of caring for their teeth because humans only get one adult set and we use them for eating and speaking. They will explore the stages of tooth decay and how it can be caused. They will learn how tooth decay can be prevented and treated.		
History / Geography	**Art / DT**	**Religious Education**
LI: To evaluate Lord Shaftesbury's significance to children's lives. **Assessment focus:** I can explain what 'historically significant' means. I can identify the changes Lord Shaftesbury made to improve the lives of children. I can evaluate the impact of his work on the lives of children. **Recap: T**hink of five jobs that children did in Victorian times. Describe the work conditions and health risks involved in each job. **Introduction: Watch video** 'Lord Shaftesbury and the Ragged Schools'. Who was interviewed? What did Lord Shaftesbury do? Why did it fail? Did the bill become law? Expalin that Lord Shaftesbury was a historically significant person from Victorian England. What does'historically significant' mean? **Activity: Show presentation 'Child Labour and Lord Shaftesbury'** Learn about the 'Factory Inspectors Report' , the 'Mines Act' and the Ragged Schools	**LI:** To understand what is an effective composition in art. **Assessment focus:** I can carefully select and arrange wrappers in an interesting way. I can demonstrate effective use of space in my collage by considering the proportion and placement of each element. I can add various elements to enhance the texture and overall appearance of my collage. **Recap:** Recap on the term proportion **Introduction:** What 'Effective composition to the class. Discuss focal point can be anywhere. **Activity:** Display Beatriz Milhaze's artwork and discuss her work. Point out the different materials the artist has used, including wrappers. Ask the children to discuss which part of the wrappers the artist chose and why they think this. Pupils to need a selection of sweet or food wrappers in the middle of each table for them to arrange into a collage.	**LI: To determine how Bahá'í teachings influence some practices** **Assessment focus: I can use a range of information to learn about Bahá'í beliefs and practices.** **I can identify what might be important to someone from the Bahá'í worldview.** **I can make links between Bahá'í teachings and Sikh teachings.** **Recap:** Read the statement out loud. Ask the pairs to discuss whether they agree with the statement and to explain their reasoning. Challenge the children to use learning from the previous lesson in their discussions. **Introduction:** Hand out the Activity: Maze (one between two) and challenge the children to find as many solutions for the maze as possible, using a different colour to show each route. Explain that the maze, with its different routes, is similar to how some people view religious worldviews: as different ways of worshipping God. **Activity:** Arrange the class into ten groups and provide each group with a large piece of sugar paper. Allocate each group a source to look at. Ask the groups to analyse their source and write notes on the sugar paper about what the source shows might be important to some Bahá'í people. After the groups have explored their first source, ask them to leave their sugar paper and source information behind and move to another table to repeat the task with a different source. Repeat until each group has looked at all five sources of information.

Ask the children to read the background information and then sort the statements into 'changes' and 'impact'. Then ask them to match the change to its corresponding impact. Encourage the children to use clues in the sentences to help them.		
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 apply attacking skills to move towards a goal** **Assessment:** **Look to see you target before passing** **Move quickly into a new space after passing** **Warm Up:** Pupils to work in 3s to follow a leader and complete warm up movements e.g jogging, skipping etc **Skill Development:** Dribble pass. Pupils to work in 3s to dribble pass one person and score a goal. When should you dribble? When should you pass?	**LI: To compose and perform vocal loops confidently in a group.** **Assessment focus:** I can compose a simple melodic loop. I can sing a musical loop that I composed. I can stay focused and listen carefully to my group as we practise and perform. **Recap:** Pupils to recap on previously learnt definitions and keywords **Introduction:** Watch 'vocal loops'. Divided into three groups, pupils to a loop each. Explain that simple loops using only a few notes can still sound effective. . **Activity:** Show From loops to songs. Explain that the slide shows a mood board with images from nature and space. Pupils to create a short spoken phrase inspired by a theme and develop it into a musical loop. .