Weekly Curriculum Overview

Year Group: 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:**	**Prediction- Chap 1 The Girl Who Stole Elephant**		
	SESSION 1	**SESSION 2**	**SESSION 3**	**SESSION 4**
	Letter Pattern/ Rule:	Letter Pattern/ Rule:	Letter Pattern/ Rule:	Letter Pattern/ Rule:
	To predict what the story is about.	To ask questions about the main character so we can predict more accurately what might happen, what they might do in a certain situation and why?	To predict what the character is like from the first chapter.	To begin to understand how to answer questions on the text using PEE (Independent work)
	To predict where the story is set using cover and first page. Orally model a PEE answer using children's ideas To understand what it is to predict. Read the chapter excerpt. CT discusses where to find answers with children. Children then think about 2 questions: 1. What will happen to Chaya? 2. What will she do? In pairs they need to decide on their answer finding evidence to back up what they think will happen from the text. Post it recording. Use sentence stems to answer: a. The story said … which made me think.. b. I think ---will happen because…. c. When I read … it made me realise….	Develop understanding of key vocabulary linked to personality. Courageous Rebellious Defiant Model identifying words/phrases that show the character is 'courageous' from a small excerpt. Children work in pairs to identify evidence of rebellious and defiant. Putting evidence on a chart. Read the rest of the chapter.	Sentence stems children use when talking about the character: I can tell (character) is ( ) because.. How the character acts tells me…. How the character feels tells me.. Model reading the first chapter and highlighting phrases, words and actions of Chaya and how this helps us predict what sort of character she will be. Children then write a paragraph about what they think Chaya will be like referencing evidence from the text.	When we answer questions, we need to think about what we want to say, what in the story makes us think that and why it means what we are saying it does. CT models a PEE answer e.g. Question: How does the author show that Chaya is brave? Point: Chaya is shown to be brave because she is willing to take risks. Evidence: The text says, "…" Explain: This shows that Chaya is not easily frightened and is prepared to do something dangerous, which makes the reader see her as courageous. Children then try answering 2

				questions more if able) using the structure. Scaffold chart available

	SESSION 1	SESSION 2	SESSION 3
SPELLING	Letter Pattern/ Rule: To use further prefixes and suffixes and understand how to add them Words with the suffix '-ous'	Letter Pattern/ Rule: To use further prefixes and suffixes and understand how to add them Words with the suffix '-ous'	Letter Pattern rule: To use further prefixes and suffixes and understand how to add them Words with the suffix '-ous'
	Target Spelling Word Bank: ambitious Infectious fictitious nutritious repetitious amphibious curious devious notorious obvious	Target spelling Word Bank: See previous day	Target Spelling Word Bank: See previous day
	Activities: Introduce words- Activities: • Identify what have in common • Definitions for obvious/devious/amphibious • Write spelling words out	Activities: • Map morphemes Missing word sentences • Words with connecting vowels	Activities: • Mixed up sentences • Definition cards

English Writing

LINKED TEXT:

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

Necessary Prior Learning and Key Vocabulary (for pre-teaching):

LEARNING OBJECTIVE	SUCCESS CRITERIA *(What will you be assessing through the lesson?)*	LEARNING SEQUENCE (INCLUDE ADULT SUPPORT)	
Day 1: To complete informal letter to Dish To edit work	*Children will have met success criteria in their writing:* • *Informal register* • *Paragraphs* • *1st Person 1 - I, me, my, you* • *Contractions e.g. I've* • *Thoughts, feelings* • *Link to events in the story* • *Appropriate opener and ending* • *Idioms* • *Rhetorical question* • *Children will have identified some of their*	Think Back Task- (Recap) - You do	Remind children of letters started writing last week. Read out several good examples and explain what makes them good referring back to SC.
		Introduction - I do	Give children time to read over what they have already written and then finish their letters. Come together again. Explain to children importance of editing as part of writing process and the different foci within editing. Why we do it?
		Modelling and Explanation - I do/We do	Using extracts of children's work from last week model thinking out loud when editing the excerpts. Reading out loud sentences for sense, checking ideas are sensibly grouped together, grammar (tenses and subject verb agreement), spelling (focus on common errors and mini teach if necessary), Finally looking at challenge for higher ability, word choices and phrases and sentence openers and varied structures. Encourage children to focus on one thing at a time.
		Guided Practice - We do- You do	Children then edit their own work in red pen.
		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

	errors and corrected them.	**SUPPORT**	**GDS CHALLENGE**	Children read their work following with finger to check for omitted words and that work makes sense. Then focus on grammar, spelling, punctuation, sentence structures, idioms. Have they got a descriptive opener? Have they managed a sentence of 3? If not, can they put one in
		Read work out loud following words with their finger to ensure no words missed out. Where does one idea finish and another start (full stops cap letters). Spelling of words would expect them to know or words that have been given.	Expectation accurate work with errors identified and corrected. Expectation will have everything asked for during teaching build up. Some can then work with others in class to help them identify their errors and correct them.	
		Hinge Point Question	Have you managed to improve your work?	
		Plenary / Next Steps	Ask children to share examples of errors they found and how they corrected it. Read out final best letters	

LEARNING OBJECTIVE	**SUCCESS CRITERIA** ***(What will you be assessing through the lesson?)***	**LEARNING SEQUENCE** **(INCLUDE ADULT SUPPORT)**		
Day 2: **To identify features of a narrative**	*Children are able to explain the features of a narrative and what the purpose of each section is*	**Think Back Task- (Recap) - You do**	Yesterday we were writing an informal letter but today we are moving on to another writing genre- narrative. What do I mean by narrative? What narratives can they think of?	
		Introduction - I do	**Explain narratives all follow a structure even though the stories are different and the genres may have different settings, characters etc Discuss features of a narrative: opening, build up, problem, resolution, ending.**	
		Modelling and Explanation - I do/We do	Using a story mountain discuss which bits of Dish and Spoon story would go where? Are there any tricky bits? Which bits are the most exciting, which elements set the story off?	
		Guided Practice - We do- You do	**Show the children the chart they will be working on today in pairs using the text. They will be completing the boxes placing the story of Dish and Spoon into the relevant boxes according to what part of the story they represent.**	
		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**	• INDEPENDENT TASK: Identify features of narratives using examples from 'Dish and Spoon' Working in pairs.
		•With adult support, identify features of narratives using examples from 'Dish and Spoon'	**INDEPENDENT TASK: Identify features of narratives using**	

			examples from 'Dish and Spoon' working in pairs **Challenge can they punctuate direct speech accurately?**	Challenge can they punctuate direct speech accurately?
		Hinge Point Question	Have you managed to improve your work?	
		Plenary / Next Steps	Ask children to share examples of errors they found and how they corrected it. Read out final best letters	

LEARNING OBJECTIVE	**SUCCESS CRITERIA** ***(What will you be assessing through the lesson?)***	**LEARNING SEQUENCE** **(INCLUDE ADULT SUPPORT)**	
Day 3: **To plan their own sequel to the story of Dish and Spoon**	• *Children 's planning shows clear beginning, middle and end.* • *Children can talk their story to a friend and the ideas flow and make sense.* • *Children have appropriate details to make their story authentic*	**Think Back Task- (Recap) - You do**	**Yesterday we looked at the features of all narratives. Today we are going to be planning our own. Our ideas need to make sense and be realistic.**
		Introduction - I do	**We are going to think about where they went next? What cities could they visit- London, Paris**
		Modelling and Explanation - I do/We do	Children jot down how they might get there and what landmarks they might see? Where are the expensive shopping areas in the city? Start to build ideas through talk. Need to remember the era the story is set in. What might be the same as the original story? Record playing and them running away, idioms etc What might be different this time- they might just window shop- Spoon's friendship is enough for Dish now etc
		Guided Practice - We do- You do	**Once we have outline developed children complete their own plan for their story. They then tell their story to the person next to them who asks questions if it doesn't make sense or where needs more detail**
		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 may use the class story to create a plan for or create their own. What will be the most exciting part? What will happen to them? Will they spend, spend, spend? Children fill in the boxes of their chart and then tell their ideas to their partner. Can they connect to original story, make reference here and there. What will be the main difference of your story
		Children talk a story with TA. Guided to ensure it makes sense and ideas flow. Discuss which bits they might keep from original story.	Children may use the class story to create a plan for or create their own. What will be the most exciting part? What will happen to them? Will they spend, spend, spend? Children fill in the boxes of their chart and then tell their ideas to their partner	
		Hinge Point Question	Who has Dish and Spoon doing something that shows us they have learnt their lesson? Share	
		Plenary / Next Steps	Tomorrow we are going to look at how our sentences can play a part in develop the exciting part of our story	

LEARNING OBJECTIVE	**SUCCESS CRITERIA** *(What will you be assessing through the lesson?)*	**LEARNING SEQUENCE (INCLUDE ADULT SUPPORT)**	
Day 4: **To investigate using sentence lengths for effect**	• *Children will recognise the effect short sentences can have in building excitement and tension in the build- up and problem sections of their stories.*	**Think Back Task- (Recap) - You do**	Yesterday we thought carefully about the structure of our stories, the details that will make it interesting. Today we are going to look at another detail that will make our stories exciting to read for the reader.
		Introduction - I do	**Explain about short, medium length and long sentences and show examples. How we use these sentences affects how our writing comes across to the reader the children. There are several ways we can combine our sentences, and these give the reader different impressions. Show the children the effect this can make using example.**

<table>
<tr><td></td><td>• Children can successfully arrange a variety of sentences to create an exciting paragraph</td><td>Modelling and Explanation - I do/We do</td><td colspan="2">Take one group of sentences and demonstrate different ways they can be combined for effect.</td></tr>
<tr><td></td><td></td><td>Guided Practice - We do- You do</td><td colspan="2">Explain the children will be working in groups to decide how to order a group of sentences for best effect. How can they combine them to make the paragraph exciting or tense? Give out enlarged sentences in envelopes for table groups to work on. Discussion is the most important part amongst the children as they decide on best order. Listening to others and collaborating important.</td></tr>
<tr><td></td><td></td><td colspan="3">Adaptations to Independent Writing- You do- We do</td></tr>
<tr><td></td><td></td><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></td><td></td><td>SUPPORT</td><td>GDS CHALLENGE</td><td rowspan="2">Children work in mixed ability groups to trial different combinations of sentences together until they agree which works best.
Be ready to share work and explain why they chose the order they did.</td></tr>
<tr><td></td><td></td><td>Children work with TA to combine their sentences for effect. Trial different combinations before deciding on the best. Stick them on an A3 paper with their names on top RH corner. Be ready to share.</td><td>Children work in mixed ability groups to trial different combinations of sentences together until they agree which works best.
Be ready to share work and explain why they chose the order they did.</td></tr>
<tr><td></td><td></td><td>Hinge Point Question</td><td colspan="2">Did the order of the sentences and the length of the sentences make a difference to the reader. How?</td></tr>
<tr><td></td><td></td><td>Plenary / Next Steps</td><td colspan="2">Explain this is something I want the children to think about when they write their narratives next week.</td></tr>
</table>

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	L9- To practise rounding skills	L10- To read Roman numerals to 1,000 (M) and compare them to our number system	L1- To use and explain a range of addition and subtraction strategies	L2- To add and subtract multiples of 10, 100, 1,000, 10,000 and 100,000
Lesson Overview	Pupils will explore rounding, thinking about numbers that round to the same multiples and those that round to different multiples. They will then apply their rounding skills to solve number problems.	Pupils will compare numbers written in Roman numerals and in base ten. They will work in groups to adapt concrete manipulatives and then use them to calculate in Roman numerals. This lesson is designed to allow pupils to contrast Roman numerals to our base ten number system. The Roman numeral system does not include a zero. By attempting to calculate using Roman numerals, pupils will develop a deeper appreciation of the base ten number system. This is the only lesson on Roman numerals, so they need to be a regular part of Maths Meetings.	Pupils will solve addition and subtraction puzzles in the form of magic squares and addition pyramids. They will develop their understanding of the choices available when deciding how to solve a problem. The purpose of this lesson is to review calculation strategies from previous years with a strong focus on clearly explaining the strategies and using equipment, sketches and jottings to demonstrate the steps.	Pupils solve a range of addition problems using and discussing different calculation strategies.
Key Vocabulary	Digit, value, numeral, thousands, hundreds, tens, ones	Digit, value, numeral, thousands, hundreds, tens, ones	Add, subtract, inverse, row, column, diagonal, commutative, partition, round, adjust	Add, subtract, inverse, row, column, diagonal, commutative, partition, round, adjust
Resources	0–9 dice/spinners	Range of manipulatives, including pre-prepared Dienes blocks showing Roman numerals	A range of manipulatives	Place value counters, place value chart,
Hinge Point Question	When rounding to the nearest hundred:	**Which statement is correct?** **A)** CM = 1100 **B)** CM = 900 ✅	**A pupil needs to calculate 3,998 + 506. Which strategy is likely to be the most efficient?**	**What is 456,321 + 30,000?** **A)** 456,351 **B)** 486,321 ✅

		A) 4,249 and 4,251 both round to 4,200. **B)** 4,249 rounds to 4,200 and 4,251 rounds to 4,300. ✅ **C)** 4,249 rounds to 4,300 and 4,251 rounds to 4,200. **D)** 4,249 and 4,251 both round to 4,300.	**C)** CM = 1001 **D)** CM = 100	**A)** Count on in ones from 3,998. **B)** Use column addition immediately. **C)** Add 500, then add 6. ✅ **D)** Round both numbers to 4,000.	**C)** 459,321 **D)** 756,321
Adaptations to Independent Activity- You do- We do					
	Core Task	*What is the expected outcome- what would you want the children to produce? (This will support you knowing what to assess and feedback to children)*	*What is the expected outcome- what would you want the children to produce? (This will support you knowing what to assess and feedback to children)*	*What is the expected outcome- what would you want the children to produce? (This will support you knowing what to assess and feedback to children)*	*What is the expected outcome- what would you want the children to produce? (This will support you knowing what to assess and feedback to children)*
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	GDS CHALLENGE	*What is the expected outcome- what would you want the children to produce? (This will support you knowing what to assess and feedback to children)*	*What is the expected outcome- what would you want the children to produce? (This will support you knowing what to assess and feedback to children)*	*What is the expected outcome- what would you want the children to produce? (This will support you knowing what to assess and feedback to children)*	*What is the expected outcome- what would you want the children to produce? (This will support you knowing what to assess and feedback to children)*

Science	Computing	PSHE
LI: Explore factors which affect water resistance LI: Reporting and presenting findings from enquiries - including conclusions, causal relationships and explanations of and a degree of trust in results - in oral and written forms such as displays and other presentations	LI: To explore additional features of quizzes, such as title screens and content pages. Assessment focus:	LI: Responsibilities Assessment focus: Understanding: Can pupils explain what a responsibility is and distinguish it from a right or a rule?

Assessment focus: **Understand how water resistance acts on objects** **Investigate the impact of streamlining on the force of water resistance** **Explain the similarities and differences between air and water resistance** **Recap:** How air resistance works and what force does it oppose. **Introduction:** Through the presentation, the children will learn that water resistance is a force which prevents an object from moving easily through the water. Demonstrate to the children whether air resistance or water resistance is stronger by dropping a small object, such as a marble or penny, from the same height through water and the air. The presentation then explores the concept of streamlining by giving examples of objects or animals which are streamlined to allow them to move through air or water more quickly. **Activity:** Ask the children to investigate which shapes of clay are most resistant to water. Using modelling clay, the children can create different shapes and then time how long each shape takes to move through the water. The children should ensure they are using the same amount of modelling clay each time (keeping the mass the same).	**I can identify how additional features can improve quizzes.** **I can explain the purpose of title screens and content screens.** **I can design a title screen and include content screens in a quiz.** **Recap:** What makes a good quiz? **Activity:** To add more features to their quizzes to learn how to make them more 'fun' and interactive.	**Application: Can pupils identify and describe responsibilities they have at home, at school and in the wider community?** **Reasoning: Can pupils explain why people have responsibilities and what might happen if responsibilities are not carried out?** **Reflection: Can pupils recognise that responsibilities can change depending on their role, age or situation?** **Recap:** Re visit laws out in place for children and what rights they have. **Introduction:** Children discuss the responsibilities they have in order to uphold the 'six rights', allowing everyone in their class to learn. **Activity:** Each group decides on one important responsibility for each right. They write each responsibility on a post-it note, ending up with 6 post-it notes. The group comes back into the circle, bringing their post-it notes and, using Jigsaw Jez as the talking object, they take it in turns to add a post-it note to the flip chart against the appropriate 'right', reading aloud as they stick it on.
History / Geography	**Art / DT**	**Religious Education**
LI: To understand the importance of Viking trade and trading routes. **Assessment focus:** **I can recognise that Viking trade connected them to many other places.** **I can identify goods that came from different Viking trading routes.** **I can explain how these traded goods improved the lives of the Vikings.** **Recap:**	**LI: To create a working pulley system and explain its function.** **Assessment focus:** **I can use a design brief to guide my design.** **I can make a working pulley system.** **I can describe how pulleys work and their purpose.** **I can evaluate my product against a set of design criteria.**	**LI: To explain why Bandi Chhor Divas is celebrated by many Sikhs.** **Assessment focus:** **I can explain how some martyrs have stood up for what they believed in.** **I can recall historical events which inspired a Sikh festival of light.** **I can explain the symbolism of light in festivals.** **Recap:** **Write down:**

'All Vikings were fierce raiders.' Do you agree or disagree? Explain why. **Introduction:** Remind the children that Vikings were skilled sailors who navigated across oceans and along rivers in strong, well-designed ships. They could also go short stretches overland using a method called portage: carrying or dragging their boats **Activity:** Trading game for pupils to take part in and role play trading in Viking times to different countries. Looking at what they would trade and why and how much for. Also depending on their job role where would they like to travel to and for what purpose.	**Recap:** **Key word detectives** - recapping key words and vocabulary and their definitions. **Introduction:** Introduces pulley, how they work in systems, their function, some interesting historical examples (including Leonardo Da Vinci's machines, the Hanging Gardens of Babylon and the Vitruvian Watermill) and some modern examples (including conveyor belts, treadmills and cranes). **Activity:** Pupils to solve a problem by creating their own pully system.	Three things you learnt in the previous lesson. Two things you found interesting. One thing you would like to know more about. **Introduction:** Ask the children to choose something they believe in or love, e.g. a sports team, a special possession, a person, a singer or a belief. Ask the children to hold the thing in mind during the following activity. Label one side of the classroom 'yes' and the other 'no'. Ask the children to move to a side depending on their answer for each statement: Would you pay five pounds or your pocket money to keep the thing you believe in or love? Would you give away a 200-metre bar of chocolate to keep the thing you believe in or love? Would you spend an entire day looking after poisonous spiders to keep the thing you believe in or love? Would you sacrifice having friends to keep the thing you believe in or love? Remind the children that martyrs are people who feel so strongly about what they believe in that they are willing to sacrifice their lives or suffer rather than deny their beliefs. **Activity:** Display the Presentation: Bandi Chhor Divas which shows a photograph of the Harmandir Sahib in the city of Amritsar. Explain that the Sikh celebration of Bandi Chhor Divas is held here each year. Point out that people all around the world also celebrate this event in their own communities. Explain that bandi means prisoners and chhor means freedom or liberation. Remind the children that there were ten living Sikh Gurus. Explain that they will learn about the fifth, Guru Arjan, and the sixth, Guru Hargobind, and how they stood up for their beliefs. Explain that many of the Gurus lived during the time of a powerful empire known as the Mughal Empire. Some emperors, such as Emperor Jahangir, disagreed with the practice of different beliefs and did not promote secular values.

		Share the story of Guru Hargobind
PE 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: Play leader training (Rome Class) **Team building and leadership Games** **LI: To work as a team to be able to achieve a collective goal. (Athens Class)** **Skills being focused on: Teamwork** **Warm Up: Whistle game** **Skill Development:** Throwing and catching	**LI: Invasion Games with coach**	**Learning an instrument with the music teacher**