Weekly Curriculum Overview

Year Group: Year 4 Week beginning: 12.10.2026

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:**			
	SESSION 1	**SESSION 2**	**SESSION 3**	**SESSION 4**
	Letter Pattern/ Rule: To identify points in a text where understanding breaks down	Letter Pattern/ Rule: To identify unfamilar words that affect comprehension in sentences	Letter Pattern/ Rule: To identify unfamilar ideas that affect comprehension in a text	Letter Pattern/ Rule:
	Activities: Read this text and explain how we can read and work out the meaning of 'tremendously' and 'elsewhere'.	Activities: Spot the mistakes in sentences.	Activities: Spot the mistakes within a paragraph of text.	Activities:

SPELLING	**SESSION 1-**	**SESSION 2-**	**SESSION 3**
	Letter Pattern/ Rule: Words with the prefix 'inter-' meaning 'between' or 'among		
	Target Spelling Word Bank: interact intercity international interfere interview intercept intercom internet interchange interface		
	Activities: **introduce spelling and teacher modelling**	Activities: dictation	Activities: Explain that they are going to complete the Word Shed grid based on the word 'view'. Possible answers on 5.15.

English Writing

LINKED TEXT: Counting on Katherine

By the end of the week, I want the children to have: To create suspense and tension in narrative writing.

Necessary Prior Learning and Key Vocabulary (for pre-teaching): retell, phrase, sentence, suspense, tension element, essential, highlight, highlighter, rhetorical sentence, mission control, plummeted, crippled, **scenario, inference, technique, identify**

LEARNING OBJECTIVE	SUCCESS CRITERIA *(What will you be assessing through the lesson?)*	LEARNING SEQUENCE (INCLUDE ADULT SUPPORT)	
Day 1: To write 'show not tell' sentences and use for effect	- *Pupils can use inference skills to identify how a person is feeling* - *Pupils understand that 'show, not tell' means using actions, sensory details and behaviour to show emotion* - *I be able to use phrases to portray feeling*	**Think Back Task- (Recap) - You do**	Write 3 sentences you used last lesson to create suspense and tension
		Introduction - I do	Display Resource 13a on the whiteboard and ask the children to read each of the scenarios in pairs. Ask the children to use their inference skills to identify how the person/people are feeling in each scenario (possible answers provided on Resource 13b) Invite the children to share their ideas and encourage them to share what led them to making these inferences. Explain to the children that these scenarios use a technique known as 'show don't tell'. Clarify that writers use this to show the reader how somebody is feeling rather than simply telling them. Ask the children why an author might choose to do this and agree that it allows the reader to put themselves in the character's shoes, allowing them to empathise with their feelings.
		Modelling and Explanation - I do/We do	Share the lesson objective with the children and explain that 'show don't tell' can be used to build suspense and tension. Display Resource 12a and ask the children to work in pairs to identify the use of 'show don't tell' here - and what these sentences tell the reader about how the characters are feeling. E.g.• *'Open mouthed, the men looked at one another.' - This shows the reader that the men were in shock and could not believe what was happening.* • *'Wiping sweat from his brow, commander, Jim Lovell made contact with the team on the ground.' - This shows the reader that Lovell was panicking and scared; however, he did remain calm and do what he needed to do.*

		Guided Practice - We do- You do	Explain to the children that today, they will practise creating sentences that use 'show don't tell' to portray the character's feelings. Choose one of the characters (e.g. Katherine) and events (e.g. waiting to hear if the men were safe) and model creating sentences that use 'show don't tell' to portray Katherine's fear and apprehension at this moment. E.g. She stood still, feet planted firmly on the ground, eyes focused on the screen ahead. Her heart pounded in her chest, and she tried to ignore the fact that her hands were trembling uncontrollably. Ask pupils to write their ideas on the whiteboard to support your ideas.

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**	The children create at least two sentences, that use 'show don't tell', to portray the character's feelings for each of the events provided. Resource 13c
Working as a group, the children discuss each of the events provided and discuss the character's feelings. The children create one 'show don't tell' sentence for each of the events. Resource 13c	: The children choose characters and events from the narrative and write multiple sentences/a short paragraph, using 'show don't tell', to portray the character's feelings. Encourage the children to consider their word choices and to use powerful verbs and adverbs.	

Hinge Point Question	How have tou used 'show, don't tell' to show the reader how someone is feeling?
Plenary / Next Steps	Ask a few children to share one of their sentences/short paragraphs with their peers. Can the rest of the class identify which feelings are being portrayed through the use of 'show don't tell'?

LEARNING OBJECTIVE	**SUCCESS CRITERIA** *(What will you be assessing through the lesson?)*	**LEARNING SEQUENCE** (INCLUDE ADULT SUPPORT)

<table>
<tr><td rowspan="5">Day 2: To use rhetorical sentences for effect</td><td rowspan="5">Pupils know that a rhetorical question does not require an answer
Pupils are able to identify a rhetorical question
Pupils can create a rhetorical question</td><td>Think Back Task- (Recap) - You do</td><td>As a class, recap the suspense and tension building techniques used so far – short, snappy sentences and the use of ‘show don’t tell’. Ask pupils to select the ones that create suspense.</td></tr>
<tr><td>Introduction - I do</td><td>Ask the children to consider how else suspense and tension could be built in their pieces of narrative writing. Guide the children to consider the use of rhetorical questions.</td></tr>
<tr><td>Modelling and Explanation - I do/We do</td><td>Write the phrase ‘rhetorical question’ on the board and give each child a post- it note. Ask the children to share their prior knowledge of this feature and to record what rhetorical questions are, with an example on their post- it notes. Once complete, ask the children to stick their post- it note to the whiteboard and discuss the children’s recordings as a class. Agree that a rhetorical question is a question that does not require a response. Explain that they are used to make a point, rather than to get an answer from the reader. Clarify that they are effective because they hook the reader’s attention and make them think.</td></tr>
<tr><td>Guided Practice - We do- You do</td><td>Display Resource 12a on the whiteboard and ask the children to identify the rhetorical questions used. Highlight these.
E.g. What was that?
Would the crippled spaceship make it to the moon?
Would they be able to get back home to Earth?
Challenge the children to create additional rhetorical questions, which could be added to this modelled narrative in pairs.
e.g. • On the ground, mission control watched on as the oxygen levels on-board plummeted to zero. How had this happened? Panic set in.
• She rolled up her sleeves, took a deep breath and began doing the maths. Did she have enough time? She worked hard and fast.
• They waited. Breaths held. Was this the end? Silence…</td></tr>
<tr><td colspan="2">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)
SUPPORT
On the template provided, the children create a mind map of rhetorical questions, which could be used in their own narrative writing. The children use the rhetorical question starters to assist them in creating their questions. Resources 14a & 14b
GDS CHALLENGE
With adult support, the children explore the use of rhetorical questions and also ellipses to build suspense. In their writing books, the children create a mind map of rhetorical questions and sentences that use ellipses, which could be used in their own narrative writing</td><td>Core Task
On the template provided, the children create a mind map of rhetorical questions, which could be used in their own narrative writing. The children take inspiration from the example narrative to create rhetorical questions of their own. Resource 14a</td></tr>
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		Hinge Point Question	Why do we used rhetorical questions?
		Plenary / Next Steps	Ask the children to read over their rhetorical questions and to ensure these have been punctuated correctly.

LEARNING OBJECTIVE	**SUCCESS CRITERIA** *(What will you be assessing through the lesson?)*	**LEARNING SEQUENCE (INCLUDE ADULT SUPPORT)**	
Day 3: To plan an outline of their story. Create a box it up story plan chart: Column identifying beginning, middle and end	• *To be able to identify the beginning, middle and end of a story* • *To be able to select effective word choices for each part of the story* •	**Think Back Task- (Recap) - You do**	Write down everything we know about Katherine so far.
		Introduction - I do	*Explain to pupils that today we are going to plan the basic elements of the story.* *Box up the essentials of the story (the main action and events)* *Using an enlarged version of worksheet given to children place the events creating a beginning , middle , end of our story.*
		Modelling and Explanation - I do/We do	Then, give the children, working in pairs, copies of Resource 12a and three different coloured highlighters. Ask the children to read the modelled narrative once more and when doing so, to highlight the use of short, snappy sentences in one colour, the use of 'show don't tell' in another colour and the use of rhetorical questions in another colour. Once complete, ask the children to discuss the suspense building techniques used and to consider how they can use these within their own pieces of writing today.

<table>
<tr>
<td>column for essential events, column for their sentences (?, show not tell)</td>
<td></td>
<td>Guided Practice - We do- You do</td>
<td>Ask the children to retrieve their writing from the previous lessons (Lessons 12-14) and to read over their short, snappy sentences, use of ‘show don’t tell’ and rhetorical questions. Ask the children to highlight the phrases/sentences they find particularly effective and that they want to ensure they include in their writing. Add these to their plan. Think about where we would want snappy sentences? Where a rhetorical question might work well for effect?</td>
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<table>
<tr><th colspan="3">Adaptations to Independent Writing- You do- We do</th></tr>
<tr><th colspan="2">SUPPORT AND OPPORTUNITIES FOR ACHIEVING GREATER DEPTH
What is the expected outcome/ what resources will be needed?
(INCLUDE NAMED CHILDREN)</th><th>Core Task</th></tr>
<tr><th>SUPPORT</th><th>GDS CHALLENGE</th><td rowspan="2">Pupils to complete their plan chart</td></tr>
<tr><td>Pupils to complete their plan chart (pupils to have beginning, middle and end written for them to sort)</td><td>Pupils to complete their plan chart</td></tr>
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<td></td>
<td>Hinge Point Question</td>
<td>Why have you chosen to use _____here?</td>
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<td></td>
<td></td>
<td>Plenary / Next Steps</td>
<td>Pupils to swap in pairs and check each others plans – pupils to provide feedback</td>
</tr>
</table>

<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="8">Day 4: To create suspense and tension in narrative writing</td><td rowspan="8">To be able to write in chronolgocial order
To be able to use short, snappy setences
To use rhetorical questions</td><td>Think Back Task- (Recap) - You do</td><td colspan="2">Following on from yesterday’s planning lesson. Recap on the elements they looked at yesterday – pupils to sort an example plan on the board.</td></tr>
<tr><td>Introduction - I do</td><td colspan="2">With the children’s help, model-write your own narrative to retell the events of the Apollo 13 mission. Invite the children to share their short, snappy sentences, use of ‘show don’t tell’ and rhetorical questions.</td></tr>
<tr><td>Modelling and Explanation - I do/We do</td><td colspan="2">Demonstrate how to use these phrases/sentences to form your own suspense filled narrative. Model using ideas and sentence structures/starters from Resource 12a to inspire your own writing also.</td></tr>
<tr><td>Guided Practice - We do- You do</td><td colspan="2"></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 write a suspense and tension filled narrative to retell the events of the Apollo 13 mission. The children use short, snappy sentences, ‘show don’t tell’ and rhetorical questions. The children use their writing from the previous three lessons and the modelled write to support their own writing. Paragraphs</td></tr>
<tr><td>. On the template provided, the children write a suspense and tension filled narrative to retell the events of the Apollo 13 mission. The children use short, snappy sentences, ‘show don’t tell’ and rhetorical questions. The children use their writing from the previous three lessons and the modelled write to support their own writing. Resource 15a</td><td>The children write a suspense and tension filled narrative to retell the events of the Apollo 13 mission. The children vary their sentence lengths and structure, use ‘show don’t tell’, rhetorical questions and ellipses for effect. Encourage the children to carefully consider their vocabulary choices and the effect these will have on the reader. Challenge the children to include a simile also. E.g. A harrowing sound, as loud as thunder, echoed through the aircraft. Use paragraphs.</td></tr>
<tr><td>Hinge Point Question</td><td colspan="2">How have you created suspense in your narrative</td></tr>
<tr><td>Plenary / Next Steps</td><td colspan="2">Pupils to evaluate their work.</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 use column subtraction for 4-digit integers, regrouping in multiple columns (lesson 9)	To subtract a 4-digit integer from a multiple of 1,000 (lesson 10)	To represent addition and subtraction problems using bar models (lesson 11)	To represent addition and subtraction problems using bar models (lesson 12)
Lesson Overview	Pupils use concrete manipulatives (place value counters) alongside column subtraction to subtract two 4-digit integers requiring regrouping in multiple columns. They will also consider instances where regrouping needs to be from a different column in the case of a place holder being used, and where regrouping from one column has a knock-on effect. Resources	Pupils explore calculations involving subtraction from a multiple of 1,000. After sharing and discussing different strategies, pupils use these to explore an open-ended problem.	Pupils create a word problem for a given bar model and then explore how to construct a bar model to represent a one-step word problem. Pupils then solve one-step problems, drawing their own bar models to represent them, applying strategies they have explored in this unit.	Pupils create a word problem for a given bar model and then explore how to construct a bar model to represent a one-step word problem. Pupils then solve one-step problems, drawing their own bar models to represent them, applying strategies they have explored in this unit
Key Vocabulary	**Ones, tens, hundreds, thousands, subtract, difference, regroup**	**Ones, tens, hundreds, thousands, subtract, difference, regroup**	**Part, whole, known, unknown, add, subtract, known facts. Partitioning, column method, strategy, inverse**	**Quantity, difference, known, unknown, add, subtract, known facts, partitioning, column method, strategy, inverse**
Hinge Point Question	A pupil works out 5,243 − 2,176 like this: 5,243 − 2,000 = 3,243 3,243 − 100 = 3,143	Without calculating exactly, which answer is closest to: 8,000 − 3,921 A) 3,000	"When subtracting a 4-digit number from 1,000, you always need to exchange." Answer: False.	Which problem would have the same calculation as: 6,000 − 2,475?

		3,143 − 70 = 3,073 3,073 − 6 = 3,067 Is their answer correct? A) Yes B) No, the answer should be 3,077 C) No, the answer should be 3,067 D) No, you cannot subtract 176 from 243	B) 4,000 C) 5,000 D) 6,000 Answer: C This checks whether pupils can use estimation rather than relying entirely on the written algorithm.	For example, 1,000 − 1,000 = 0, so the statement isn't always true.	A) A shop has 6,000 pencils and receives 2,475 more. B) A stadium has 6,000 seats and 2,475 are occupied. How many are empty? C) A school buys 6,000 books and then buys another 2,475. D) A farmer has 2,475 sheep and buys 6,000 more.
Adaptations to Independent Activity- You do- We do					
	Core Task	Pupils to have 6 bar models. Pupils should be able to identify the subtraction equation that these represent. Pupils to then estimate the answer and then solve using column subtraction.	Pupils to arrange the number cards to create an equation, subtracting from a multiple of 1,000. Pupils to then calculate the difference using appropriate strategies previously learnt. Pupils to then create different equations to achieve all the different categories.	Pupils to have a range of word problems. Pupils to create their own bar models to solve the problems.	Pupils to have a range of word problems. Pupils to create their own bar models to solve the problems.
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 to support with place value relationships and have the column subtraction algorithm in order to place the 4-digit numbers.	Pupils to have a range of equations in which 4-digit numbers have been subtracted from a multiple of 1,000. Pupils to then organise these equations into the correct category.	Pupils to have a range of word problems and bar models. Pupils to match the bar model to the word problem and fill in the missing part.	Pupils to have a range of bar models alongside some word problems. Pupils to use the word problem to fill in the missing information within the bar model.
	GDS CHALLENGE	Pupils to find the error in the equations and correct the, ensuring that they are regrouping in multiple columns. Pupils to then use the inverse to ensure correction.	Pupils to create their own categories and then create subtraction equations that fit that category.	Pupils to have word problems with corresponding bar models. Pupils to correct the mistake on each bar model before calculating the equation	Pupils to read the word problems and match to the corresponding bar model. Some of the bar models do not match the word problems. Pupils must ensure that they are able work out the answers to all bar models to elimate the ones that do not belong.

Science	Computing	PSHE
LI: Scientific enquiry Using information from a variety of sources to answer scientific questions. Using tables, a variety of graphs, labelled diagrams and models to record observations, measurements, results and findings. **LI: Scientific knowledge: I can explore food webs** Assessment focus: I can research living things within a chosen ecosystem and create a food web I can identify threats to living things within their chosen ecosystem Recap: I can identify the key parts of a food chain **Introduction:** The children create some food chains using the images on the slides. For instance: • green plants - dragonfly - chaffinch • daisy - cow - human • green plants - zebra – lion They could go further to think of different animals that would fit in the same food chain. Encourage the children to think about habitats and what each animal would be exposed to. (food chains should contain animals found in the same habitat. The orca is a red herring in this activity since the images contain no other ocean animals.) The children will discover that a **food web is a way of showing the energy flow in an ecosystem in a more complex way.** Discuss some examples of ecosystems - coral reefs, deserts, tundras, forests, rainforests, savannas and marine ecosystems. Explore the Arctic tundra to model how to create a food web. Model how to create a food web with the class. Discuss the interdependence between living things in ecosystems and highlight some threats, such as climate	**LI: To understand the term onion skinning and be able to use this technique for 2D computer animations.** **Assessment focus:** I can describe what onion skinning is. I can create a smooth sequence of frames using the onion skinning feature. I can use the copy frame feature to help with creating a smooth animation. **Recap: What is a palette when we refer to computers (discuss)? Which sentence describes 2D animation?** **Introduction:** Introduce frames for animation and see how Animators need to know where to draw on each new frame in order to make their animations appear smooth. Pupils watch onion skinnin in 2Animate. **Activity: Pupils to use 2Animate to create an animation using onion skinning.**	**LI:** I understand how groups come together to make decisions **Assessment focus:** I can take on a role in a group and contribute to the overall outcome **Key Vocabulary:** Decisions, rights, responsibilities, voting, democracy, authority, learning charter, role, contribution, observer, conflict, violence, solution **Introduction:** Children work in groups of three. Give the children one minute and time it to make their three bodies into the letter of the alphabet that you choose to call out. Do this several times with different letters. You can give points for the best formation. **Activity:** At their tables working in Talking Partners show the children the 'Courtroom' slide and ask them to discuss the job the person in the picture has. Once the children have realised that this is a judge/magistrate in a courtroom, ask the children to discuss: What decisions need to be made? Who makes the decisions? How do you think they make the decision? What would happen if people couldn't agree? How do you think they could solve it without arguing or fighting? And why is violence never the right way to solve a disagreement? Show the rest of the images and discuss using the same questions as above.

change, over hunting/fishing, loss and degradation of habitats, invasive species and pollution. **Activity:** Ask the children to use books and the internet to help create a food web containing 8 different organisms from one ecosystem. Identify and label each organism as a consumer, producer, predator, prey or apex predator. Add arrows to show energy flow through the food web. **Challenge Task:** Ask the children to identify threats to animals and plants within their chosen ecosystem.		
History / Geography	**Art / DT**	**Religious Education**
LI: To investigate the diseases children caught in the Tudor and Victorian periods. **Assessment focus:** I can identify some historical diseases and their symptoms. **Recap:** What are the changes to children's leisure activities from the Tudors to today? **Introduction:** What diseases affected children in the past? What diseases and illnesses do children know about that exist today? Explain diseases have existed for a long time, including during the Tudor and Victorian periods. What is happening in the picture of the Tudor period? What is happening in the picture of the Victorian period? **Activity:** How did diseases spread in the past? (one between two). Ask the children to read the sources and to sort the reasons for the spread **from most likely to least likely and stick in their books.**	**LI: To create a collaborative piece of art inspired by an artist.** **Assessment focus:** can use thick paint to make my own food-themed artwork like Maryam Arslan. I can talk about how Maryam Arslan creates her art and how it's different from other artists. I can explain how my food art is similar to or different from Maryam Arslan's art. **Recap: N/A** **Introduction:** Introduce the children to the Pakistani artist Maryam Arslan, known for her food-themed artwork using painting and sculpture and discuss key Qs. **Activity:** Explain that they will work in groups to create a tasty breakfast plate. Give each child a piece of card and ask them to draw and cut out one or two breakfast food shapes. Children then use the impasto techniques shown	**LI:** To reflect on and express personal ideas about religious equality, respect and belonging. **Assessment focus:** I can share my own views respectfully. I can explain how my learning has influenced my ideas. I can present different views clearly using examples. **Recap:** Arrange the children into pairs. Hand out whiteboards and pens to each child and a knowledge organiser to each pair. Use the Knowledge organiser to write some questions about the unit. Ask your partner the questions. Can they answer without looking at the Knowledge organiser? **Introduction:** Display the question on the board: 'Can all religions be equal if people believe different things?' Ask the children to discuss the question in pairs. Encourage a range of answers and highlight that it is okay to disagree. **Activity:** Ask children to create a mind map around the question 'Are all religions equal?' by writing or drawing their personal thoughts, supported by ideas they have learnt in the unit.

	in the presentation to paint their food, choosing tools and materials that help recreate its texture.	Encourage them to add: A belief they agree with. A belief they found different or challenging. A new idea they have discovered.
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:**	**MFL Day**	**LI:** **Assessment focus:** **Recap:** **Introduction:** . **Activity:** .