Weekly Curriculum Overview

Year Group: Year 4 Week beginning: 19.10.2026

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:**	**Fix it**		
	SESSION 1	**SESSION 2**	**SESSION 3**	**SESSION 4**
	Activities: Pupils to be introuced to the step to fix a breakdown	Activities: Pupils to practise identifying unfmailiar vocabulary	Activities: Pupils to identify 'breakdowns' in their text and being annotating how to repair	Activities:

SPELLING	**SESSION 1-**	**SESSION 2-**	**SESSION 3**
	Letter Pattern/ Rule: Challenge Words		
	Target Spelling Word Bank: strength opposite women believe interest calendar grammar straight appear increase		
	Activities: **introduce spelling and teacher modelling**	Activities: dictation	Activities: Share 5.12 and invite children to read the word and its meaning, then write their own sentence for each word. Possible answers on

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 plan an outline of their story. **Create a box it up story plan chart: Column identifying beginning, middle and end column for essential events, column for their sentences (?, show not tell)**	• *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.
		Guided Practice - We do- You do	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?
		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 their plan chart

		Pupils to complete their plan chart (pupils to have beginning, middle and end written for them to sort),	Pupils to complete their plan chart	
		Hinge Point Question	Why have you chosen to use _____here?	
		Plenary / Next Steps	Pupils to swap in pairs and check each others plans – pupils to provide feedback	

LEARNING OBJECTIVE	**SUCCESS CRITERIA** ***(What will you be assessing through the lesson?)***	**LEARNING SEQUENCE** **(INCLUDE ADULT SUPPORT)**		
Day 2 and Day 3: To create suspense and tension in narrative writing	*To be able to write in chronolgocial order* *To be able to use short, snappy setences* *To use rhetorical questions*	**Think Back Task- (Recap) - You do**	Following on from yesterday's planning lesson. Recap on the elements they looked at yesterday – pupils to sort an example plan on the board.	
		Introduction - I do	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.	
		Modelling and Explanation - I do/We do	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.	
		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**	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
		. 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	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	

		modelled write to support their own writing. Resource 15a	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.	
		Hinge Point Question		
		Plenary / Next Steps		

LEARNING OBJECTIVE	**SUCCESS CRITERIA** *(What will you be assessing through the lesson?)*	**LEARNING SEQUENCE** (INCLUDE ADULT SUPPORT)	
Day 3: (see day 2)		**Think Back Task- (Recap) - You do**	
		Introduction - I do	
		Modelling and Explanation - I do/We do	
		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	
		Hinge Point Question		
		Plenary / Next Steps		

LEARNING OBJECTIVE	SUCCESS CRITERIA *(What will you be assessing through the lesson?)*	LEARNING SEQUENCE (INCLUDE ADULT SUPPORT)	
Day 4:	*INSET DAY*	Think Back Task- (Recap) - You do	
		Introduction - I do	
		Modelling and Explanation - I do/We do	
		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**	
		.		
		Hinge Point Question		
		Plenary / Next Steps		

Maths

UNIT FOCUS:

By the end of the week I want the children to have learnt these key mathematical skills: understanding two step word problems involving both addition and subtraction. Have an understanding of the multiplication table and patterns within it relating to different times tables.

Key Vocabulary:

Key Models and Resources needed:

	Day 1	**Day 2**	**Day 3**	**Day 4**
Learning Objective	To represent addition and subtraction problems using bar models (lesson 12)	To use bar models to represent two-step addition and subtraction problems (lesson 13)	Consolidation of addition and subtraction- use of data and teacher judgement to decide what is taught.	Consolidation of addition and subtraction- use of data and teacher judgement to decide what is taught.
Lesson Overview	Pupils create a word problem for a given bar model and then explore how to construct a bar	Pupils solve two-step word problems using bar models, first matching the problem to the		

		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 uni	bar model, then drawing their own bar models.		
Key Vocabulary		**Quantity, difference, known, unknown, add, subtract, known facts, partitioning, column method, strategy, inverse**	**Known, unknown, add, subtract, known facts, partitioning, column method, strategy, inverse, estimate**		
Hinge Point Question		Which problem would have the same calculation as: 6,000 − 2,475? 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. (**Answer B)**	Sam has 245 stickers. He buys 138 more stickers and then gives 167 stickers away. Which bar model and calculation correctly represent how many stickers Sam has left? A- 245+138-167=216 B- 245-138+167=274 C- 245+138+167=550 D- 245-167-138=-60 **(Answer A)**		
Adaptations to Independent Activity- You do- We do					
	Core Task	Pupils to have a range of word problems. Pupils to create their own bar models to solve the problems.	Pupils to use the table to be able to draw their own bar models to answer the different word problems.	Pupils to shade the multiples of 3, 6, 11 and 12 on the different multiplication grid. Pupils to have questions that they need to discuss with their partner. 'what patterns can you see?' 'what are the similarities and differences?'	Pupils to have a range of multiplication grids in which different squares are shaded and are different widths. Pupils to work with their partner to decide which times table the grid shows, is there more than one answer and how wide do they think the grid is
SUPPORT AND OPPORTUNITIES FOR ACHIEVING GREATER DEPTH ***What is the expected outcome/***	**SUPPORT**	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.	Pupils to have pre drawn bar models to fill out using the table to work out the equations. Pupils to have step by step instructions on how to complete this independently.	Pupils to shade the squares within the 3 times table. Pupils to have a discussion about the pattern that they see and what they notice about that particular times table	Pupils to have suggestions of the different times tables which the different grids could relate to. Pupils to discuss with partners which times table they think it

what resources will be needed? **(INCLUDE NAMED CHILDREN)**					may belong to and begin to explain their reasons why
	GDS CHALLENGE	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.	Pupils to fill in the missing information on the table using the information from the word problems. Pupils to then use the completed table to answer the word problems.	Once pupils have completed the core task- pupils will have questions to answer and predict what numbers would be shaded if the grid continued beyond 100 for each of the times tables	Pupils to pick a times table and predict which pattern may occur on both an 11x11 grid and a 12x12 grid. Pupils to then shade their chosen times table onto the grids. Pupils to discuss with their partners what is same and different compared to the same times table on a 10x10 grid.

Science	Computing	PSHE
LI: Scientific enquiry: **LI: Scientific knowledge:** **Assessment focus:** **Recap:**	**LI: To know how to enhance simple animations using animation software.** **Assessment focus:** **I can add backgrounds to animations to enhance them.**	**LI:** I understand how democracy and having a voice benefits the school community **Assessment focus:** I understand why our school community benefits from a Learning Charter and can help others to follow it

Introduction: **Activity:**	**I can add sound effects to animations to enhance them.** **I can create an animated sequence that includes sound effects and backgrounds.** **Recap: If the number of frames per a second is increased, what happens?** **Introduction:** Introduce backgrounds in 2D animations and how Backgrounds can help communicate a better meaning of what is happening in an animation. As well as add to the quality and enjoyment of it. **Activity:** Pupils to add a gallery background on 2Animate and a custom background using clippart.	**Key Vocabulary:** decisions, choices, democracy, UN convention on the Rights of the Child, Learning charter, wellbeing, healthy **Introduction:** Invite each group to bring their posters from the last lesson to the circle. Discuss what do you understand about the Learning Charter? How does our class help to make it work? How can following the Charter help us learn and feel well? What choices keep your body and mind healthy in school? **Activity:** Children continue their group work making posters for Jello's Group. Remind them to try and follow their own advice by working as an effective team. Discussion prompts: Why is it important that everyone is listened to in our school? What roles do people have in our school and how does this help us? How do our healthy choices (food, water, movement, rest) help us feel ready to learn and follow the Charter?
History / Geography	**Art / DT**	**Religious Education**
LI: To investigate the treatments for the diseases children caught in the Tudor and Victorian periods. **Assessment focus:** I can analyse how effective treatments for diseases were. I can explain why some treatments worked and others did not. **Recap:** What diseases affected children in the past? **Introduction:** Explain that in the Tudor period, many people died from a disease called 'the plague'. Look at the names of diseases and their symptoms. Why do you think some diseases continued from the Tudor to the Victorian period? What could have caused these diseases to spread? Discuss what treatments are available today? Explain that treatments for diseases varied greatly in the past.	**LI: To create a collaborative piece of art inspired by an artist.** **Assessment focus:** I 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.	**LI:** **Assessment focus:** **Recap:** **Introduction:** **Activity:**

Show the video of the 'Plague Doctor' Who was the plague doctor? Why do you think they dress like that? Would the windowsill treatment have worked? Why? **Activity:** Hand out one copy of the ***Disease cards*** *and one copy of* ***Treatment cards*** (one between two). Children should match the disease to the treatment. Point out that each disease can be matched with two possible treatments. When completed, the pair should discuss and then write their responses about the effectiveness of the treatments.	**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 in the presentation to paint their food, choosing tools and materials that help recreate its texture.	
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 skills and knowledge to compete in a tournament. **Skills being focused on:** **Encourage others in your team and congratulate your opponents..** **Warm Up: Dribble stuck in the mud. Four pupils to be taggers, 6 pupils to be free-ers, they dribble a ball and cannot be caught. If they get caught, they complete star jumps until released by a free-er.** **Skill Development:** Pupils to take part ins tournament. Teams to discuss tactics.	**LI:** **Assessment focus:** **Recap:** **Introduction:** . **Activity:** .