

Weekly Curriculum Overview

Year Group: Year 4

Week beginning: 14.9.2026

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:	Making connections	
	SESSION 1	SESSION 2	SESSION 3
	Text to self	Text to text	Text to world
	Activities: Reading extracts from texts and thinking about how they relate to personal experiences.	Activities: Read a poem and make connections to other poems, e.g. content, context, layout, feature	Activities: Discuss how another poem links to change of seasons and how children can relate this to the world they live in.

SPELLING	SESSION 1-	SESSION 2-	SESSION 3
	Letter Pattern/ Rule: Words that are homophones or near homophones	Letter Pattern/ Rule: Words that are homophones or near homophones	Letter Pattern/ Rule: Words that are homophones or near homophones
	Target Spelling Word Bank: accept, except, piece, peace, knot, not, plane, plain, weather weather	Target Spelling Word Bank: accept, except, piece, peace, knot, not, plane, plain, weather weather	Target Spelling Word Bank: accept, except, piece, peace, knot, not, plane, plain, weather weather
	Activities: introduce spellings and go through meanings of each word. Clap the syllables in each word	Activities: dictation	Activities: complete the word shed activity: meaning, antonym, synonym, in a sentence

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: I can draw inferences from a story	- I can identify key information that give us clues to answers - I can use clues from the text to state a character's feeling - I can use clues from the text to state a character's thoughts	Think Back Task- (Recap) - You do	Recap on the timeline of events in Katherine's life
		Introduction - I do	Invite a child to the front of the class and ask them to stand with their back to the whiteboard, so they cannot see what is on the board. Display Resource 4a on the board and ask the rest of the class to act out the emotion shown on the board. Can the child use their inference skills to guess which emotion they are showing? Once guessed correctly, ask the child to explain how they knew this. Repeat for Resources 4b, 4c & 4d , inviting other children to have a turn at guessing. Share the lesson objective with the children and explain that today, they will use their inferences skills to infer a character's thoughts, feelings and motives. Display the page where we learn that the high schools in Katherine's town did not accept black students and ask the children how Katherine feel about this. E.g. angry, furious, mad, outraged, cross, livid, etc. Explain to the children that these feelings all have a different shade of meaning, with some representing a stronger emotion than others. Choose two synonyms for angry and ask the children to vote on which has a stronger shade of meaning. E.g. between cross and livid, livid has a stronger shade of meaning. Explain to the children that when inferring feelings today, they need to consider the shade of meaning the word has. Model beginning to form an inference paragraph about this event, inferring Katherine's feelings, with justifications. e.g. Katherine was livid when she found out that the high schools in her area did not admit black students. I know this because one illustration shows her mouth open in outrage and another shows her stood with her arms folded and a scowl on her face.

		Modelling and Explanation - I do/We do	The author has also stated that ‘Katherine burned with fury.’ Next, ask the children what Katherine’s thoughts might have been in this moment and why they think this. Model adding this to your inference paragraph. e.g. At this moment, Katherine might have been thinking, ‘I am probably more capable and dedicated than most of the students who go here. How can they turn me away because of the colour of my skin?’ Katherine wanted to keep learning and didn’t think it was fair that white people had more opportunities than her.
		Guided Practice - We do- You do	Finally, ask the children to infer why Katherine acted in the way that she did (her motives) (record on whiteboards) and, again, model adding this to your inference paragraph. e.g. Understandably, Katherine acted with anger that because she had already faced segregation throughout her entire life and now, it was potentially going to stop her from achieving her dreams.
		Adaptations to Independent Writing- You do- We do	
		SUPPORT AND OPPORTUNITIES FOR ACHIEVING GREATER DEPTH <i>What is the expected outcome/ what resources will be needed?</i> (INCLUDE NAMED CHILDREN)	Core Task
		SUPPORT	GDS CHALLENGE
		In the table, the children record Katherine’s thoughts and feelings for each of the events provided. The children use the feeling word bank provided to support their ideas. Resources 4e & 4f	The children choose events from the book where Katherine’s feelings, thoughts and motives can be inferred. The children write an inference paragraph for each event, justifying their inferences with evidence. The children consider the shades of meaning their word choices have.
			The children have a list of events from the book and choose three of these to write an inference paragraph about. The children infer Katherine’s thoughts and feelings at each event, with justifications. The children use thesauruses to assist them in finding synonyms that represent a deeper shade of meaning. Resource 4g
		Hinge Point Question	What evidence from the book shows that she felt.../thought..?
		Plenary / Next Steps	As a class, reflect on the paragraphs they have written and discuss the type of vocabulary used for effect.

LEARNING OBJECTIVE	SUCCESS CRITERIA <i>(What will you be assessing through the lesson?)</i>	LEARNING SEQUENCE (INCLUDE ADULT SUPPORT)
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Day 2:
To gather
information to
build a character
profile of Katherine
Johnson

- I name words to describe Katherine
- I can explain key details about Katherine's life
I can explain why Katherine was so successful

Think Back Task- (Recap) - You do		Display a range of adjectives of different shade. Pupils to sort which has a stronger emotion
Introduction - I do		Set a one-minute timer and in the given time, ask the children to jot down any words/phrases that could be used to describe Katherine Johnson. E.g. hard working, conscientious, meticulous, resilient, a strong woman, etc. Once the time is up, invite the children to share their ideas and create a word bank of words/phrases on the whiteboard for the children to use throughout the lesson. Have some more stretching vocabulary on a slide and introduce children to the new words telling them their meaning, giving them a child friendly explanation of its meaning and an example of it being used in context. You could develop a word cloud here where the most commonly offered words and phrases are written larger and in bolder colours for the working wall.
Modelling and Explanation - I do/We do		From the book, 'Hidden Figures' by Margot Lee Shetterly, read the children the paragraph at the back of the book that provides more information about Katherine Johnson and her life. Explain to the children that today, they will create a character profile to describe Katherine Johnson and the traits that she possessed. Write 'Katherine Johnson' in the middle of the whiteboard and, with the children's help, create a mind map about her, using what the children have learned from 'Counting on Katherine' and 'Hidden Figures'. Use these questions to guide the children's ideas - • What character traits did Katherine possess? • What was she interested in? • How did she behave? • How did the way she behaved show her personality? • What key details do you know about Katherine's life? • What did she accomplish in her life? Why was Katherine so successful? Clarify the difference between character traits and emotions. Highlight the difference between internal and external character traits
Guided Practice - We do- You do		Pupils to write some o their whiteboard for the above activity.
Adaptations to Independent Writing- You do- We do		
SUPPORT AND OPPORTUNITIES FOR ACHIEVING GREATER DEPTH <i>What is the expected outcome/ what resources will be needed?</i> (INCLUDE NAMED CHILDREN)		Core Task
SUPPORT	GDS CHALLENGE	In the template provided, the children create a character profile to describe Katherine Johnson. The children record her character traits, behaviours and key facts about her life. Resource 5c.
The children create a role on the wall for Katherine Johnson. Inside the body, the children write character traits to describe her and around the body, they record other known facts about her. E.g. Where she was born, what she	i-pads could be available to find 2 more facts about Katherine. They can share with class at the end.	

		worked as, etc. Character trait word bank provided. Resources 5a & 5b		
		Hinge Point Question	What character traits did Katherine possess?	
		Plenary / Next Steps	Ask the children to move around the room with their role on the walls/character profiles. When the children are told to 'stop', ask them to stop at their closest peer and to share one fact/trait from their role on the walls/character profiles with one another. If the children wish to 'magpie' ideas to add to their own character profiles, allow them to do so.	

LEARNING OBJECTIVE	SUCCESS CRITERIA (What will you be assessing through the lesson?)	LEARNING SEQUENCE (INCLUDE ADULT SUPPORT)	
Day 3: To describe a character	<i>I can used effective vocabulary to describe Katherine</i> <i>I can use pronouns to avoid repetition</i>	Think Back Task- (Recap) - You do	Give the children Resource 6a in pairs and allow them time to solve the anagrams in pairs. As the children solve each anagram, can they identify what each of the anagrams are? Agree that each of the anagrams reveal a character trait of Katherine Johnson. E.g. ksluifl = skilful. Recap the type of person Katherine Johnson was. Anagram answers provided.
		Introduction - I do	Explain to the children that today, they will write a character description of Katherine Johnson. With the children's help, model-write an example, encouraging the children to offer ideas from their role on the walls and characters profiles. Explain to the children that they should carefully consider their vocabulary choices to ensure they effectively portray the type of woman she was. <i>e.g. Hard working, diligent and trusting are just three words that could be used to describe Katherine Johnson. She was a computer for NASA, but she was so much more than that. Katherine was an African American woman who showed the world that women, and in particular black women, could practise maths and science at a level equal to men. She was fearless in the pursuit of her dreams, unwavering when she faced obstacles along the way and graceful in her victories. Her determination to succeed led</i>

			<i>to her becoming an integral part of the team that successfully sent men into space and put the first men on the moon. Without a doubt, Katherine was an intelligent woman who gave hope to millions more. She was a true inspiration.</i>
		Modelling and Explanation - I do/We do	Draw the children's attention to how Katherine's character traits, behaviours and key life details have been included to create an informative, yet descriptive paragraph about Katherine. Also, draw the children's attention to use of pronouns/nouns to avoid repetition throughout the paragraph.
		Guided Practice - We do- You do	Same as above but with a different section
		Adaptations to Independent Writing- You do- We do	
		SUPPORT AND OPPORTUNITIES FOR ACHIEVING GREATER DEPTH <i>What is the expected outcome/ what resources will be needed?</i> (INCLUDE NAMED CHILDREN)	
		SUPPORT	GDS CHALLENGE
		Using their role on the walls, the children write a character description of Katherine. The children ensure they effectively describe the character traits that Katherine possessed. Children use the modelled write to support their own sentence structures and starters. Resource 6c	Challenge: Encourage the children to extend sentences with more than one clause by using a range of conjunctions. E.g. when, if, because, although.
		Hinge Point Question	How would you describe Katherine?
		Plenary / Next Steps	Put the children in pairs and ask them to read their character descriptions to one another. Encourage the children to offer feedback and praise. Has their peer effectively portrayed the type of person Katherine Johnson was?(2 stars and a wish- this would need to be talked through with children about the types of things they might comment on if not done a lot before)

LEARNING OBJECTIVE	SUCCESS CRITERIA (What will you be assessing through the lesson?)	LEARNING SEQUENCE (INCLUDE ADULT SUPPORT)	
Day 4: To identify the features of a playscript	- I know what a playscript is use for - I can state features of a playscript - I can identify features of a playscript - I can explain why each feature is important	Think Back Task- (Recap) - You do	Recap on some key traits of Katherine.
		Introduction - I do	Distribute a range of play scripts on the children's tables, without telling the children what type of text they are yet. Ask the children to explore the texts provided within small groups, and to identify the text type. Invite the children to share their findings and agree that these are all play scripts. Ask the children what a play script is and agree that it is a piece of writing that is written for the stage.
		Modelling and Explanation - I do/We do	Explain that play scripts are written by a playwright and actors/actresses are given a copy to learn, so they know what to do and say when on stage.
		Guided Practice - We do- You do	Explain to the children that they will be writing their own play script, based on one of the events in the book, but before they can do this, they need to be able to identify and understand the features required for this text type. What ideas do children have already? Discuss. Select one of the children's suggestions (features are listed below in plenary) and locate this together in one of the example play scripts. Now select another play script and see if this feature has been used in this play script also. If it has, agree that it is likely a feature of a play script and record it on the whiteboard. Ask the children what the role of this feature is and why they believe it is important in a play script. Agree an answer together, referring back to the examples. If needed, model locating further features of play scripts.
		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	GDS CHALLENGE
		Pupils to have highlighted features of playscript and pupils to match the features to text.	The children locate the features used across the example play scripts. In the table provided, the children record each feature and write a sentence/s to explain why each feature is important within a play script
		Hinge Point Question	What features are there in a playscript?
		As a group, the children explore the example play scripts provided and identify the features used. On the template provided, the children label where each of the features should go.	

		Plenary / Next Steps	Come together as a class and invite the children to share their findings. Make a class list of play script features: • State which scene/act it is • Set the scene in the present tense • Identify who is speaking by writing their name on the left-hand side followed by a colon • Write exactly what the speaker is supposed to say, using interesting character dialogue • May include a narrator • Start a new line for each new speaker • Include stage directions in brackets (what the characters are supposed to do) • Include adverbs of manner in brackets (how the characters are supposed to speak) Display the list on the working wall for use in upcoming lessons.
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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	consolidation	Round numbers to the nearest 10	Round numbers to the nearest 100	Round numbers to the nearest 1000
Lesson Overview	Children begin with retrieval questions before revisiting key	Pupils round numbers to the nearest ten, using counting	Pupils round numbers to the nearest 100, using counting	Pupils round numbers to the nearest 1,000, using counting

	place-value concepts and completing a hinge-point question to identify misconceptions. They then apply their understanding through a differentiated Mystery Number Challenge	sticks and number lines to find where the numbers would be approximately. They find the previous and next multiple of ten and decide which the number is closer to	sticks and number lines to find where the numbers would be approximately, find the nearest higher and lower multiple of 100, and decide which is the closer multiple of 100.	sticks and number lines to find where the number would be approximately, find the nearest higher and lower multiples of 1,000, and finally decide which is the closer multiple of 1,000.
Key Vocabulary	Ones, tens, hundreds, thousands, place value, digits, inequalities, less than, greater than, compare, adding, subtracting	Digits, value, multiple, nearest, approximate, round	Digits, value, multiple, nearest, approximate, round, ones, tens, hundreds, thousands, place value	Digits, value, multiple, nearest, approximate, round, ones, tens, hundreds, thousands, place value
Hinge Point Question	Which statement is correct? A. In 5,308, the digit 3 has a value of 3. B. In 5,308, the digit 3 has a value of 300. C. In 5,308, the digit 8 has a value of 80. D. In 5,308, the zero means there are no hundreds.	What is 347 rounded to the nearest 10? A. 340 B. 350 C. 300 D. 347	What is 652 rounded to the nearest 100? A. 600 B. 700 C. 650 D. 1,000	What is 3,620 rounded to the nearest 1,000? A. 3,000 B. 4,000 C. 3,600 D. 4,620

Adaptations to Independent Activity- You do- We do

	Core Task	<i>Pupils to play 'mystery number'. Describe a number using the different values, pupils to use their knowledge to write the number onto their whiteboards. Use of teacher knowledge to identify gaps within learning that needs consolidation.</i>	Pupils complete number lines with the two closest multiples of ten, place the number on the line and write which multiple of ten each number rounds to using an approximately equal sign.	Independent Task: Rounding on a number line Pupils complete number lines with the two closest multiples of 100, place the number on the line and write which multiple of ten each number rounds to using an approximately equal sign.	Pupils complete the number lines with the two closest multiples of 1,000, place the number on the line and write which multiple of 1,000 each number rounds to using an approximately equal sign
SUPPORT AND OPPORTUNITIES FOR ACHIEVING GREATER DEPTH <i>What is the expected outcome/ what resources will be needed?</i> (INCLUDE NAMED CHILDREN)	SUPPORT	<i>Place value chart with counters</i>	<i>Numbers placed on the number line for children to easily see which number they should be rounding towards</i>	<i>Numbers placed on the number line for children to easily see which number they should be rounding towards</i>	<i>Numbers placed on the number line for children to easily see which number they should be rounding towards</i>
	GDS CHALLENGE	<i>Can the children say their number out of order- can they write it correctly onto their whiteboard?</i>	<i>Variety of reasoning questions- can the children explain their reasons and write the possible answers in their books</i>	<i>Variety of reasoning questions- can the children explain their reasons and write the possible answers in their books</i>	<i>Variety of reasoning questions- can the children explain their reasons and write the possible answers in their books</i>

Science	Computing	PSHE
L1: Describe the functions of the organs in the Digestive System L1: Using observations, data and findings to name, label and organise items in a variety of ways. Assessment focus: Describe the functions of the organs in the digestive system Use a model of the digestive system to explain the journey of food Explain how the equipment used in the model relates to the digestive system Recap: What are the main organs within the digestive system and can you order the digestive process? Introduction: Children will further explore the organs within the digestive system and their functions by touching on further organs such as the liver, gall bladder. Activity:	L1: To identify and describe different pieces of computer hardware and understand their functions. Assessment focus: • I can name parts of a computer system. • I can explain the difference between internal components and external peripherals. • I can group hardware as input, output, or storage. • I can describe what each component or peripheral does. Recap: What do you remember about hardware? Pupils to complete quiz. Introduction: What is hardware. Pupils to explore external peripheral and internal components. Introduction to three jobs: input, output or storage. Activity: Sorting pictures of hardware (peripheral or component and input, output or software)	L1: I understand who is in my school community, the roles they play, how I fit in and how I can contribute Assessment focus: I can take on a role in a group and contribute to the overall outcome Key Vocabulary: • <i>Role</i> • <i>Job description</i> • <i>School</i> • <i>Community</i> • <i>Responsibility</i> • <i>Respect and courtesy</i> • <i>Help</i> • <i>Trusted adult</i> Introduction: Play pass the High Five. With the children sitting in their places or in rows, start a High Five and see how long it takes to get passed along until everyone has had a turn. Repeat until the task is achieved in a quicker time. How did we show respect and courtesy when playing the game? Activity: Pair children with the person sitting next to them in the circle and ask them to find seats together at tables. Each pair has one role card and a blank job description card. Together the pair decides on the three most important jobs that the person on their card does in

		the school community and works out how that person helps them learn (directly or indirectly). Then without showing anybody the role card, pairs take it in turns to read out the job description card so that other children can guess who is on the role card.
History / Geography	Art / DT	Religious Education
LI: To investigate why Tudor children worked and what working conditions were like Assessment focus: I can identify the jobs Tudor children had. I can discuss the reasons Tudor children needed to work. I can create questions about the working conditions of Tudor children. Recap: Write down 3 things learnt about children's lives 2 things they found interesting, 1 remaining question Introduction: Play the video 'Lots of work and little play' Discuss questions: What jobs did children do in Tudor Times? At what age did children work? Why did some children need to work? Were there any jobs that surprised you? Activity: Show presentation 'Tudor apprentices' - What do you think an apprentice is? What are they doing in the images? What can we learn about the working conditions? What job would you <u>like</u> and <u>not like</u> to do? What kind of information do you want to know about Tudor children? What KIND of questions will give detailed answers? (Open questions - What, Why, How, Describe...) Model how to write an open question. Children to devise 'Hot Seat' questions to a Tudor apprentice in the 'Hot seat' (use 'Henry the apprentice background information to prepare person in Hot Seat =	LI: To explore how combining lines and mark making can show texture and tone in drawings. Assessment focus: - I can combine lines and marks to represent different textures. - I can use lines and marks in different ways to show darker and lighter colours (tone). - I can observe and replicate the texture and tone of real objects in my drawings. Recap: Recap the skills involved in the drawing process, ensuring they understand the key stages: Sketching an outline and recognising how the lines can also be lighter or darker, thicker or thinner to emphasise the form. Adding light tones, adding darker tones. Adding shadows and highlights. Introduction: Display the artwork of Nicola McBride using the link: Nicola McBride art - pupils to compare. Activity: Children to experiment with creating patterns to represent different textures and tones. Children complete the picture by drawing the other half of an image, using the mark-making skills they have been learning.	LI: To explain similarities and differences in how people understand God Assessment focus: I can explain why God can be referred to by different names. I can find evidence of beliefs about God in scripture. I can compare the ways different people might understand God. Recap: Look at the first worldview (Christianity). Ask pairs to discuss one way it links to another worldview. Take feedback. Click to reveal the next worldview. Repeat until all worldviews have been revealed (Christian, Sikh, Muslim, Bahá'í, Hindu, Jewish, Zoroastrian and Buddhist). Introduction: Does anyone ever call you by a different name? (Answers may include: a nickname; a shortened name; a special name used by family.) Does being called a different name make you a different person? (No, it means people know you in different ways.) Explain that different names can show different relationships or roles. Share an example of a teacher: The class use Mr, Mrs or Miss and their surname. Friends and family may use a first name or nickname. If they are a parent, they may be called Mum or Dad. They might be called aunt or uncle if they have nieces or nephews.

teacher?) and then children ask their questions to the apprentice in the chair.		Explain that the names change, but the person remains the same. Ask the children if they can think of any examples with people they know. Activity: Arrange the children into 12 groups. Give each group: One scripture quote from the Activity: What is God like? One colour felt tip. One large sheet of sugar paper. One glue stick. One copy of the Resource: Word bank. Ask the children to stick the scripture quote in the middle of the sugar paper. Explain that the children can refer to the Resource: Word bank if they come across any unfamiliar words. Show the Presentation: What is God like? Click to reveal task one. Ask groups to: Read the scripture. Highlight or underline words that stand out to them. Record initial thoughts around the scripture using the felt tip.
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 develop changing direction and speed when attacking. Skills being focused on: Accelerate out of the change of direction into space Warm Up: Recap dribbling: stop and go. Pupils to complete dynamic stretches. Skill Development: Pupils to learn how to turn using inside hook and outside hook. Pupils to attack and defend within a coned area. Pupils to consider how they are going to dribble past the defender.	LI: To identify and sing musical loops. Assessment focus: I can explain what a musical loop is. I can sing a musical loop. I can perform a musical loop. Recap: What is melody and harmony? Introduction: What is a loop? (Something that repeats; a cycle; something that does not stop.) What do you think a musical loop might be? (A short, repeated musical pattern.) Pupils to practise sing in loops as a class Divide the class into two groups:

		One group sings the melody. One group sings the loop. Swap over so all children practise both parts. Activity: Pupils learn the kookaburra loop. Pupils to sing in harmony. Pupils to perform the song.
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