Weekly Overview of Learning

Alexandra Primary School
Aspire, Perform, Succeed

Year Group: 4 **Week beginning: 21st September 2026**

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English	**Monday/Tuesday**	**Wednesday**	**Thursday**	**Friday**
	L.I: To compose a poem using descriptive language.	**LI: To choose appropriate language and structure for a text (Hot Write)**	**LI: To edit and evaluate my work**	**L.I: To perform a poem.**
Key vocabulary and key questions	**Key vocabulary:** Poem, imitate, noun, expanded noun phrase, verse, repetition **Key Questions:** What ideas can you suggest from our work last week? What can you magpie from the working wall? What vocabulary relates well to winter? How should we lay our poem out?	**Key vocabulary:** Poem, imitate, noun, expanded noun phrase, verse, repetition, description, senses, imagery **Key Questions:** What grammatical features can I include based on my learning in the last few weeks? What adverbials can I include? How can I interest my reader?	**Key vocabulary:** Evaluate, edit, improve, feedback, features, assessment **Key Questions:** How can you improve your poem further? Is there some sense imagery you have not included? What ideas could you magpie from others?	**Key vocabulary:** Perform, act, gestures, intonation, tone, pronunciation **Key Questions:** What constitutes an effective performance? How can you put on a good performance? What would a professional performer do?
Activities	Using ideas generated as a class last week, children will now use the structure of 'Land of possibility' to compose their own poems following a given structure. Encourage children to look at their working wall and any vocabulary discussed last week which relates to Winter to do this. Scaffolds provided to children who need this most.	Recap poetry features covered this half term so far and spend some part of this lesson to loo kat appropriate language that could be use din the children's poems. Display a picture of a. magical land' for the children to look at during the input and generate ideas. Some children can be given word mats to further support their learning. Children then spend the lesson using the assessment web to write their own poems I the style of 'The land of possibility.' Encourage use of expanded noun phrases and sense imagery.	Children look back at feedback given by class teachers in relation not the assessment webs and children then use purple pen to edit their poems further. Children use Writers Toolbox to edit and improve their poems further. When finished, children can write their poems out in neat for display.	Children have time to practice their poems written from Wednesday and now learn part of their edited version to practice then perform to the rest of the class. They can give each other feedback when performing. Discuss key words like intonation and the impact of using gestures. Clas teacher to model an effective performance.

This week's reading focus: Reading Strategy: Visualisation					
Reading	**Lesson 1**	**Lesson 2**	**Lesson 3**	**Lesson 4**	**Lesson 5**
Learning Intention	**L.I: To discuss words and phrases that capture the imagination**	**L.I: To visualise a setting/character**	**LI: To retell a story using images.**	**L.I: To apply prior concept knowledge to visualise.**	**L.I: To explore figurative language and the effect it has on the reader.**
	Read an extract from Harry Potter and discuss key vocabulary and phrases that capture imagination.	Read scene from Narnia, on whiteboards, children draw what they imagined.	Read the children a scene based on a Haunted house and they draw each paragraph to show their visualisation.	Children list what else they think would feature in the scene by using their prior knowledge and visualisation skills.	Read through a series of poems with the class and identify what types of figurative language they can spot

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Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	L.I: To practise and apply times tables and mental maths strategies	**LI: To find 1, 10, 100 or 1000 more or less**	**LI: To identify numbers to 10000 on a number line**	**LI: To estimate on a number line to 10,000**	**LI: To compare numbers to 10,000**
Key vocabulary and key questions	**Key Vocabulary:** multiple, product, factors, inverse, fact families, arrays **Key Questions:** How can repeated addition and subtraction help us? What facts do we already know? What are the new facts we are learning? How can we apply our inverse knowledge? Where is this knowledge useful in real-life?	**Key Vocabulary:** compare, place value, digit, column, greater than, less than, equal to, equivalent, more/less **Key Questions:** What is the value of the first digit in ___ ? How many thousands/ hundreds/tens/ones are there? Which column do you start comparing from? When comparing two numbers, if the first digits are equal in value, what do you look at next? Today, we will be comparing numbers up to 10,000 using language such as greater/smaller than, less/more than. Once children are confident with the language used for comparisons, we will progress to using the inequality symbols, and =, which children have encountered in previous years.	**Key Vocabulary:** order, place value, digit, column, greater than, less than, equal to, equivalent, more/less **Key Questions:** Which digit in each number has the greatest value? What are the values of these digits? When comparing two numbers with the same number of digits, if the first digits are equal in value, what do you look at next? What is the difference between ascending and descending order?	**Key Vocabulary:** estimate, place value, digit, column, greater than, less than, equal to, equivalent, more/less **Key questions** What is the midpoint of the number line? How does knowing the midpoint help you to place the number on the number line? What other numbers could you mark on accurately? Which division is the arrow close to? Is the number greater than or less than this value? How would splitting the line into more intervals help? How accurate do you think your estimate is?	**Key vocabulary:** place value, digit, column, greater than, less than, equal to, equivalent, more/less **Key questions** What is the value of the first digit in ? What is the value of the digit in ? How many thousands/hundreds/tens/ones are there? Which column do you start comparing from? Which digit in each number has the greatest value? What is the value of these digits? When comparing two numbers, if the first digits are equal in value, what do you look at next? Which is the greater number? How do you know?
Activities	**Starter:** Times Tables aerobics/Super movers. Recap existing knowledge and highlight the new facts. Identify any patterns and tips/tricks to speed up recall or working out of the multiples.	We will practise comparing numbers, ensuring that we start with the greatest place value. If the digit in the greatest place value is the same, we need to look at columns to the right until we find different digits. Sentence stems: If the digits in the __column are the same, I need to look in the __column. __is greater than __because … __ is less than__ because …	Today, we will order a set of numbers up to 10,000. We will practice ordering numbers from the smallest to the greatest and the greatest to the smallest. We will also use language such as "ascending" and "descending" when putting the numbers in order. Children will be given examples where the same digit is used in the thousands or the hundreds column so that they need to look at the other digits to determine the value. They also include zero in different places to check understanding of placeholders. Some children may find Base 10 and place value counters useful to make comparisons. We will make links with numbers in real-life situations, such as prices and measurements, to help understanding. Children will complete a variety of questions independently, where possible. We will review the answers as a class to deal with any misconceptions.	In class, children have explored estimating on number lines. In today's lesson, they are estimating on number lines up to 10,000. Discussing suitable estimates from the information given on the number line and the value of each interval, justifying their choices. Children will identify the midpoint and to mark on additional points, for example one-quarter and three-quarters of the way along, to help them position the numbers. It may be useful to consider the position of numbers relative to the midpoint of a number line, for example 6,429 is closer to 6,000 than 7,000 and it is less than halfway between the two points. This will be a useful skill later in the block when children look at rounding.	In today's lesson, children will compare numbers up to 10,000 using language such as greater/smaller than, less/more than. Once they are confident with the language used for comparisons, children progress to using the inequality symbols, <, > and =, which they have encountered in previous years. Representations such as base 10, place value counters and charts, and number lines support children's understanding of place value, allowing them to compare numbers visually before moving on to more abstract forms.

Please continue logging into Times-table Rockstars regularly!

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RE

LI: To explain similarities and differences in how people understand God

Task 1:

Does anyone call you a different name? (Answers may include: a nickname, a shortened version of their name or a term of endearment.)

Does this mean you are different when you are called a different name? (No, it means the person knows you in a different way.) Explain that sometimes different names refer to the same person, which can show a different relationship with the person or them having a different role.

Share an example of a teacher:

The class may call them Mr, Mrs or Miss and their surname.

Friends and family will use their first name or maybe nicknames.

If they are a parent, they may be called Mum or Dad.

They might get called aunt or uncle if they have nieces or nephews.

The different names reflect the different relationships and roles of the person. Ask the children if they can think of any examples with people they know.

Write the word 'God' on the board

Task 2:

Read the quote to the children and ask the children to notice any words or phrases that stand out as you read. Explain the meaning of words the children did not understand (for example, invoke, Ormazd and omniscient – see Vocabulary definitions). Take feedback about the words that stood out and encourage the children to explain their reasoning. Circle the words on the presentation.

Reread the quote, asking the children to identify words used to describe God (creator, radiant, glorious, omniscient, maker, Lord, King, watchful, giver, powerful, strong, eternal, forgive, merciful, loving, mighty, wise, holy and nourisher). Take feedback and underline these words on the presentation, discussing the meaning and what they might tell some Zoroastrian people about God. Ask the children to work with their partner to complete the following sentence on a whiteboard: 'This quote tells me that some people from the Zoroastrian worldview may think God…'.

Task 3:

Arrange the children into 12 groups and hand out the Activity: What is God like? (One page per group). Instruct the children to read the scripture on their sheet and complete task one, highlighting words or phrases in the scripture that stand out to them.

Once completed, ask them to swap sheets with another group (ideally with scripture from a different worldview). They should read the scripture and the previous group's response to task one. Then ask them to complete the second task, picking out words and phrases that describe God in the scripture. Ask each group to complete tasks three and four, swapping sheets between each task and ensuring each group sees scripture from at least two different worldviews.

PE

Fundamental Skills

L.I: To demonstrate a change of speed and direction to outwit others.

In this lesson, pupils learn to outwit an opponent by changing direction and speed. After putting on tag belts with two visible tags, they follow tagging rules: they may dodge but cannot push, spin or shield their tags. In *Run if…*, pupils start at one end of the area while a tagger waits in the middle; when the teacher calls a statement, pupils for whom it applies run to the opposite side, trying not to be tagged, and join the middle if caught. Pupils practise transferring weight, turning head, hips and shoulders, and using sudden acceleration or deceleration to escape. For skill development, pairs set out three cones and play 1v1: the leader starts five steps from the middle cone and changes speed or direction at the cone to reach an outer cone, while the partner tries to tag them. The leader scores by reaching a cone; the partner scores by tagging first. Pupils repeat three times and swap roles, focusing on sharp acceleration and multiple direction changes to evade their partner.

Swimming

Swimming will be delivered on Monday, by qualified instructors. This week will be looking at the routines and expectations of each swimming group.

Computing

LI: To use conditions and sensors to control what happens in a game

Teacher guides students through if, then and next statements that are used within scratch. Students learn how to use these to program a game where it requires them to answer a question. Student's will use conditional statements to respond to the player in telling them if they are right or wrong.

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Music

L.I. To create musical rhythms using body percussion

In this lesson, children learn to create and perform body-percussion rhythms that represent the forest floor and understory layers of the rainforest. After watching *Rainforest: Amazing facts, sights and sounds*, they rotate in groups to add facts to pre-prepared rainforest layer sheets, which will be used in later lessons. Together they discuss the kinds of sounds each layer might contain, such as walking animals and rain on the forest floor, or buzzing insects and frogs in the understory, and consider how these might influence the rhythms they create. For the main task, children compose simple rhythms using three or four body sounds—such as stamping, chest hits, clapping, clicking, or tapping—to represent the forest floor, performing their rhythm together as a group. They then repeat the activity for the understory, using the *Understory animals* resource to inspire quicker, quieter rhythms linked to insects, frogs, bats, monkeys and lizards. Finally, groups layer the two rhythms, with some children performing a slow, loud forest floor rhythm while others play a quicker, quieter understory rhythm over the top to create contrasting rainforest soundscapes.

Topic (Geography)

L.I. To describe the key features of a place

Starter- T;T;Y;P:
What is it like at the North and South Poles? How do you know? Watch me/ help me:
Using the maps show children where the poles are (on the globe). Explain that due to their location, they get the least amount of sunshine, every day. Explain that this impacts the temperature found at the poles as the sun is the earth's heat source. Use the maps to look at other countries that are found near the poles, within the polar region: Iceland, Finland, Russia, Greenland, Alaska. Explain that these places are still very cold but are warm enough for some plants to grow and thus can host a wider variety of animals and people, as part of the ecosystem.
Mini-task: Watch the video to find out about the physical and ecological features of the polar regions.
Show me:
Children answer the questions/ cloze procedure to explain why the poles are so cold.
Task: Children adopt the role of 'polar explorers' who need to find out facts about the Arctic and Antarctica before setting off on an
expedition!
They may use any prior knowledge and study the information provided to complete their research logs for the Arctic and Antarctica. They will need to use the following headings to organise their findings:

- Location
- Seasons
- Climate
- Wildlife
- Humans

PSHE

LI: I can describe examples of how people experience more than a feeling at a time.

Students further explore the book and discuss how feelings can change, share similarities and can be disguised as something else.
Activity A: Students can design an artwork that shows when they have experienced more than one feeling at a time
Activity B: Students can act out a scenario where they have experienced more than one feeling at a time

Spanish

LI: To ask the question what is your name in Spanish
Children learn how to introduce themselves using their name and revisit prior knowledge from last couple of weeks such as greetings and describing how they feel.

Art

LI: To produce an image in the style of a famous artist.

Discuss how some souvenirs often include Inuit art. Today, we are going to Recreate our own arctic image, in Kananginak's style (including the features of his work.

Science

LI: To group things in a range of ways

Students revise all the ways animals are classified. Students then look at different methods of how to represent their classification. Students choose a two animals that we found in our local environment and choose a method to represent this classification.

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Homework

Homework is set on a Tuesday and uploaded to Google Classroom and the APS website. Where applicable, it should be returned by the following Tuesday.

Reading/Spelling and Grammar

Please read for at least 20 minutes every day and record this in your pupil planner as a reading log. Remember to bring your planner every day.

Your teacher will check and sign your planner once a week.

Over the week, aim to read different text genres such as: a biography, classic novel, adventure story, poems, newspaper or cultural story.

Who will be top of the leader board next week?!

Try out a new book on Bug Club. This can be added to the reading that you do at home, which will go into your diaries.

Spelling and dictation – Remember to try to use these words in sentences to show that you understand their meanings.

This week's spellings are words from the Year 3 and 4 statutory spellings list. These can be found in your Pupil Planners.

Please go through them and:

1) **be able to read them;**
2) **know what they mean;**
3) **look up the definition in a dictionary (what do they mean? What word class are they? Do they have more than one meaning?)**
4) **practise spelling them in fun ways;**
5) **put them into creative sentences.**

immature
immeasurable
impossible
immortal
imperfect
impatient
immovable
impolite
important
improper

Maths

Times Tables Rockstars:

Take part in the weekly Year 4 Battle of the Bands! It will help you to practise your multiplication facts as well as compete with the other classes!

You can also practise using www.timestables.co.uk for free. Test yourself and maybe compete with a family member.

MTC practice

Focus on learning timetables that you need most practice on. You might write these out, use TTRS or games on the INTERNET to help you:

https://www.topmarks.co.uk/maths-games/7-11-years/times-tables

Topic/Foundation subjects

Frozen kingdom

We would like you to describe this image. Think about using your senses (see, hear, touch, smell)

Can you include:
Adjectives
Adverbs (time, place, manner)
Fronted adverbials
Similes and metaphors