Weekly Overview of Learning

Year Group: 4 **Week beginning: 28th September 2026**

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English	**Monday/Tuesday**	**Wednesday**	**Thursday**	**Friday**
	LI: To identify and classify nouns	**LI: To write a narrative**	**LI: To make connections to a text**	**LI: To infer meaning from a text to answer questions.**
Key vocabulary and key questions	***Key Vocabulary:*** *nouns, person/s, place, things, common, proper, collective, abstract* ***Key Questions:*** ● *What is a noun?* ● *What are the different types of nouns?* ● *How do we know if a noun is a proper noun and that we must use a capital letter?* ● *What is an abstract noun?* *When might collective nouns be used?*	***Key Vocabulary:*** *purpose, genre, structure, vocabulary, ideas, plot, characters, setting, paragraphs, punctuation, sentences* ***Key Questions:*** ● *What is a narrative?* ● *What narratives have we read?* ● *What 'portal stories' do we know?* ● *How could our class novel give us ideas?* *What tense should a narrative be written in?*	***Key Vocabulary:*** *vocabulary, compare, experiences, clues, connections, existing knowledge, predict* ***Key Questions:*** ● *What does 'connections' mean?* ● *How do our observations help us make connections?* ● *How does our prior knowledge about topics help us?* ● *In what way do the connections we make help us pose questions about a text and make predictions?*	**Key Vocabulary:** skim, scan, importance, isolate, retrieve, copy, match, circle, underline **Key Questions:** What does retrieve mean? What strategies do we use when we retrieve information from a text? How can we isolate the important information from that which is not? How do skimming and scanning help us to do that?
Activities	Today, we will recap what nouns are (person, place and thing). We will discuss the different types of nouns that tell the reader different things (common, proper, collective and abstract). We will identify some nouns and classify them together. **Main Task:** ● Children complete their worksheet activity on nouns, using the correct nouns as specified and classifying them. **Extension:** In the book you are reading, what nouns can you find? Complete the classification table with examples that you find.	Today, children will write a story set in an imaginary world, on blue paper. Teachers will use these as a baseline assessment and to set writing targets for the unit.	Today, we will introduce our new class text 'Imelda and the Goblin King'. What do you think the book may be about based on the front cover? What does 'Goblin' mean? Are goblins deemed good or bad (class vote)? What type of books are goblins usually found in? (Book to book). What does a goblin look like? (Book to self- short drawing activity). What does this make us imagine the book will be about? How do we know? Together, we will use reading strategy 1 and prior knowledge to make connections to self, other texts previously read and the world around us.	Children look at the picture to decide if the statement is true or not. Children will feedback their answers and explain how they know. This is an example of 'scanning'. You read the question and identified the important information (eleven faeries), you then looked at the picture and scanned only for faeries and counted them. This is exactly what we do when we read a text and answer 'retrieval' style questions. Together, we will explore different types of retrieval questions (tick, circle, underline, find and copy). Children will then have a go.

This week's reading focus: Reading Strategy: VIP WORDS AND PHRASES

Reading	**Lesson 1**	**Lesson 2**	**Lesson 3**	**Lesson 4**	**Lesson 5**
Learning Intention	**LI: To evaluate how vocabulary contributes to meaning.**	**LI: To explore how the writer uses language as a cohesive device.**	**LI: To identify key words from a text**	**LI: To define information vocabulary using context information.**	**LI: To identify key words from a text**
	Look at a variety of prefixes and how they contribute to meaning.	Recap range of cohesive devices. Children then use key vocabulary within context.	Look at a range of sentences and explore the meaning of different keywords in context.	Children read a text and then identify key words to help answer a variety of comprehension questions.	Re-read keywords from Werewolves text. Children then use a mapping scaffold to identify the definition of some of the words, what the word looks like and possible synonyms

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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 round to the nearest 10**	**L.I: To round to the nearest 100**	**L.I: To round to the nearest 1,000**	**LI: To round to the nearest 10, 100 or 1,000**
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:** rounding, multiple, place value, digit, column **Key Questions:** What is the multiple of 10 after __? What is the multiple of 10 before ___? Which multiple of 10 is closer to__? How do you know? Which numbers rounded to the nearest 10 result in zero? Which place value column do you need to look at to decide which multiple to round to?	**Key Vocabulary:** round, look at the ones, round the tens, in between, multiples of 10, either side, nearest 10 **Key Questions:** Which multiples of 10 are either side of...? Which multiple of 10 is ...closer to? Will it round up or not? What column do we look at when rounding to the nearest 10? What digit do we round? What happens if the number ends in a 5?	**Key Vocabulary:** round, look at the tens, round the hundreds, in between, multiples of 100, either side, nearest 100 **Key Questions:** Which multiples of 100 are either side of...? Which multiple of 100 is ...closer to? Will it round up or not? What column do we look at when rounding to the nearest 100? What digit do we round? What happens if the tens digit is a 5? How does rounding to 10 and 100 compare to rounding to 1000?	**Key Vocabulary:** reason, problem solve, round, look at the ones, round the tens, in between, multiples of 10, either side, nearest 10 **Key Questions:** What information do we have? What information do we need? How can we find the missing information? What knowledge and skills do we need to apply? How can we check our accuracy?
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.	Flash Back 4 Mental Maths. Ping Pong 1 More or less input/output machines in variety of ways Ping Pong 2More/less using various representations e.g. counters, Base 10, words, digits, Place Value Grid Ping Pong 3 Reasoning questions e.g. explain the mistake. Main Task Step 1 – more/less questions in a variety of ways in a carousel manner Step 2 – problem solving and reasoning problems Support Number squares/lines, concrete resources, Use Base 10, Place Value Counters or Grids, number lines, sentence starters for reasoning Challenge Write a question for the given answer.	Flash Back 4 Mental Maths. Recap number line knowledge from lessons on number lines to 1000 Ping Pong 1 Locate and mark values of each interval on labelled number lines Ping Pong 2 Work out values of each interval on unlabelled number lines and estimate then place numbers. Ping Pong 3 Problem solving and reasoning Main Task Step 1 – fluency and problems involving number lines up to 10,000. Step 2 - Film a video as a guide to help find missing numbers on a number line. Given a scenario to film about. Support Use Base 10, Place Value Counters or Grids, number lines, sentence starters for reasoning Challenge Become teachers for less-confident children.	Today, we will revise rounding to 10 and then build on this to round numbers to the nearest 100. We will focus first on 3-digit numbers as it is clearer what the previous and next multiples of 100 are. We will discuss what is the same and what is different when rounding numbers to 10 and 100. By doing this we can begin to understand that when asked to a given amount, we need to look at the next place value column to the right. We will use lots of examples that are less than 50, so children see that these round to the previous multiple of 100, which is zero. Sentence stem: The two multiples of 100 the number lies between are ____ and ___.	Today, we will practise rounding to the nearest 10, 100 and 1,000. We will use number lines and then look at word problems based on real-life situations. We will discuss what is the same and what is different when rounding numbers to the nearest 10, 100 or 1,000. We will aim to ensure that children understand that when asked to round to a given amount, they need to look at the place value column to the right of that of the required accuracy to decide whether to round to the previous or next multiple. We will also discuss when each degree of accuracy is more appropriate.

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Music	RE	PE
L.I. To create simple tunes. Today, we will be focusing on the upper two layers of the rainforest and will be playing simple melodies to represent these layers. These will then be combined with their body percussion and performed as one piece in the next lesson.	**LI: To Are all religions equal?** **LI: To identify how some Sikh beliefs and practices reflect ideas about religious equality** Children discuss how the image and the quote from the Guru Granth Sahib represent what some Sikhs believe about God. Watch the story of Guru Nanak's early life and enlightenment: Children to use the Resource: Sikh beliefs and practices to choose two scripture quotes and two of the following Sikh practices: ● Amritsar. ● Defence. ● Guru Granth Sahib. ● Ik Oankar. ● Langar. The children should record how each links with the Gurus' messages and teachings about religious equality.	**Fundamental Skills** **L.I: To develop technique and control when jumping, hopping and landing.** Discuss with the pupils that we use jumping and landing skills all the time in other activities and in everyday life. Can they talk to a partner and decide on an example from another activity or an example from day to day life where they would use a jumping and landing skill? E.g. In netball when jumping for an interception. In gymnastics, when performing a star jump. In athletics when performing a long jump. In football when jumping to head a ball. Jumping from play equipment or off a wall. Share some ideas with the group. **Swimming** **Swimming will be delivered on Monday or Tuesday, by qualified instructors.** This week will be looking at the routines and expectations of each swimming group.
Art	**PSHE**	**Spanish**
LI: To produce an image in the style of a famous artist Students will look back at Kananginak artworks and recap of the style he uses. Students then choose an arctic animal and recreate their own version the artists artwork.	**L.I. I can tell you what I could do if my feelings are too big to handle myself** Students look back at our book 'The Grand Hotel of Feelings' focusing on the page where it shows the different hotels where the feelings stay. As a class we explore what will the managers do if the feelings were too big to stay at their hotel. **Activity A –** Children trace their hand and on each finger name a person they can trust and draw a picture of themselves on their palms. **Activity B-** Children create a poster advertising ChildLine and how children around the school can use this service.	**LI: To count to 20 in Spanish** Class teacher note: Go through lesson slides for me presento-Lesson 4 Match numbers to 20 on the slide. This should be revision from last year. Children then copy and complete numbers on the slides.

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Science	Topic (Geography)	Computing
L.I. To describe how organisms adapt to their environment **Starter** We will explore how animals and insects adapt to their environment. E.g. A fish lives in water and has fins for motion, stability and direction. **Task** Children are to design their own imaginary hybrid. These are organisms that have been transported to completely different habitats. e.g. a fish in a forest - a polar bear in the desert - a beetle in a pond. You will explain what the new features do for the imaginary hybrid you have created.	**L.I. To explore how animals have adapted to the polar environment** Describe and understand key aspects of physical geography, including climate zones **Starter:** In this lesson, the children will be learning about how animals have adapted to survive in the polar environment. Focusing on how they have adapted over time and why those adaptions help them under certain conditions. **Task 1:** In pairs, the children will be given a range of fact cards detailing facts about a range of animals. Once the children have had a look on their tables they will present their findings to their peers. Before the main task children will have some time on iPad or chrome books to have a closer look into these animals' habitats. Where they will research a chosen polar animal (e.g., polar bear, penguin, arctic fox, walrus). **Task 2:** Their task is to produce a fact chart about their animal, focusing on how it has adapted to live in a polar environment (physical and behavioural adaptations). Then they will include how this adaption helps them survive in polar conditions.	**LI: To create a variable to keep score** **Starter:** Students try to guess what the code will do based on images. **Task:** Teacher guides students through how to add a variable to a quiz. Students look at their codes from last week and adapt their quiz to add a variable and more maths questions.

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Homework

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

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.

Writing

We would like you to spend 10-15 minutes completing your learning journey on Writers Toolbox this week!

Even better if you can do the Daily challenge one day this week too!

Computing

Spend 10-15 minutes on BBC Dance Mat Typing this week.
COMPLETE LEVEL 1 this week,
We really want you all to improve your typing skills and this is a good way to do so (link below)

https://www.bbc.co.uk/bitesize/articles/z3c6tfr

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.

Illegal
Illegible
Illogical
Illicit
Irregular
Irresponsible
Irrational
Irrational
Irresistible

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.

COMPLETE THE ALLOCATED MYMATHS TASK ONLINE:

[Y4] Numbers to a thousand