

Academic Curriculum Recovery Plan – 2020-21

Year group:	Year 4						
Weekly plan:	07/09/20	14/09/20	21/09/20	28/09/20	05/10/20	12/10/20	19/10/20
Phonics/Spelling Lost Learning (previous yr group)	Differentiated group for spellings, phonics and grammar working at phase 3 - Children from Years 3,4,5 and 6. Teaching of phase 3 long vowel diagraphs. Teaching of phase 3 spelling and HFW Related grammar concepts.						
	Days of the week/month – basic phonic practise	Bounce back to phonics programme	Bounce back to phonics programme & Y3 spellings	Bounce back to phonics programme & Y3 spellings	Bounce back to phonics programme & Y3/4 spellings	Bounce back to phonics & Y3/4 spellings	Bounce back to phonics & Y3/4 spellings
Reading- lost learning (previous year group)	Literacy Shed - VIPERS and Love Reading Content domain: 2d - make inference from text/explain and justify inferences with evidence from the text. 2h – Make comparisons within the texts.						
Reading intended learning	Ongoing Y4 objectives Cycle of content domain 2a-2g in daily reading lessons	Ongoing Y4 objectives Cycle of content domain 2a-2g in daily reading lessons	Ongoing Y4 objectives Cycle of content domain 2a-2g in daily reading lessons	Ongoing Y4 objectives Cycle of content domain 2a-2g in daily reading lessons	Ongoing Y4 objectives Cycle of content domain 2a-2g in daily reading lessons	Ongoing Y4 objectives Cycle of content domain 2a-2g in daily reading lessons	Ongoing Y4 objectives Cycle of content domain 2a-2g in daily reading lessons
Writing Lost Learning (previous yr group)	Poetry – Collective Poems Non – fiction - Recount						
	07/09/20	14/09/20	21/09/20	28/09/20	05/10/20	12/10/20	19/10/20
Writing intended learning	Free write 20mins day to assess level of children’s writing.	Text: Collective Poem Focus: Grammar: Nouns Short burst writing focus: ing/end sentence	Text: Bodrum’s Quest – defeating a monster Focus: Setting Grammar: Nouns Short burst writing focus: 2A sentences	Text: Bodrum’s Quest – defeating a monster Focus: Setting Grammar: Verbs Short burst writing focus: Verb/person sentences	Text: Bodrum’s Quest Focus: Setting Grammar: Nouns/Verbs Short burst writing focus: Emotion word (comma) sentence	Text: How to defeat a Snollit Focus: Character Grammar: Nouns Short burst writing focus: 2A sentences	Text: How to defeat a Snollit Focus: Character Grammar: Verbs Short burst writing focus: , Boys sentences
Maths – lost learning (previous yr group)	Number fractions (home learning) Measurement – time (home learning) Properties of Shapes 9home learning) Measurement – Mass and capacity (home learning)						
Maths	07/09/20	14/09/20	21/09/20	28/09/20	05/10/20	12/10/20	19/10/20

intended learning	Daily MM/Arithmetic/counting Numbers to 1000 100a, 10s, 1s Number line to 1000 Round to the nearest 10/100	Daily MM/Arithmetic/counting Count in 1000s Represent numbers to 10,000 1000s, 100s, 10s, 1s Partitioning The number line	Daily MM/Arithmetic/counting Find 1/10/100 more/less 1,000 more/less Compare 4 digit numbers Order numbers Round to the nearest 1000	Daily MM/Arithmetic/counting Count in 25s Negative numbers Roman numerals Mini assessment	Daily MM/Arithmetic/counting Add/subtract Add 3 digits numbers Add 4 digit numbers Crossing 10 & no exchange	Daily MM/Arithmetic/counting Subtract 3 digit numbers Subtract 4 digit numbers Both with and without exchange	Daily MM/Arithmetic/counting Efficient subtraction Estimating Checking strategies Mini Assessment
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Science							
Lost learning (previous year group)	Light (home learning) Emma Dunn						
Intended Learning	07/09/20	14/09/20	21/09/20	28/09/20	05/10/20	12/10/20	19/10/20
		Sound Identify how sounds are made, associating some of them with something vibrating, by identifying and explaining sound sources around school.	Sound To identify how sounds are made, associating some of them with something vibrating, by performing a dramatisation of how sounds travel. To find patterns between the volume of a sound and the strength of the vibrations that produced it, by performing a dramatisation of how sounds travel. To recognise that vibrations from sounds travel through a medium to the ear, by	Sound To recognise that vibrations from sounds travel through a medium to the ear, by exploring how high and low sounds are created. To find patterns between the pitch of a sound and features of the object that produced it, by exploring and creating musical instruments, and explaining how they change pitch.	Sound To recognise that sounds get fainter as the distance from the sound source increases, by exploring how sounds change over distance. To recognise that vibrations from sounds travel through a medium to the ear, by making string telephones.	Sound To recognise that vibrations from sounds travel through a medium to the ear, by investigating the best material for absorbing sound.	Sound To recognise that vibrations from sounds travel through a medium to the ear, by making a musical instrument and explaining how it works. To find patterns between the pitch of a sound and features of the object that produced it, by making a musical instrument and explaining how it works.

			performing a dramatisation of how sounds travel.				
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Lost learning (previous year group topics)	3.5 - Which rules should we follow (home learning) What is Prayer?						
Intended Learning	07/09/20	14/09/20	21/09/20	28/09/20	05/10/20	12/10/20	19/10/20
	Values - Compassion	4.1 God, David and Psalms Know key stories of the life of David	4.1 God, David and Psalms Know that David is a key figure in the Old Testament	4.1 God, David and Psalms Know that Christians believe that the nature of God is revealed in the psalms (King, shepherd, protector, great, rock, merciful and shield etc.)	4.1 God, David and Psalms Identify values that I think are important.	4.1 God, David and Psalms Connect values and Christian beliefs to events and teaching in the Bible.	4.1 God, David and Psalms Ask important questions about the stories of David that improve my learning.

