

The Recovery Curriculum: Covid Catch-Up

Changes explained for Year 4

Maths: The White Rose Maths curriculum accounts for catch-up lessons which the children will have missed in previous years. We have been doing pre-assessments to ensure we gather an understanding of what the children already know before starting a new topic. As a result, we found that the children had a good understanding of perimeter and area so we have completed shorter lessons on these to address the missing gaps. We have focused on number to ensure the children have a good understanding of the four operations which will help them to solve problems in other areas of the curriculum.

Writing: Our focus for catch-up has revolved around ensuring the texts we are producing are not too long but focused in on a particular skill. We are ensuring the children are secure on basic GPS skills before moving them on to the Year 4 GPS objectives. We have put a focus on the children being able to identify and apply the features of different text types rather than producing extended pieces of writing.

Reading: In Reading, we are following the VIPERS skills. The children have a good understanding of each of the skills that should have been taught up to this point so we are focusing on the 'Explain' element mainly. This is where children will need to have a deeper understanding of the text. We have heavily modelled how to gather enough evidence from the text to back up their findings.

Computing: In order to catch the children up with what was missed in our Computing curriculum, we have made sure our Computing lessons are discrete. This means that the children will have more exposure to working with PCs and other forms of technology that they will not have had access to at home.

French: We have been lucky that the children have not missed much of the French curriculum as the children were only due to start learning French in Year 3. As a result, we have been focusing on catching up on identifying the difference between using the first and the third person when speaking and writing.

Science: We have found that the children have a good understanding of the knowledge needed to complete our Science curriculum so we are now focusing on how to work scientifically. This means we are ensuring the children have an understanding of how to conduct a fair test and ask enquiry questions. Children have been collecting data during our Science and Computing lessons.

Geography: We have created a discrete sequence of lessons for children to catch-up on their Geography knowledge. We have been focusing on being able to identify the 8 points of a compass and ensuring that the children know the names of the continents and oceans as sticky knowledge.

History: We have found that lots of the History curriculum was covered when we were in school exploring the Romans as our topic in Year 3. We were aware that the children needed to learn about the Vikings before leaving school so we added in a new topic to ensure these objectives were covered.

RE: As a result of looking at the Government's catch-up guidance, we decided to delve deeper into two focus religions this year: Judaism and Christianity. We are also exploring festivals celebrated during the year (related to other religions) during our phase assemblies.

Life Skills and British Values: We will be learning about the Greeks in Terms 5 and 6 so as a result we will be able to focus on Democracy. We recognise that the children have missed out on a variety of social interactions so we have introduced provision to ensure children are spending time interacting with their peers at non-recreational times. Provision provides the children with time to explore their own interests and to improve on life-skills.

PE: In PE, we feel that the children have continued to build on the skills taught in previous years. This term we will be focusing on ensuring children are able to receive and pass successfully in a game situation and perform different types of passes. These skills can be addressed in a variety of activities/sports.

Art: In Art, we have focused on surrealism and cubism this term. These two styles provide our children with a variety of skills that have helped them to close some gaps in this area. We will be focusing on how to improve our pieces of art by being critical and by trying to imitate the styles we have studied.

DT: We have been lucky in that the topics we covered in Year 3 and 4 have lent themselves well to DT projects. As a result, we feel that the children have been exposed to the process of creating a DT project. We will continue to focus on the reviewing stage of the process to ensure the children know how to improve on what they have done.

Music: When learning at home, the children were exposed to some useful resources that helped them to explore music. We have adopted a new scheme at school that will help the children to close any gaps. We have also completed our school production which helped the children to gain and improve on singing skills.