

Recovery Curriculum Long Term Overview – Adapted for Covid Catch-Up

Each subject / area should include a Knowledge and a Skill

Year 4



	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic	Dreams		Harry Potter and Vikings		Ancient Greece	
Maths	Place Value Addition and Subtraction Length and Perimeter	Multiplication Division	Multiplication Division	Fractions and decimals Area	Decimals Money Time	Statistics Shape Position/Direction
Reading	BFG (Class Reader) Giant's eye view (poem by Brian Moses) Grandad's Secret Giant (by David Litchfield - narrative) CBBC news article on COP26 (newspaper report) CBBC news article on plastic pollution Non chronological report on Earth Day Nelson Mandela biography	Martin Luther King biography Dreambeast poem (Mark Bird) Dreams poem (Langston Hughes) Never Give Up (Short video) https://www.youtube.com/watch?v=ifqj7Qs-9Is Extract from the Girl Who Walked on Air (narrative) Interview with Jacqueline Wilson extract Farther Retrieve and record information / identify key details from fiction and non-fiction. Summarise main ideas from more than one paragraph.	Harry Potter Chapters (Diagon Alley, The Great Hall, London - Class Reader) The Black Hole The Bad Witch The Witches The Witches poems (comparison texts) Summarise main ideas from more than one paragraph. Predict what might happen from details stated or implied.	Riddle of the Runes by Janina Ramirez (Class Reader?) Poetry (the River, Wind Poems,) Viking non-chronological reports (LiteracyShed) Norse Myths (Kevin Crossley-Holland) Predict what might happen from details stated or implied. Identify/explain how information/narrative content is related and contributes to meaning as a whole	Percy Jackson and the Lightning Thief (Rick Riordan) (Class Reader) Greek Myths (Marcia Williams) Icarus Medusa Pandora's Box Troy Identify/explain how information/narrative content is related and contributes to meaning as a whole Identify / explain how meaning is enhanced through choice of words and phrases.	Non-fiction Ancient * Greece (Literacy Shed - Democracy, Famous Ancient Greeks, Philosophy, Art) King Midas Trojan Horse Farther (revisited) Identify / explain how meaning is enhanced through choice of words and phrases. Make inference from the text / explain and justify inferences with evidence from the text.
VIPERS						

Writing	<p>Persuasive on climate change.</p> <p>Newspaper report. My narrative writing is organised into clear sequences with more than a basic beginning, middle and end.</p>	<p>Write a motivational speech</p> <p>Diary entry My narrative writing is organised into clear sequences with more than a basic beginning, middle and end.</p>	<p>Persuasive letter to Dumbledore. Information text. (Dover Castle?)</p> <p>Narrative Poem (journey on the train) I write narrative with a clear structure, setting, characters and plot. I include precise vocabulary and grammar choices that link to the style of writing. (Scientific words/historical words/words that fit with the context)</p>	<p>Bob finds an arrow. Script</p> <p>I write narrative with a clear structure, setting, characters and plot. I include precise vocabulary and grammar choices that link to the style of writing. (Scientific</p>	<p>Diary entry of a Greek soldier. (Troy)</p> <p>Non-fiction on Ancient Greece</p> <p>I write narrative with a clear structure, setting, characters and plot. I include precise vocabulary and grammar choices that link to the style of writing. (Scientific words/historical words/words that fit with the context)</p>	<p>Myths and Legends</p> <p>I write narrative with a clear structure, setting, characters and plot. I include precise vocabulary and grammar choices that link to the style of writing. (Scientific</p>
GP	<p>Full Stops</p> <p>Capital Letters</p> <p>Commas</p> <p>expanded noun phrases</p> <p>adverbs</p> <p>fronted adverbials</p>	<p>Exclamation sentences</p> <p>Sentence types</p> <p>Conjunctions</p> <p>Direct speech</p>	<p>Subordinate clauses</p> <p>Verb tenses</p> <p>Perfect form of verbs</p> <p>Adverbs</p> <p>Apostrophes (possessive and contractions)</p>	<p>Pronouns</p> <p>Parenthesis</p> <p>Compound and complex sentences</p> <p>Prepositions</p> <p>Homophones</p>	<p>Direct and indirect speech</p> <p>Conjunctions</p> <p>Adverbials</p> <p>Standard English</p>	<p>Present perfect tense</p> <p>Plural and possessive</p> <p>Commas to mark clauses</p> <p>Noun phrases</p> <p>Determiners</p>
Spelling	<p>SS</p> <p>1. These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.</p> <p>2. The prefix 'in-' can mean both 'not' and 'in'/'into.' In these spellings the prefix 'in-' means 'not.'</p> <p>3. Before a root word starting with l, the 'in-' prefix becomes 'il-'. Before a root word starting with r the prefix 'in-' becomes 'ir-'</p> <p>4. The prefix 'sub-</p>	<p>SS</p> <p>1. The suffix '-ation' is added to verbs to form nouns.</p> <p>2. The suffix '-ation' is added to verbs to form nouns.</p> <p>3. Adding -ly to adverbs. Remembering words ending in '-y' become '-ily' and words ending in '-le' become '-ly.'</p> <p>4. Adding '-ly' to to turn an adjective into an adverb when the final letter is 'l.'</p> <p>5. Word with the 'sh' sound spelled ch. These words are French in origin.</p>	<p>SS</p> <p>1. Adding the suffix '-ion.' When the root word ends in 'd,' 'de' or 'se' then the suffix '-ion' needs to be '-sion.'</p> <p>2. Adding the suffix '-ous.' Sometimes the root word is obvious and the usual rules apply for adding suffixes beginning with vowel letters. Sometimes there is no obvious root word though.</p> <p>3. The suffix '-ous.' The final 'e' of the root word must be kept if the</p>	<p>SS</p> <p>1. The suffix '-ion' when the root word ends in 't' or 'te' then the suffix becomes '-tion.'</p> <p>2. The suffix '-ion' becomes '-ssion' when the root word ends in 'ss' or 'mit.'</p> <p>3. The suffix '-cian' used instead of '-sion' when the root word ends in 'c' or 'cs'</p> <p>4. Adding '-ly' to create adverbs of manner. These adverbs describe how the verb is occurring.</p> <p>5. Challenge Words</p> <p>6. Homophones</p>	<p>SS</p> <p>1. The /s/ sound spelled c before 'i' and 'e'.</p> <p>2. Some words have similar spellings, root words and meanings. We call these word families. 'sol word family' and 'real word family'</p> <p>3. Some words have similar spellings, root words and meanings. We call these word families. 'phon word family' and 'sign word family'</p> <p>4. Prefixes – 'super-' 'anti' and 'auto.'</p> <p>5. The prefix bi-</p>	<p>SS</p> <p>1. Plural possessive apostrophes.</p> <p>2. Revision – spelling rules we have learned in Stage 4.</p> <p>3. Revision – spelling rules we have learned in Stage 4.</p> <p>4. Revision – spelling rules we have learned in Stage 4.</p> <p>5. Revision – spelling rules we have learned in Stage 4.</p>

	<p>' which means under or below.</p> <p>5.The prefix 'inter-' means between, amongst or during.</p> <p>6.Challenge Words</p>	6.Challenge Words	<p>sound of 'g' is to be kept.</p> <p>4.The 'ee' sound spelled with an 'i.'</p> <p>5.The suffix '-ous.' If there is an 'ee' sound before the '-ous' ending, it is usually spelled as i, but a few words have e.</p> <p>6.Challenge Words</p> <p>7.The 'au' digraph</p>	– words which have the same pronunciation but different meanings and/or spellings.	meaning two.	6.Challenge Words
Science	<p>Living Things and their Habitats</p> <p>- Recognise that living things can be grouped in a variety of ways.</p> <p>- Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.</p> <p>- Recognise that environments can change and that this can sometimes pose dangers to living things.</p>	<p>Sound</p> <p>- Identify how sounds are made, associating some of them with something vibrating</p> <p>- Recognise that vibrations from sounds travel through a medium to the ear find patterns between the pitch of a sound and features of the object that produced it</p> <p>- Find patterns between the volume of a sound and the strength of the vibrations that produced it</p> <p>- Recognise that sounds get fainter as the distance from the sound source increases.</p>	<p>Electricity</p> <p>- Identify common appliances that run on electricity</p> <p>- Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</p> <p>- Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery</p> <p>- Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</p> <p>- Recognise some common conductors and insulators, and associate metals with</p>	<p>States of matter</p> <p>- Compare and group materials together, according to whether they are solids, liquids or gases</p> <p>- Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)</p> <p>- Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p>	<p>Animals inc. Humans</p> <p>- Describe the simple functions of the basic parts of the digestive system in humans</p> <p>- Identify the different types of teeth in humans and their simple functions</p> <p>- Construct and interpret a variety of food chains, identifying producers, predators and prey.</p>	<p>Forces and magnetism</p> <p>K: Polarity, comparing everyday objects for magnetism</p> <p>How things move on different surfaces</p> <p>S: Asking questions</p> <p>Predictions</p> <p>Fair test</p> <p>Observing and measuring</p> <p>Recording data</p> <p>Interpreting results</p> <p>Evaluating</p>

			being good conductors.			
Computing	<p>E-safety: Self-image and identity</p> <p>Computer Systems and Networks – The Internet</p> <p>Understand computer networks including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration</p> <p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p> <p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p> <p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>	<p>E-safety: Copyright and ownership</p> <p>Multimedia – Audio editing</p> <p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p> <p>Select, use, and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems, and content that accomplish given goals, including collecting, analysing, evaluating, and presenting data and information</p> <p>Use technology safely, respectfully, and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p>	<p>E-safety: Online reputation, online relationships</p> <p>Multimedia – Photo editing</p> <p>Use search technologies effectively</p> <p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p> <p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>	<p>E-safety: Online bullying</p> <p>Programming – Repetition in shapes</p> <p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p> <p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p>	<p>E-safety: Managing online information, Privacy and security</p> <p>STARTERS</p> <p>K: Understand the difference between hardware and software</p> <p>Handling Data – Data Logging</p> <p>work with various forms of input select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p>	<p>E-safety: Health, wellbeing and lifestyle</p> <p>Programming – Repetition in games</p> <p>Design, write, and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>Use logical reasoning to explain how some simple algorithms work, and to detect and correct errors in algorithms and programs</p>
History		<p>History of Civil Rights Movement</p> <p>Native American tribes</p> <p>- Address and</p>	<p>Local historical study – Dover Castle</p> <p>- A study over time tracing how several aspects of national history</p>		<p>Greek History – timeline, civilization</p> <p>Alexander the Great</p> <p>- A study of Greek</p>	<p>Greek beliefs (linked to RE)</p> <p>Achievements and their influence on the Western world</p>

		<p>sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>- Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p>	are reflected in the locality		<p>life and achievements and their influence on the western world</p> <p>- Note connections, contrasts and trends over time and develop the appropriate use of historical terms.</p>	<p>- A study of Greek life and achievements and their influence on the western world</p> <p>- Understand how our knowledge of the past is constructed from a range of sources.</p>
Geography	<p>Physical and human features on a map.</p> <p>Discuss settlements.</p> <p>Longitude and latitude. Mountains. identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p>human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p>	<p>Locate different NA tribes on a map.</p> <p>human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>		<p>Water cycle</p> <p>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p>	<p>Location of Greece on a map – looking at physical features.</p> <p>name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p> <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	
DT	<p>BFG Child Grabbing Device.</p> <p>Explore how to make a structure that moves.</p>		<p>Wands</p> <p>Explore creating and including electrical circuits in our</p>	<p>Set design and building</p> <p>Build structures exploring how to make them stable and</p>		<p>Make Greek Yoghurt</p> <p>Exploring food technology and picking the correct amount</p>

	<p>Use equipment to make a grabbing hand.</p> <p>- Design and make.</p>		<p>designs.</p> <p>Use equipment to make a wand that has a working electrical circuit.</p> <p>- Design, make and evaluate.</p>	<p>what is the best material to use.</p> <p>Select the correct material to create a set.</p> <p>- Design, make and evaluate.</p>		and type of food.
Art		<p>Dali – surrealist dreams paintings (painting) (Surrealism/Magic Realism)</p> <p>- To record their observations and use them to review and revisit ideas</p> <p>- Learn about great artists, architects and designers in history.</p>	<p>Castle and the Sun Paul Klee (shape and colour)</p> <p>Computing Link : Cubism</p> <p>- Learn about great artists, architects and designers in history.</p> <p>- To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p>	Set design	<p>Andy Warhol</p> <p>- Greek Pots</p> <p>- Learn about great artists, architects and designers in history.</p> <p>- To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p>	
RE	<p>Beliefs and practices describe the variety of practices and ways of life in religions and understand how these stem from, and are closely connected with, beliefs and teachings</p>	<p>Christmas reflect on what it means to belong to a faith community, communicating their own and others' responses respond to the challenges of commitment both in their own lives and within religious traditions, recognising how commitment to a religion is shown in a variety of ways</p>	<p>Easter respond to the challenges of commitment both in their own lives and within religious traditions, recognising how commitment to a religion is shown in a variety of ways discuss their own and others' views of religious truth and belief, expressing their own ideas</p>	<p>Passover use specialist vocabulary in communicating their knowledge and understanding consider the meaning of a range of forms of religious expression, understand why they are important in religion and note links between them</p>	<p>Beliefs and Practices describe the variety of practices and ways of life in religions and understand how these stem from, and are closely connected with, beliefs and teachings</p>	<p>Prayers and Worship describe the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others</p>
PE	<p>Athletics Demonstrate effective technique for throwing a javelin. • Demonstrate effective technique using a heave throw. •</p>	<p>Hockey Accurately push pass the ball from a moving position. • Receive a ball in a moving position. • Move with the ball on both the open stick and</p>	<p>Netball Defend the player and the ball in a game scenario. • Demonstrate the attacking principles to successfully execute a 2 v 1 situation. •</p>	<p>Tennis Can use foot movement to get into the optimum position to strike the ball. • Hit a ball fed from a partner with a forehand to a target. • Hit a ball</p>	<p>Cricket Accurately throw overarm at a target from a moving position. • Accurately throw underarm at a target from a moving position. • Strike a ball which</p>	<p>Tag Rugby Floor</p> <p>Demonstrate the attacking principles to successfully execute a 2 V 1 situation. • Demonstrate the</p>

	<p>Demonstrate effective technique using the sling throw.</p> <ul style="list-style-type: none"> • Demonstrate effective technique using the push throw. • Jump for distance from one foot to two feet. • Maintain a good running technique when sprinting over obstacles <p>Rounders</p> <p>Accurately throw overarm at a target from a stationary position.</p> <ul style="list-style-type: none"> • Accurately throw underarm at a target from a stationary position. • Catch a ball in a game environment. • Strike a ball off a tee with accuracy, holding the rounders bat with one hand. • Successfully stop a ball travelling on the floor. 	<p>reverse stick side.</p> <ul style="list-style-type: none"> • Shoot at a reduced target for an increased chance of success. <p>Dance</p>	<p>Demonstrate the defensive principles required in both 1 V 1 & 2 V 1 situations.</p> <p>Dodgeball</p> <p>Underarm throw a Dodgeball effectively and accurately in a game scenario.</p> <ul style="list-style-type: none"> • Overarm throw a Dodgeball effectively and accurately in a game scenario. • Catch a chest high Dodgeball effectively in a game scenario. • Catch a low Dodgeball effectively in a game scenario. 	<p>fed from a partner with a backhand to a target.</p> <ul style="list-style-type: none"> • Hit a ball fed from a partner with a forehand volley to a target. • Hit a ball fed from a partner with a backhand volley to a target. <p>Dance</p>	<p>has been drop fed to different target areas.</p> <ul style="list-style-type: none"> • Strike a ball which has been drop fed using the front foot drive. • Understand the mechanics of bowling. <p>Handball</p> <p>Demonstrate the attacking principles to successfully execute a 2 V 1 situation.</p> <ul style="list-style-type: none"> • Demonstrate the defensive principles required in both 1 v 1 and 2 v 1 situations. • Defend the player and the ball in a game scenario. • Successfully track and mark an opponent. 	<p>defensive principles required in both 1 v 1 and 2 v 1 situations.</p> <ul style="list-style-type: none"> • Find creative solutions to beat a defender in a 1 v 1. • Understand and perform a switch pass. <p>Gymnastics</p> <p>Complete a 7-piece sequence including a minimum of 2 different components.</p> <ul style="list-style-type: none"> • Create a group balance with 4 people, with all people linked together in some way. • Demonstrate advanced counter balances with one partner off the ground. • Execute a bent leg linking move with correct form and technique. • Execute a full turn jump with correct form and technique from apparatus. • Execute a half turn jump with correct form and technique from apparatus. • Execute a shoulder balance with correct form and technique. • Execute a side roll with correct form and technique.
MFL	<p>Playtime</p> <p>Pick out familiar words and phrases from a spoken sentence.</p> <p>Say and write a few sentences about themselves in the first person from memory.</p>	<p>My Home</p> <p>Identify a given sound most times it appears when listening to a song.</p> <p>Recognise some familiar words and phrases in a spoken story.</p>	<p>My Town</p> <p>Understand and be able to give simple directions to town buildings.</p> <p>Say and write from memory a few sentences about where they live.</p>	<p>Describing People</p> <p>Recognise and use singular subject pronouns and the present tense singular forms of some common verbs.</p> <p>Grasp the concept that some sentence</p>	<p>The Body</p> <p>Be able to identify the gender of a noun from its article when listening and reading.</p> <p>Use the correct article with some common nouns</p>	<p>Sport</p> <p>Identify the gender of a noun in a sentence when listening to it.</p> <p>Say or write a few sentences about sports that they can do or like playing, and</p>

	<p>Prepare and present some basic instructions for a playground game.</p> <p>Recite some verses of a song from memory.</p>	<p>Use numbers and colours in descriptions.</p> <p>Say and write from memory several sentences about where they live and their daily routine, with good pronunciation.</p> <p>Respond to a spoken question with a written answer in a full sentence.</p> <p>Confidently say sentences where the word order differs to English.</p> <p>Be able to give the gender of a noun from its article.</p>	<p>Be able to recognise some French prices with minimal aid.</p> <p>Read part of a story aloud to the class, with some support.</p> <p>Play French word games with increasing levels of accuracy, including completing and reordering sentences correctly.</p>	<p>structures differ in French.</p> <p>Give short verbal and written descriptions of family and friends, using full sentences from memory and with accurate pronunciation.</p> <p>Use the correct articles with plural nouns when prompted.</p> <p>Write some simple French sentences to give a summary of a character from a story</p>	<p>when speaking and writing.</p> <p>Recite a simple French rhyme from memory, with some verbal or visual prompts.</p> <p>Describe things using simple adjectives.</p> <p>Frequently recognise and identify different subject pronouns when reading.</p>	<p>ask others about what they like to play.</p> <p>Use a bilingual dictionary to look up the French translations of English words and the meanings of unfamiliar French words.</p> <p>Follow a model to write sentences in the first person using common verbs.</p>
<p>Music</p> <p>K: History of music - phase assembly</p>	<p>Composing Dream Lullaby</p> <p>- Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>- Listen with attention to detail and recall sounds with increasing aural memory</p>			<p>Choral</p> <p>- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>- Develop an understanding of the history of music</p>		<p>Recorders</p> <p>- Use and understand staff and other musical notations</p> <p>- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p>
Life Skills		Families and People who care for me/ Caring Friendships		Respectful Relationships/ Online Safety		RSE/ Being Safe
British Values (Woven through)	Mutual respect		Tolerance of different cultures and religions		<p>Democracy</p> <p>Rule of law</p>	