

Re-engagement Curriculum

Year Group: 4

YL: POU

QL: LEW

Year Group	Knowledge and skills which have been missed or only covered by some	How the remaining teaching for this academic year will be adapted. (Wave 1 interventions)	Additional interventions that are required over and above normal lesson delivery (Wave 2 interventions)
Maths	<p>Missed work on formal written multiplication and division methods, area and fractions. Completed instead geometry, statistics and money.</p> <p>Children were not taught time in Year 3 and have not yet been taught it in 4 as it is unsuitable for remote teaching.</p>	<p>Will use the time that would have been spent on geometry, statistics and money to revisit the multiplication and division topic, area and fractions.</p> <p>Plan in a time week.</p> <p>Continue to recap the skills taught remotely to ensure that all children have retained the knowledge they were taught.</p>	1:1 intervention calculation where needed.
Phonics/SPAG	<p>Unable to deliver any phonics interventions for specific children.</p> <p>Spelling skills daily but not all children will have accessed. Focus has been on spelling rules but not high frequency words.</p>	<p>Spelling skills taught to be recapped.</p> <p>Continue with high frequency words as part of weekly homework.</p>	1:1 precision teaching of spelling led by Tas. Focus on phonic knowledge where necessary.
Reading	<p>Reading skills have been taught very broadly and 'one size fits all'. Focus needs to be on WT, ARE and GD skills.</p>	<p>Continue coverage of reading objectives / skills.</p> <p>Focus planning / questioning in reading sessions which focus on the skills required to evidence WT, ARE and GD.</p>	Continue to boost 1:1 reading as started during remote learning.
Writing	<p>Handwriting will be poorer than when they left.</p> <p>Skills taught will need to be recapped (Speech marks, fronted adverbials, prepositions, conjunctions etc)</p>	<p>Add in some handwriting sessions.</p> <p>Maintain skills focus when we return with recaps each day that keep going over the skills. Continue high quality planning so that children have rich text examples of the specific skills.</p>	1:1 handwriting sessions. Children who have missed large chunks may need individual intervention work.
Foundation Subjects/Topic	<p>Some Water Cycle contextualised experiments were missed. Violin/Ukulele work will need to be revisited, as this couldn't be taught effectively remotely. Anglo-Saxon topic taught in Spring 2 may not have been accessed by all.</p>	<p>Liaise with Mrs Andrews to ensure that gaps are filled with violins and ukuleles, after the children have finished working with drums.</p> <p>Recap history skills from Spring 2 topic in WW2 elements of Summer topic.</p>	N/A
Social and Emotional Skills - Jigsaw	<p>Jigsaw PSHE curriculum has not been taught during closure.</p>	<p>Liaise with Perry to ensure that the missed lessons are consolidated into the remaining lessons.</p>	Support for individuals / small groups on themes of friendships as needed.