

Y4 2020 / 2021 Curriculum



Published schemes/ resources we use:

- Big Maths- CLIC
- Spelling Shed
- Talk for Writing
- NCCE Computing
- Charanga Music
- Diocese of Lincoln (RE)
- You, Me, PSHE
- Quigley Education
- My Book Blog
- Reading VIPERS

• Blocks of Work

Each unit runs for a different amount of time depending on which term it is in:

- Autumn Term – The Romans, Maps of the World, Earthquakes and Volcanoes, Climate Change (T1 and T2)
- Spring Term – The Anglo Saxons, Transport, International Trade (T3 and T4)
- Summer Term – The Vikings, River and Coastal Erosion (T 5 and T6)

A typical weekly timetable runs like this – however, Art and DT units will be chunked at certain points in the term.

	8.30-9.00	9 - 10	10-10.20	10.20 - 10.55	10.55 - 11.10	11.10 - 12.10	12.10-1.00	1.20 -2.20	2.20 - 2.50	2.50
Monday CLIC	REGISTER	Literacy	ASSEMBLY	Reading	BREAK	Maths	LUNCH	REGISTER Independent Reading RE	Spellings	COATS
Tuesday CLIC	REGISTER	French	ASSEMBLY	PE	BREAK	Maths	LUNCH	REGISTER 1.10 - 2.10 ICT	Art/DT	COATS
Wednesday CLIC	REGISTER	Literacy	ASSEMBLY	Reading	BREAK	Maths	LUNCH	REGISTER Independent Reading Science	Spellings	COATS
Thursday CLIC	REGISTER	Literacy	ASSEMBLY	Reading	BREAK	Maths	LUNCH	REGISTER Independent Reading History	2.10 - 2.40 PSHE Spellings Test	COATS
Friday	REGISTER	9.30 - 10.30 Literacy	ASSEMBLY	10.30 - 10.55 Maths	BREAK	Geography	LUNCH	REGISTER Music	PE	COATS

Marking

Whenever possible, pupils will self or peer mark their work. The teacher will often provide targeted whole class and individual feedback during the lesson known as live marking. Teachers will mark roughly 25% of work in detail in order to gain enough knowledge to inform planning for future feedback and teaching. Knowledge checks and verbal feedback will also be used for assessment.

Feedback

If needed, any common misconceptions will be addressed during a whole class feedback session in the next lesson. If the teacher deems it necessary, the whole class may repeat learning in order to deepen understanding. A minority of pupils may receive additional marking or feedback input if their needs are significantly different to the whole class.

Retrieval Practice

When the learning is deemed important enough to remember for the long term, (rather than been something you might research or re-read to trigger recall) the pupils will have a regular opportunity to complete a short retrieval mind map or quiz.

The Mastery Approach

Lessons are taught to all pupils together (unless SEND information indicates otherwise) following a mastery style. A key aim is for all pupils to be exposed to tasks and learning at a level that develops a deep understanding for all. In most lessons there will be an opportunity to progress through a set of tasks (practice / application / going deeper).

Retrieval Practice - JD

We are experimenting with Retrieval Practise strategies and techniques this year, which is where we revisit previous learning to help retain information and skills.

Feedback - SP

We are experimenting with Feedback strategies and techniques this year, which is where we look at addressing misconceptions and errors in different ways to see which method results in the biggest improvement among the class.