

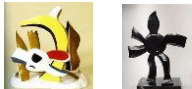



### Canon Popham Curriculum Planning Year 4 (2021 / 2022)

	School focus - <i>Pioneers of progress</i> <i>Marcus Rashford</i> 06.09.21 - 01.10.21	Doncaster - <i>Discover the Spirit Transport</i> 04.10.21 - 03.12.21	History focus - <i>What was life like as an Anglo-Saxon?</i> 04.01.22 - 25.02.22	Geography focus - <i>Where in the world</i> 28.02.22 - 29.04.22	History focus - <i>Who were the Vikings?</i> 03.05.22 - 01.07.22
<b>Curriculum Intent</b>	Learning about myself Learning for my future	Learning about myself Learning for my future	Learning about myself Learning how to learn	Learning to be my best Learning for my future	Learning about myself Learning for my future
<b>Christian Values</b>	Creation	Creation Endurance	Hope Forgiveness	Compassion Justice	Thankfulness Endurance
<b>SMSC</b>	Spiritual Moral	Moral Social	Spiritual Cultural	Cultural Moral	Spiritual Social
<b>British Values</b>	Individual Liberty Mutual Respect	Mutual Respect Rule of Law	Mutual Respect Rule of law	Individual Liberty Tolerance of those with different faiths and beliefs	Tolerance of those with different faiths and beliefs Individual liberty
<b>PSHCE</b>	Relationships - Friends - Keeping friendships healthy  Living in the Wider World - Community - Online Safety	Relationships - Family - What makes a family?	Health and Wellbeing-Mental Wellbeing - Understanding my feelings  Physical Health -Staying Healthy	Relationships- Friends- Keeping friendships healthy  Health and Wellbeing- Mental Wellbeing - Understanding my feelings	Living in the Wider World - Community- Our Communities
<b>History</b>	To regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.	Events beyond living memory (Doncaster's relevance and importance towards the Industrial Revolution)	To gain historical perspective by placing their growing knowledge into different contexts	To be able to understand significant aspects of the history of the wider world: the nature of ancient civilisations; the	To be able to make connections, contrasts and trends over time and develop the appropriate use of historical terms.

				expansion and dissolution of empires; characteristic features of past non-European societies.	To regularly address and sometimes devise historically valid questions about chance, cause, similarity and difference and significance.
<b>Geography</b>		<p>Locational Knowledge Compare land-use patterns; and understand how some of these aspects have changed over time -railways</p> <p>Measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies</p>	To 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.	To locate the world's countries, using maps to focus on 5 continents. North and South America, concentrating on their environmental regions, key physical and human characteristics,	
<b>Art</b>	<p><b>DRAWING</b></p> <p><b>Leonardo Da Vinci</b></p>  <ul style="list-style-type: none"> <li>• Develop techniques to create intricate patterns using different grades of pencil and other implement and media to create lines, marks and develop tone Understanding why they best suit.</li> <li>• Draw for a sustained period of time at an appropriate level. Have opportunities to</li> </ul>	<b>Christmas cards and calendars</b>	<p><b>PAINTING</b></p> <p>Edvard munch</p>  <ul style="list-style-type: none"> <li>• Confidently control types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects. Start to develop a painting from drawing</li> <li>• Use light and dark within painting and show understanding of complimentary colours.</li> <li>• Mix colour, shades and tones with increasing confidence.</li> <li>• Start to look at working in the style of</li> </ul>	<p><b>SCULPTING</b></p> <p><b>Fernand Leger</b></p>  <ul style="list-style-type: none"> <li>• Work in a safe organized way, caring for equipment. Secure work to continue at a later date.</li> <li>• Make a slip to join to pieces of clay.</li> <li>• Model over an armature: newspaper frame for modroc.</li> <li>• Use recycled, natural</li> </ul>	<p><b>PRINTING</b></p> <p><b>Pablo Picasso</b></p>  <ul style="list-style-type: none"> <li>• Create printing blocks using relief or impressed method.</li> <li>• Develop print techniques i.e. mono-printing, block printing, relief or impressed method.</li> <li>• Create repeating patterns Print with two colour overlays.</li> </ul>

Design and Technology	develop further drawings featuring the third dimension and perspective.		a selected artist (not copying).	and man-made materials to create sculptures <ul style="list-style-type: none"> <li>• Adapt work as and when necessary and explain why.</li> <li>• Use language appropriate to skill and technique.</li> <li>• Demonstrate awareness in environmental sculpture and found object art. Show awareness of the effect of time upon sculptures.</li> </ul>		
	Electrical systems - simple circuits and switches		Food and nutrition - Healthy and varied diet		Structures - Shell structures using computer aided design.	
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
R.E.	How special is the Jew's relationship with God?	What is the most significant part of the nativity?	Can the Buddha's teachings make the world a better place?	Is forgiveness always possible?	What is the best way for a Buddhist to lead a good life?	Do people need to go to church to show they are Christians?
English	<b>Grammar</b> Pronouns and nouns Standard English and verb tense	<b>Grammar</b> Fronted adverbials Plural and possessive s	<b>Grammar</b> Modifying preposition phrases Paragraphs	<b>Grammar</b> Expanded noun phrases Subordinate clauses	<b>Grammar</b> Modifying preposition phrases Tenses - past participle	<b>Grammar</b> Revision/Mastery of year 4 grammar

	<p><b>Punctuation</b> Inverted commas Apostrophes</p> <p><b>Spelling</b> Prefix - super, sub, inter Prefix - anti, non, auto Prefix - pre, de, re Prefix - in, imp, imm Suffix - ing - two syllables</p> <p>Writing genre/text: Class text focus <b>Varjak paw</b></p> <p>Reading: RVI specific to text Reading texts linked to curriculum subjects</p>	<p><b>Punctuation</b> Apostrophes Use of commas</p> <p><b>Spelling</b> Suffix -en, er, ed - two syllables Suffix - ous Suffix - tion, cian Suffix - sion, ssion Ch sounding k</p> <p>Writing genre/text: Multimedia video focus <b>Home sweet home</b></p> <p>Reading: RVI specific to text Reading texts linked to curriculum subjects</p>	<p><b>Punctuation</b> Punctuation revision</p> <p><b>Spelling</b> Ch, que sounding sh, g, k Sc sounding s Ei, eigh, ey Irregular tenses eep to ept Irregular tenses end to ent</p> <p>Writing genre/text: Class text focus <b>The Journey</b></p> <p>Reading: RVI specific to text Reading texts linked to curriculum subjects</p>	<p><b>Punctuation</b> Question marks Exclamation marks</p> <p><b>Spelling</b> Homophones long o Homophones long i Y4 spelling words looking at synonyms and antonyms</p> <p>Writing genre/text: Multimedia video focus <b>The windmill farmer</b></p> <p>Reading: RVI specific to text Reading texts linked to curriculum subjects</p>	<p><b>Punctuation</b> Revision/Mastery of year 4 punctuation</p> <p><b>Spelling</b> Y4 spelling words looking at synonyms and antonyms</p> <p>Writing genre/text: Class text focus <b>How to train a Dragon</b></p> <p>Reading: RVI specific to text Reading texts linked to curriculum subjects</p>	<p><b>Punctuation</b> Revision/Mastery of year 4 punctuation</p> <p><b>Spelling</b> Revision/Mastery of year 4 spelling patterns</p> <p>Writing genre/text: Multimedia video focus <b>So good to me</b></p> <p>Reading: RVI specific to text Reading texts linked to curriculum subjects</p>
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<b>Maths</b>	Reasoning with 4-digit numbers  Addition and subtraction	Multiplication and division  Discrete and continuous data	Securing multiplication facts  Time Area and perimeter	Area and perimeter  Fractions  Decimals	Solving measure and money problems  Reasoning with patterns and sequences	Position and direction  Shape and symmetry  3-D shapes
<b>Science</b>	Where does all the food go? (Digestive system)	Good Vibrations (Sound)	Our Changing world Through human impact	Switched on (Electricity)	Who am I? (Family genetics)	In a state (states of matter)
<b>Computing</b>	Programming - Scratch (Continued)		Digital Literacy - HTML editing		Data Handling - Investigating the weather	
<b>Music</b>	Mamma Mia! (ABBA)  Pop performance CHARANGA		Glockenspiel skills  CHARANGA		Blackbird (The Beatles)  Acoustic performance CHARANGA	
<b>Physical Education</b>	The Power of PE Dance	The Power of PE Dance	The Power of PE Gymnastics	The Power of PE Gymnastics	The Power of PE Striking/Fielding	The Power of PE Athletics
<b>French</b>	Year 4 Unit 1	Year 4 Unit 2	Year 4 Unit 3	Year 4 Unit 4	Year 4 Unit 5	Year 4 Unit 6