

De Beauvoir Yearly Learning Framework

Year: 4

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|  | **Autumn Term** | | **Spring Term** | | | **Summer Term** | |
| **Topic** | **Diverse De Beauvoir** | **The Egyptians** | **Extreme Earth-**  Volcanoes | **Vikings and Anglo Saxons** | | **Let’s Go on Safari?** | **STEAM Project** |
| **Key Golden Question** | **Tenacity –** What can be achieved when we persevere? | What did the Egyptians believe? | What happens at fault lines? | Who were the Anglo-Saxons and the Vikings? | | What is urbanisation and how has it impacted Africa? |  |
| **Key Texts** | Journey  My Name is Not Refugee | The Egyptian Cinderella  **DR texts: Secrets of a Sun King**  The story of Tutankhamun | Journey to the Centre of The Earth | How to Train Your Dragon  Viking Long ships  **DR texts: Beowulf** | | Akimbo the Lion  Nelson Mandella- Long Walk to Freedom  **DR texts: Fastest Boy in the World** |  |
| **Science** |  | Electricity | States of Matter | | Sound | Living things and their habitats | Animals |
| **Geography** |  |  | * Key aspects of Physical geography including Volcanoes. | * Name and locate a key UK county – Yorkshire * Describe and understand key aspects of human geography: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water * Using atlases * 8 points of a compass * 4 and 6 figure grid reference symbols and key | | * Significance of the Equator and North and South Hemisphere * Recap 7 continents * Urban/Rural comparison linked to Dalston and Johannesburg * Using atlases * Fieldwork |  |
| **History** |  | Chronology and  Historical Interpretation and school-decided knowledge |  | Chronology and  Historical Interpretation and school-decided knowledge | |  |  |
| **Art** | Whole school art linked to My Name is Not Refugee/ Journey | **Art History-**  Tomb Paintings  ***Drawing and Painting*** |  | Creature from Beowulf  ***Sculpture*** | | **Art History- Artist**  Uzo Egonu  ***Paint and collage*** |  |
| **DT** |  | **Textiles**  Egyptian Slippers |  | **Construction**  Making Long Boats | |  |  |
| **PHSCE/SMSC** | **Jigsaw-** Being me in my world | **Jigsaw-** Celebrating difference | **Jigsaw-** Dreams and goals | **Jigsaw-** Healthy me | | **Jigsaw-** Relationships | **Jigsaw-** Changing me (SRE) |
| **PE** |  |  |  |  | |  |  |
| **Computing** | **We are Software Developers**  *Developing a simple educational game* | **We are Toy Designers**  *Prototyping an interactive toy* | **We are Musicians**  *Producing digital music* | **We are HTML Editors**  *Editing and writing HTML* | | **We are Co-Authors**  *Producing a wiki* | **We are Meteorologists**  *Presenting the weather* |
| **RE** | For those who believe, how do they build a relationship with God? | What happens when we die? | **Islam-** How is the Qur’an important to Muslims? | **Judiasm-** How does the synagogue show what is important to Jews? | | **Christianity-** How do different Christians show their beliefs? | School decided unit |