

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** | JourneyMy 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 DragonViking Long ships**DR texts: Beowulf** | Akimbo the LionNelson 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
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| **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 |