

## Stunning Start

A celebration of Syrian culture and what life was like there before war started. Music/map showing where Syria is. Have them think about the type of journey it would be? What went wrong? Link to news about negative views/ video clips/newspaper headlines. How are our views different from those we've seen on the news? What would Jesus do? What does it mean to be a 'School of Sanctuary'? Link to scriptures throughout. Introduce the text.

## Science – Changing States of Matter – UNCRC 29 NPP

- Compare and group materials by properties like hardness, solubility, transparency, conductivity, and magnetism.
- Understand dissolving and how to recover substances from solutions.
- Use knowledge of states of matter to separate mixtures by filtering, sieving, and evaporating.
- Explain material uses based on evidence from tests.

## English

### Terrific Text

'Boy at the back of the class' by Onjali Q Rauf

### Writing Opportunities

A first-person account – Ahmed describing his first day of school

Welcome letter (school of sanctuary)

Multi-perspective narrative  
Oracy UNCRC Article 12

Discussion and suggestions about how to make others feel welcome.

## Maths UNCRC 29

### Multiplication and Division –

at a more complex level, using more than 1-digit numbers to complete operations. We look at long multiplication and short division steps and how to use these effectively.

- Exploring long multiplication using 2-digit numbers
- Exploring efficient division techniques and understanding remainders

### Fractions (B) -

- Multiply fractions by integers
- Finding fractions of amounts

## Music - Looping and Mixing –

### UNCRC Articles 17 & 31

Children will start with a body percussion rhythm, advance to creating music with loops, and learn to play a section of 'Somewhere Over the Rainbow.' They'll practice playing music fragments to the beat and eventually perform a structured piece with two loops, demonstrating musical skills and creativity

**Ukulele-** Children will engage in various musical activities whilst learning the Ukulele.

### Other Reading Opportunities

Non-fiction reading linked to Geography (mountains) and RE (pilgrimages)

### Refugee reading –

'Who are refugees and migrants' by Michael Rosen and Annemarie Young

'Welcome to nowhere' by Elizabeth Laird

### Spoken Language opportunities

Speaking to different audiences, asking relevant questions and listening to responses.

# Year 5

## R.E. - UNCRC 14

### Christmas (Unit D)

Children will explore the Christmas story from St. Matthew's Gospel, focusing on Mary and Joseph's challenges and King Herod's tensions.

### Parables and Sayings of Jesus (Unit F)

Children will deepen their understanding of Jesus' parables, explore the Kingdom of God, and learn how Christians respond through Church life today.

### PSHE/RHE: UNCRC 5, 18

#### Module 2: Unit 1

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Created to Love Others explores the individual's relationship with others. Building on the understanding that we have been created out of love and for love, this module explores how we take this calling into our family, friendships and relationships, and teaches strategies for developing healthy relationships and keeping safe both online and in our daily lives.

## Options for the Poor and Vulnerable

## Virtues:

### Curious and active

### Scripture Focus:

*"Do not mistreat foreigners who are living in your land"*

*Leviticus 19: 33-34*

### Prayer Focus:

**The Examen – St. Ignatius**  
God's direction for us

**Big Question –**  
**Who are our brothers and sisters in need, locally and nationally?**

## MFL – Colours UNCRC 27

Children will learn: Les couleurs: Un arc-en-ciel learning a broad spectrum of colours in French. Grammatically, they will learn the gender and plural forms of adjectives and complete exercises involving the verbs "être" (to be) and "avoir" (to have).

## Art –Matisse UNCRC Article 29

Children will explore Matisse and his contributions to visual arts through collage. They will focus on developing skills such as creating collages, selecting contrasting colours, cutting precise shapes, and mastering both straight and curved lines. These skills will enable them to express their artistic ideas and create visually appealing and well-crafted artworks.

## Geography- Mountains and Volcanoes-- UNCRC Article 6

**Substantive Knowledge:** understanding the importance of mountains and volcanoes, describing key aspects of these geographical features, and locating them globally and within the UK and the impact of mountains and volcanoes on landscapes and human lives (**make links to current affairs**).

**Disciplinary Knowledge:** children develop locational knowledge, by locating mountains in the UK, major mountain ranges worldwide, and major volcanoes globally. This involves applying specific geographical skills to identify and place these features accurately on maps.

**Procedural Knowledge:** Children identify and recognize various mountain and volcano features, understand how they change over time, and appreciate the ways in which these geographical elements impact human societies. Practical application of skills in recognising the dynamic nature of mountains and volcanoes.

**CST links – Pilgrims of Hope – the effects felt by the poorest of our communities**

## Computing Programming Music - UNCRC 17

To know that a soundtrack is music for a film/video and that one way of composing these is on programming software.

## Other Opportunities

Epiphany UNCRC 14

School of Sanctuary – letter of welcome UNCRC 22

Online Safety Week - UNCRC 17

Candlemas UNCRC 14

## P.E. UNCRC 31

**Gymnastics** - This unit focuses on exploring Counter Balance and Counter Tension balances on the floor and apparatus. Pupils will create sequences with flow, challenge their creativity, and link balances with movements.

**Badminton** - This unit challenges pupils to develop strategies for creating space to win points, refine their use of forehand and backhand shots in gameplay, and take control through effective serving.

## Marvellous Middle

Visit to school by Syrian refugee. Recap of stunning start (What life was like before war/How did they feel when they arrived). Children to write letters of hope/kindness/support to refugees.