

Stunning Start

Discuss the basic material, emotional, and spiritual needs not wants of the poor compared to the rich. Play what are wants and needs cards linking with Rights Respecting UN articles. Link it to Pope Leo Dilexi Te https://www.vatican.va/content/leo-xiv/en/apost_exhortations/documents/20251004-dilexi-te.html - love for the poor.

Science –

Finish Living things and their habitats

Sound **UNCRC Article 29**

Children will learn how vibrations cause sounds and how sounds travel, as well as how sounds can change pitch and loudness. Also, they will learn about how sounds are made, carrying out demonstrations of vibrations.

English **UNCRC Article 27**

Terrific Text

‘The Iron Man’ Ted Hughes

Character description linking to BTK theme

‘The Night Bus Hero’ by Onjali Q Rauf.

[Writing Opportunities](#)

Letter of advice on what to do about the Iron Man. - link to basic needs.

Fiction writing: Character description - a comparison of the Iron Man at the beginning and end of the story.

Newspaper recounting how Hector pushed Thomas’ trolley in the pond. Narrative from an alternative perspective e.g.: Mei Lei

Maths Multiplication and division B

UNCRC Article 29

Multiply two-digit numbers by one-digit numbers using efficient written methods (e.g., grid method, long multiplication). Divide two-digit numbers by one-digit numbers, understanding remainders.

Length and perimeter

Measure and compare lengths in appropriate units (mm, cm, m, km).

Music – Adapting and transposing

motifs (Theme: Romans) **UNCRC Article 31**

Children will learn a new song, singing in time and tune, identify and play a repeated pattern on a tuned instrument, create and notate a musical motif, transpose it with changes in pitch and rhythm, and perform combined versions as a group.

[Other Reading Opportunities](#)

Non-fiction texts/poetry /myths about Ancient Rome

[Spoken Language opportunities](#)

Speaking about [issues relating to homelessness](#) and ..

DT - Roman

sandal **UNCRC Article 24**

Pupils will identify the features, benefits, and disadvantages of various fastening types. They will write design criteria and create a sleeve design that meets these requirements. Using their design, they will make a template and assemble it using a stitch of their choice.

Year 4

R.E. **UNCRC 14**

Unit D: Christmas- Children will study the role of angels in the story of Christmas and how the Church celebrates the Feast of Christmas.

E: Jesus Light of the World & Beloved Son – Children will know the stories of the Baptism, Presentation and Transfiguration of Jesus. They will understand that at these events Christ is revealed as the Light of the World and the Beloved Son of God.

PSHE & RHE: LKS2 Module 2, Unit 4

This unit helps children learn how to keep themselves safe in different situations. Through animated stories and guidance from a friendly expert character, children will: Understand what it means to feel safe and learn how to protect themselves from harm. Learn about making good choices as they grow older, including understanding the risks of things like alcohol, tobacco, and drugs. Explore what to do in an emergency.

Option for the Poor and Vulnerable

A fair society cares for those most in need

Virtues:

Curious & Active

Scripture Focus:

"You shall not oppress the poor or vulnerable. God will hear their cry"

Exodus 22:20-26

Prayer Focus:

Nunc Dimittis

Big Question –

What are the needs of those in a poor area compared with those in a rich area?

Art – Mosaics (collage)

Roman Tile **UNCRC Article 29**

the children will develop and refine their cutting techniques to design and assemble Roman-inspired mosaic tiles, applying precision and creativity in their artwork.

MFL – Verb 'to be' (continued) and Directional Language **UNCRC 29, 30**

Children will about positions in French, such as "devant" (in front of), "derrière" (behind), "sur" (on), "dans" (in), and "sous" (under). They practice creating sentences using the verb "être" (to be) along with these positions. Additionally, they will learn phrases like "dans la boîte il y a..." (in the box, there is...) and "Où est la fille?" (Where is the girl?).

History – Ancient Romans **UNCRC 29** **NPP experience**

Substantive Knowledge: Children will explore the chronological development of the Romans in Britain, uncovering key events, settlements and the impact on daily life, emphasizing practical insights into the Roman presence in the West Midlands.

Disciplinary Knowledge: This unit will cultivate historical understanding by examining the historical method, refining the analysis of primary and secondary sources related to Roman Britain, exploring a range of historical perspectives and terminologies.

Procedural Knowledge: Students will actively engage in source analysis, constructing timelines to establish chronology, evaluating Roman invasion motivations, conducting practical comparisons between Roman and Celtic settlements and looking at Metchley Fort to learn about local Roman history.

Computing Programming 1 - **UNCRC 17**

Using decomposition to solve a problem by finding out what the code was. Coding a simple game using scratch.

Other

Opportunities

Epiphany **UNCRC 14**

Candlemas **UNCRC 14**

Bosworth Battlefield **UNCRC 28,31**

Online Safety Week - **UNCRC 17**

P.E. **UNCRC 31**

Swimming- Assessment of prior knowledge and development of the swimming strokes. **Games: Invasion: Football** - The unit will develop pupils’ skills in attack vs defence, focusing on creating simple tactics to move the ball up the pitch and create shooting opportunities.

Marvellous Middle

Children review all their areas of riches from Stunning Start and compare the effects of poverty on each of the areas.

They create a script on how they, and others, can enrich the lives of everyone in accordance to their own individual areas of need. Children review what they can give in Lent.