**Our Termly Learning Journey**

**Year Group: Silver Birch** **Term and Year:** Summer 2025  **Cycle:** A

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| **Big Question** | **Other questions** | | **Links to Bolney/21st C** | **Key Vocab** | | **Whole Class Reading Text** | **Film Unit Literacy Shed** | **Key figures** | **Real-Life Maths** |
| ‘Can we make a difference to others?’ | How do pictures evoke images?  Can you interpret a story without words?  How do pictures tell a story?  How do refuges cope with new lives/homes?  Can you put yourself in someone else’s shoes?  Could you live without home comforts?  Can our actions help others?  How does displacement affect people? | | Unicef  British Red Cross  Amnesty Int  Sierra Leone/Haiti | immigration  flee  migration  displaced  emigrate  citizenship  humanitarian  war  residence  asylum seeker | | The Arrival  Boy 87 | Birthday Boy | Mo Farah  Judith Kerr  Rita Ora | Statistics linking to refugee data |
| **Links to Bolney characteristics** | **Project overview** | **Hook/Wow Starter Project Outcome/Fantastic Finish** | **Links to Interplayland** | **Driver Subjects**  **(Part of project and discrete)** English, maths, science, RE, PE, French and RHE plus: | | **Other Core Texts** | **Other suggestions** | **Visits / Visitors** |  |
| Young Leaders and Problem Solvers followed by Change Makers and Critical Thinkers | Displacement and Refugee crisis | Making an Origami bird/animal for writing | Home to another country |  |  | Who are Refugees and Migrants? What Makes People Leave their Homes? And Other Big Questions by Michael Rosen and Anne Marie Young  Kicked Out by A.M. Dassu  The Watertower by Gary Crew |  | Local villager (refugee) |  |
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| **As writers we will…** | **As mathematicians we will…** | **As geographers we will…** | **As musicians we will…** | **In RE we will…** |
| Firstly, watch the film called Birthday Boy and write setting descriptions, character descriptions and monologues. We will then start our wordless book, The Arrival. This text offers many writing opportunities and we start with a prediction followed by a narrative incorporating a flashback as well as journal entries and emotional letters as a character in the book. Boy 87 will act as a starting point for our geography and some writing tasks too. | As Year 6’s, continue with SATs revision spending time on fractions and decimals before exploring geometry, perimeter and statistics. Boy 87 will influence many of our maths problems and data tasks.  Year 5 will be exploring data handling, area, perimeter, volume and geometry. We will then revisit percentages and decimals. | focus on considering whether our actions can help others. We will look at the refugee crisis and look at the geographical reasons for displacement. Our focus will be on the horn of Africa and this will lead into work on biomes and climate zones. We will consider the distribution of natural resources and how this affects human geography. We will also take part in a Take One Geography Day later in the term. | start auditions for our end of term production Joseph and his Technicolour Dreamcoat and start to learn the songs. | Try to answer these questions: ‘How do questions about Brahman and atman influence the way a Hindu lives?’ Followed by ‘How do the ‘Heroes of Faith’ encourage Christians today?’ |
| **As readers we will…** | **As designers we will…**  **As artists we will…** | | **As historians we will…** | **As linguists we will…** |
| Use VIPERS and read a variety of non-fiction books relating to our project. We will look at shrot stories and picture books as well as novels.  In addition to reading lots of books, we will look at SATs papers. | create a virtual work of art using digital photography. We will use Photoshop Express Photo Editor, an art program to edit and produce our desired outcome. We will take and assemble a sequence of photos to make a flick book to give the impression of movement. | | use our previous knowledge of the Anglo-Saxons and Vikings to debate why people flee their homes. We will consider the work of Amnesty International and UNICEF. |  |
| **As speakers and listeners we will…** | **As programmers in computing we will…** | **As scientists we will…** | **As young people we will…** | **As a sportsperson we will…** |
| Discuss and debate our feelings of refugees and how we are making a difference. We will consider Haiti, Sierra Leone and our own village. | be introduced to spreadsheets. We will be supported in organising data into columns and rows to create our own data set. We will be taught the importance of formatting data to support calculations, while also being introduced to formulas and will begin to understand how they can be used to produce calculated data. We will be taught how to apply formulas that include a range of cells, and apply formulas to multiple cells by duplicating them. Next, we will use spreadsheets to plan an event and answer questions. Finally, we will create charts, and evaluate results in comparison to questions asked. | learn about the process of reproduction and the life cycles of plants, mammals, amphibians, insects and birds. We will explore reproduction in different plants, including different methods of pollination and asexual reproduction. | explore the characteristics of Young Leaders and Problem Solvers in the first half term. Our film unit starts with a young person left alone after a war and shows a real-life problem solver in his survival story. In the second half term, we will move onto Change Makers and Critical Thinkers. We will look at famous refugees and organisations such as Amnesty International and Unicef who have/made/are making a difference to others through change and attitudes. | we will start to practice for sports day and focus on athletics.  Our specialist teacher will teach cricket. |