

**Sacred Heart RC Primary School**  
**'Learning to Love ...Loving to learn'**

Year: 4				The Whole Child Action Plan				Spring 2		
The first entitlement of all children is to be <i>Spiritually, Morally, Socially and Culturally Educated</i> ... Children should first be educated spiritually and as a Catholic Community spiritual education is about our beliefs, our relationship with God and who we are from the scriptures. The whole of our curriculum is permeated in our beliefs and values.										
Month	Term	Learning Powers	RC Statement	Liturgical Year / <b>CARITAS</b> (Christian Love of human kind - charity)	British Values (Democracy, rule of law, individual liberty, respect for other beliefs)	PSHE including <b>Safeguarding</b>	Global Days and Events	Entrance / Hall Displays		
Mar	Spring 2	Always Improving	29	<b>Stewardship or Dignity of Work</b> Reconciliation St David's Day St Patrick's Day Holi 12 13 Passover Stations of the cross Easter - Easter production Y3 & Y4 St George's Day	Mission Week in School St Joseph's Penny Parent voice questionnaire	Healthy Minds Y5	World Book Day Mother's Day Arts week other Cultures and Communities			
Apr			30							31
Topic Theme	Texts you will use		Key Objectives from across the curriculum						Visitors / Visits	
			Science	History	Geography	ICT/Computing	Art/DT			
Mum's the word???	What have the Egyptians done for us? – information text	<b>Sound Planning and setting up different types of enquiry</b> Reporting, presenting and communicating data/findings  identify how sounds are made, associating some of them with something vibrating find patterns between the pitch of a sound and	<b>Egyptians</b>  Pupils should be taught about the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of the following;;  Ancient Egypt; Use more complex sources of primary and secondary information Use the internet for research Choose and		Use ICT to carry out research, organise and present their work (link History)  Use a spell checker Create and position text, alter font and	<b>Art:</b> Egyptian Art – hieroglyphics death masks linked with history work  Great artists who painted the Last Supper and crucifixion Leonardo Di Vinci, Tintoretto– linked with Religion  Develop techniques, including control and use of materials, with creativity, experimentation and increasing awareness of different kinds of art, craft, design.	Manchester Museum – Egyptian workshop			

		<p>features of the object that produced it find patterns between the volume of a sound and the strength of the vibrations that produced it.</p> <p>Choose what observations to make Know that questions can be answered in different ways Compare what happened to what might have happened and give simple explanations Make a precise series of observations and measurements</p> <p>Identify features of a fair test and carry out a fair test with help Think of questions to ask during testing Decide on approaches to answer questions and suggest own ideas Select suitable equipment Suggest improvements in their work Predict before testing Begin to repeat observations and measurements Record and label sketches and diagrams, sometimes with notes Use ICT to record results</p>	<p>discriminate between a range of information, and use this to ask questions Understand that events from the past are represented and interpreted in different ways, and that sources can confirm or contradict Interpret the past through role play – e.g. hot seating</p> <p>Guess what objects from the past were used for, using evidence to support answers Understand that some events of the past affect people's lives today Summarise the main events from a period in history, using their characteristics Give reasons for main events and changes Begin to understand why some people acted as they did and give reasons Sort events or objects into groups Use dates and terms accurately, using key dates when describing events Use some dates on a time line Understand the concept of decades and centuries and use this to divide the past into periods of time Use a timeline with dates, including both BC and AD Use evidence to describe changes within a time period</p>		<p>align text Change page layout Find and use stored information</p>	<p>Create sketch books to record their observations and use them to review and revisit ideas improve their mastery of art and design techniques Learn about great artists, architects and designers in history.</p> <p>Collect visual and other information Use a sketchbook to make notes about artists, skills and techniques Create artwork following an idea Design, draw, paint or make images for different purposes using knowledge and understanding Make comments on the work of others, including both ideas and techniques Apply previous knowledge to improve work Adapt and refine work to reflect purpose</p> <p><b>DT</b> – cross-stitch crosses linked to religion</p> <p><b>Music</b> Music from the shows – Jesus Christ Super Star</p> <p>Rimsky-Korsakov - works on fairytales linked to Literacy</p> <p>Composing:</p> <p>Children should be able to choose instruments for particular effects.</p> <p>Children should be encouraged to recognise established musical conventions in form (e.g. ABA structure) and may be able to identify metre, repetitions, ostinato &amp; other musical features.</p>	
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