

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

Year:		The Whole Child Action Plan						Spring 1	
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.									
Jan	Spring 1	Enjoy Learning	33	Option for the Poor and Vulnerable or Solidarity and Common Good	Election of monarch of the day		Burns Night		
Feb			34						35
	27	28	St Valentine's Day Shrove Tuesday Ash Wednesday Start of Lent Presentation of our Lord Lent experience						
Topic Theme	Texts you will use	Key Objectives from across the curriculum						Visitors / Visits	
		Science	History	Geog.	ICT/Computing	Art/DT	Special Events		
<b>How are Parks and Reservoirs useful?</b>	Watergrove: A History of the valley and its drowned village by Allen Holt  Fantastic Mr Dahl  The Firework Maker's Daughter	<b>6.4 Let it Shine (linked to Presentation of Our Lord)</b> Recognise that light appears to travel in straight lines. Use the idea that light travels in straight lines to explain that objects are seen because they emit or reflect light into the eye. Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes. Use the idea that light travels in straight lines to explain why shadows have the same shape as	<b>Hi2/2.</b> –Local History Study: Watergrove <b>Human and Physical Geography:</b> Describe and understand key aspects of human geography, including: types of settlement and land use. <b>Geographical Skills and Fieldwork:</b> Use, 4 and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including		<b>Using ICT to collect and present information from school trips and visits</b> Capture sound, still and video images using a range of hardware  <b>Internet Safety Day: Computing Curriculum Link:</b> Be discerning in evaluating digital content	<b>Art: 'A sense of place' Landscape Art</b> (paints) - to create sketch books to record their observations - use sketchbooks to review and revisit ideas - to improve their mastery of art and design techniques, including drawing with a range of materials - about great artists in history <b>DT: Bird Boxes</b> - use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups - generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design - select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately - select from and use a wider range of materials	<b>Epiphany/ Election of Monarch Day</b>  <b>Chinese New Year</b> <b>Art: Chinese Art (Pastels, Pencils and fine-tip black pens, Salt Dough, clay, paints, varnish, Watercolour paints or ink, Silver or bronze paint)</b> to improve their mastery of art and design techniques, including drawing with a range of materials  CARITAS: Option for the Poor and Vulnerable (Letters to the Prime Minister)/ Solidarity and Common Good (Link to topic and the greater good).  <b>Fair Trade Fortnight</b>  <b>CAFOD Lent fund raising</b>	<b>Local Park</b>  <b>Water-grove Reservoir</b>	

		<p>the objects that cast them.</p> <p><b>Reporting, presenting and communicating data/ findings.</b></p> <p><b>Asking Questions &amp; Using Equipment.</b></p>	<p>sketch maps, plans and graphs, and digital technologies.</p>			<p>and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p>- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p>		
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