

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

Year: 4	The Whole Child Action Plan	Spring 1
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The first entitlement of all children is to be *Spiritually, Morally, Socially and Culturally Educated* ... 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	
			34	Epiphany				
Feb			35	Chinese New Year				
			36	St Valentine's Day	Staff voice questionnaires	February 7 th Internet Safety Day	Fair Trade Fortnight CAFOD Lent Fund raising	Year 5 Buddhism
			27	Shrove Tuesday				
			28	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
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		Science	History	Geography	ICT/Computing	Art/DT /Music	
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<p>What are 'the Locals' up to?</p>	<p>Myths & Legends Beowulf</p> <p>Kennings poetry</p> <p>TS Elliot poems Cats (linked with music)</p>	<p>Animals including Humans – Health and digestion Observing</p> <p>describe the simple functions of the basic parts of the digestive system in humans</p> <p>identify the different types of teeth in humans and their simple functions</p> <p>construct and interpret a variety of food chains, identifying</p>	<p>Local parish history (link with Religion on community)</p> <p>Pupils should be taught about an aspect of local history - Local Parish History</p> <p>Use more complex sources of primary and secondary information Use the internet for research</p> <p>Choose and discriminate between a range of information, and use this to ask questions</p> <p>Understand that events from the past are represented and interpreted in different ways, and that sources can</p>	<p>Local maps/local area and maps skills linked to History topic.</p>	<p>E-Safety</p> <p>Understand the importance of email safety</p> <p>Keep their own personal information private</p> <p>Research</p> <p>Use ICT to organise and present their work</p> <p>Use a spell checker</p>	<p>DT – Cooking and nutrition (linked with science) Salad, stew, coleslaw, quiche – design own recipe</p> <p>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</p> <p>generate, develop, model and communicate their ideas through discussion,</p> <p>select from and use a wider range of tools and equipment to perform practical tasks, such as cutting, shaping, joining and finishing, accurately</p> <p>select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p>investigate and analyse a range of existing products</p> <p>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>Understand and apply the principles of a healthy and varied diet</p> <p>Prepare and cook a variety of predominantly savoury dishes using a range of</p>	<p>Visit the local parish church and original parish church. Invite members of the parish to come to talk to the children and answer their questions.</p>
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	<p>producers, predators and prey.</p> <p>Choose what observations to make Know that questions can be answered in different ways Make a precise series of observations Record and label sketches and diagrams, sometimes with notes</p>	<p>confirm or contradict Use a simple database to organise information Interpret the past through role play – e.g. hot seating 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>Create and position text, alter font and align text Change page layout Find and use stored information</p>	<p>cooking techniques</p> <p>weigh in grams Choose tools and equipment which are appropriate for the job Begin to select their own ingredients when cooking or baking Make good presentation of food Recognise what has gone well, but suggest further improvements for the finished article Suggest which elements they would do better in the future Understand safe food storage</p> <p>Art – L S Lowry – local landscapes and people studies</p> <p>Pablo Picasso – faces</p> <p>to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials know about great artists, architects and designers in history.</p> <p>Make their own choices Begin to work more abstractly Collect visual and other information Use a digital camera to collect ideas Experiment in many different ways Use a sketchbook to make notes about artists, skills and techniques Annotate a sketch book Create artwork following an idea or towards a specific purpose Mix and use tertiary colours 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 Practise to improve skills</p>	
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