

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

Year: 4		The Whole Child Action Plan						Summer
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 / CARITAS (Christian Love of human kind - charity)	British Values (Democracy, rule of law, individual liberty, respect for other beliefs)	PSHE including Safeguarding	Global Days and Events	Entrance / Hall Displays
May	Summer 1	Resilience	21 22 23 24	Assessments in School Crowning of Our Lady	World Religions Y4 Islam	Beginning of transition programme across the school. Anti-bullying day	May is the month of music	
June	Summer 2			25 26	Sacred Heart Feast Day Feast of SS Peter and Paul Eid al Fitr	Staff voice questionnaires	Choir singing at hospice Sport's Day Sex and relationships education Y6 Bikeability	Father's Day/ Special Person's Day British Science week
July		Think	4 9 10 11 17 18		First Holy Communion	Class charters during transition	Sex and relationships education Y6 Spiritain retreat Peer mediation and playground pals training	Bastille Day – French day Maths Problem Solving Day
Topic Theme	Texts you will use			Key Objectives from across the curriculum				
			Science	History	Geography	ICT/Computing	Art/DT /Music	
Where is the best place to live?	Persuasive writing – Holiday Brochure – Sicily Newspaper reports Note taking Story writing The vanishing rainforest by Richard Platt	Living Things and their habitats Identifying and Classifying Planning and setting up different types of enquiry Measuring		Study of European Country – Italy and Fieldwork skills Mountains Climate zones – rainforest versus Arctic and Antarctic regions <i>Locational</i>	Radio Broadcasting Coding	Music: Italian composer Ottorino Respighi Pines of Rome appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions	St Cuthbert;s – Radio broadcast. Visit local Mosque to study Islam	

		<p>identify and name a variety of living things (plants and animals) in the local and wider environment, using classification keys to assign them to groups</p> <p>recognise that environments can change and that this can sometimes pose dangers to living things.</p> <p>Choose what observations to make Know that questions can be answered in different ways Make a precise series of observations and measurements Classify simple features – flower, tree Examine closely and question what is seen Think of questions to ask during testing Decide on approaches to answer questions and suggest own ideas Select suitable equipment Suggest improvements in</p>		<p>Knowledge</p> <p>Locate the world’s countries, using maps to focus on Europe (including the location of Russia), concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>Place Knowledge</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region in a European country,</p> <p>Human and Physical Geography</p> <p>Describe and understand key aspects of physical geography, including: Mountains and Climate Zones Describe and understand key aspects of human geography,</p>		<p>and from great composers and musicians develop an understanding of the history of music.</p> <p>Listen with greater attention to detail Recognise well defined changes in sounds Identify mood in music Identify beat and pulse in music Recognise pattern in music Describe music using appropriate vocabulary Begin to compare different kinds of music Recognise differences between music of different times and cultures</p> <p>Compose own rainforest music</p> <p>-</p> <p>improvise and compose music for a range of purposes using the inter-related</p>	
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		<p>their work Predict before testing Begin to repeat observations and measurements Use books and other sources of information Begin to suggest ways to collect data Recognise the importance of data collection Make suggestions about how to collect data Use graphs to find and interpret patterns Record and label sketches and diagrams, sometimes with notes Use ICT to record results Begin to plot points for simple graphs Record systematically Record a series of observations in different ways</p>		<p>including: types of settlement and land use</p> <p><i>Geographical Skills and Fieldwork</i></p> <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Use prediction and prior knowledge to find out about unknown places, and combine this with observation Use a range of primary and secondary sources, including the internet, Google Earth, and questionnaires Suggest own ways of presenting information, including graphically and in writing Use atlases which show physical and human features Use contents and index pages of an</p>		<p>dimensions of music use and understand staff and other musical notations</p> <p>Recognise and explore how sounds can be organised Create a range of musical patterns Improvise within a group Improvise repeated patterns Carefully choose and order sounds to achieve an effect Order sounds within simple structures (beginning, middle, end) Use sound to create abstract images Read a simple musical staff Compose simple melodies and songs Use pitch to communicate ideas Sequence long and short sounds</p> <p>Follow</p>	
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				<p>atlas</p> <p>Understand the different uses of different places</p> <p>Understand that different places may have similar / different characteristics and give reasons for these</p> <p>Understand and use the concept of reciprocal link between physical and human features</p> <p>Describe and identify how a place has changed</p> <p>Understand how economic development can change a place</p> <p>Suggest ways of improving local environment</p> <p>Understand how weather changes an environment</p> <p>Know the difference between weather and climate</p> <p>Suggest ways towards a reduction in climate change</p>		<p>instructions when performing</p> <p>Gain a sense of occasion when performing, showing an awareness of others</p> <p>Play clear notes on instruments and use them to make a range of sounds</p> <p>Work to improve their own work</p> <p>Know and use standard musical notation of pitch and beat</p> <p>Understand the concept of bass and treble clef</p> <p>Art: linked with science and geography work Henri Rousseau - rainforest 3-D artwork</p> <p>Develop techniques, including control and use of materials, with creativity, experimentation and increasing awareness of</p>	
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						<p>different kinds of art, craft , design. Create sketch books to record their observations and use them to review and revisit ideas Improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials Learn about great artists in history</p> <p>Use a sketchbook to make notes about artists, skills and techniques Annotate a sketch book Experiment with mood using colour 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</p>	
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					<p>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 Use art to illustrate in other subjects Practise to improve skills Use pencils of different grades and at different angles to create different effects Use brushes in different ways</p> <p>DT: Create a home for an animal</p> <p>Design: Use research and develop criteria to inform the design of innovative, functional, appealing products that are</p>	
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						<p>fit for purpose</p> <p>Generate, develop, model and communicate ideas through discussion, annotated sketches, cross- sectional and exploded diagrams, prototypes, pattern pieces</p> <p>Make: Select from and use a wider range of tools and equipment to perform practical tasks accurately Select from and use a wider range of materials and components</p> <p>Evaluate: Investigate and analyse a range of existing products Evaluate ideas and products against own design criteria and consider the views of others</p> <p>Technical knowledge: Apply their</p>	
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						<p>understanding of how to strengthen, stiffen and reinforce more complex structures</p> <p>Use what they know about the properties of materials</p> <p>Plan their work to include a range of joins</p> <p>Ensure that plans are realistic and appropriate for the aim</p> <p>Show the order of working in plans</p> <p>Use models, pictures and words in designs</p> <p>Recognise that designs must meet a range of needs</p> <p>Measure and cut out using centimetres</p> <p>Choose tools and equipment which are appropriate for the job</p> <p>Prepare for work by assembling components</p>	
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						<p>together before joining</p> <p>Make holes using a punch and drill</p> <p>Work out how to make models stronger</p> <p>Alter and adapt materials to make them stronger</p> <p>Combine a number of components together in different ways</p> <p>Make the finished product neat and tidy</p> <p>Be clear about their ideas when asked</p> <p>Can alter and adapt original plans following discussion and evaluation</p> <p>Recognise what has gone well, but suggest further improvements for the finished article</p> <p>Suggest which elements they would do better in the future</p> <p>Identify where evaluation has led</p>	
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