


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

Year :		1		The Whole Child Curriculum Action Plan				Autumn Term 1	Debate
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	
Sep	Autumn 1	Share	14 15 16	Dignity of the Human Person Harvest Eid al-Adha	Election of new school council members (Democracy) World Religions Y6 – Hinduism Children select own lunch, reading books, Dojo challenge,	Recognising our feelings (PSHE Scheme) Staff update Acceptable use and E-safety NSPCC assembly CAFOD assembly Y4 Start swimming		Hinduism Harvest Y6	
Oct			1 2 3						Diwali All Saints and All Souls Crowning of Our Lady month of the Holy Rosary
Topic/ Theme (?)	Texts you will use		National Curriculum Key Objectives				Visitors / Visits		
There's no place like home	Stories involving families and descriptions of family members The Three Little Pigs (science link) Write Stuff – Last Stop on Market Street. (4 Weeks)		Science Animals in Humans Identify, name, draw and label basic parts of a human body and say which part associated with each sense. Working Scientifically = Use senses to compare different textures, sounds, smells.	History Develop an awareness of the past. Use words and phrases for the passing of time. Compare similarities and differences between ways of life. Changes within living memory	Geography Name, locate and identify the 4 countries and capital cities of the UK Field Work – Use maps, atlas' and globe to identify the UK and 4 countries. Geography of the school and grounds – using aerial photos	ICT / Computing Computing: Primary Computing Scheme - Understand what algorithms are. Digital Literacy SWGFL – Going Places Safely: Pupils learn that they can go to exciting places online, but they need to follow certain rules to remain safe.	Art/Design Technology: To use drawing, painting and sculpture to develop their ideas, experiences and imagination. Artist: Paul Klee Painting – Making dark colours by adding black. Making light colours by adding white.	Parents/ Grandparents to talk about their own experiences. Retired/ Ex Sacred Heart teachers/ pupils to talk about similarities and differences Local field work in school grounds.	

		<p>Everyday Materials – Distinguish between object and material.</p> <p>Identify and name materials including wood, plastic, glass, metal, water, rock. Describe, physical properties of a variety of materials.</p> <p>Compare and group materials on physical properties.</p>		<p>and plans to recognise landmarks and features, devise own map and symbols key.</p> <p>Seasonal and daily weather patterns in the UK</p>	<p>PSHE and Esafety – How do we decide to behave? Class rules; respecting others' needs; behaviour; listening; feelings and bodies can be hurt including rules about use of technology in the classroom.</p>	<p>Using dark and light colours together.</p> <p>Sculpture – Junk modelling</p>	<p>Music Music Express – 5/6 Music: Our Bodies: Beat – The children respond with their bodies to steady beat and rhythm in music. They experience combining rhythm patterns with steady beat using body percussion. (pg35)</p>
MTP Ideas		<p>Who am I and where do I live? Explore body parts in relation to a human – draw round people and label.</p> <p>Senses experiment – record and compare different textures, sounds, smells. – link textures to materials.</p> <p>The Three Little Pigs – materials of houses. Compare houses and buildings from around the world and the use of materials and why they have been used.</p>	<p>What is my history? Explore own personal history and what they could do at each stage. Plot on timelines.</p> <p>Look at photos of personal change.</p> <p>Share life stories of their parents/ grandparents – particularly those who attended Sacred Heart to make comparisons with the school day/teachers etc</p>	<p>Where do I live? Explore maps/atlas' to identify UK and capital cities.</p> <p>Locate Rochdale and describe locality.</p> <p>Discuss addresses and postcodes.</p> <p>Record daily weather in Rochdale – weather chart. Measure rainfall experiment.</p> <p>Explore aerial photos and plans of the school grounds and recreate own maps – use collage for textures</p>	<p>Class Charters</p> <p>Classroom rules, expectations</p> <p>Debate: Should we have unlimited time on the internet?</p>	<p>Portraits Artist study: Paul Klee – Senecio, 1922</p>  <p>Explore tones by colour mixing. Use paint charts to aid. Create self-portrait in the style of Paul Klee.</p> <p>Sculpture Junk modelling – houses around the world. Exploring texture and materials.</p>	