

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

**Year: 1 The Whole Child Action Plan Spring 1 Debate**

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	<b>Option for the Poor and Vulnerable or Solidarity and Common Good</b> Epiphany Chinese New Year	Election of monarch of the day		Burns Night	
Feb			34 35 36 27 28					

<b>Topic Theme</b>	<b>Texts you will use</b>	<b>Key Objectives from across the curriculum</b>					<b>Visitors / Visits</b>
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<b>Rush Hour</b>	<b>Write Stuff</b> – Travel Journal (2 weeks)  The Train Ride by June Crebbin (2-4weeks)	<b>Science</b>  <b>Everyday Materials</b> – Distinguish between object and material. Identify and name materials including wood, plastic, glass, metal, water, rock. Describe physical properties of variety of materials. Compare and group materials on physical properties.  <b>Working Scientifically</b> – Perform tests to explore and	<b>History</b>  Develop an awareness of the past. Use words and phrases for the passing of time. Compare similarities and differences between ways of life.  <b>Changes beyond living memory</b> – The Rainhill Trials  <b>Significant individuals – national/ international achievements</b> – George Stephenson	<b>Geography</b>  Name and locate 7 continents and 5 oceans.  <b>Study human and physical</b> – small area of the UK (UK - Manchester) and a small area in a contrasting non-European country (Japan – Tokyo)  Seasonal and daily weather patterns in UK and location of hot/cold areas in the	<b>ICT/Computing</b>  <b>Primary Computing Scheme</b> – Understand that programs execute by following precise and unambiguous instructions.  <b>Digital Literacy SWGFL</b> – Keep it Private: Pupils learn that many websites ask for information that is private and discuss how to responsibly handle such requests.	<b>Art/DT</b>  <b>Kapow Primary</b> – Mechanisms: Wheels and Axels.  To use drawing, painting and sculpture to develop their ideas, experiences and imagination.  <b>Artist: Yoyoi Kusama</b> Finding and making new lines and line patterns. Making and naming colours of your own.	<b>Touchstones Rochdale – Did Granny drive a car?</b>  <b>Science and Industry Museum Manchester</b>  <b>Museum of Transport Manchester</b>  <b>East Lancashire Railway</b>
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		<p>experiment with properties</p> <p><b>Seasonal Change –</b> Observe changes across 4 seasons. Observe and describe weather associated with the seasons and how day length varies.</p> <p><b>Working Scientifically</b> – Observe and talk about changes in weather and seasons.</p>	<p>compared to Richard Branston/Lewis Hamilton</p>	<p>world in relation to the equator and north/south poles.</p>	<p><b>PSHE and Esafety –</b> How do we keep safe? Keeping safe in familiar and unfamiliar situations; household products (including medicines) can be harmful; secrets and surprises; appropriate/ inappropriate touch; who helps keep us safe; asking for help including what to do if we see something that makes us upset, worried online, adults should supervise when online.</p>	<p>Working in a colour family.</p>	<p><b>Music</b> <b>Music Express –</b> 5/6 Music: Performance. The children develop their performance skills and learn songs about travel and transport from around the world. (pg38)</p>
		<p>Revisit properties of materials. Carry out experiment of different materials on a ramp (friction) for the travel of vehicles.</p> <p>Make tables and charts about weather. Make displays of what happens in the world around them including day length, as seasons change. (link to Geography)</p>	<p><b>How has transport changed?</b> Explore how transport has changed and evolved including early travel methods of the Vikings through to the invention of cars, trains, aeroplanes particularly focusing on how trains have changed.</p> <p>Find out about the Japanese Bullet trains.</p> <p><b>Debate: Is it better to travel by steam train or electric engine?</b></p>	<p>Study of Japan and Japanese culture including transport links.</p>		<p>Identifying/ looking at broken vehicles. Design and make moving vehicles using junk modelling and straws, dowels and wheels. (link to science experiment)</p> <p>Learn about and explore the work of <b>Japanese Artist - Yoyoi Kusama</b> who uses lots of dots/ circles in work. Recreate own in style of – exploring more colour mixing to make new colours.</p>	