

Sacred Heart RC Primary School
‘Learning to Love ...Loving to learn’

Year : 4		The Whole Child Curriculum Action Plan					Autumn Term 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.								
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	Dignity of the Human Person	Election of new school council members (Democracy)	Recognising our feelings (PSHE Scheme)		Hinduism Harvest Y6
			15	Harvest	World Religions Y6 – Hinduism	Staff update		
			16	Eid al-Adha	Children select own lunch, reading books, Dojo challenge,	Acceptable use and E-safety		
			1			NSPCC assembly		
			2			CAFOD assembly		
			3			Y4 Start swimming		
Oct				Diwali All Saints and All Souls Crowning of Our Lady month of the Holy Rosary	Harvest Fast Parent voice questionnaire	Oct -World Mental Health Day Y6 Crucial Crew Rainbow Letters	National poetry day – music and drama week No Pens Day	
Topic/ Theme (?)	Texts you will use			National Curriculum Key Objectives				Visitors / Visits
				Science	History	Geography	ICT / Computing	Art / DT /music
What’s the matter with Granny?	George’s Marvellous Medicine – Roald Dahl Aesop’s Fables Story Writing	States of Matter Performing Tests: Compare and group materials together, according to whether they are solids, liquids or gases observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) identify the part played by evaporation and condensation in the water cycle and associate the rate of			Map reading skills of UK and Europe and using 8 points of the compass. Locational Knowledge 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	Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration Use the internet safely and appropriately. Use the internet to support own learning across the curriculum Navigate a website by clicking on links Use the back button to return to a previous	Music: Music from the Shows – Matilda listen with attention to detail and recall sounds with increasing aural memory appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians By the end of LKS2 children will be expected to clap rhythms in simple time involving quavers, crotchets, minims and semibreves (including their rests). They will be expected to perform untuned percussion instruments to demonstrate their	

		<p>evaporation with temperature.</p> <p>Asking relevant questions, using range of scientific enquiries to answer them Using straightforward scientific evidence to answer questions or support findings. Setting up simple practical enquiries, comparative and fair tests Identify features of a fair test and carry out a fair test with help Think of questions to ask during testing Decide on approaches to answer questions and suggest own ideas Select suitable equipment Suggest improvements in their work Predict before testing Begin to repeat observations and measurements Decide on the best approaches for enquiry Make predictions based on scientific knowledge Describe or show how to vary a factor and keep others the same Repeat tests and explain difference Review work and check predictions Suggest improvements giving reasons.</p>		<p>Geographical Skills and Fieldwork use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use the 8 points of a compass, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p>	<p>website page Understand the importance of email safety</p> <p>Keep their own personal information private Recognise the importance of ICT in the real world Use ICT skills to support cross-curricular learning. Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration Navigate a website by clicking on links Use the back button to return to a previous website page Recognise the importance of ICT in the real world Understand the importance of email safety Keep their own personal information private Recognise immediately when online safety is compromised and know how to get support Understand and use networks .</p>	<p>rhythm reading ability.</p> <p>Art: to begin 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 to learn about great artists, architects and designers in history.</p> <p>Drawing using pencil, charcoal and paints and comparing different medium and on different scales. Artist.</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 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>	
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