

Year : 4		The Whole Child Action Plan					Autumn 2	
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
Nov	Autumn 2	Have a Go!	5	Rights and Responsibilities or Family and Community All Saints and All Souls St Andrew's Day	Staff voice questionnaires	Fire Safety Day Anti-Bullying Day Remembrance Day Drug, alcohol education Y6	Slavery awareness	Chaplains to coordinate entrance display
Dec			6 7 8 19 20					
Topic Theme	Texts you will use	Key Objectives from across the curriculum					Visitors / Visits	
		Science	History	Geography	ICT / Computing	Art / DT /Music		
Who are the great inventors? What have they done for us?	Instructional Texts Wallace and Grommit style inventions	Electricity Gathering and recording data Scientist = Michael Farady & Thomas Edison identify common appliances that run on electricity construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers identify whether or not a lamp will light in a simple series circuit, based on whether or not the	Romans the Roman Empire and its impact on Britain This could include: ☐ Julius Caesar's attempted invasion in 55-54 BC ☐ the Roman Empire by AD 42 and the power of its army ☐ successful invasion by Claudius and conquest, including Hadrian's Wall ☐ British resistance, e.g. Boudica ☐ "Romanisation" of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity Use more complex sources of primary and secondary information Use the internet		Use ICT to carry out research, organise and present their work (link History) Use a spell checker Create and position text, alter font and align text Change page layout Find and use stored information Also see art link	DT: Own invention based on Wallace and Grommit work that moves and lights up. 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 generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design 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, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities evaluate their ideas and products against their own design criteria and consider the views of others to improve their work apply their understanding of how to strengthen, stiffen and reinforce more complex structures understand and use electrical systems in their products Use others to help generate their ideas Use what they know about the properties of materials	Visit the Museum of Science and Industry and do electricity workshop followed by visit to nearby Roman fort ruins.	

		<p>lamp is part of a complete loop with a battery recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit recognise some common conductors and insulators, and associate metals with being good conductors.</p> <p>Recognise the importance of the evidence collected Compare and identify data patterns Select from a range of sources Question others about their work Know the work of some scientists</p>	<p>for research Choose and discriminate between a range of information, and use this to ask questions Understand that events from the past are represented and interpreted in different ways, and that sources can confirm or contradict</p> <p>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</p> <p>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>Plan their work to include a range of joins Ensure that plans are realistic and appropriate for the aim Show the order of working in plans Use models, pictures and words in designs Say why something will be useful Apply what they know about mechanisms to create movement when planning and designing Measure and cut out using centimetres Choose tools and equipment which are appropriate for the job Prepare for work by assembling components together before joining Use scoring and folding for precision Make holes using a punch and drill Work out how to make models stronger Alter and adapt materials to make them stronger Combine a number of components together in different ways Make the finished product neat and tidy Be clear about their ideas when asked Can alter and adapt original plans following discussion and evaluation Recognise what has gone well, but suggest further improvements for the finished article Suggest which elements they would do better in the future Identify where evaluation has led to improvements</p> <p>Art: Roman Sculptures, mosaics, architecture To know about great artists, architects and designers in history. Use an ICT paint program with edit Use a digital camera to produce art work Use mosaic, 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 repeat pattern in design Botticelli – The Nativity & The adoration of the Magi (link with Religion)</p>
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