

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

Year: 1		The Whole Child Action Plan						Spring 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 / <b>CARITAS</b> (Christian Love of human kind - charity)	British Values (Democracy, rule of law, individual liberty, respect for other beliefs)	PSHE including <b>Safeguarding</b>	Global Days and Events	Entrance / Hall Displays	
Mar	Spring 2	Always Improving	29	<b>Stewardship or Dignity of Work</b> Reconciliation St David's Day St Patrick's Day Holi	Mission Week in School St Joseph's Penny Parent voice questionnaire	Healthy Minds Y5	World Book Day Mother's Day Arts week other Cultures and Communities		
Apr			12 13						Passover Stations of the cross Easter - Easter production St George's Day
Topic Theme		Texts you will use		Key Objectives from across the curriculum				Visitors / Visits	
<b>Don't go into Mr McGregor's Garden</b>		<b>Write Stuff</b> – Our Trip to the Woods  Beatrix Potter/ AA Milne tales. (Class Authors)		<b>Science</b>  <b>Plants</b> Identify and name common wild and garden plants, deciduous and evergreen trees. Identify and describe basic structures of a variety of common flowering plants, including trees.  <b>Working Scientifically</b> – Observe and compare plants. Identify and group. Draw diagrams of parts. Record plants change over time.	<b>History</b>  <b>Significant Individuals</b> – Beatrix Potter and AA Milne.	<b>Geography</b>  <b>Study human and physical geography</b> Physical features – beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather. Human features – city, town, village, factory, farm, house, office, port, harbour, shop.	<b>ICT/Computing</b>  <b>Primary Computing Scheme</b> – Create simple programs.  <b>Digital Literacy SWGFL</b> – My Creative Work: Pupils are introduced to the concept of having ownership over creative work. They practice putting their name and date on something they produce.	<b>Art/DT</b>  <b>Kapow Primary</b> – Mechanisms: Moving Storybook: Sliders (link to World Book Day)  <b>Printing</b> – taking rubbings and prints of plants  <b>Drawing</b> – Using tone, finding out about light and dark by smudging and blending	<b>Local park – Heaton Park, Tandle Hills</b>  <b>Local lake – Hollingworth</b>  <b>Windermere – National Trust Hill Top (Beatrix Potters house)</b> <b>Beatrix Potter attraction</b>  <b>Music</b> <b>Music Express:</b> 5/6/ Music: Animals: Pitch Understand and perform different pitches Recognise and perform pitch changes and contrasts. (pg14)  <b>Classical Music Study</b> - Camille Saint-Saëns (The Carnival of the Animals).

	<p>Debate: Should Peter Rabbit have gone into Mr McGregor's Garden?</p>	<p>Explore plants in school grounds, and in local parks.</p> <p>Planting experiment to measure height e.g. sunflowers.</p>	<p>Learn about the lives of class authors Beatrix Potter and AA Milne. Compare similarities and differences.</p>	<p>Learn about the Lake District (link to Beatrix Potter) explore maps and photographs of human and physical geography.</p> <p>Make links and compare to local park/ forest area.</p>		<p>Make own moving pictures to retell story link to World Book Day or Beatrix Potter/ AA Milne.</p> <p>Observational drawing of plants.</p> <p>Explore illustrations</p> <p><b>Artist: Beatrix Potter</b></p>	
--	---	--	--	---	--	---	--