

Sacred Heart RC Primary School

‘Learning to Love ...Loving to learn’

Year: 1		The Whole Child Action Plan						Summer 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	
April	Summer 1	Resilience	21	St George’s Day	as previous term				
May	Summer 1	Resilience	22 23 24 25	Assessments in School Crowning of Our Lady	World Religions Y4 Islam	Beginning of transition programme across the school. Anti-bullying day	May is the month of music		
June	Summer 2	Think	26	Sacred Heart Feast Day Feast of SS Peter and Paul Eid al Fitr	Staff voice questionnaires	Choir singing at hospice Sport’s Day Sex and relationships education Y6 Bikeability	Father’s Day/ Special Person’s Day British Science week	World Religions Islam Y4	
July			4 9 10 11 17 18	First Holy Communion	Class charters during transition	Sex and relationships education Y6 Spiritain retreat Peer mediation and playground pals training	Bastille Day – French day Maths Problem Solving Day		
Topic Theme		Texts you will use		Key Objectives from across the curriculum				Visitors / Visits	
				Science	History	Geography	ICT/Computing	Art/ Design Technology	

<p>Down by the Sea</p>	<p>Write Stuff – Pirates Non-Chronological Report</p> <p>Song of the Sea</p> <p>Poems – Under the sea, beach poems.</p> <p>Lighthouse Keeper’s Lunch by Ronda Armitage.</p>	<p>Animals inc Humans Identify and name common animals inc fish, amphibians, reptiles, birds and mammals. Identify and name carnivores, herbivores, omnivores. Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals) inc pets.</p> <p>Working Scientifically Observe, compare and contract animals using different sources. Identify and group – what they eat</p> <p>Seasonal Change Observe changes across 4 seasons. Observe and describe weather associated with the seasons and how day length varies.</p>	<p>Significant Individuals – national/ international achievements – used to compare aspects of life.</p>	<p>Study human and physical geography 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.</p>	<p>Primary Computing Scheme – Debug simple programs. Use logical reasoning to predict the behaviour of simple programs.</p> <p>Digital Literacy SWGFL – Sending Email: Pupils explore how they can use email to communicate with real people within their schools, families and communities.</p> <p>PSHE and Esafety – How do we feel? Different kinds of feelings; strategies to manage feelings; change and loss. What makes us special? Respecting similarities and differences between people; special people; that everyone is unique; but that everyone has similarities.</p>	<p>Kapow Primary – Cooking and Nutrition: Fruit and Vegetable Smoothie (Healthy Me Week – also recaps Science Plants) Structures – Windmills.</p> <p>Collage – Making and decorating new shapes by tearing, arranging and adding. Artist: Emma Majury</p>	<p>Sealife Centre/ Blue Planet</p> <p>Southport Eco Centre and beach</p> <p>Life Boat Centre</p> <p style="text-align: center;">Music</p> <p>Music Express – 5/6 Music: Water Pitch. The children use voices, movement and instruments to explore changes of pitch. They develop a performance with different vocal pitch shapes and tuned percussion. (pg 41)</p> <p>6/7 Music: Pattern: Beat Perform steady beat patterns and match to a score. Perform and create simple rhythms using a score. Interpret a score. Explore different ways to organise music. (pg35)</p>
		<p>Look at animals in their own habitat.</p> <p>How to take care of animals.</p>	<p>Explore the life of Grace Darling.</p>	<p>Compare seaside locations using maps, photographs.</p>		<p>Explore history of windmills and then link to windfarms and children’s windmills at the seaside.</p> <p>Collage Artist Emma Majury https://www.bbc.co.uk/teach/class-clips-video/art-and-design-ks1-ks2-creating-a-collage-landscape/zfrfbdm</p>	

						Explore different collage techniques to recreate different coastal landscapes (link Geography)	
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