

Curriculum drivers: The curriculum is underpinned by the school's Curriculum Drivers: **Community**, **Communication** and **Consolidation**. The spiritual, moral, social and cultural development of our pupils and their understanding of the core values of our society are also woven through the curriculum and developed through 'The Heatherlands Way' values of independence, resilience, motivation, aspiration and respect. The curriculum also consolidates the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We have identified the key concepts or overarching ideas within each subject. To enable the children to access them, we call these the 'Big Ideas'.

Key knowledge and skills

Science

Big ideas: Investigation, explanation, observation

Enquiry: How can we sort plants into different groups?

How do the things I plant change over time?

- Know the difference between a leaf, a plant and a flower (**observation, explanation**)
- Know what grows in the school environment (**observation, explanation**)
- Observe, sort and classify leaves, plants and flowers (**observation, explanation, investigation**)
- Know what is meant by deciduous and evergreen (**observation, explanation**)
- Observe, classify and name a selection of leaves and trees (**observation, explanation, investigation**)
- Name the parts of a plant (**observation**)
- Understand that the 2 main parts of a plant are the root and stem/trunk (**observation, explanation**)
- Understand that different parts of a plant perform different functions (**observation, explanation**)
- Explain what happens when a seed germinates (**observation, explanation, investigation**)
- Explore the link between the size of a seed to the size of a plant (**observation, explanation, investigation**)

SC1:

- Ask simple questions and recognise that they can be answered in different ways.
- Observe closely using simple equipment, including magnifying glasses. (**observation**)

Key knowledge and skills

Geography

Big ideas: Location, diversity, impact

Human & physical geography:

- Describe the weather and explain how the weather changes with the seasons. (Science) (**LOCATION, DIVERSITY, IMPACT**)
- Identify seasonal and daily weather patterns. (Science) (**LOCATION, DIVERSITY, IMPACT**)

Art

Big ideas: inspiration, experimentation & expression

- Recognise and name primary and secondary colours. (**expression**)
- Mix primary colours to make secondary colours. (**experimentation**)
- Share colour charts to compare variations of the same colour. (**experimentation**)
- Know that a shade is where an artist adds black to a colour to darken it down. (**expression**)
- Create and experiment with shades of colour and name some of these. (**experimentation, expression**)
- Know that warm colours are a group of colours in the color wheel associated with the sun, warmth and fire, including red, orange and yellow. (**expression**)
- Know that cold colours are a group of colours linked to quietness, sweetness, rest, contemplation and sadness, including green, blue, indigo and violet. (**expression**)

- Identify and classify trees in the school grounds (**observation, explanation, investigation**)
- Use observations and ideas to suggest answers to questions. (**observation, explanation**)
- Gather and record data (**investigation**)

DT

Big ideas: Design, problem solving, skills & expertise

- Evaluate existing products and devices and discuss their effectiveness, explaining what they like and dislike about them. (**design, problem solving**)
- Begin to understand the development of existing products, asking: What they are for, how do they work and what materials are used. SCIENCE (**design, problem solving**)
- Design products including a toy, healthy fruit kebab and plant pot based on design criteria created together during the first evaluation stage. (**design**)
- Communicate designs via talking, pictures and plans. (**design**)
- Follow simple instructions to make structures using examples and teacher models to support them. (**skills and expertise**)
- Explore and investigate the properties and effectiveness of different materials, beginning to use this knowledge in their own product. SCIENCE (**problem solving, skills and expertise**)
Explore how to make structures stronger, stiffer and more stable, understanding that the shape of the structure affects its strength. SCIENCE (**problem solving, skills and expertise**)
Use simple finishing techniques to improve the appearance of a product such as colouring or covering materials. (**skills and expertise**)
- Evaluate their products as they are making them, talking about strengths and possible changes they might make (**problem solving, skills and expertise**)
- Evaluate outcomes against the class design criteria and explain whether their outcomes were successful or not. (**design, problem solving**)

Computing (see separate planning)

Big ideas: coding, design & online safety

Animated storybooks

- Understand some differences between traditional books and digital books. (**design, online safety**)
- Draw a character for a 2Create a Story digital book. (**design**)
- Understand the difference between backgrounds and other objects on the screen in 2Create a Story. (**design**)
- Add animation to objects in 2Create a Story. (**design**)
- Add text to a 2Create a Story file. (**design**)
- Add sounds to a 2Create a Story file. (**design**)

	<p>Oracy To give well-structured descriptions, explanations and narratives for different purposes, including for expressed feelings.</p>
<p>Key vocabulary: Identify, name, common, wild, plants, trees, deciduous, evergreen, classify, sort, structure</p>	<p>Geography, seasons, seasonal, weather, patterns</p> <p>colour, pattern, texture, line, shape, form and space, shade, warm, colour wheel, cold</p> <p>design, communicate, tools, equipment, stronger, stiffer, stable, evaluate, technique, shape, join</p> <p>animation, background, copy, paste, digital book, eraser, font, sound effect, text, undo</p>
<p>Previous linked learning to consolidate: Y1 topic 'Home & Away'</p> <p>What comes next: Y2 'Animal Kingdom' topic – study of plants and adaptation</p>	