

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'.

<p>Key knowledge and skills</p> <p>Geography <i>Big ideas: Location, diversity, impact</i></p> <p>Locational Knowledge:</p> <ul style="list-style-type: none"> Name and locate the world's continents and oceans using maps and atlases. (location) Identify the position of the equator, explaining that it runs around the centre of the Earth at 0 degrees latitude. (location) <p>Human and Physical Geography:</p> <ul style="list-style-type: none"> Identify and describe the 4 part structure of the earth. (location, diversity, impact) Identify how tectonic plates move and the impact of collision. (location, diversity, impact) Identify the distribution of tectonic plates across the world. (location, diversity, impact) Observe plate boundaries and their movement. (location, diversity, impact) Decide why earthquakes occur. (location, diversity, impact) Compare and contrast the magnitude of different earthquakes and their impact. (SDGs) (location, diversity, impact) Compare and contrast methods of predicting and preparing for a volcanic eruption. (location, diversity, impact) 	<p>Key knowledge and skills</p> <p>Science <i>Big ideas: Investigation, explanation, observation</i></p> <p>Enquiry: How can rocks be identified and grouped based on their properties? How are fossils formed?</p> <ul style="list-style-type: none"> Know that soils are made up of different organic materials. (observation, explanation, investigation) Know that soils can be different. (observation, explanation, investigation) Know that fossils are formed from living things. (observation, explanation) Understand that living things are buried to form a fossil. (observation, explanation) Compare and group different types of rocks. (observation, explanation, investigation) Observe some of the similarities and differences between rocks. (observation, explanation, investigation) Describe different types of rocks. (observation, explanation) Group together different rocks. (observation, explanation, investigation) <p>Art <i>Big ideas: inspiration, experimentation & expression</i></p> <ul style="list-style-type: none"> Know that harder the pencil (H) the lighter the shade. The softer the pencil (indicated by B and the number) the darker the shade.
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(experimentation)

- Know that texture is the perceived surface quality of a work of art produced by using the side of the drawing tool to make side-to-side strokes across the paper **(experimentation)**
- Draw in small scale adding more detail with lines and pre- taught sketching techniques **(experimentation, expression)**
- Use a sketchbook to experiment with close observational drawings, framing parts of an image by adding texture **(inspiration, experimentation, expression)**
- Sketch before painting understanding that sketching is quick mark marking to outline shapes (not details). **(inspiration, experimentation, expression)** Use different surfaces when working with colour eg black paper and papyrus. **(experimentation, expression)**
- Know that a tint is where an artist adds a colour to white to create a lighter version of the colour. An example of a tint is pink. **(experimentation, expression)**
- Know that a tone is where an artist adds grey to a colour. **(experimentation, expression)**
- Know that complementary colours are pairs of colours which, when combined or mixed, cancel each other out (lose hue) by producing a grayscale colour like white or black. **(experimentation, expression)**
- Begin to explore complementary colours using the colour wheel. **(experimentation, expression)**

Computing (see separate planning)

Big ideas: coding, design & online safety

Touch typing

- Learn correct finger positioning on the keyboard and understand when to use the left or right hand.
- Learn how to type numbers accurately and to use the shift key for capital letters.
- Practise typing punctuation marks and symbols and build accuracy with simple words.
- Practise typing sentences using capital letters, spaces, and full stops.

	<p>Oracy Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas Participate in discussions, presentations, performances, role play, improvisations and debates</p>
<p>Key vocabulary: Geography, earthquake, tremor, volcano, dormant, extinct, eruption, tectonic plates, mantle, Richter scale globe, atlas, equator, environmental change, human settlements</p>	<p>sedimentary rocks, metamorphic rocks, igneous rocks, texture, heavy, rigid, fossil, geologist, layers, buried, palaeologist (someone who studies rocks in the past), topsoil, humus, decomposing, weathering, taxonomy of soils, plasticity, structure, grain size, percolation rates, clay, sandy soil, silt</p> <p>Tint, shade, dyes, tones, techniques, dotting, scratching, light, dark shade, texture, complementary colours, colour wheel, frame, scale, grade (of pencil), texture, sketch</p> <p>Touch type, punctuation marks, sentences, finger positioning, shift key, symbols</p>
<p>Previous linked learning to consolidate: Year 2 'Poles apart' oceans and continents What comes next? Year 4 'Food and Fairtrade' Science - States of matter</p>	