









Our curriculum is underpinned by our aspirations to foster a love of learning, curiosity, and self-confidence in every child. While it is guided by a broad overview to ensure coverage of the Prime and Specific Areas of Learning, it is not fixed. The curriculum is designed to be adaptable, allowing us to respond to the needs, interests, and curiosities of the children. This flexible, child-led approach ensures that learning remains relevant and engaging, evolving with the individual journeys of each child.

Our Aspirations						
<p><b>Aspiration 1</b> To manage emotions and show resilience when facing challenges, including trying new experiences</p>  <p><i>I can notice my feelings, stay calm, and have a go at new or tricky things, asking for help if I need it.</i></p>	<p><b>Aspiration 2</b> To be able to talk about life events and retell a story in their own way.</p>  <p><i>I can tell stories and talk about my own experiences.</i></p>	<p><b>Aspiration 3</b> To be curious and respectful about others, celebrate what makes everyone unique, and become a positive member of our diverse community.</p>  <p><i>I can be curious and respect others</i></p>	<p><b>Aspiration 4</b> To inspire children to explore and appreciate the diverse world they live in and understand their place within it.</p>  <p><i>I can explore and understand the world around me</i></p>	<p><b>Aspiration 5</b> To develop rich vocabulary and use it confidently in communication.</p>  <p><i>I can use new words when I talk about things I see, hear, or do.</i></p>		
	Autumn 1 (7)	Autumn 2 (7)	Spring 1 (6)	Spring 2 (5)	Summer 1 (6)	Summer 2 (8)
<b>Key Question</b>	Where do I belong?	Where in the world am I?	How am I like an animal?	What makes our world so colourful?	What might hatch from an egg?	What if there was no water?
<b>Theme</b>	Bright Beginnings	Our Place in Space	Crazy Creatures (Animals)	Blooming with Colour (Seasons/Celebrations)	Cracking the Egg Mystery (Dinosaurs)	Tides and Ripples (Pond/Sea Life)
<b>HOOK/VISIT</b>	Gingerbread Man / Bakery visit/Diwali	Lost star/space craft crash site Journey into Space	Creature Teachers Visit	New year in different cultures/ Spring - Frog Spawn	Discover an unusual egg which cracks	Bog Baby/ Pond dipping/Beach Trip

<p><b>Literacy</b> <b>Core Texts</b> <b>(Comprehension)</b></p> <p>See expanded list of books on planning &amp; EYFS Story time Entitlement</p>						
<p><b>Parallel Texts</b></p>						
<p><b>Rhymes/Poems and Songs</b></p>	<p>Harvest Song (the wheels on the tractor) Humpty Dumpty When Goldilocks went to the house of the bears</p>	<p>5 Little Space Men Twinkle Twinkle Little Star</p>	<p>The animal fair</p>	<p>I can sing a rainbow Five Little Speckled Frogs</p>	<p>The Dinosaur Song (stomp stomp) The Dinosaur song (brains like peas)</p>	<p>There's a hole in the bottom of the sea Over the deep blue sea Five Oceans song The Little Green Frog</p>

# EYFS Curriculum Overview 2025-2026

Key Topic Vocabulary	Tier 1 Vocab					
	School Playground Book bag Friends Safe/unsafe Helpers Teacher Teacher Assistant Story	star sun moon light dark	animal polar desert jungle	Plant Roots Stem Flower Leaf	eggs mammal	pond sea beach land water plastic
	Tier 2 Vocab					
	Respect Classroom	planet shadow Earth	habitat climate camouflage mammal	Life Cycle Celebrate Healthy Unhealthy	predator prey herbivore carnivore omnivore	life cycle food chain predator prey island ocean coast pollution
Tier 3 Vocab						
Nursery Rhyme Character Traditional tale Trackit-lights Uniform Autumn	astronaut nocturnal gravity Solar system constellation Van Gogh Autumn/Winter	tundra herbivore carnivore omnivore nocturnal diurnal predator prey Winter lunar	Holi Sanatana Dharma Spring Hanami Nowruz Celebrate/ Celebration	extinct fossil palaeontologist excavate oviparous dinosaur prehistoric Spring/Summer	bog Monet Summer	

<p>Literacy (Word Reading Writing)</p> <p>See Bug Club Phonics Sequence of Learning</p>	<p><b>Phase 2 - Bug Club</b> Teach alongside Phase 1</p> <p>Aspect 4 - Rhythm &amp; Rhyme Aspect 5 - Alliteration Aspect 6 - Voice Sounds Aspect 7 - Oral Blending &amp; Segmenting</p>	<p><b>Phase 3 - Bug Club</b> Teach alongside Phase 1</p> <p>Aspect 4 - Rhythm &amp; Rhyme Aspect 5 – Alliteration Aspect 6 - Voice Sounds Aspect 7 - Oral Blending &amp; Segmenting</p>	<p>Phase 3 - Bug Club</p>	<p>Phase 4- Bug Club</p>	<p>CONSOLIDATION</p>	<p>CONSOLIDATION</p>
<p>Maths</p>	<p><b>Number and Numerical Patterns</b></p> <p>Match, sort and compare</p> <p>Talk about Measure and patterns</p> <p>It's me 1, 2, 3</p>	<p><b>Number and Numerical Patterns</b></p> <p>Circles and triangles 1,2,3,4,5</p> <p>Shapes with 4 sides</p>	<p><b>Number and Numerical Patterns</b></p> <p>Alive in 5</p> <p>Mass and Capacity</p> <p>Growing 6, 7, 8</p> <p>Length, height and time</p>	<p><b>Number and Numerical Patterns</b></p> <p>Building 9 and 10</p> <p>3-D shapes</p>	<p><b>Number and Numerical Patterns</b></p> <p>To 20 and beyond</p> <p>How many now?</p> <p>Manipulate, compose and decompose</p>	<p><b>Number and Numerical Patterns</b></p> <p>Sharing and grouping</p> <p>Visualise, build and map</p> <p>Make connections</p>


# EYFS Curriculum Overview 2025-2026

Understanding the World						
<b>Understanding the World</b>  <i>(Linked to Science)</i>	<ul style="list-style-type: none"> <li>•Simple body parts</li> <li>•Magnetism (attracting or repelling objects)</li> <li>•Simple materials (different textures like soft, hard, rough, smooth)</li> </ul>	<ul style="list-style-type: none"> <li>•Exploring light &amp; dark (linked to night and day)</li> <li>•The sun, moon and stars</li> <li>•The Earth and its rotation</li> <li>•The planets in our solar system</li> <li>•The idea of space exploration</li> <li>•Light and dark (understanding sources of light and nighttime)</li> </ul>	<ul style="list-style-type: none"> <li>•Animal habitats</li> <li>•Animal diets</li> <li>•Diurnal &amp; Nocturnal</li> <li>•How animals have adapted to their environment</li> <li>•Camouflage</li> <li>•Animal classification</li> <li>•Predators and prey</li> <li>•Floating and sinking (which objects float on water and which sink)</li> </ul>	<ul style="list-style-type: none"> <li>•Dental hygiene</li> <li>•Healthy lifestyles &amp; healthy/unhealthy foods (Jigsaw)</li> <li>•Lifecycle of a frog</li> <li>•Growth (how plants and animals grow)</li> </ul>	<ul style="list-style-type: none"> <li>•What a fossil is</li> <li>•Mammals and Oviparous</li> <li>•Animals and their young</li> <li>•How dinosaurs became extinct</li> <li>•Dinosaur diets (recap herbivore, omnivore and carnivore)</li> <li>•Predators and prey</li> <li>•Growth (how plants and animals grow)</li> <li>•Name common plants</li> <li>-Plant seeds and observe changes that occur</li> </ul>	<ul style="list-style-type: none"> <li>•Looking after the environment</li> <li>•Effects of plastic on the environment</li> <li>•Life cycles</li> <li>•Change</li> <li>•Creatures that live in different aquatic environments</li> <li>•Floating and sinking (which objects float on water and which sink)</li> <li>•Ecosystems</li> <li>•Change</li> </ul>
<b>Recurrent Scientific themes</b> <ul style="list-style-type: none"> <li>•Seasons (spring, summer, autumn, winter)</li> <li>•Weather (identifying different weather types)</li> </ul>						
<b>Understanding the World</b>	<b>Understanding the World</b> <ul style="list-style-type: none"> <li>•School environment</li> <li>•Where they live</li> </ul>	<b>People, Culture and Communities</b> <ul style="list-style-type: none"> <li>•Names of different countries where celebrations take</li> </ul>	<b>The Natural World</b> <ul style="list-style-type: none"> <li>•Hot and cold countries</li> <li>•Discuss and compare different</li> </ul>	<b>People, Culture and Communities</b> <ul style="list-style-type: none"> <li>•Names of different countries where celebrations take</li> </ul>	<b>Understanding the World</b> <ul style="list-style-type: none"> <li>•The Jurassic Coast</li> </ul>	<b>The Natural World</b> <ul style="list-style-type: none"> <li>•Features of the beach (beach combing)</li> </ul>



## Heatherlands Primary School Early Years Curriculum Overview 2025-2026

### Heatherlands


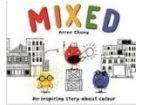

<p><b>Understanding the World</b></p> <p><i>(Jigsaw RE)</i></p> 	<p><b>Theme: Special people</b></p> <p>What makes people special?</p>	<p><b>Theme: Christmas</b></p> <p>What is Christmas?</p>	<p><b>Theme: Celebrations in different cultures and worldviews</b></p> <p>How do people celebrate?</p> <p><b>Theme: Easter (Salvation)</b></p> <p>What is Easter?</p>	<p><b>Theme: Stories</b></p> <p>What can we learn from stories?</p>	<p><b>Theme: Special places</b></p> <p>What makes places special?</p>
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# Heatherlands Primary School

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#### Expressive Arts and Design

Expressive Arts and Design							
<b>Expressive Arts and Design</b>	<p>Focus Artist or Designer: <b>Vincent Van Gogh</b> <b>Starry Night</b> Strands Taught: <b>Collage, bold colours, swirling textures</b></p> 		<p>Focus Artist or Designer: <b>Franz Marc</b> Strands Taught: <b>Hot and Cold Painting</b></p>		<p>Focus Artist or Designer: <b>Georgia O'Keefe</b> Strands Taught: <b>Painting and drawing from nature</b></p> 		<p>Focus Artist or Designer: <b>Claude Monet</b> <b>Waterlily Pond</b> Strands Taught: <b>Printing/collage/painting</b></p> 
<b>Expressive Arts and Design</b>	<p><b>Creating with Materials</b></p> <p>Children to explore and develop fine motor skills by <u>Paper Manipulation</u> fold, bend, scrunch, rip, cut, curl and combine paper.</p> <ul style="list-style-type: none"> <li><b>Practice skill</b> using a range of strips of paper to explore curling, folding, ripping, bending.</li> <li><b>Apply</b> - creating paper sculpture.</li> </ul> <p><u>Fine motor - cutting</u></p> <ul style="list-style-type: none"> <li>Children to practice</li> </ul>	<p><b>Creating with Materials</b></p> <p>Collage Skills</p> <p>Fine motor skills – children to snip large pieces of paper into smaller.</p> <p><b>Practice skill</b></p> <p>Children to use a range of materials, paper, fabric, cellophane to collage (stick/ overlay ) on a set shape/ space</p> <p><b>Apply</b>- Children to collage their own Poppy for Remembrance Day</p> <p>Collage; using natural materials ( Forest school)</p>	<p><b>Creating with Materials</b></p> <p>Pattern and texture through animal print Look at different animal patterns. Revisit collage and printing to create animal patterns.</p> <p><b>Apply</b></p> <ul style="list-style-type: none"> <li>Collage an animal shape of their choice using the correct coloured/ textured materials.</li> <li>Printing ; using the block print technique children to use shaped sponges to create animal patterns i.e spots for a cheetah.</li> <li>Mark making ; child to use drawing medial to create lines and patterns i.e stripes for a zebra, scales for</li> </ul>	<p><b>Creating with Materials</b></p> <p>Collaborative projects and group art;</p> <p>Fine motor <b>Practise</b></p> <p>Adult to model drawing flower – talking through the types of line.</p> <p>Recap making different types of line using different media.</p> <p>Observation drawing of spring flowers on a large scale to create a collaborative piece of art.</p>	<p><b>Creating with Materials</b></p> <p><b>Recap/Apply</b></p> <p><b>Collage</b> - <b>Fine motor</b> – cutting Draw and cut out Lily pads or cut strips of paper to create</p> <p><b>Paper manipulation</b>- scrunch tissue paper to make flowers for the lily pads.</p> <p>Printing to create texture – Using bubblewrap/ small spongers to create watery background. Monet style pond</p>	<p><b>Creating with Materials</b></p> <p>Collage/creating texture Beach scene.</p> <p><b>Recap</b>- collage is sticking and overlaying materials onto a given space/ shape.</p> <ul style="list-style-type: none"> <li>Create texture by adding PVA glue/sand together.</li> <li>Use texture tools for the sea with paint.</li> <li>Collage using different media to create texture for the beach scene. (tissue paper/ Corrugated card/paper.)</li> </ul> <p>- <b>Apply</b> – manipulation skills i.e (</p>	

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	<p>cutting paper. Start with snipping and holding scissors correctly.</p> <ul style="list-style-type: none"> <li>Children to cut along a straight line, zig zag, curved line.</li> </ul> <p><u>Mark making</u> using step by step instructions to build confidence</p> <p><u>Practice skill</u></p> <ul style="list-style-type: none"> <li>Model pincer grip to old different thickness of media ( i.e pencil/crayon paintbrush</li> <li>Use different marking making tools to create the following types of lines straight/curved / zigzag, spiral) Explore on a small and large scale.</li> </ul>	<p>Exploring paint with different tools. Children to use different thickness of paint to create texture</p> <ul style="list-style-type: none"> <li>Poster paint ( with water )</li> <li>Poster paint with glue</li> </ul> <p>Use texture tools to move paint in different directions.</p> <p>Children to practice using playdoh compare to clay.</p> <p>Exploring clay; <b>Practise</b> Introduce clay. Children to explore the clay.</p> <ul style="list-style-type: none"> <li>Roll the clay into different thicknesses</li> <li>Twist the clay.</li> <li>Flatten</li> <li>Cut</li> <li>Roll into a ball.</li> <li>Pinch clay to create texture</li> </ul>	<p>snake.</p> <p>Collage habitats and animals –</p> <p><b>Practise and apply skills</b> for the following areas. Collage Printing Mark Making</p> <p><b>Painting ;</b></p> <p><b>Recap/ Practise</b> making the primary colours adult to model. Recap the painting routine What colours will you need ?</p> <p>How will you mix primary colours ? <b>Apply</b> Paint the habitat of your chosen creature</p> <p>Mark making through Drawing Club (also see above)</p>	<p>Colour mixing- <b>Practice</b> Recap mixing the primary colours to Secondary. <b>Apply</b> Colour mix a rainbow.</p> <p>Introduce and explore using watercolours to paint spring flowers.</p> <p>Weaving with different materials on a small and large scale. <b>Practise</b> using media to go up and down through a simple frame. <b>Apply</b> Large scale ; fence with fabric Small scale ; Paper weaving</p> <p>Mark making through Drawing Club</p>	<p>pictures.</p> <p>New skill ; Marbling to create watery backgrounds. <b>Adult led;</b> Tray of water Drop marbling inks into the water. Create a pattern gentle on the surface. Lay the paper on the waters surface Carefully remove the water. Dry.</p> <p>Collage or mark make to create a pond life scene.</p> <p>Mark making through Drawing Club</p>	<p>strips of blue paper for waves – 3D effect)</p> <p>-</p> <p>Exploring clay and create sculptures linked to outdoor experiences</p> <p>Clay ; <b>Practise/ recap</b> using skills to create shapes;</p> <ul style="list-style-type: none"> <li>Roll a ball (different sizes)</li> <li>Roll a different thickness/ lengths (sausage shapes)</li> <li>Flatten and roll</li> <li>Twist</li> <li>Blend using tools or fingers</li> <li>Spiral</li> </ul> <p><b>Apply</b></p> <ul style="list-style-type: none"> <li>Clay snails – roll and spiral clay – texture on the shell.</li> <li>Butterfly – roll flat/ cut/ shape/ texture</li> </ul> <p>Collage</p>
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	<p><u>Media</u> – pencils/ crayons/ paint sticks/ chalks /paint and paint brushed of different thicknesses.</p> <p><b>Apply</b></p> <ul style="list-style-type: none"> <li>Develop drawing for pleasure and from imagination.</li> </ul> <p><u>Teaching painting routines:</u></p> <ul style="list-style-type: none"> <li>Children shown what equipment to use when painting palette/brush/paper/ water pot/ paper</li> <li>Introduce primary colours ; red/ yellow/blue</li> <li>Wet the brush.</li> <li>Put paint on the brush and mix in the palette.</li> <li>Wash the brush</li> </ul>	<ul style="list-style-type: none"> <li>Use simple tools</li> </ul> <p><b>Apply</b></p> <ul style="list-style-type: none"> <li>Creating a clay hedgehog</li> <li>Create a clay diva.</li> </ul> <p>Printing basic block patterns – maths link</p> <p>Children to use 2D shapes or sponges to block print a repeating pattern.</p> <p><b>Practise and apply.</b> Paint the shape or dip shaped sponge into the paint. Place on the paper and push down firmly on the paper. Repeat.</p>				<p>Printing ;</p> <p>Adult modelled; <b>Introduce mono printing.</b> Using perspex and printing ink Roll printing ink thinly onto the perspex. Children to use fingers or tools to create a spiral/ patterns ( snail shell) Lay the paper over the snail image and use a roller on the back to create a print. Gently peel back the paper to reveal the image</p> <p><b>Practise:</b> Children to do a mini print trying out different lines and shapes. Same process as below <b>Apply</b> – Children to create a large snail/ butterfly print. Extension; Mixed media add collage to add detail with drawing materials.</p> <p>Painting for beach</p>
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	<ul style="list-style-type: none"> <li>Choose new and mix with first colour ( i.e red and yellow)</li> <li>Paint on the paper.</li> </ul>					<p>scenes <b>Apply ;</b> Fine motor skills Children to draw their beach scene. <b>Paint –</b> Children to mix colours to paint their beach scene; Recap on primary colours and how to mix secondary. How will we make orange ? Extension Experiment with adding white.</p> <p>Mark making through Drawing Club</p>
<p>Exploring materials and basic manipulation through junk modelling. Show children how to cut tape by placing the tape on the edge of the table. Hold the tape with one hand and snip the length with the other hand using scissors.</p>		<p>Freeform construction through junk modelling &amp; loose parts Children to be show how to securely join to part together. For example ; Snip the edge of a toilet roll or paper and fold to create a tab. Cut tape and secure two parts together using the tab flat against the 3D box. Children to practice joining two pieces of paper first before join 3D forms together. Talk to the children about how to join flat or 3D objects securely together to create their 3D model.</p>				
<p><b>Transient Art Opportunities and Malleable Art provided throughout the year as part of Continuous Provision</b></p>						


**Expressive Arts and Design (EAD) and Physical Development (PD)** are closely connected, as many artistic activities require children to engage both **gross** and **fine motor skills**. These links between EAD and PD foster the development of **creativity, coordination, and control** over both body and hand movements. Within **continuous provision**, children are provided with ongoing opportunities to refine their **fine motor skills** through the use of art tools. Additionally, **transient art**, which involves creating temporary works of art—such as **sand drawings, loose parts art, or nature collages**—encourages children to use both **fine and gross motor skills**, engaging them in hands-on, interactive creative expression.

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<p><b>Expressive Arts and Design</b></p> <p><i>(Linked to Music)</i></p>	<p><b>Rhythm and Rhyme:</b></p> <ul style="list-style-type: none"> <li>• Perform songs, rhymes, poems and stories with others</li> </ul> <p><b>Movement to music linked to topic:</b></p> <p>Free expression – instruments provided</p>	<p><b>Perform:</b></p> <ul style="list-style-type: none"> <li>• Sing a range of well-known nursery rhymes and song</li> </ul> <p><b>Movement to music linked to topic:</b></p> <p>Free expression – instruments provided</p>	<ul style="list-style-type: none"> <li>• Invent, adapt and recount narratives and stories with peers and their teacher.</li> </ul> <p><b>Movement to music linked to topic:</b></p> <p>Free expression – instruments provided</p>
<p><b>Kodaly/Dalcroze Eurhythmics</b></p>	<ul style="list-style-type: none"> <li>• Whoosh! Here is the sea</li> <li>• Chop, Chop</li> <li>• Feet Feet</li> </ul>	<ul style="list-style-type: none"> <li>• 2 and 3 note songs</li> <li>• Froggy by the water</li> <li>• Arms high, arms low</li> <li>• Doggie Doggie</li> <li>• Jack in the box</li> </ul>	<ul style="list-style-type: none"> <li>• Copycat (child led music and tempo)</li> <li>• Free movement and dance - moving expressively to music</li> <li>• Exploring spontaneous musical behaviour</li> </ul>

### Other Subject Areas

PE Teacher Led	Health and Wellbeing	Ourselves	High, Low, Over, Under	Moving	Dinosaurs	Athletics
PE CASA Led	Playing Through Games	Hands 1	Feet 1	Hands 2	Jumping 1	Rackets, Bats, Balls and Balloons
<p>Additionally, Commando Joes programme is introduced in the Spring and Summer Term, focusing on building essential <b>life skills</b> such as <b>teamwork, resilience, problem-solving, and confidence</b> through a series of fun, active challenges. Children participate in <b>adventure-style tasks</b>, such as obstacle courses, <b>nature hunts</b>, and <b>group activities</b>, all designed to enhance <b>gross motor skills, coordination, and communication</b>. The program helps children develop a sense of <b>independence</b> while promoting <b>collaboration</b> and <b>positive relationships</b> with their peers in a supportive outdoor setting.</p>						
<p><b>PSED</b></p> <p><i>(PSHE Jigsaw)</i></p> 	<p>Being Me in My World (Jigsaw)</p> <p>Scribble Spot Trick Box</p>	<p>Celebrating Difference (Jigsaw)</p> <p>Scribble Spot Trick Box</p>	<p>Dreams and Goals (Jigsaw)</p> <p>Scribble Spot Trick Box</p>	<p>Healthy Me (Jigsaw)</p> <p>Scribble Spot Trick Box</p>	<p>Relationships (Jigsaw)</p> <p>Scribble Spot Trick Box</p>	<p>Changing Me (Jigsaw)</p> <p>Scribble Spot Trick Box</p>

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<b>Careers related learning</b>	999 Services Roles within school Farmers Bakers Engineers Authors/illustrators (These will be introduced with the different areas of the school environment)	Astronauts	Zoologists (Visit) Vets	Dentists (Visit)	Paleontologists	Marine Biologists Lightkeepers
<b>Role Play Opportunities</b>	Throughout the year, role play areas develop by incorporating real-life experiences that children can relate to and engage with. These include familiar environments such as a home, shop, pizzeria, beach cafe, hairdressers, opticians and vets, allowing children to explore and understand different roles, social interactions, and everyday life scenarios.					
<b>Forest School</b>	Autumn 1: Seasons – Autumn  Intro to FS: <ul style="list-style-type: none"> <li>• Rules</li> <li>• Exploring areas</li> <li>• Meeting forest school friends.</li> <li>• Looking after the environment and equipment</li> </ul>	Autumn 2: Seasons – Autumn/Winter <ul style="list-style-type: none"> <li>• Looking after the environment</li> <li>• learning about UK native animals.</li> <li>• learning about UK native plants.</li> <li>• Den building</li> </ul>	Spring 1: Seasons – Winter <ul style="list-style-type: none"> <li>• Looking after the environment</li> <li>• Animal habitats</li> <li>• Animal diets – animal poo</li> <li>• Diurnal &amp; Nocturnal</li> <li>• How animals have adapted to their environment</li> <li>• Camouflage</li> <li>• Animal classification</li> </ul>	Spring 2: Seasons: Spring <ul style="list-style-type: none"> <li>• Looking after the environment</li> <li>• Using simple tools such as saws, hand drills and peelers.</li> </ul>	Summer 1: Seasons: Spring/Summer <ul style="list-style-type: none"> <li>• Looking after the environment</li> <li>• Lifecycle of a frog</li> <li>• Growth (how plants and animals grow)</li> <li>• Name common plants</li> <li>• Plant seeds and observe changes that occur</li> </ul>	Summer 2: Seasons: Summer <ul style="list-style-type: none"> <li>• Looking after the environment</li> <li>• Effects of plastic on the environment</li> <li>• Life cycles</li> <li>• Creatures that live in different aquatic environments</li> <li>• Ecosystems - Features of a pond (pond dipping)</li> </ul>
Alongside the half termly enhancements there is also continuous provision activities that children can access independently which includes: bug hunting, bird watching, mud kitchen/cafe, reading, observation drawing, fairy post, den building.						

Each curriculum subject area has a detailed progressive breakdown of curriculum coverage.  
Key vocabulary is included on knowledge organisers and short-term planning.