

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

Art

Big ideas: inspiration, experimentation & expression

- Draw and sketch from close observation and known objects, including the environment and animals, with a focus on shape and colour (**expression**)
- Use imagination to form simple images from given starting points or a description from a text. (**inspiration, experimentation, expression**)
- Work with different materials and consider what materials best suit the task. (**experimentation**)
- Begin to use knowledge of the key artists in their work, reflecting on the skills they have learned and developed. (**inspiration, experimentation, expression**)
- Demonstrate control when drawing considering the types of line used and it's thickness. (**experimentation, expression**)
- Use thick felt tip pens/chalks/charcoal/wax crayon/pastel to create more accurate marks in smaller and larger scale drawings. (**experimentation, expression**)
- Know that stippling is the creation of a pattern simulating varying degrees of solidity or shading by using small dots. (**experimentation, expression**)
- Add detail to line drawings using stippling, shading, hatching and cross – hatching (**experimentation, expression**)
- Create simple sketches considering line, form, shape and colour (**experimentation, expression**)

Key knowledge and skills

Science (see separate planning)

Big ideas: Investigation, explanation, observation

Enquiry: Do plants grow healthier in the light or dark?

How do bulbs and seeds change over time?

- Know how a seed or bulb grows into a mature plant (**observation, explanation, investigation**)
- Know how represent a life cycle (**observation, explanation**)
- Know how a seed or bulb is produced (**observation, explanation**)
- Know that a plant needs water and light to grow and stay healthy (**observation, explanation, investigation**)
- Know why a plant needs water and light to grow and stay healthy (**observation, explanation, investigation**)

SC1:

- Ask questions and record findings in different ways.
- Observe closely using scientific equipment. (**observation**)
- Perform simple tests using scientific equipment. (**investigation**)
- Use observations and ideas to suggest answers to questions. (**observation, explanation**)
- Gather and record data, drawing simple conclusions (**explanation**)

History

Big ideas: chronology, impact, innovation

Key Question: Who was Rosa Parks?

	<p>(A study of the lives of significant individuals from the past who have contributed to national/international achievements)</p> <p>Know who Rosa Parks was. (chronology)</p> <p>Know why Rosa Parks is remembered (impact) BRITISH VALUES</p> <p>Explain how people's attitudes to equality has changed over time. (impact) BRITISH VALUES</p> <p>Computing (see separate planning)</p> <p><i>Big ideas: coding, design & online safety</i></p> <p>Online safety</p> <ul style="list-style-type: none"> • Know how to refine searches using the Search tool. • Know how to share work electronically using the display boards. • Open and send simple online communications in the form of email. • Understand that information put online leaves a digital footprint or trail. • Begin to think critically about the information they leave online. • Identify the steps that can be taken to keep personal data and hardware secure <p>Oracy</p> <p>Ask lots of different types of questions to find things out. Explain things using a sentences with 'because' or 'when'. Explain how I solved a problem. Listen carefully in a group and take turns in a discussion. Talk about what I think will happen next. Talk to others and stay on topic. Communication week Dynamics of talking in a group (class expectations).</p>
<p>Key vocabulary: nature, line, form, shape, space, pattern, texture, stippling, solid, shading, tone, thickness (of line), form, scale, control</p>	<p>seed, bulb, plant, mature plants, germination, growth, survival, life cycle, cyclical, root, stem, light, leaves, flower, fruit, disperse, pollinate, flowering, water, light</p> <p>Rosa Parks, segregation, race, equality, rights, discrimination, boycott, protest, arrest, activist, social, political change, defiance/defy, civil rights, freedom, Montgomery</p> <p>email, text, electronically, digital footprint, critical thinking, personal data, hardware</p>
<p>Previous linked learning to consolidate: 'Super me' Year 1 Self portraits using a range of media</p>	
<p>What comes next? 'Animal Kingdom' - Year 2 (artist study), 'Ready, steady, grow' – Year 3 (Pop art, flower sketches)</p>	