

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 (see separate planning)

Big ideas: Investigation, explanation, observation

Enquiry: Are all animals the same?

How can we care for our planet?

- Talk about common animals. **(explanation)**
- Name animals from pictures. **(observation)**
- Recognise similarities and differences in animals. **(observation)**
- Discuss different ways animals could be sorted into 2 groups. **(investigation, explanation)**
- Know what is meant by carnivore, herbivore and omnivore. **(explanation)**
- Name animals that are carnivores, omnivores or herbivores **(observation)**
- Sort animals into groups based on their diet **(explanation)**
- Name animal body parts **(observation)**
- Recognise similarities and differences in animal body parts **(observation, explanation)**
- Discuss why an animal has a particular body feature **(observation, explanation)**
- Explore their role in looking after the planet to create a sustainable future for themselves and future generations. **(observation, explanation, investigation)**
- To think about the positive impact they can have on the planet, both locally and in the wider world. **(observation, explanation)**

SC1:

- Ask simple questions and recognise that they can be answered in different ways
- Perform simple tests **(investigation)**

Key knowledge and skills

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)**
- Know that sculpture is when an artist's thoughts are represented by a 3D model **(inspiration, expression)**
- Investigate clay - pinching, rolling, twisting, scratching and coiling and add details and textures using tools i.e hedgehogs **(inspiration, experimentation, expression)**
- Know that the pinching method is used to create pottery that can be ornamental or functional. **(experimentation, expression)**
- Know that a clay base can be made by rolling three coils and pressing them together, and then onto the bottom of the pot. **(experimentation,**

- Use observations and ideas to suggest answers to questions (**observation/explanation**)
- To gather and record data to help in answering questions

expression)

- Know that a slab is clay which has been made flat by rolling. (**experimentation, expression**)
- Know that clay can be moulded to create different shapes using the pinch and slat method. (**experimentation, expression**)
- Investigate different building/sculpting materials and experiment with how they can be connected together to form simple structures (**experimentation, expression**)

Computing (see separate planning)

Big ideas: coding, design & online safety

Coding

- Understand that computer programs work by following instructions called code. (**coding**)
- Use object and action code blocks to make a computer program. (**coding, design**)
- Understand what an event is in coding. (**coding**)
- Understand the purpose of an output and to be able to 'read' code to find out what it does. (**coding**)
- To change aspects of the design view. (**coding, design**)
- To plan and make a computer program. (**coding, design**)

Geography

Big ideas: Location, diversity, impact

- Name and locate the 7 continents. (**location**)
- Name and locate the 5 oceans. (**location**)
- Know that some human behaviours are having a negative impact on the world. **SDGs (impact)**
- Know that choosing to use less plastic is the first step in addressing negative impacts, *e.g. reduce, reuse and recycle*. **SDGs (impact)**
- Know that the oceans are polluted with plastic from humans and that this is affecting animal life. **SDGs (impact)**
- Measure simple human geographical patterns, *e.g. how our class get to school, travel plan/survey*. (**diversity, impact**)
- Answer simple questions about straightforward geographical patterns, *e.g. what are the busiest parts of the playground? What is the most frequent method of getting to school?* (**location, impact**)

	<p>Oracy</p> <ul style="list-style-type: none"> • Group and name members of categories and to suggest possible category names Science • Ask questions to find out things using 'how' and 'why' when prompted Science • Concentrate on the person talking and to ignore background noise and movement which is not relevant to the situation Visitor • Initiate a conversation with a class visitor by using prepared questions Visitor
<p>Key vocabulary: mammal, reptile, fish, amphibian, human, bird, animal group, sort, criteria, similarities, differences, carnivore, herbivore, omnivore, diet, sort, identify, food group, explanation, feature, body parts, structure, claw, hoof, paw, flipper, antler, horn, tusk, skin, fur, feathers, scales, wings, beak, gills, fin, tentacles</p>	<p>Primary, secondary, colour, mix, blend, background, warm, cold colours, washes, shade, simple structures, clay, modelling, twisting, stretching, joining, blending, pinching, texture, tools, techniques, slip</p> <p>Code, coding, instructions, event, control, scale, program, action, executes, background, object</p> <p>Local area, continents, oceans, negative impacts, pollution, human behaviours, human geographical patterns</p>
<p>Previous linked learning to consolidate: EYFS topics including 'How am I like an animal?' What comes next: 'Animal Kingdom' Year 2 focus on animals, including humans</p>	