

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

- Control lines to create simple drawings from observations, including self portraits (**expression**)
- Know that hatching is an artistic technique used to create tonal or shading effects by drawing closely spaced parallel lines. (**experimentation, expression**)
- Know that cross hatching is a method of line drawing that describes light and shadow. (**experimentation, expression**)
- Know that shading is applying media more densely, with a darker shade for darker areas, or with a lighter shade for lighter areas (**experimentation, expression**)
- Use thick felt tip pens/chalks/charcoal/wax crayon/pastel in small and large scale drawings. (**experimentation, expression**)
- Colour within the line with increasing accuracy. (**expression**)
- Choose from a range of collage materials to create a self-portrait image. (**inspiration, experimentation, expression**)
- Create self portraits in the style of a famous artist – Picasso/Roy Lichtenstein/Van Gogh. (**inspiration, experimentation, expression**)

Key knowledge and skills

Science – see separate planning

Big ideas: investigation, explanation, & observation

Enquiry: **Do the oldest children have the longest feet?**

How can we care for our planet?

Name body parts (**observation**)

Recognise similarities and differences in body parts (**observation, explanation**)

Discuss why a human has a particular body feature (**observation, explanation**)

History

Big ideas: chronology, innovation & impact

Key Question: **Who was Mary Seacole? Who was Florence Nightingale?**

(A study of the lives of significant individuals from the past who have contributed to national/international achievements)

Know who Mary Seacole was (**chronology**)

Know what impact Mary Seacole had (**innovation, impact**)

Know who Florence Nightingale was. (**chronology**)

Know what impact Florence Nightingale had (**innovation, impact**)

Computing – see separate planning

Big ideas: coding, design & online safety

Online safety

- Discuss what the internet is and how it can be used. (**online safety**)

	• Recognise that the internet may affect mood or emotions. (online safety) • Recognise how internet use can affect and upset others. (online safety) • Identify which information is appropriate to share and post online and which is not. (online safety) Oracy: To select and use appropriate registers for effective communication
Key vocabulary: Drawing, painting, colour, pattern, texture, line, shape, form, space, cross hatching, shading, artists, differences, similarities, plan, sketch, detail, gallery, self portraits	taste, mouth, smell, nose, see, eyes, hear, ears, touch, hands, feet, skin, body parts, label, head, shoulders, knees, toes, eye, ears, mouth, nose, elbows, arm, leg, knee, foot, ankle, head, neck, chin, forehead, hand, fingers Mary Seacole, Florence Nightingale, significant, timeline, soldier, charity, lamp, Crimean war, hospital, care, herbs, Jamaica, battle, ship, prejudice
Previous linked learning to consolidate Self-portraits at the start of EYFS What comes next? 'Bend me, shape me' – Year 2 focus on Andy Goldsworthy and Henry Moore (sculpture)	