

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**)
- Choose whether to use medium or small brushes when crosshatching, hatching, dry brushing, brush ruling a straight line, scumbling a layer of broken, speckled, or scratchy colour or stippling (**experimentation, expression**)
- Know that a colour wash is a visual arts technique resulting in a semi-

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**)

Enquiry: How can animals be grouped based on their needs for survival?

- Know what the basic needs for survival are (water, food, air) (**explanation**)
- Know why we need food, water and air to survive (**observation, explanation**)

transparent layer of colour. **(experimentation, expression)**

- Paint with a variety of tools for a specific effect including producing a colour wash and adding texture **(experimentation, expression)**
- Use different types of paint, powder, poster and watercolours appropriate to the task. **(experimentation, expression)**
- Know that we can add white or black to lighten/darken chosen hues. **(expression)**
- Change secondary colours by mixing different proportions of primary colours. **(experimentation, expression)**
- Know that a cool colour such as blue can be made warmer by getting mixed with a warm colour such as red. While a warm colour such as yellow can be made cooler by being mixed with a cool green. **(experimentation, expression)**
- Understand how to create warm and cold colours by mixing or blending media (i.e paint/oil pastels/chalks) **(experimentation, expression)**
- Create colour washes by colour mixing to form backgrounds. **(experimentation, expression)**

Geography

Big ideas: Location, diversity, impact

- Name and locate the surrounding seas of the UK. **(location)**
- Know that the temperature in areas around the equator is hotter than the temperature in areas around the north and south poles. **(location)**
- Know that the equator is an imaginary line that runs around the centre of the earth. **(location)**
- Know that maps, globes and atlases can be used to locate countries, continents and oceans across the world. **(location, diversity)**

Enquiry: Why are some countries, like Namibia, hotter than the UK?

- Find out that countries near the equator are hotter than those further away, including the UK. **(location, diversity, impact)**
- Use maps and atlases to locate different countries proximity to the equator. **(location)**
- Compare geographical similarities and differences between Poole and Namibia including climate, weather and ecosystems. **(location, diversity)**
- Understand the daily weather patterns in the UK and how these differ in Namibia. (Science) **(location, diversity, impact)**
- Know that food comes from different places around the world and that the distribution of this has environmental impact. **SDGs (DT/PSHE) (impact)**

- Know what would happen if 1 or more essential was taken away **(observation, explanation)**
- Know where to find the essentials in different environments **(observation, explanation, investigation)**

History

Big ideas: chronology, impact, innovation

Key Question: Who was Rosa Parks?

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

- Know who Rosa Parks was. **(chronology)**
- Know why Rosa Parks is remembered **(impact)** **BRITISH VALUES**
- Explain how people's attitudes to equality has changed over time. **(impact)** **BRITISH VALUES**
- Explore significant historical events, people and places in their own locality **(chronology, impact)**

Computing (see separate planning)

Big ideas: coding, design & online safety

Online safety

- 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

Making music

- Composing digital melodies using 2Sequence.
- Understanding a digital music tool
- Relating the functions to musical terms
- Composing music digitally

Oracy

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.

- Know that ice caps are melting because of climate change caused by humans. SDGs (location, impact) DT <i>Big ideas: design, problem solving, skills & expertise</i> - Explore and evaluate moving cards and discuss their features/effectiveness, suggesting ways in which they could be improved and why. (design, problem solving, skills and expertise) - Identify different types of simple mechanisms, such as a flap, slider or pop-up, in a moving card and know how they work. (problem solving, skills and expertise) - Identify a purpose for what they intend to design and make, working to a specific design criteria. (design, problem solving) - Design functional and appealing products for themselves and other users, such as a moving Christmas card, based on design criteria. (design, problem solving) - Draw on their own and others' experiences to generate their ideas and solve any problems. (design, problem solving) - Use talk, pictures, labelled drawings and templates to model and communicate ideas. (design) - Use the correct vocabulary to name and describe the tools and materials they are using. SCIENCE (skills and expertise) Measure, cut and fold materials including card, paper and fabric with some accuracy. (problem solving, skills and expertise) - Use tools and equipment with some guidance, safely and appropriately. (problem solving, skills and expertise) - Discuss their own ideas with confidence, explaining what they like about them and how they fit the agreed design criteria (design, problem solving) - Compare their final outcome with their design, the design criteria and make a decision about their success. (design, problem solving, skills and expertise)	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).
Key vocabulary: nature, line, form, shape, space, pattern, texture, stippling, solid, shading, tone, thickness (of line), form, scale, control, watercolour, washes, backgrounds, effect, semi transparent, powder, poster paint, tools, paint consistency, scumbling, dry brushing, colour wheel, cold and warm palette, blending, merge colours, hue Equator, hotter, colder, maps, atlases, Namibia, climate, weather, ecosystems, weather patterns, distribution, environmental impact, ice caps, climate change, human activity, globes, atlases, locate, countries, continents, oceans Technical, mechanisms, slider, flap, pop up, effective, functional, design, evaluate, design criteria, purpose, template, measure, cut, fold	seed, bulb, plant, mature plants, germination, growth, survival, life cycle, cyclical, root, stem, light, leaves, flower, fruit, disperse, pollinate, flowering, water, light air, carbon dioxide, lungs, gills, essentials, environments, scavenge, graze, shelter, absorb, hunt, gather Rosa Parks, segregation, race, equality, rights, discrimination, boycott, protest, arrest, activist, social, political change, defiance/defy, civil rights, freedom, Montgomery email, text, electronically, digital footprint, critical thinking, personal data, hardware

	compose, digital music, functions, musical terms, rhythm, tool
Previous linked learning to consolidate: 'Super me' Year 1 Self portraits using a range of media	
What comes next? 'Animal Kingdom' - Year 2 (artist study), 'Ready, steady, grow' – Year 3 (Pop art, flower sketches)	