

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'.

Terms	Autumn Term		Spring Term		Summer Term
Heatherlands Way Values	RESPECT RESILIENCE		ASPIRATION MOTIVATION		INDEPENDENCE THE HEATHERLANDS WAY
Topic Names	Super Me! (7) Review Art	Toys Through Time (7) Review History	Home and Away (6) Review DT	Little Gardeners (5) Review Science	Claws, Paws and More! (13) Review Geography
Hooks	Hook: create a portrait – guess who/baby photos?	Hook: Toy box exploration (sorting) Community	Hook: UK jigsaw puzzle challenge	Hook: Explore a range of different plants and weeds – dissect!	Hook: Vet/rescue centres visit
Outcomes	Outcome: Portrait with classroom gallery Communication/Consolidation	Outcome: Toy museum Communication/Community	Outcome: Fruit kebabs and tasting Communication	Outcome: Grow a bean plant/rec walk Communication/Community	Outcome: Trip? Communication/Community
Visitors and Visits	Portrait artist	Priesthouse Museum?	Tesco – farm to fork	Allotment chat?	Vet visit Trip?
Sustainable Development Goals:		<p>Sustainable development goals: Goal 12 – Ensure sustainable consumption and production patterns (picture prompt) Community Communication How do we play? What/where do we play? Where does your toy come from? How is it made? Article 31 – the right to play</p>	<p>Sustainable development goals: Consolidation Goal 12- responsible consumption & production (Fairtrade, picture of bananas on tanker/Go Bananas – Oxfam Community Communication https://www.oxfam.org.uk/education/classroom-resources/go-bananas-help-learners-aged-7-11-discover-where-their-food-comes/ Goal 2 - End hunger, achieve food security and improved nutrition and promote sustainable agriculture Article 27 – the right to food (link to English & DT)</p>	<p>Sustainable development goals: Goal 15 – Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss Community Communication Consolidation Biodiversity/habitats & extinction (campaign posters, persuasion) Sustainable development goals: Consolidation Community Communication Being global citizens – what do you know, what do you feel, what can you do? (Head, heart & hands I, we, planet)</p>	
Forest School	Forest Schools Friday Autumn 2		Forest schools Friday Spring 2		Forest Schools Friday Summer 2
Spoken language	Spoken language Communication/Consolidation	Spoken language Communication/Consolidation Respond to points of interest when listening to contributions of others History toys	Spoken language Communication/Consolidation Produce speech that is clear and easy to understand, with only a few immaturities English	Spoken language Communication Communication/Consolidation Able to use early 'story language' English Enormous Turnip JATB Remember their words and speak clearly in short presentations, performances and role play Spring/Summer assemblies	Spoken language Communication/Consolidation 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
English	English, reading – see progression map Handwriting – Kinetic Letters Phonics & spelling – Bug Club				
Maths	Maths EYFS Consolidation See Maths yearly overview for Aut 1 Y1	Maths EYFS Consolidation See Maths yearly overview for Aut 2 Y1	Maths Consolidation See Maths yearly overview for Spring 1 Year 1	Maths Consolidation See Maths yearly overview for Spring 2 Year 1	Maths Consolidation See Maths yearly overview for Sum 1 & 2 Year 1
Science	Science: Animals, including humans - Senses Naming body parts Consolidation Seasonal change/ weather	Science: Exploring & naming materials Properties of materials Consolidation Chester Greenwood- inventor of ear muffs (historical scientist) Seasonal change/ weather	Science: Jim Cantore- Meteorologist and storm tracker (Modern day Scientist) Caring for our world Where does our food come from? Seasonal change/weather		Science: Naming and sorting animals Consolidation Seasonal change/ weather Grouping and sorting (2) Community
Computing	Computing: INTRO to Purple Mash (3) Communication	Creative computing (4) Consolidation Communication	Computing: Animated stories (6) Communication	Creating and following instructions (3) Consolidation	Computing: Coding (6) Consolidation Communication Making beats (4)
	History: Personal timelines Community Florence Nightingale/Mary Seacole Seasonal change	History: Toys and life in the recent past The King – old/new toys Seasonal change	History: Grace Darling RNLI/history of boats Community Geography: 4 countries & capitals of the UK & surrounding seas Maps, globes & atlases	Geography: Where do I live? Community Local study human/physical geography Geographical skills & fieldwork Seasonal change	Geography: 4 countries & capitals of the UK & surrounding seas Maps, globes & atlases Human & physical geography Continents & oceans Seasonal change CONSOLIDATION

History/Geography			Human & physical geography Continents & oceans Seasonal change Consolidation		History/English: The life of Attenborough	
Art/DT	Art: Communication Self-portraits using range of media – elements of art Portrait artists study Picasso/Leitchenstien	Art: Communication Sketching toys/observational drawing Design & Technology: Communication Explore & evaluate available toys Design & make a simple toy Pop up,	Art: Communication Seascapes (torn art) Van Gogh Design & Technology: Communication Fruit kebabs (design , make, evaluate) 4 STEP DESIGN BOOKLET Where does food come from? (Farm to fork – Tesco)	Art: Communication Colours in nature (forest school – collecting colours) Coiled Clay plant pots Design & Technology: Communication Plant pots – clay & newspaper 4 STEP DESIGN BOOKLET	Art: Communication Pattern and texture – link to animals Colour mixing	
Music	Music: Communication/ Consolidation Musician of the month Listening & appraising Heatherlands music & movement					
PE	PE: Health & wellbeing PE: CASA – Team building	PE: Heroes DANCE PE: CASA – Hands 1	PE: Wide, narrow, curled GYM PE: CASA – Feet 1	PE: Body parts GYM PE: CASA – Hands 2	PE: Rackets, bats & balls PE: CASA – Jumping 1	PE: Athletics PE: CASA – Games for understanding
Jigsaw	JIGSAW: Communication/Community Being me in my world	JIGSAW: Communication/Community Celebrating Difference	JIGSAW: Communication/Community Dreams and Goals	JIGSAW: Consolidation/Communication/Community Healthy Me Article 27 – the right to food Article 24 – right to clean water	JIGSAW: Communication/Community My Relationships	JIGSAW: Communication/Community Changing Me
RE	What do Christians believe about God? Christianity	What gifts might a Christian in my town give Jesus if he had been born here rather than Bethlehem? Christianity	What do Humanists believe? Humanism	Why was Jesus welcomed like a King or celebrity on Palm Sunday? Christianity	Why is the story of the Buddha important to Buddhists? Buddhist	What is the best way for a Buddhist to lead a good life? Right Speech/Right Action Buddhist