	Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of design- ing and making. They should work in a range of relevant contexts [for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment]. When designing and making, pupils should be taught to:
Design	 design purposeful, functional, appealing products for themselves and other users based on design criteria
	 generate, develop, model and communicate their ideas through talking, draw- ing, templates, mock-ups and, where appropriate, information and communica- tion technology
Make	 select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
	 select from and use a wide range of materials and components, including con- struction materials and textiles, according to their characteristics
Evaluate	 explore and evaluate a range of existing products
	 evaluate their ideas and products against design criteria
Technical knowledge	 explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.

Computing		
	understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions	
Computer science	 create and debug simple programs use logical reasoning to predict the behaviour of simple programs 	Strengthening Our Community
Information technology	 use technology purposefully to create, organise, store, manipulate and re- trieve digital content 	
Digital literacy	 recognise common uses of information technology beyond school use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. 	

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.
 Pupils should be taught to:

 master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities

- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns.

PE

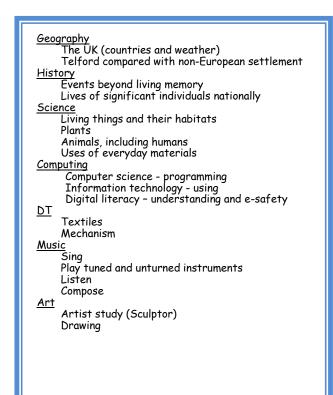
Music

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SWOOD

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
 - play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music.



Art and Design

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- to use a range of materials creatively to design and make products
- to use drawing and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Vorking scien- tifically	During year 2 pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the pro-
	gramme of study content:
	 asking simple questions and recognising that they can be answered in different ways
	 observing closely, using simple equipment
	 performing simple tests
	 identifying and classifying
	 using their observations and ideas to suggest answers to questions
	• gathering and recording data to help in answering questions
Living things and their	• explore and compare the differences between things that
habitats	are living, dead, and things that have never been alive
	 identify that most living things live in habitats to which they are suited and describe how different habitats pro- vide for the basic needs of different kinds of animals and plants, and how they depend on each other
	 identify and name a variety of plants and animals in their habitats, including micro-habitats
	 describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food
Plants	 observe and describe how seeds and bulbs grow into mature plants
	 find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.
Animals includ- ing plants	 notice that animals, including humans, have offspring which grow into adults
	 find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
	 describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.
Jses of every- day materials	 identify and compare the suitability of a variety of every- day materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses
	 find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

<u>Geography</u> Pupils should develop knowledge about the world, the United Kingdom and their locality. They should under-stand basic subject-specific vocabulary relating to human and physical geography and begin to use geo-graphical skills, including first-hand observation, to enhance their locational awareness.

	 name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas
Place knowledge	 understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdon and of a small area in a contrasting non-European country
Human and physical geography	 identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equato and the North and South Poles
	• use basic geographical vocabulary to refer to:
	• -key physical features, including: beach, cliff, coast, forest, hill, moun- tain, sea, ocean, river, soil, valley, vegetation, season and weather
	 key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop
Geographical skills and fieldwork	 use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, studied at this key stage
	 use simple compass directions (North, South, East and West) and loca- tional and directional language [for example, near and far; left and right], to describe the location of features and routes on a map
	 Use aerial photographs and plan perspectives to recognise landmarks an basic human and physical features; devise a simple map; and use and construct basic symbols in a key
passing of time framework and should use a wid choosing and us features of eve and identify dif In planning to e	velop an awareness of the past, using common words and phrases relating to the They should know where the people and events they study fit within a chronologica identify similarities and differences between ways of life in different periods. They e vocabulary of everyday historical terms. They should ask and answer questions, ng parts of stories and other sources to show that they know and understand key nts. They should understand some of the ways in which we find out about the past ferent ways in which it is represented. soure the progression described above through teaching about the people, events
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QUEENSWOOD CURRCIULUM MAP (2014 NATIONAL CURRICULUM OBJECTIVES) L KS1 Β