

## St. Thomas's CE Primary School

## National Curriculum Planning Document

**Statutory Requirements** 

## Year 2

This document contains all of the statutory requirements of the National Curriculum (2014) broken down by subject. Please note this document should also be read in conjunction with the English and Maths appendices.

The document is to support the long, medium and short term planning processes to ensure both full coverage and progression. In the non-core subjects it is important that Key Stage teams plan for progression as this is not prescribed within the curriculum document. This document will form the start of the planning process and can be used as a monitoring tool to ensure all elements of the core areas are covered within the National Curriculum Year Group.

			ENGLISH			
Spoken Word	Word Reading	Comprehension	Writing – transcription	Writing – Handwriting	Writing – Composition	Writing – Grammar, Vocabulary and Punctuation
<ul> <li>Pupils should be taught to:</li> <li>listen and respond appropriat ely to adults and their peers</li> <li>ask relevant questions to extend their understan ding and knowledg e</li> <li>use relevant strategies to build their vocabular y</li> <li>articulate and justify answers, argument s and opinions</li> <li>give well-</li> </ul>	Pupils should be taught to: Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes	<ul> <li>Pupils should be taught to:</li> <li>develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul> <li>listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and nonfiction at a level beyond that at which they can read independently</li> <li>discussing the sequence of events in books and how items of information are related</li> <li>becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</li> <li>being introduced to non-fiction</li> </ul> </li> </ul>	<ul> <li>Spelling (see English Appendix 1)</li> <li>Pupils should be taught to: <ul> <li>spell by:</li> <li>segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</li> <li>learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones</li> <li>learning to spell common exception words</li> <li>learning to spell more words with contracted forms</li> <li>learning the</li> </ul> </li> </ul>	<ul> <li>Pupils should be taught to:</li> <li>form lower-case letters of the correct size relative to one another</li> <li>start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</li> <li>write capital letters and digits of the correct size, orientation and relationship</li> </ul>	<ul> <li>Pupils should be taught to:</li> <li>develop positive attitudes towards and stamina for writing by: <ul> <li>writing narratives about personal experiences and those of others (real and fictional)</li> <li>writing about real events</li> <li>writing poetry</li> <li>writing for different purposes</li> </ul> </li> <li>consider what they are going to write before beginning by: <ul> <li>planning or saying out loud what they are going to write about</li> <li>writing down ideas and/or key words, including new vocabulary</li> <li>encapsulating what they want to say, sentence by sentence</li> </ul> </li> </ul>	<ul> <li>Pupils should be taught to:</li> <li>develop their understanding of the concepts set out in English Appendix 2 by: <ul> <li>learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)</li> <li>learn how to use: <ul> <li>sentences with different forms: statement, question, exclamation, command</li> <li>expanded noun phrases to describe and specify [for example, the blue butterfly]</li> <li>the present and past tenses</li> </ul> </li> </ul></li></ul>

structured	<ul> <li>read</li> </ul>	books that are	possessive	to one	<ul> <li>make simple additions,</li> </ul>	correctly and
descriptio	accurately	structured in	apostrophe	another and	revisions and corrections	consistently
ns,	words of	different ways	(singular) [for	to lower	to their own writing by:	including the
explanati	two or	recognising	example, the girl's	case letters	<ul> <li>evaluating their</li> </ul>	progressive form
ons and	more	simple recurring	book]	use spacing	writing with the	subordination
narratives	syllables	literary language		ace opaoling	teacher and other	(using when, if, that,
for	that	in stories and	<ul> <li>distinguishing</li> </ul>	between words that	pupils	or because) and co-
different	contain the	poetry	between	reflects the	<ul> <li>re-reading to</li> </ul>	ordination (using or,
purposes,	same	<ul> <li>discussing and</li> </ul>	homophones and	size of the	check that their	and, or but)
including	graphemes	clarifying the	near-homophones	letters.	writing makes	<ul> <li>the grammar for</li> </ul>
for	as above	meanings of		lellers.	sense and that	year 2 in English
expressin	<ul> <li>read words</li> </ul>	words, linking	<ul> <li>add suffixes to spell</li> </ul>		verbs to indicate	Appendix 2
g feelings	containing	new meanings to	longer words,		time are used	
<ul> <li>maintain</li> </ul>	common	known vocabulary	including -ment, -		correctly and	<ul> <li>some features of</li> </ul>
attention	suffixes	-	ness, –ful, –less, –ly		consistently,	written Standard
and		<ul> <li>discussing their</li> </ul>			including verbs in	English
participat	<ul> <li>read</li> </ul>	favourite words	<ul> <li>apply spelling rules</li> </ul>		the continuous	use and understand
e actively	further	and phrases	and guidance, as		form	the grammatical
in	common	<ul> <li>continuing to build</li> </ul>	listed in English			terminology in
collaborat	exception	up a repertoire of	<u>Appendix 1</u>		<ul> <li>proof-reading to</li> </ul>	English Appendix 2
ive	words,	poems learnt by			check for errors	in discussing their
conversat	noting	heart,	<ul> <li>write from memory</li> </ul>		in spelling,	writing.
ions,	unusual	appreciating	simple sentences		grammar and	_
staying	correspond	these and reciting	dictated by the		punctuation [for example, ends of	
on topic	ences	some, with	teacher that include		sentences	
and	between	appropriate	words using the		punctuated	
initiating	spelling	intonation to	GPCs, common		correctly]	
and	and sound	make the	exception words		conectiyj	
respondin	and where	meaning clear	and punctuation		<ul> <li>read aloud what</li> </ul>	
g to	these occur in	understand both the	taught so far.		they have written	
comment	the word	books that they can			with appropriate	
s		already read accurately			intonation to	
	<ul> <li>read most</li> </ul>	and fluently and those			make the	
<ul> <li>use</li> </ul>	words	that they listen to by:			meaning clear.	
spoken	quickly and	<ul> <li>drawing on what</li> </ul>				
language	accurately,	they already know				
to	without	or on background				
develop	overt	information and				
understan	sounding	vocabulary				
ding	and	vocabulary				

through	blending,	provided by the		
speculatin	when they	teacher		
g,	have been	<ul> <li>checking that the</li> </ul>		
hypothesi	frequently	text makes sense		
sing,	encountere	to them as they		
imagining	d	read and		
and	read aloud	correcting		
exploring		inaccurate		
ideas	books	reading		
	closely	-		
speak	matched to	<ul> <li>making inferences</li> </ul>		
audibly	their	on the basis of		
and	improving	what is being said		
fluently	phonic	and done		
with an	knowledge,	<ul> <li>answering and</li> </ul>		
increasin	sounding	asking questions		
g	out	<ul> <li>predicting what</li> </ul>		
command	unfamiliar	might happen on		
of	words	the basis of what		
Standard	accurately,	has been read so		
English	automatical	far		
n entiein et	ly and	Tar		
participat	without	<ul> <li>participate in discussion</li> </ul>		
e in	undue	about books, poems and		
discussio	hesitation	other works that are read to		
ns,	<ul> <li>re-read</li> </ul>	them and those that they		
presentati	these	can read for themselves,		
ons,	books to	taking turns and listening		
performa		to what others say		
nces, role	build up	-		
play,	their	<ul> <li>explain and discuss their</li> </ul>		
improvisa	fluency and	understanding of books,		
tions and	confidence	poems and other material,		
debates	in word	both those that they listen		
gain,	reading.	to and those that they		
maintain		read for themselves.		
and				
monitor				
the				
interest of				
the		<u> </u>		l

	listener(s)			
	consider			
	and			
	evaluate			
	different			
	viewpoint			
	S,			
	attending			
	to and			
	building			
	on the			
	contributi			
	ons of			
	others			
•	select			
	and use			
	appropriat			
	е			
	registers			
	for			
	effective			
	communi			
	cation.			

			Maths				
Number – Number and Place Value	Number – Addition and subtraction	Number – Multiplication and division	Number – fractions	Measurement	Geometry – Properties of shape	Geometry – Position and direction	Statistics
Pupils should be taught to: count in steps of 2, 3, and 5 from 0, and in tens from any number, forward	Pupils should be taught to: Solve problems with addition and subtraction: Using concrete objects and pictorial	<ul> <li>Pupils should be taught to:</li> <li>recall and use multiplication and division facts for the 2, 5 and 10 multiplication</li> </ul>	Pupils should be taught to: recognise, find, name and write fractions $\frac{1}{3}$ , $\frac{1}{4}$ , $\frac{2}{4}$ and $\frac{3}{4}$ of a	Pupils should be taught to: choose and use appropriate standard units to estimate and measure	Pupils should be taught to: identify and describe the properties of 2- D shapes, including the number of	Pupils should be taught to: order and arrange combinations of mathematical objects in	Pupils should be taught to: interpret and construct simple pictogram

1													-	
	and backward	representations,		tables, including		length, shape,		length/height in		sides and line		patterns and		s, tally
	recognise the	including those		recognising odd		set of objects or		any direction		symmetry in a		sequences		charts,
	place value of	involving		and even		quantity		(m/cm); mass		vertical line		use		block
	each digit in a	numbers,		numbers		write simple		(kg/g);		identify and	-	mathematical		diagrams
	•	quantities and		calculate		fractions for		temperature	_	describe the				and simple
	two-digit number	measures	-	mathematical		1		(°C); capacity		properties of 3-		vocabulary to describe		tables
	(tens, ones)	<ul> <li>applying their</li> </ul>				example, $\frac{1}{2}$ of		(litres/ml) to the		D shapes,				
•	identify,	increasing		statements for		6 = 3 and		nearest		• •		position,	•	ask and
	represent and	knowledge of		multiplication and		recognise the		appropriate unit,		including the number of		direction and		answer
	estimate	mental and		division within the		equivalence of		using rulers,				movement,		simple
	numbers using	written methods		multiplication		•		scales,		edges, vertices		including		questions
	different	whiten methods		tables and write		$\frac{2}{4}$ and $\frac{1}{2}$ .		thermometers		and faces		movement in a		by
	representations,	<ul> <li>recall and use addition</li> </ul>		them using the		7 4		and measuring	•	identify 2-D		straight line		counting
	including the	and subtraction facts to		multiplication (x),				vessels		shapes on the		and		the
	number line	20 fluently, and derive		division (÷) and						surface of 3-D		distinguishing		number of
		and use related facts up	1	equals (=) signs			•	compare and		shapes [for		between		objects in
•	compare and	to 100		show that				order lengths,		example, a		rotation as a		each
	order numbers		_	multiplication of				mass,		circle on a		turn and in		category
	from 0 up to	<ul> <li>add and subtract</li> </ul>		two numbers can				volume/capacity		cylinder and a		terms of right		and
	100; use <, >	numbers using concrete		be done in any				and record the		triangle on a		angles for		sorting the
	and = signs	objects, pictorial		,				results using >, <		pyramid]		quarter, half		categories
		representations, and		order				and =		pyramaj		and three-		by quantity
	read and write	mentally, including:		(commutative)					- <b>1</b>	compare and		quarter turns		
	numbers to at	a two-digit		and division of			•	recognise and		sort common 2-		(clockwise and	•	ask and
	least 100 in	number and		one number by				use symbols for		D and 3-D		anti-clockwise).		answer
	numerals and in	ones		another cannot				pounds (£) and		shapes and				questions
	words			solve problems				pence (p);		everyday				about
	use place value	<ul> <li>a two-digit</li> </ul>		involving				combine		objects.				totalling
_	and number	number and		multiplication				amounts to make						and
	facts to solve	tens		and division,				a particular value						comparing
	problems.	<ul> <li>two two-digit</li> </ul>		using materials,				find different						categorical
	problems.	numbers		arrays, repeated			-	combinations of						data.
		<ul> <li>adding three</li> </ul>												
		one-digit	1	addition, mental				coins that equal						
		numbers		methods, and				the same						
		hambers	1	multiplication				amounts of						
		<ul> <li>show that addition of</li> </ul>	1	and division				money						
		two numbers can be		facts, including				solve simple						
		done in any order		problems in				problems in a						
		(commutative) and		contexts.				practical context						
		subtraction of one						involving addition						
			1				L	Sitting addition	1		l			

number from another cannot • recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.	and subtraction         of money of the         same unit,         including giving         change         • compare and         sequence         intervals of time         • tell and write the         time to five         minutes,         including quarter         past/to the hour         and draw the         hands on a clock         face to show         these times         • know the number         of minutes in an         hour and the
	hour and the number of hours in a day.

	Science								
Working Scientifically	Living Things and their	Plants	Animals, inc Humans	Use of everyday materials					
	habitats								
<ul> <li>During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</li> <li>asking simple questions and recognising that they can be answered in different ways</li> <li>observing closely, using simple</li> </ul>	<ul> <li>Pupils should be taught to:</li> <li>explore and compare the differences between things that are living, dead, and things that have never been alive</li> <li>identify that most living things live in habitats to which they are suited and describe how different habitats provide for the</li> </ul>	<ul> <li>Pupils should be taught to:</li> <li>observe and describe how seeds and bulbs grow into mature plants</li> <li>find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</li> </ul>	<ul> <li>Pupils should be taught to:</li> <li>notice that animals, including humans, have offspring which grow into adults</li> <li>find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</li> </ul>	<ul> <li>Pupils should be taught to:</li> <li>identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</li> <li>find out how the shapes of solid objects made from some</li> </ul>					

	equipment		basic needs of different kinds of	f	•	 describe the importance for	m	aterials can be changed by
•	performing simple tests identifying and classifying using their observations and ideas to suggest answers to		animals and plants, and how they depend on each other identify and name a variety of plants and animals in their habitats, including micro-			humans of exercise, eating the right amounts of different types of food, and hygiene.		juashing, bending, twisting nd stretching.
	questions		habitats					
•	gathering and recording data to help in answering questions.	•	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.					

			Non-Core Subjects			
Art & Design	Computing	Design & Technology	Geography	History	Music	PE
<ul> <li>Pupils should be taught:</li> <li>to use a range of materials creatively to design and make products</li> <li>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>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.</li> </ul>	<ul> <li>Pupils should be taught to:</li> <li>understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</li> <li>create and debug simple programs</li> <li>use logical reasoning to predict the behaviour of simple programs</li> <li>use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> <li>recognise common uses of information technology beyond school</li> <li>use technology safely and respectfully, keeping personal information private; identify where to go</li> </ul>	<ul> <li>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 designing 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:</li> <li>Design <ul> <li>design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>generate, develop, model and communicate their ideas through talking, drawing, templates, mockups and, where appropriate, information and communication technology</li> </ul> </li> </ul>	<ul> <li>Pupils should be taught to:</li> <li>Locational knowledge         <ul> <li>name and locate the world's seven continents and five oceans</li> <li>name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> </ul> </li> <li>Place knowledge         <ul> <li>understand</li> <li>geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</li> <li>Human and physical geography</li> <li>identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the</li> </ul> </li> </ul>	<ul> <li>Pupils should be taught about:</li> <li>changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</li> <li>events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]</li> <li>the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria,</li> </ul>	<ul> <li>Pupils should be taught to:</li> <li>use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>play tuned and untuned instruments musically</li> <li>listen with concentration and understanding to a range of high- quality live and recorded music</li> <li>experiment with, create, select and combine sounds using the inter- related dimensions of music.</li> </ul>	<ul> <li>Pupils should be taught to:</li> <li>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</li> <li>participate in team games, developing simple tactics for attacking and defending</li> <li>perform dances using simple movement patterns.</li> </ul>

for help and support     Male     • select from and use a range of tools and equipment to perform practical technologies.     • world in reliation to the Equators and the quipment to perform practical tasks for example, outring, shaping, joining and finishing]     • world in reliation to the Equators and the Quipment to perform practical tasks for example, outring, shaping, joining and finishing]     • world in reliation to the Equators and the Quipment to perform practical tasks for example, outring, shaping, joining and finishing]     • world in reliation to the Equators and the Quipment to perform practical tasks for example, outring, shaping, joining and finishing]     • world in reliation to the Equators and the Vocesulary to refer to:     Christopher Castron and time Burueget the Eldor Burueget and the Status, freet, including; construction materials, textiles and in predents, according to their charactenistics     • key physical features, including; diales, port, including; diales, po					
concerns about content or contact on the internet other online technologies.     a range of tools and equipment to perform practical tasks (for example, cutting, shaping, cutting, shaping, poining and     North and South Poles     Armstrong, William Caxtor and Tim Bernes-Lee, Pieter Brueged the Elder       select from and use a wide range of materials and components, including     • use basic geographical vocabulary to refer     Bernes-Lee, Pieter Brueged the Elder       select from and use a wide range of materials and construction materials, textiles     • key physical to     Seacole and/or parks and Emily       select from and use a wide range of materials and construction materials, textiles     • key physical to     Seacole and/or parks and Emily       select from and use a wide range of materials, textiles     • key physical to construction materials, textiles     • seacole and/or parks and Emily       seacole and/or materials, textiles     • key physical to construction materials, textiles     • key physical to construction materials, textiles     • key physical to construction materials, textiles       Floring for their characteristics     • weightical to construction materials     • weightical to construction materials, textiles     • key human to cality.       • evaluate their ideas and products     • evaluate their ideas and products     • key human to cality, textile • evaluate their ideas and products     • key human to cality, textile • including; criteria       • Edufor to the mode storoger, stilfer and more stable     • key human to constable     • key human to constable       • explore and					
content or contact on the internet or other online technologies.     equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]     • use basic use basic geographical to c     Caston and Tim Barmer-Lae, Plater Barmer-Lae, Plater Parks and Emily Davison, Mary       • select from and use a wide range of materials and components, including construction materials, textiles a and ingredients, according to their exaptore and evaluate herr ideas against design receptore and evaluate herr ideas at alses and giobes at lases and giobes receptore and evaluate herr ideas against design receptore and evaluate herr ideas against design receptore and evaluate herr ideas at her idea against design receptore and evaluate herr idea at lases and giobes receptore and evaluate herr idea ad lases and giobes receptore and ev	when they have				
on the internet or other online technologies.     perform practical tasks for example, cuting, shaping, joining and finishing]     • use basic geographical vocabulary to refer to:     Bernest-Lee, Pieter Bruegal the Elder and LS Lowy, Rosa Parks and Emily       • select from and use a wide range of matterias and components, including; construction matterials, textiles and ingredients, and products     • season mountain, season and weather     • significant historical events, people and places in their own locality.       • Evaluate events/people existing products     • explore and events/people siting products     • significant historical events, people siting products       • Evaluate a range of existing products     • weather flactory, fam, brouse, office, port, house, office, port, atlases and globes to identify the Uhited	concerns about	-	North and South	Armstrong, William	
adher onlinetasks (for example, cuting, shaping, joining and finishing)use basic geographical vocabulary to refer to:Bruegel the Elder and LS Lowr, Rosa and LS Lowr, Rosa and LS Lowr, Rosa parks and Emily Davison. Mary Seacole and/or Florence Florence significant historical events, people and including: including: construction materials and and ingredients, according to their explore and explore and explore and explore and productsBruegel the Elder and LS Lowr, Rosa and LS Lowr, Rosa parks and Emily Davison. Mary Edith CaveII]Fuel including: construction materials and including: construction materials and and ingredients, according to their explore and exaluate their ideas and products• key physical beach, ciff, vegetation, season and exalering including: including: construction exaluate their ideas and products• key human features, including: vegetation, season and exaluate their ideas and products• explore and exaluate their ideas including: including: including: including: constructionFuerbace explore and exaluate their ideas and products• key human features, including: including: including: including: including: construction existing products• key human features, including: inc	content or contact		Poles	Caxton and Tim	
other onlinetasks [or example, geographical yocabulary to refer finishing]Bruegel the Elder and LS Lowy, Rosa Parks and Emily Davison, Mary*select from and use a wide range of materials and components, including construction•key physical teatures, including: hill, events, people and places in their own locality.Bruegel the Elder and LS Lowy, Rosa Parks and Emily Davison, Mary*select from and use a wide range of materials and components, construction•key physical teatures, coast, forest, including: hill, events, people and places in their own locality.Seacole and/or Seacole and/or Edit Caveli]*select from and use a wide range of existing productsfile teatures, including: vegetation, sesson and easan definition; events, people and places in their own locality.*selection, sesson and existing productsseason and sesson and easan definition; existing products*explore and existing productsfile features, including: criteriafile features, including: harbour and shop*use word existing productsoffice, port, harbour and shopshop shop*use word maps, altases and globesceagraphical skills and products*use word maps, altases and globesceagraphical skills and products*use word maps, altases and globesceagraphical skills and altases and globes*use word maps, altases and globes	on the internet or	· ·		Berners-Lee, Pieter	
Image: Control of the section of t	other online	• • •		Bruegel the Elder	
to:       Image and finishing       to:       Image and finishing         • select from and use a wide range of materials and finishing       • key physical features, including:       Seacole and/or         • materials and       beach, cliff, components, including:       Nightingale and events, people and events, people and events, people and glaces in their own locality.       • significant historical events, people and events, people and evaluate range of existing products         • explore and evaluate their ideas and precisions, and products       • weather       • season and evaluate a range of features, including: including	technologies.			and LS Lowry, Rosa	
Image: Select from and use a wide range of materials and components, including     • key physical features, including, including, including     > Key physical forence     Seaccle and/or Florence       • significant historical events, paople and materials, textiles     • significant historical events, paople and places in their own locality.       • a wide range of materials, textiles     mountain, materials, textiles     • significant historical events, paople and places in their own locality.       • Evaluate     sea, ocean, and ingredients, construction     inver, soil, season and evaluate a range of existing products     • key human evaluate a range of existing products       • evaluate a range of existing products     • key human evaluate a range of existing products     • key human including; evaluate their ideas and products       • evaluate a range of existing products     • key human evaluate a range of existing products     • key human evaluate a range of existing products       • evaluate a range of existing products     • key human including; evaluate a range of existing products     • key human evaluate a range of existing products       • build structures, exploring how they can be made stronger, atifier and more stable     • use word maps, atlases and globes		joining and		Parks and Emily	
<ul> <li>select from and use features, and icrossing of materials and components, iccoast, forest, including components, iccoast, forest, including construction mutatin, materials, textiles and ingredients, according to their valley, characteristics vegetation, season and explore and explore and explore and explore and products and products and products village, against design criteria</li> <li>explore and use made stable</li> <li>features, sittiles and products shop and products s</li></ul>		finishing]		Davison, Mary	
a wide range of materials and components, including       including: beach, cliff, components, including       Florence beach, cliff, beach, cliff, construction       Florence beach, cliff, beach, cliff, construction         orgen transmission       components, including       coast, forest, hill, construction       significant historical events, people and places in their own locality.         a di orgentients, according to their characteristics       season and vegetation, season and evaluate a range of existing products       vegetation, season and evaluate their ideas and products       season and including;         • explore and evaluate their ideas and products       evaluate their ideas and products       sincluding; including;         • evaluate their ideas and products       city, town, house, exploring how they can be made stronger, stiffer and more stable       office, port, heatowork         • explore and use people sing for       cographical skills and fieldwork       floe stable		select from and use	<ul> <li>key physical</li> </ul>	Seacole and/or	
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components, including     coast, forest, hill,     Edith Cavell]       construction     materials, textiles     sea, coan, and ingredients, according to their     sea, coan, valley,     significant historical events, people and places in their own locality.       Evaluate     sea, coan, according to their characteristics     valley, vegetation, season and evaluate a range of existing products     season and weather     season and vegetation, season and evaluate a range of evaluate their ideas and products       •     evaluate heir ideas and products     city, town, retria     village, office, port, harbour and more stable     vegetation, season and weather       •     evaluate heir ideas and products     village, office, port, harbour and more stable     shop       •     build structures, exploring how they can be made stronger, stiff ar and more stable     office, port, harbour and stope       •     eventor and use stope     feedures, stope			including:	Nightingale and	
including     coast, torest,     • significant historical       construction     mountain,     • significant historical       materials, textiles     sea, ocean,     places in their own       according to their     valley,     valley,       characteristics     vegetation,     locality.       Evaluate     season and     weather       • explore and     • key human     including;       evaluate heir ideas     city, town,     including;       against design     factory, farm,     house,       office, port,     office, port,     harbour and       * build structures,     exploir and     shop       exploing how they     catory, farm,     house,       office, port,     fieldwork     stops and       * use world maps,     atlases and globes     to identify the United					
construction     mountain, materials, textiles     sea, ocean, places in their own locality.       and ingredients, according to their characteristics     view, soil, view, soil, characteristics     places in their own locality.       Evaluate     view, soil, characteristics     vegetation, season and evaluate a range of existing products     season and mountain, season and       • evaluate their ideas against design orteria     • key human features, including:     season and weather       • evaluate their ideas against design orteria     city, town, factory, farm, ortiferia     season and beautes, including:       • evaluate their ideas against design orteria     factory, farm, factory, farm, ortiferia     factory, farm, fieldwork       • build structures, exploring how they can be made stronger, stiffer and more stable     eographical skills and fieldwork       • explore and use prochasimes first     Geographical skills and fieldwork		•		a similar this side	
materials, textiles       mountain, and ingredients, according to their characteristics       places in their own locality.         Evaluate       valley, vegetation, season and evaluate a range of existing products       season and including: including: against design criteria       velates including: i		•	hill,	orginiteant motoriean	
and ingredients, according to their characteristics       sea, boean, inver, soil, locality. <i>explore</i> and evaluate a range of existing products       season and weather         • explore and evaluate their ideas and products       sincluding;         • evaluate their ideas and products       village, against design criteria         • build structures, explore and products       village, against design criteria         • evaluate their ideas and products       village, against design criteria         • build structures, explore and use more stable       offlice, port, fieldwork         • build structures, explore and use more stable       shop         • explore and use more stable       geographical skills and fieldwork			mountain,		
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Fvaluate       weather         • explore and evaluate a range of existing products       • key human features, including:         • evaluate their ideas and products against design criteria       city, town, factory, farm, criteria         • build structures, exploring how they can be made stronger, stiffer and more stable       office, port, harbour and stronger, stiffer and more stable         • explore and use explore and use       Geographical skills and fieldwork         • explore and use mechanisme (for       • use world maps, atlases and globes to identify the United		characteristics	vegetation,		
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and products       village,         against design       factory, farm,         criteria       house,         office, port,       office, port,         build structures,       shop         exploring how they       shop         can be made       Geographical skills and         stronger, stiffer and       more stable         explore and use       atlases and globes         to identify the United       to identify the United		<ul> <li>evaluate their ideas</li> </ul>	Ŭ		
against design criteria       factory, farm, house, office, port,         Technical knowledge       harbour and         build structures, exploring how they can be made stronger, stiffer and more stable       shop         explore and use       Geographical skills and fieldwork         explore and use mechanisme [for       atlases and globes to identify the United		and products			
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<ul> <li>explore and use to identify the United</li> </ul>					
		-	Kingdom and its		
example, levers, countries as well as			-		
sliders, wheels and		sliders, wheels and			

axles], in their products. Cooking & Nutrition Pupils should be taught to: <i>Key stage 1</i> • use the basic principles of a healthy and varied diet to prepare	the countries, continents and oceans studied at this key stage  use simple compass directions (North, South, East and West) and locational and directional language [for
<ul><li>dishes</li><li>understand where food comes from.</li></ul>	example, near and far; left and right], to describe the location of features and routes on a map
	<ul> <li>use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</li> </ul>
	<ul> <li>use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</li> </ul>