

QUEENS' FEDERATION CURRICULUM KEY SKILLS

Key Stage 1 (Years 1 & 2)

KS1	Science	History	Geography	RE	PSHCE	Art	D&T	Computing	Music	PE
Investigate	Ask simple questions and explore the answers in different ways Observe closely and use simple equipment to take measurements	Find out about important people and events from the past Start to look at a variety of evidence.	Describe what places look and feel like Find out where some places are in relation to other places	Ask relevant questions about someone's religion, beliefs and practices		Explore different materials and start recording first-hand observations. Look at and begin to discuss the work of some artists.	Discuss products and what they are used for Look at and begin to discuss structures and mechanisms Understand where food comes from	Navigate a web site safely and appropriately, using hyperlinks. Explore a range of simple programs.	Listen carefully & respond personally to a range of music from different times & cultures Describe different pieces of music & begin to notice the effect of different musical elements (e.g. pitch, duration, dynamics, tempo)	
Solve Problems	Help design and carry out an appropriate test, considering what is fair	Explore artefacts and begin to understand their age and what they were used for	Answer questions such as: How can we improve our locality?	Begin to see the differences and similarities in religions especially in terms of practices	Identify situations involving risk and consider ways to keep themselves safe. Consider ways of making/keeping friends and begin to consider ways of managing conflicts	Begin to use a range of tools, materials and techniques, exploring how they create different colours, patterns, shapes and textures	Plan a design using words, pictures &/or mock-ups	Predict and explore the effect of different instructions. Know that there is an error in coding and change coding by trial and error.	Notice patterns in music & begin to understand structure of music.	Begin to apply tactical skills to small-sided games
Create		Use drama & hot seating to begin to find out about people from the past, & how they felt during important events	Draw maps & plans of familiar & imagined places, adding a simple key	Re-tell stories from different religions in words, dance, music and art		Begin to use techniques to express their ideas and feelings	Put a plan into practice with support Build and use a structure and/or mechanism with support Prepare simple healthy dishes	Explore the different ways that ideas & information can be presented Express ideas using a range of ICT tools i.e. word processing, graphics, audio, video, multimedia	Use voices and instruments with co-ordination and a sense of beat Create and organise short musical compositions as part of a group	Acquire and develop skills, focusing on high quality of movement Produce simple sequences, adding compositional elements (level, direction, dynamics, etc.)
Communicate	Gather and record data (in graphs, tables or drawings) to help answer questions Begin to make simple predictions & draw conclusions, trying to explain clearly and listening to other children's ideas	Communicate what they have learnt about the past, through presenting, speaking, drawing and writing	Develop and use vocabulary to describe places geographically Use maps, atlases and globes, learning to use simple compass directions	Begin to use some correct vocabulary when describing religions Show respect for beliefs of others.	Talk and listen to another child and begin to work collaboratively Begin to develop skills of sharing, discussion, negotiation, compromise & turn taking	Begin to understand the vocabulary of colour, pattern and texture, line and tone, shape, form and space by sharing ideas, experiences and imagination.	Explain what they are making and how it works	Use technology safely and respectfully. Recognise common uses of technology beyond school.	Expand musical vocabulary, including names of instruments & simple musical terms (e.g. rhythm, beat, pitch, dynamics) Develop informal notation and begin to understand how this relates to duration	Learn and develop vocabulary related to compositional elements and awareness of space/tactics, and begin to apply these to performances
Evaluate	Discuss whether an experiment was successful or not Recognise if something would be unsafe and explain why	Compare the past with the present, making simple observations	Think about how places can change in good or bad ways	Distinguish between right and wrong and express their own values	Express how they are feeling and why Know that it's alright to make mistakes and be willing to persevere Consider their role in the school community.	Review what they and others have done and say what they think and feel about it Identify what they might change in current work	Discuss what worked best and what went wrong	Compare similar work done with ICT with other methods. Talk about what they might change in future work.	Listen to others' and own performances and say what they think & feel about them	Discuss how a technique or sequence could be improved Have some understanding of the importance/ effects of exercise/ warming up and the need for a healthy lifestyle