

The World We Live In Y2



Our Town - Swindon



Geography

I can find out about the town I live in and look at a map of Swindon.
I can use a map to identify different features and read symbols on a key.
I can recognise Swindon landmarks on ariel photographs.

I can talk about Swindon and where I live.
I can look at different ariel maps and to recognise different landmarks in Swindon and the surrounding area.
I can identify the different features on a Swindon map and making the difference between physical and human features.
I can use a wide vocabulary of everyday geographical terms.
I can talk about the importance of the railway and the links between the different nearby towns and cities.
I can talk about what I have found out and record what I have learned by drawing and writing about it.

Knowledge

I can use map of the local area and Swindon town.
I know features like roads and rivers (which are shown with line symbols) and some which have picture symbols.
I can use maps and globes to locate the UK and where I live and other towns near Swindon.
I can talk about different train engines and how my design is going to work and is based on the success criteria.
I know which different materials can help me construct a model of a train engine that will have moving wheels.
I know that my model has been successful or how I can make it better. I can evaluate ways to join materials using a given criteria.
I can draw a simple labelled design and talk about it.
With adult support I can use tools (saws, rulers)
I can explain how I made my train

British Values

The rule of law. The need for rules to make a happy, safe and secure environment to live and work.

Vocab

Geography - location, map, physical, human, features, key, symbols, local environment, landmarks, towns, cities, countries, England, Ireland, Scotland, Wales, North, capital city, London, Swindon

Design and Technology - Design, criteria, wheels, axle, chassis, evaluate, saw, bench hook, prototype, wood, strong, create, success criteria, joining, construct, materials, tools, model,

Design and Technology:

I can design a steam engine which matches the success criteria.
I can use a range of tools and equipment safely to join wheels and axles to make my steam engine to move.

I can look at different designs of steam engines and design my own and relate to the success criteria.

I can learn how to use hand tools safely and practise different skills - cutting, joining.
I can explore different materials and decide how to join the axles to the chaise?
I can talk about my model and how I feel about it. What I like? What would I improve?
Does it relate to the success criteria?

Computing:

Programming and Control

I can use a sequence of instructions to move a floor robot around my own map of Swindon.

I can work together with a partner to input a sequence of instructions to move a BeeBot around a drawn map of Swindon which shows the different physical and human features.
I can understand how a screen turtle can be directed through the use of text.