

Weaving Scientific Knowledge, Skills and Understanding into the new National Curriculum

**Key Stage 2:
Science**



Knowledge, Skills and Understanding breakdown for Working Scientifically

Year 3

Planning	Obtaining and presenting evidence	Considering evidence and evaluating
<ul style="list-style-type: none"> • Can they use different ideas and suggest how to find something out? • Can they make and record a prediction before testing? • Can they plan a fair test and explain why it was fair? • Can they set up a simple fair test to make comparisons? • Can they explain why they need to collect information to answer a question? 	<ul style="list-style-type: none"> • Can they measure using different equipment and units of measure? • Can they record their observations in different ways? <labelled diagrams, charts etc> • Can they describe what they have found using scientific language? • Can they make accurate measurements using standard units? 	<ul style="list-style-type: none"> • Can they explain what they have found out and use their measurements to say whether it helps to answer their question? • Can they use a range of equipment (including a data-logger) in a simple test?

Year 3 (Challenging)

<ul style="list-style-type: none"> • Can they record and present what they have found using scientific language, drawings, labelled diagrams, bar charts and tables? 	<ul style="list-style-type: none"> • Can they explain their findings in different ways (display, presentation, writing)? • Can they use their findings to draw a simple conclusion? • Can they suggest improvements and predictions for further tests? 	<ul style="list-style-type: none"> • Can they suggest how to improve their work if they did it again?
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Knowledge, Skills and Understanding breakdown for Plants and Animals, including Humans

Year 3

Animals, including humans

- Can they explain the importance of a nutritionally balanced diet?
- Can they describe how nutrients, water and oxygen are transported within animals and humans?
- Can they identify that animals, including humans, cannot make their own food: they get nutrition from what they eat?
- Can they describe and explain the skeletal system of a human?
- Can they describe and explain the muscular system of a human?

Plants

- Can they identify and describe the functions of different parts of flowering plants? (roots, stem/trunk, leaves and flowers)?
- Can they explore the requirement of plants for life and growth (air, light, water, nutrients from soil, and room to grow)?
- Can they explain how they vary from plant to plant?
- Can they investigate the way in which water is transported within plants?
- Can they explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal?

Year 3 (Challenging)

- Can they explain how the muscular and skeletal systems work together to create movement?
- Can they classify living things and non-living things by a number of characteristics that they have thought of?
- Can they explain how people, weather and the environment can affect living things?
- Can they explain how certain living things depend on one another to survive?

- Can they classify a range of common plants according to many criteria (environment found, size, climate required, etc.)?

Knowledge, Skills and Understanding breakdown for Rocks

Year 3

Rocks

- Can they compare and group together different rocks on the basis of their appearance and simple physical properties?
- Can they describe and explain how different rocks can be useful to us?
- Can they describe and explain the differences between sedimentary and igneous rocks, considering the way they are formed?
- Can they describe in simple terms how fossils are formed when things that have lived are trapped within rock?
- Can they recognise that soils are made from rocks and organic matter?

Year 3 (Challenging)

- Can they classify igneous and sedimentary rocks?
- Can they begin to relate the properties of rocks with their uses?

Knowledge, Skills and Understanding breakdown for Light, Forces and Magnets

Year 3

Forces and magnets

- Can they compare how things move on different surfaces?
- Can they observe that magnetic forces can be transmitted without direct contact?
- Can they observe how some magnets attract or repel each other?
- Can they classify which materials are attracted to magnets and which are not?
- Can they notice that some forces need contact between two objects, but magnetic forces can act at a distance?
- Can they compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet?
- Can they identify some magnetic materials?
- Can they describe magnets have having two poles (N & S)?
- Can they predict whether two magnets will attract or repel each other depending on which poles are facing?

Light

- Can they recognise that they need light in order to see things?
- Can they recognise that dark is the absence of light?
- Can they notice that light is reflected from surfaces?
- Can they recognise that light from the sun can be dangerous and that there are ways to protect their eyes?
- Can they recognise that shadows are formed when the light from a light source is blocked by a solid object?
- Can they find patterns in the way that the size of shadows change?

Year 3 (Challenging)

- Can they investigate the strengths of different magnets and find fair ways to compare them?
- Can they explain why lights need to be bright or dimmer according to need?
- Can they explain the difference between transparent, translucent and opaque?
- Can they explain why lights need to be bright or dimmer according to need?
- Can they make a bulb go on and off?
- Can they say what happens to the electricity when more batteries are added?
- Can they explain why their shadow changes when the light source is moved closer or further from the object?

Weaving Historical Knowledge, Skills and Understanding into the new National Curriculum

**Key Stage 2:
History**



National Curriculum Requirements of History at Key Stage 2

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this.

In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Pupils should be taught about:

Changes in Britain from the Stone Age to the Iron Age

This could include:

- late Neolithic hunter-gatherers and early farmers, e.g. Skara Brae
- Bronze Age religion, technology and travel, e.g. Stonehenge
- Iron Age hill forts: tribal kingdoms, farming, art and culture

The Roman Empire and its impact on Britain

This could include:

- Julius Caesar's attempted invasion in 55-54 BC
- the Roman Empire by AD 42 and the power of its army
- successful invasion by Claudius and conquest, including Hadrian's Wall
- British resistance, e.g. Boudica
- "Romanisation" of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity

National Curriculum Requirements of History at Key Stage 2

Pupils should be taught about:

Britain's settlement by Anglo-Saxons and Scots

This could include:

- Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire
- Scots invasions from Ireland to north Britain (now Scotland)
- Anglo-Saxon invasions, settlements and kingdoms: place names and village life
- Anglo-Saxon art and culture
- Christian conversion – Canterbury, Iona and Lindisfarne

A local history study

For example:

- a depth study linked to one of the British areas of study listed above
- a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)
- a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality

The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor

This could include:

- Viking raids and invasion
- resistance by Alfred the Great and Athelstan, first king of England
- further Viking invasions and Danegeld
- Anglo-Saxon laws and justice
- Edward the Confessor and his death in 1066

A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

For example:

- the changing power of monarchs using case studies such as John, Anne and Victoria
- changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century
- the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day
- a significant turning point in British history, e.g. the first railways or the Battle of Britain

National Curriculum Requirements of History at Key Stage 2

Pupils should be taught about:

The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China.

A non-European society that provides contrasts with British history - one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

Ancient Greece – a study of Greek life and achievements and their influence on the western world.

Knowledge, Skills and Understanding breakdown for History

Year 3

Chronological understanding	Knowledge and interpretation	Historical enquiry
<ul style="list-style-type: none"> • Can they describe events and periods using the words: BC, AD and decade? • Can they describe events from the past using dates when things happened? • Can they describe events and periods using the words: ancient and century? • Can they use a timeline within a specific time in history to set out the order things may have happened? • Can they use their mathematical knowledge to work out how long ago events would have happened? 	<ul style="list-style-type: none"> • Do they appreciate that the early Brits would not have communicated as we do or have eaten as we do? • Can they begin to picture what life would have been like for the early settlers? • Can they recognise that Britain has been invaded by several different groups over time? • Do they realise that invaders in the past would have fought fiercely, using hand to hand combat? • Can they suggest why certain events happened as they did in history? • Can they suggest why certain people acted as they did in history? 	<ul style="list-style-type: none"> • Do they recognise the part that archaeologists have had in helping us understand more about what happened in the past? • Can they use various sources of evidence to answer questions? • Can they use various sources to piece together information about a period in history? • Can they research a specific event from the past? • Can they use their 'information finding' skills in writing to help them write about historical information? • Can they, through research, identify similarities and differences between given periods in history?

Year 3 (Challenging)

<ul style="list-style-type: none"> • Can they set out on a timeline, within a given period, what special events took place? • Can they begin to recognise and quantify the different time periods that exists between different groups that invaded Britain? 	<ul style="list-style-type: none"> • Can they begin to appreciate why Britain would have been an important country to have invaded and conquered? • Can they appreciate that war/s would inevitably have brought much distress and bloodshed? • Do they have an appreciation that wars start for specific reasons and can last for a very long time? • Do they appreciate that invaders were often away from their homes for very long periods and would have been 'homesick'? 	<ul style="list-style-type: none"> • Can they begin to use more than one source of information to bring together a conclusion about an historical event? • Can they use specific search engines on the Internet to help them find information more rapidly?
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Weaving Geographical Knowledge, Skills and Understanding into the new National Curriculum

**Key Stage 2:
Geography**



National Curriculum Requirements of Geography at Key Stage 2

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical tools and skills to enhance their locational and place knowledge.

Pupils should be taught to:

Location knowledge

- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

Place knowledge

- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America

National Curriculum Requirements of Geography at Key Stage 2

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical tools and skills to enhance their locational and place knowledge.

Pupils should be taught to:

Human and physical geography

- describe and understand key aspects of:
- physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Geographical skills and fieldwork

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

Knowledge, Skills and Understanding breakdown for Geography

Year 3

Geographical Enquiry	Physical Geography	Human Geography	Geographical Knowledge
<ul style="list-style-type: none"> • Do they use correct geographical words to describe a place and the events that happen there? • Can they identify key features of a locality by using a map? • Can they begin to use 4 figure grid references? • Can they accurately plot NSEW on a map? • Can they use some basic OS map symbols? • Can they make accurate measurement of distances within 100Km? 	<ul style="list-style-type: none"> • Can they use maps and atlases appropriately by using contents and indexes? • Can they describe how volcanoes are created? • Can they describe how earthquakes are created? • Can they confidently describe physical features in a locality? • Can they locate the Mediterranean and explain why it is a popular holiday destination? • Can they recognise the 8 points of the compass (N,NW, W, S, SW, SE, E, NE)? 	<ul style="list-style-type: none"> • Can they describe how volcanoes have an impact on people's lives? • Can they confidently describe human features in a locality? • Can they explain why a locality has certain human features? • Can they explain why a place is like it is? • Can they explain how the lives of people living in the Mediterranean would be different from their own? 	<ul style="list-style-type: none"> • Can they name a number of countries in the Northern Hemisphere? • Can they locate and name some of the world's most famous volcanoes? • Can they name and locate some well-known European countries? • Can they name and locate the capital cities of neighbouring European countries? • Are they aware of different weather in different parts of the world, especially Europe?

Year 3 (Challenging)

<ul style="list-style-type: none"> • Can they work out how long it would take to get to a given destination taking account of the mode of transport? 	<ul style="list-style-type: none"> • Can they explain why a locality has certain physical features? 	<ul style="list-style-type: none"> • Can they explain how people's lives vary due to weather? 	<ul style="list-style-type: none"> • Can they name the two largest seas around Europe?
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Weaving Computing Knowledge, Skills and Understanding into the new National Curriculum

**Key Stage 2:
Computing**



National Curriculum Requirements of Computing at Key Stage 2

Pupils should be taught to:

- design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- use sequence, selection, and repetition in programs; work with variables and various forms of input and output
- use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
- understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration
- use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content, that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.
- Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact

Knowledge, Skills and Understanding breakdown for Computing: Year 3

Algorithms and Programs	Data Retrieving and Organising	Communicating
<ul style="list-style-type: none"> • Can they experiment with variables to control models? • Can they use 90 degree and 45 degree turns? • Can they give an on-screen robot directional instructions? • Can they draw a square, rectangle and other regular shapes on screen, using commands? • Can they write more complex programs? 	<ul style="list-style-type: none"> • Can they review images on a camera and delete unwanted images? • Have they experienced downloading images from a camera into files on the computer? • Can they use photo editing software to crop photos and add effects? • Can they manipulate sound when using simple recording story boarding? 	<ul style="list-style-type: none"> • Can they use the email address book? • Can they open and send an attachment?
Using the Internet	Databases	Presentation
<ul style="list-style-type: none"> • Can they find relevant information by browsing a menu. • Can they search for an image, then copy and paste it into a document? • Can they use 'Save picture as' to save an image to the computer? • Can they copy and paste text into a document? • Do they begin to use note making skills to decide what text to copy? 	<ul style="list-style-type: none"> • Can they input data into a prepared database? • Can they sort and search a database to answer simple questions? • Can they use a branching database? 	<ul style="list-style-type: none"> • Can they create a presentation that moves from slide to slide and is aimed at a specific audience? • Can they combine text, images and sounds and show awareness of audience? • Do they know how to manipulate text, underline text, centre text, change font and size and save text to a folder?

Year 3 (Challenging)

- Can they search by keyword using a child friendly search engine?
- Can they bookmark a page into your favourites?
- Can they contribute to a class blog?
- Can they use repeat command in logo to create a pattern?

E-safety in Years 3 and 4

Knowledge & understanding	Skills
<ul style="list-style-type: none">• Do they understand the need for rules to keep them safe when exchanging learning and ideas online?• Can they recognise that information on the internet may not be accurate or reliable and may be used for bias, manipulation or persuasion?• Do they understand that the internet contains fact, fiction and opinion and begin to distinguish between them?• Can they use strategies to verify information, e.g. cross-checking?• Do they understand the need for caution when using an internet search for images and what to do if they find an unsuitable image?• Do they understand that copyright exists on most digital images, video and recorded music?• Do they understand the need to keep personal information and passwords private?• Do they understand that if they make personal information available online it may be seen and used by others?• Do they know how to respond if asked for personal information or feel unsafe about content of a message?• Can they recognise that cyber bullying is unacceptable and will be sanctioned in line with the school's policy?• Do they know how to report an incident of cyber bullying?• Do they know the difference between online communication tools used in school and those used at home?• Do they understand the need to develop an alias for some public online use?• Do they understand that the outcome of internet searches at home may be different than at school?	<ul style="list-style-type: none">• Do they follow the school's safer internet rules?• Do they recognise the difference between the work of others which has been copied (plagiarism) and re-structuring and re-presenting materials in ways which are unique and new?• Can they begin to identify when emails should not be opened and when an attachment may not be safe?• Can they explain how to use email safely?• Can they use different search engines?

Schools will need to review and amend their approaches to e-safety in order to take on board and address changes to technology.

Weaving Art Knowledge, Skills and Understanding into the new National Curriculum

Key Stage 2:
Art



National Curriculum Requirements of Art at Key Stage 2

Pupils should be taught to develop their techniques, including their control and their use of materials, with experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay)
- about the greatest artists, architects and designers in history.

Knowledge, Skills and Understanding breakdown for Art

Year 3

Drawing	Painting	Printing	Sketch books
<ul style="list-style-type: none"> • Can they show facial expressions in their drawings? • Can they use their sketches to produce a final piece of work? • Can they write an explanation of their sketch in notes? • Can they use different grades of pencil shade, to show different tones and texture? 	<ul style="list-style-type: none"> • Can they predict with accuracy the colours that they mix? • Do they know where each of the primary and secondary colours sits on the colour wheel? • Can they create a background using a wash? • Can they use a range of brushes to create different effects? 	<ul style="list-style-type: none"> • Can they make a printing block? • Can they make a 2 colour print? 	<ul style="list-style-type: none"> • Can they use their sketch books to express feelings about a subject and to describe likes and dislikes? • Can they make notes in their sketch books about techniques used by artists? • Can they suggest improvements to their work by keeping notes in their sketch books?
3D/ Textiles	Collage	Use of IT	Knowledge
<ul style="list-style-type: none"> • Can they add onto their work to create texture and shape? • Can they work with life size materials? • Can they create pop-ups? • Can they use more than one type of stitch? • Can they join fabric together to form a quilt using padding? • Can they use sewing to add detail to a piece of work? • Can they add texture to a piece of work? 	<ul style="list-style-type: none"> • Can they cut very accurately? • Can they overlap materials? • Can they experiment using different colours? • Can they use mosaic? • Can they use montage? 	<ul style="list-style-type: none"> • Can they use the printed images they take with a digital camera and combine them with other media to produce art work? • Can they use IT programs to create a piece of work that includes their own work and that of others (using web)? • Can they use the web to research an artist or style of art? 	<ul style="list-style-type: none"> • Can they compare the work of different artists? • Can they explore work from other cultures? • Can they explore work from other periods of time? • Are they beginning to understand the viewpoints of others by looking at images of people and understand how they are feeling and what the artist is trying to express in their work?

Weaving Design and Technology Knowledge, Skills and Understanding into the new National Curriculum

**Key Stage 2:
DT**



National Curriculum Requirements of DT at Key Stage 2

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, school, leisure, culture, enterprise, industry and the wider environment.

When designing and making, pupils should be taught to:

Design

- use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
- generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

Make

- select from and use a wider range of tools and equipment to perform practical tasks, such as cutting, shaping, joining and finishing, accurately
- select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

Evaluate

- investigate and analyse a range of existing products
- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- understand how key events and individuals in design and technology have helped shape the world

Technical knowledge

- apply their understanding of how to strengthen, stiffen and reinforce more complex structures
- understand and use mechanical systems in their products, (for example as gears, pulleys, cams, levers and linkages)
- understand and use electrical systems in their products, (for example series circuits incorporating switches, bulbs, buzzers and motors)
- apply their understanding of computing to programme, monitor and control their products.

National Curriculum Requirements of Cooking and Nutrition at Key Stage 2

As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.

Pupils should be taught to:

- understand and apply the principles of a healthy and varied diet
- prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques
- understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

Knowledge, Skills and Understanding breakdown for Design and Technology

Year 3

Developing, planning and communicating ideas	Working with tools, equipment, materials and components to make quality products	Evaluating processes and products
<ul style="list-style-type: none"> • Can they show that their design meets a range of requirements? • Can they put together a step-by-step plan which shows the order and also what equipment and tools they need? • Can they describe their design using an accurately labelled sketch and words? • How realistic is their plan? 	<ul style="list-style-type: none"> • Can they use equipment and tools accurately? 	<ul style="list-style-type: none"> • Can they explain what they changed which made their design even better?

Breadth of study

<p>Cooking and nutrition</p> <ul style="list-style-type: none"> • Can they choose the right ingredients for a product? • Can they use equipment safely? • Can they make sure that their product looks attractive? • Can they describe how their combined ingredients come together? • Can they set out to grow plants such as cress and herbs from seed with the intention of using them for their food product? 	<p>Textiles</p> <ul style="list-style-type: none"> • Can they join textiles of different types in different ways? • Can they choose textiles both for their appearance and also qualities? 	<p>Electrical and mechanical components</p> <ul style="list-style-type: none"> • Do they select the most appropriate tools and techniques to use for a given task? • Can they make a product which uses both electrical and mechanical components? • Can they use a simple circuit? • Can they use a number of components? 	<p>Stiff and flexible sheet materials</p> <ul style="list-style-type: none"> • Do they use the most appropriate materials? • Can they work accurately to make cuts and holes? • Can they join materials? 	<p>Mouldable materials</p> <ul style="list-style-type: none"> • Do they select the most appropriate materials? • Can they use a range of techniques to shape and mould? • Do they use finishing techniques?
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Weaving Music Knowledge, Skills and Understanding into the new National Curriculum

**Key Stage 2:
Music**



National Curriculum Requirements of Music at Key Stage 2

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great composers and musicians
- develop an understanding of the history of music.

Knowledge, Skills and Understanding breakdown for Music

Year 3

Performing	Composing (<i>incl notation</i>)	Appraising
<ul style="list-style-type: none"> • Do they sing in tune with expression? • Do they control their voice when singing? • Can they play clear notes on instruments? 	<ul style="list-style-type: none"> • Can they use different elements in their composition? • Can they create repeated patterns with different instruments? • Can they compose melodies and songs? • Can they create accompaniments for tunes? • Can they combine different sounds to create a specific mood or feeling? 	<ul style="list-style-type: none"> • Can they improve their work; explaining how it has improved? • Can they use musical words (the elements of music) to describe a piece of music and compositions? • Can they use musical words to describe what they like and dislike? • Can they recognise the work of at least one famous composer?

Year 3 (Challenging)

<ul style="list-style-type: none"> • Can they work with a partner to create a piece of music using more than one instrument? 	<ul style="list-style-type: none"> • Do they understand metre in 2 and 3 beats; then 4 and 5 beats? • Do they understand how the use of tempo can provide contrast within a piece of music? 	<ul style="list-style-type: none"> • Can they tell whether a change is gradual or sudden? • Can they identify repetition, contrasts and variations?
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Weaving Dance Knowledge, Skills and Understanding into the new National Curriculum

**Key Stage 2:
Dance**



Knowledge, Skills and Understanding breakdown for Dance

Year 3

- Do they improvise freely, translating ideas from a stimulus into movement?
- Can they create dance phrases that communicate ideas?
- Do they share and create phrases with a partner and in small groups?
- Can they repeat, remember and perform these phrases in a dance?
- Do they use dynamic, rhythmic and expressive qualities clearly and with control?
- Do they understand the importance of warming-up and cooling-down?
- Do they recognise and talk about the movements used and the expressive qualities of dance?
- Can they suggest improvements to their own and other people's dances?

Year 3 (Challenging)

- Do they use a wide range of movements when improvising?
- Can they choose appropriate movements to express the idea, mood and feeling of a dance?
- Can they take the lead when creating dances with a partner or in a group?
- Do they show a greater understanding of how to compose dance phrases?
- Can they show greater fluency and control in their movements?
- Do they interpret rhythm well, using a range of musical accompaniments?
- Do they interpret and express their thoughts clearly when talking about dance?
- Can they make appropriate suggestions about how work could be improved?

Weaving Languages Knowledge, Skills and Understanding into the new National Curriculum

**Key Stage 1 and 2:
Languages**



National Curriculum Requirements of Language at Key Stage 2 only

- Teaching may be of any modern or ancient foreign language and should focus on enabling pupils to make substantial progress in one language. The teaching should provide an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at Key Stage 3. It should enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary.
- The focus of study in modern languages will be on practical communication. If an ancient language is chosen the focus will be to provide a linguistic foundation for reading comprehension and an appreciation of classical civilisation. Pupils studying ancient languages may take part in simple oral exchanges, while discussion of what they read will be conducted in English. A linguistic foundation in ancient languages may support the study of modern languages at key stage 3.

Pupils should be taught to:

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*

National Curriculum Requirements of Language at Key Stage 2 only

Pupils should be taught to (continued):

- present ideas and information orally to a range of audiences*
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- describe people, places, things and actions orally* and in writing
- understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

The starred (*) content above will not be applicable to ancient languages.

Knowledge, Skills and Understanding breakdown for Foreign Languages

Years 3 and 4

Listening and responding	Speaking	Reading and responding	Writing
<ul style="list-style-type: none"> • Do they understand short passages made up of familiar language? • Do they understand instructions, messages and dialogues within short passages? • Can they identify and note the main points and give a personal response on a passage? <p><i>Spoken at near normal speed with no interference. May need short sections repeated.</i></p>	<ul style="list-style-type: none"> • Can they have a short conversation where they are saying 2-3 things? • Can they use short phrases to give a personal response? <p><i>Although they use mainly memorised language, they occasionally substitute items of vocabulary to vary the questions or statements.</i></p>	<ul style="list-style-type: none"> • Can they read and understand short texts using familiar language? • Can they identify and note the main points and give a personal response? • Can they read independently? • Can they use a bilingual dictionary or glossary to look up new words? 	<ul style="list-style-type: none"> • Can they write 2-3 short sentences on <a familiar topic>? • Can they say what they like and dislike about <a familiar topic>? <p><i>They write short phrases from memory and their spelling is readily understandable.</i></p>

Knowledge, Skills and Understanding breakdown for Foreign Languages: Using the Languages Ladder

		Listening	Speaking	Reading	Writing
Early Stage	Grade 1	- Do they understand a few familiar spoken words and phrases?	- Can they say and repeat single words in short and simple phrases?	- Can they recognise and read out a few familiar words and phrases?	- Can they write or copy simple words or symbols correctly?
	Grade2	- Do they understand a range of familiar spoken phrases?	- Can they answer simple questions and give basic information?	- Can they understand and read out familiar written phrases?	- Can they write one or two short sentences to a model? - Can they fill in the words on a simple form?
	Grade3	- Do they understand the main points from a short spoken passage made up of familiar language?	- Can they ask and answer simple questions and talk about their interests?	- Can they understand the main points from a short written text in clear printed script?	- Can they write a few short sentences with support, using expressions which have already been learnt?
On completing the early stage		<i>Should be able to understand a basic range of everyday expressions relating to personal details and needs. May need to listen several times to get the information needed, depending how fast the speaker talks. Should have some understanding of a few simple grammatical structures and sentence patterns. Should be familiar with the sound system of the language. Should be aware how to address people both formally and informally as appropriate.</i>	<i>Should be able to use basic range of everyday expression relating to personal details and needs. Pronunciation may not always be completely accurate but meaning will be clear. Should be able to understand and use a few simple grammatical structures and sentence patterns. Should be familiar with the sound system of the language. Should be aware of how to address people both formally and informally as appropriate.</i>	<i>Should be able to understand a basic range of everyday expressions relating to personal details and needs. Should have some understanding of a few simple grammatical structures and sentence patterns. Should be familiar with the writing system of the language. Should be aware of how to address people both formally and informally as appropriate.</i>	<i>Should be able to use a basic range of everyday expressions relating to personal details and needs. Spelling may not always be completely accurate but meaning will be clear. Should be able to understand and use a few simple grammatical structures and sentence patterns. Should be familiar with the writing system of the language. Should be aware of how to address people both formally and informally as appropriate.</i>
Prelim Stage	Grade 4	- Do they understand the main points and some of the detail from a spoken passage made up of familiar language in simple sentences?	- Can they take part in a simple conversation and express their own opinions?	- Can they understand the main points and some detail from short written texts in familiar contexts?	- Can they write a short text on a familiar topic, adapting language which they have already learned?
	Grade 5	- Do they understand the main points and opinions in spoken passages made up of familiar material from various contexts?	- Can they give a short prepared talk, on a topic of their choice, including expressing their opinions?	- Can they understand the main points and opinions in written texts from various contexts?	- Can they write a short text on a range of familiar topic, using simple sentences?

Weaving PE Knowledge, Skills and Understanding into the new National Curriculum

**Key Stage 2:
PE**



National Curriculum Requirements of PE at Key Stage 2

Pupils should continue to implement and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- use running, jumping, catching and throwing in isolation and in combination
- play competitive games, modified where appropriate, (for example badminton, basketball, cricket, football, hockey, netball, rounders and tennis) and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance, (for example through gymnastics and athletics)
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Swimming and water safety

All schools must provide swimming instruction either in Key Stage 1 or Key Stage 2.

In particular, pupils should be taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively, (for example front crawl, backstroke and breaststroke)
- perform safe self-rescue in different water-based situations.

Knowledge, Skills and Understanding breakdown for Physical Education

Year 3

Acquiring and developing skills	Evaluating and improving	Health and fitness	Dance (also covered in Dance section)
<ul style="list-style-type: none"> • Can they select and use the most appropriate skills, actions or ideas? • Can they move and use actions with co-ordination and control? 	<ul style="list-style-type: none"> • Can they explain how their work is similar and different from that of others? • With help, do they recognise how performances could be improved? 	<ul style="list-style-type: none"> • Can they explain why it is important to warm-up and cool-down? • Can they identify some muscle groups used in gymnastic activities? 	<ul style="list-style-type: none"> • Can they improvise freely, translating ideas from a stimulus into movement? • Can they share and create phrases with a partner and in small groups? • Can they repeat, remember and perform these phrases in a dance?
Games	Gymnastics	Athletics	Outdoor/ adventurous
<ul style="list-style-type: none"> • Can they throw and catch with control when under limited pressure? • Are they aware of space and use it to support team-mates and cause problems for the opposition? • Do they know and use rules fairly to keep games going? • Can they keep possession with some success when using equipment that is not used for throwing and catching skills? 	<ul style="list-style-type: none"> • Can they use a greater number of their own ideas for movement in response to a task? • Can they adapt sequences to suit different types of apparatus and their partner's ability? • Can they explain how strength and suppleness affect performances? • Can they compare and contrast gymnastic sequences, commenting on similarities and differences? 	<ul style="list-style-type: none"> • Can they run at fast, medium and slow speeds, changing speed and direction? • Can they link running and jumping activities with some fluency, control and consistency? • Can they make up and repeat a short sequence of linked jumps? • Can they take part in a relay activity, remembering when to run and what to do? • Do they throw a variety of objects, changing their action for accuracy and distance? 	<ul style="list-style-type: none"> • Can they follow a map in a familiar context? • Can they move from one location to another following a map? • Can they use clues to follow a route? • Can they follow a route safely?

Knowledge, Skills and Understanding breakdown for Physical Education

Swimming

Lower attainers

- Can they swim between 25 and 50 metres unaided?
- Can they keep swimming for 30 to 45 seconds, using swimming aids and support?
- Can they use a variety of basic arm and leg actions when on their front and on their back?
- Can they swim on the surface and lower themselves under water?
- Can they take part in group problem-solving activities on personal survival?
- Do they recognise how their body reacts and feels when swimming?
- Can they recognise and concentrate on what they need to improve?

Mid attainers

- Can they swim between 50 and 100 metres and keep swimming for 45 to 90 seconds?
- Do they use 3 different strokes, swimming on their front and back?
- Can they control their breathing?
- Can they swim confidently and fluently on the surface and under water?
- Do they work well in groups to solve specific problems and challenges, sharing out the work fairly?
- Do they recognise how swimming affects their body, and pace their efforts to meet different challenges?
- Can they suggest activities and practices to help improve their own performance?

Higher attainers

- Can they swim further than 100 metres?
- Can they swim fluently and confidently for over 90 seconds?
- Do they use all 3 strokes with control?
- Can they swim short distances using butterfly?
- Do they breathe so that the pattern of their swimming is not interrupted?
- Can they perform a wide range of personal survival techniques confidently?
- Do they know what the different tasks demand of their body, and pace their efforts well to meet challenges?
- Can they describe good swimming technique and show and explain it to others?