

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

**Key Stage 2:
Science**



Knowledge, Skills and Understanding breakdown for Working Scientifically

Year 5

Planning	Obtaining and presenting evidence	Considering evidence and evaluating
<ul style="list-style-type: none"> • Can they plan and carry out a scientific enquiry to answer questions, including recognising and controlling variables where necessary? • Can they make a prediction with reasons? • Can they use test results to make predictions to set up comparative and fair tests? • Can they present a report of their findings through writing, display and presentation? 	<ul style="list-style-type: none"> • Can they take measurements using a range of scientific equipment with increasing accuracy and precision? • Can they take repeat readings when appropriate? • Can they record more complex data and results using scientific diagrams, labels, classification keys, tables, scatter graphs, bar and line graphs? 	<ul style="list-style-type: none"> • Can they report and present findings from enquiries through written explanations and conclusions? • Can they use a graph to answer scientific questions?

Year 5 (Challenging)

<ul style="list-style-type: none"> • Can they explore different ways to test an idea, choose the best way and give reasons? • Can they vary one factor whilst keeping the others the same in an experiment? • Can they use information to help make a prediction? • Can they explain, in simple terms, a scientific idea and what evidence supports it? 	<ul style="list-style-type: none"> • Can they decide which units of measurement they need to use? • Can they explain why a measurement needs to be repeated? 	<ul style="list-style-type: none"> • Can they find a pattern from their data and explain what it shows? • Can they link what they have found out to other science? • Can they suggest how to improve their work and say why they think this?
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Knowledge, Skills and Understanding breakdown for Living Things, their Habitats and Animals, including humans

Year 5

Animals, including humans

- Can they describe the changes as humans develop to old age?

Living things and their habitats

- Can they describe the differences in the life cycles of a mammal, an amphibians, an insects and a bird?
- Can they describe the life cycles of common plants?
- Can they explore the work of well know naturalists and animal behaviourists? (David Attenborough and Jane Goodall)

Year 5 (Challenging)

- Can they create a timeline to indicate stages of growth in certain animals, such as frogs and butterflies?
- Can they describe the changes experienced in puberty?
- Can they draw a timeline to indicate stages in the growth and development of humans?

- Can they observe their local environment and draw conclusions about life-cycles, e.g. plants in the vegetable garden or flower border?
- Can they compare the life cycles of plants and animals in their local environment with the life cycles of those around the world, e.g. rainforests?

Knowledge, Skills and Understanding breakdown for Properties and Changes to Materials

Year 5

Properties and changes to materials

- Can they compare and group together everyday materials on the basis of their properties, including hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets?
- Can they explain how some materials dissolve in liquid to form a solution?
- Can they describe how to recover a substance from a solution?
- Can they use their knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving, evaporating?
- Can they give reasons, based on evidence for comparative and fair tests for the particular uses of everyday materials, including metals wood and plastic?
- Can they describe changes using scientific words? (evaporation, condensation)
- Can they demonstrate that dissolving, mixing and changes of state are reversible changes?
- Can they explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda?
- Can they use the terms 'reversible' and 'irreversible'?

Year 5 (challenging)

- Can they describe methods for separating mixtures? (filtration, distillation)
- Can they work out which materials are most effective for keeping us warm or for keeping something cold?
- Can they use their knowledge of materials to suggest ways to classify? (solids, liquids, gases)
- Can they explore changes that are difficult to reverse, e.g. burning, rusting and reactions such as vinegar with bicarbonate of soda?
- Can they explore the work of chemists who created new materials, e.g. Spencer Silver (glue on sticky notes) or Ruth Benerito (wrinkle free cotton)?

Knowledge, Skills and Understanding breakdown for Earth, Space and Forces

Year 5

Earth and Space

- Can they identify and explain the movement of the Earth and other planets relative to the sun in the solar system?
- Can they explain how seasons and the associated weather is created?
- Can they describe and explain the movement of the Moon relative to the Earth?
- Can they describe the sun, earth and moon as approximately spherical bodies?
- Can they use the idea of the earth's rotation to explain day and night and the apparent movement of the sun across the sky?

Forces

- Can they explain that unsupported objects fall towards the earth because of the force of gravity acting between the earth and the falling object?
- Can they identify the effects of air resistance, water resistance and friction that act between moving surfaces?
- Can they recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect?

Year 5 (Challenging)

- Can they compare the time of day at different places on the earth?
- Can they create shadow clocks?
- Can they begin to understand how older civilizations used the sun to create astronomical clocks, e.g. Stonehenge?
- Can they explore the work of some scientists? (Ptolemy, Alhazen, Copernicus)

- Can they describe and explain how motion is affected by forces? (including gravitational attractions, magnetic attraction and friction)
- Can they design very effective parachutes?
- Can they work out how water can cause resistance to floating objects?
- Can they explore how scientists, such as Galileo Galilei and Isaac Newton helped to develop the theory of gravitation?

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 5

Chronological understanding

- Can they use dates and historical language in their work?
- Can they draw a timeline with different time periods outlined which show different information, such as, periods of history, when famous people lived, etc.?
- Can they use their mathematical skills to work out exact time scales and differences as need be?

Knowledge and interpretation

- Can they describe historical events from the different period/s they are studying/have studied?
- Can they make comparisons between historical periods; explaining things that have changed and things which have stayed the same?
- Can they explain the role that Britain has had in spreading Christian values across the world?
- Can they begin to appreciate that how we make decisions has been through a Parliament for some time?
- Do they appreciate that significant events in history have helped shape the country we have today?
- Do they have a good understanding as to how crime and punishment has changed over the years?

Historical enquiry

- Can they test out a hypothesis in order to answer a question?
- Do they appreciate how historical artefacts have helped us understand more about British lives in the present and past?

Year 5 (Challenging)

- Can they create timelines which outline the development of specific features, such as medicine; weaponry; transport, etc.

- Do they appreciate how plagues and other major events have created huge differences to the way medicines and health care was developed?

- Can they research the life of one person who has had an influence on the way Great Britain is divided into four separate countries?

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 5

Geographical Enquiry	Physical Geography	Human Geography	Geographical Knowledge
<ul style="list-style-type: none"> • Can they collect information about a place and use it in a report? • Can they map land use? • Can they find possible answers to their own geographical questions? • Can they make detailed sketches and plans; improving their accuracy later? • Can they plan a journey to a place in another part of the world, taking account of distance and time? 	<ul style="list-style-type: none"> • Can they explain why many cities of the world are situated by rivers? • Can they explain how a location fits into its wider geographical location; with reference to physical features? • Can they explain how the water cycle works? • Can they explain why water is such a valuable commodity? 	<ul style="list-style-type: none"> • Can they explain why people are attracted to live by rivers? • Can they explain how a location fits into its wider geographical location; with reference to human and economical features? • Can they explain what a place might be like in the future, taking account of issues impacting on human features? 	<ul style="list-style-type: none"> • Can they name and locate many of the world's major rivers on maps? • Can they name and locate many of the world's most famous mountain regions on maps? • Can they locate the USA and Canada on a world map and atlas? • Can they locate and name the main countries in South America on a world map and atlas?

Year 5 (Challenging)

<ul style="list-style-type: none"> • Can they work out an accurate itinerary detailing a journey to another part of the world? 	<ul style="list-style-type: none"> • Can they explain what a place (open to environmental and physical change) might be like in the future taking account of physical features? 	<ul style="list-style-type: none"> • Can they report on ways in which humans have both improved and damaged the environment? 	<ul style="list-style-type: none"> • Can they begin to recognise the climate of a given country according to its location on the map?
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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 5

Algorithms and Programs	Data Retrieving and Organising	Communicating
<ul style="list-style-type: none"> • Can they combine sequences of instructions and procedures to turn devices on or off? • Do they understand input and output? • Can they use an ICT program to control an external device that is electrical and/or mechanical? • Can they use ICT to measure sound or light or temperature using sensors? • Can they explore 'What is' questions by playing adventure or quest games? • Can they write programs that have sequences and repetitions? 	<ul style="list-style-type: none"> • Can they listen to streaming audio such as online radio? • Can they download and listen to podcasts? • Can they produce and upload a podcast? • Can they manipulate sounds using Audacity? • Can they select music from open sources and incorporate it into multimedia presentations? • Can they work on simple film editing? 	<ul style="list-style-type: none"> • Can they use instant messaging to communicate with class members? • Can they conduct a video chat with someone elsewhere in the school or in another school?
Using the Internet	Databases	Presentation
<ul style="list-style-type: none"> • Can they use a search engine using keyword searches? • Can they compare the results of different searches? • Can they decide which sections are appropriate to copy and paste from at least two web pages? • Can they save stored information following simple lines of enquiry? • Can they download a document and save it to the computer? 	<ul style="list-style-type: none"> • Can they create a formula in a spreadsheet and then check for accuracy and plausibility? • Can they search databases for information using symbols such as = > or <? • Can they create databases planning the fields, rows and columns? • Can they create graphs and tables to be copied and pasted into other documents? 	<ul style="list-style-type: none"> • Can they use a range of presentation applications? • Do they consider audience when editing a simple film? • Do they know how to prepare and then present a simple film? • Can they use ICT to record sounds and capture both still and video images? • Can they make a home page for a website that contains links to other pages? • Can they capture sounds, images and video? • Can they use the word count tool to check the length of a document? • Can they use bullets and numbering tools?
Year 5 (Challenging)		
<ul style="list-style-type: none"> • Can they make a multimedia presentation that contains: sound; animation; video and buttons to navigate? • Can they save an image document as a gif or i peg. file format using the 'save as' command? • Can they make an information poster using graphics skills to good effect? 		

E-safety in Years 5 and 6

Knowledge & understanding	Skills
<ul style="list-style-type: none"> • Can they discuss the positive and negative impact of the use of ICT in their own lives and those of their peers and family? • Do they understand the potential risk of providing personal information online? • Do they recognise why people may publish content that is not accurate and understand the need to be critical evaluators of content? • Do they understand that some websites and/or pop-ups have commercial interests that may affect the way the information is presented? • Do they recognise the potential risks of using internet communication tools and understand how to minimise those risks (including scams and phishing)? • Do they understand that some material on the internet is copyrighted and may not be copied or downloaded? • Do they understand that some messages may be malicious and know how to deal with this? • Do they understand that online environments have security settings, which can be altered, to protect the user? • Do they understand the benefits of developing a 'nickname' for online use? • Do they understand that some malicious adults may use various techniques to make contact and elicit personal information? • Do they know that it is unsafe to arrange to meet unknown people online? • Do they know how to report any suspicions? • Do they understand they should not publish other people's pictures or tag them on the internet without permission? • Do they know that content put online is extremely difficult to remove? • Do they know what to do if they discover something malicious or inappropriate? 	<ul style="list-style-type: none"> • Do they follow the school's safer internet rules? • Can they make safe choices about use of technology? • Do they use technology in ways which minimises risk, e.g. responsible use of online discussions, etc? • Can they create strong passwords and manage them so that they remain strong? • Can they independently, and with regard for e-safety, select and use appropriate communication tools to solve problems by collaborating and communicating with others within and beyond school? • Can they competently use the internet as a search tool? • Can they reference information sources? • Can they use appropriate strategies for finding, critically evaluating, validating and verifying information, e.g. using different keywords, skim reading to check relevance of information, cross checking with different websites or other non ICT resources? • Can they use knowledge of the meaning of different domain names and common website extensions (e.g. .co.uk; .com; .ac; .sch; .org; .gov; .net) to support validation of information?

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 5

Drawing	Painting	Printing	Sketch books
<ul style="list-style-type: none"> • Can they identify and draw simple objects, and use marks and lines to produce texture? • Do they successfully use shading to create mood and feeling? • Can they organise line, tone, shape and colour to represent figures and forms in movement? • Can they show reflections? • Can they explain why they have chosen specific materials to draw with? 	<ul style="list-style-type: none"> • Can they create a range of moods in their paintings? • Can they express their emotions accurately through their painting and sketches? 	<ul style="list-style-type: none"> • Can they print using a number of colours? • Can they create an accurate print design that meets a given criteria? • Can they print onto different materials? 	<ul style="list-style-type: none"> • Do they keep notes in their sketch books as to how they might develop their work further? • Do they use their sketch books to compare and discuss ideas with others?
3D/ Textiles	Collage	Use of IT	Knowledge
<ul style="list-style-type: none"> • Do they experiment with and combine materials and processes to design and make 3D form? • Can they sculpt clay and other mouldable materials? • Can they use textile and sewing skills as part of a project, e.g. hanging, textile book, etc.? This could include running stitch, cross stitch, backstitch, appliqué and/or embroidery. 	<ul style="list-style-type: none"> • Can they use ceramic mosaic to produce a piece of art? • Can they combine visual and tactile qualities to express mood and emotion? 	<ul style="list-style-type: none"> • Can they create a piece of art work which includes the integration of digital images they have taken? • Can they combine graphics and text based on their research? • Can they scan images and take digital photos, and use software to alter them, adapt them and create work with meaning? • Can they create digital images with animation, video and sound to communicate their ideas? 	<ul style="list-style-type: none"> • Can they experiment with different styles which artists have used? • Do they learn about the work of others by looking at their work in books, the Internet, visits to galleries and other sources of information?

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 5

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 come up with a range of ideas after they have collected information? • Do they take a user's view into account when designing? • Can they produce a detailed step-by-step plan? • Can they suggest some alternative plans and say what the good points and drawbacks are about each? 	<ul style="list-style-type: none"> • Can they explain why their finished product is going to be of good quality? • Can they explain how their product will appeal to the audience? • Can they use a range of tools and equipment expertly? • Do they persevere through different stages of the making process? 	<ul style="list-style-type: none"> • Do they keep checking that their design is the best it can be? • Do they check whether anything could be improved? • Can they evaluate appearance and function against the original criteria?

Breadth of study

<p>Cooking and nutrition</p> <ul style="list-style-type: none"> • Can they describe what they do to be both hygienic and safe? • How have they presented their product well? 	<p>Textiles</p> <ul style="list-style-type: none"> • Do they think what the user would want when choosing textiles? • How have they made their product attractive and strong? • Can they make up a prototype first? • Can they use a range of joining techniques? 	<p>Electrical and mechanical components</p> <ul style="list-style-type: none"> • Can they incorporate a switch into their product? • Can they refine their product after testing it? • Can they incorporate hydraulics and pneumatics? 	<p>Stiff and flexible sheet materials</p> <ul style="list-style-type: none"> • Are their measurements accurate enough to ensure that everything is precise? • How have they ensured that their product is strong and fit for purpose? 	<p>Mouldable materials</p> <ul style="list-style-type: none"> • Are they motivated enough to refine and further improve their product using mouldable materials?
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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 5

Performing	Composing (<i>incl notation</i>)	Appraising
<ul style="list-style-type: none"> • Do they breathe in the correct place when singing? • Can they sing and use their understanding of meaning to add expression? • Can they maintain their part whilst others are performing their part? • Can they perform 'by ear' and from simple notations? • Can they improvise within a group using melodic and rhythmic phrases? • Can they recognise and use basic structural forms e.g. rounds, variations, rondo form? 	<ul style="list-style-type: none"> • Can they change sounds or organise them differently to change the effect? • Can they compose music which meets specific criteria? • Can they use their notations to record groups of pitches (chords)? • Can they use a music diary to record aspects of the composition process? • Can they choose the most appropriate tempo for a piece of music? 	<ul style="list-style-type: none"> • Can they describe, compare and evaluate music using musical vocabulary? • Can they explain why they think their music is successful or unsuccessful? • Can they suggest improvements to their own or others' work? • Can they choose the most appropriate tempo for a piece of music? • Can they contrast the work of famous composers and show preferences?

Year 5 (Challenging)

<ul style="list-style-type: none"> • Can they use pitches simultaneously to produce harmony by building up simple chords? • Can they devise and play a repeated sequence of pitches on a tuned instrument to accompany a song? 	<ul style="list-style-type: none"> • Do they understand the relation between pulse and syncopated patterns? • Can they identify (and use) how patterns of repetitions, contrasts and variations can be organised to give structure to a melody, rhythm, dynamic and timbre? 	<ul style="list-style-type: none"> • Can they explain how tempo changes the character of music? • Can they identify where a gradual change in dynamics has helped to shape a phrase of music?
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Weaving Dance Knowledge, Skills and Understanding into the new National Curriculum

**Key Stage 2:
Dance**



National Curriculum Requirements of Dance at Key Stage 2

Pupils should be taught to:

- perform dances using a range of movement patterns

Knowledge, Skills and Understanding breakdown for Dance

Year 5

- Do they plan and perform dances confidently?
- Can they compose motifs and plan dances creatively and collaboratively in groups?
- Can they adapt and refine the way they use weight, space and rhythm in their dances to express themselves in the style of dance they use?
- Can they perform different styles of dance clearly and fluently?
- Do they organise their own warm-up and cool-down exercises?
- Do they show an understanding of safe exercising?
- Can they recognise and comment on dances, showing an understanding of style?
- Can they suggest ways to improve their own and other people's work?

Year 5 (Challenging)

- Do they use their understanding of composition to create dance phrases for themselves and others in their group?
- Do they use their knowledge of dance to adapt their skills to meet the demands of a range of dance styles?
- Can they show expression in their dances and sensitivity to music?
- Can they organise their own warm-up and cool-down exercises?
- Can they show that they understand why warming-up is important for a good performance?
- Can they identify the form and structure of a dance?
- Can they make imaginative suggestions as to how to improve their own and other people's work?

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 5 and 6

Listening and responding	Speaking	Reading and responding	Writing
<ul style="list-style-type: none"> • Do they understand longer passages made up of familiar language in simple sentences? • Can they identify the main points and some details? <p><i>Spoken at near normal speed with no interference. May need some items to be repeated.</i></p>	<ul style="list-style-type: none"> • Can they hold a simple conversation with at least 3-4 exchanges? • Can they use their knowledge of grammar to adapt and substitute single words and phrases? <p><i>Their pronunciation is generally accurate and they show some consistency in their intonation.</i></p>	<ul style="list-style-type: none"> • Can they understand a short story or factual text and note some of the main points? • Can they use context to work out unfamiliar words? 	<ul style="list-style-type: none"> • Can they write a paragraph of about 3-4 simple sentences? • Can they adapt and substitute individual words and set phrases? • Can they use a dictionary or glossary to check words they have learnt? <p><i>They will draw largely on memorised language.</i></p>

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 5

Acquiring and developing skills	Evaluating and improving	Health and fitness	Dance (also covered in Dance section)
<ul style="list-style-type: none"> • Can they link skills, techniques and ideas and apply them accurately and appropriately? • Do they show good control in their movements? 	<ul style="list-style-type: none"> • Can they compare and comment on skills, techniques and ideas that they and others have used? • Can they use their observations to improve their work? 	<ul style="list-style-type: none"> • Can they explain some important safety principles when preparing for exercise? • Can they explain what effect exercise has on their body? • Can they explain why exercise is important? 	<ul style="list-style-type: none"> • Can they compose their own dances in a creative and imaginative way? • Can they perform to an accompaniment, expressively and sensitively? • Are their movements controlled? • Does their dance show clarity, fluency, accuracy and consistency?
Games	Gymnastics	Athletics	Outdoor/ adventurous
<ul style="list-style-type: none"> • Can they gain possession by working as a team? • Can they pass in different ways? • Can they use forehand and backhand with a racquet? • Can they field? • Can they choose the best tactics for attacking and defending? • Can they use a number of techniques to pass, dribble and shoot? 	<ul style="list-style-type: none"> • Can they make complex or extended sequences? • Can they combine action, balance and shape? • Can they perform consistently to different audiences? • Are their movements accurate, clear and consistent? 	<ul style="list-style-type: none"> • Are they controlled when taking off and landing in a jump? • Can they throw with accuracy? • Can they combine running and jumping? • Can they follow specific rules? 	<ul style="list-style-type: none"> • Can they follow a map in an unknown location? • Can they use clues and compass directions to navigate a route? • Can they change their route if there is a problem? • Can they change their plan if they get new information?

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?