

NATIONAL CURRICULUM 2014: Draft Coverage and Progression in Foundation Subjects KS2

Art and Design	Elements	<p><u>In All Year Groups:</u> Art is producing creative work, allowing children to explore their ideas and record their experiences through the proficient handling of different mediums, tools and materials. Children should be given an opportunity to complete at least three art projects throughout the year, as part of their class topic. On celebration days, children should complete projects that link to their year group's objectives. This can be part of a greater scheme of work or as a standalone activity. Also, children should create and keep a sketch book to record their observations and use them to review and revisit ideas. These should be kept throughout the school to mark pupil progress. All pages in sketch books should be dated and have a written learning objective. This can be on the back of the page. Photographic evidence should be included of large scale/ 3D artworks in the child's Topic Book. Drawing, Painting and Pottery MUST be completed at least once in each year group either as a standalone topic or as part of a wider theme. 3D work, collage and printing are covered throughout the key stage when appropriate cross-curricular opportunities arise.</p> <p>The teaching sequence should include-</p> <ul style="list-style-type: none"> - Skills modelling and practice. - Learning about an artist/ artistic movement/ architect/ designer/ crafts person (from a wide range of genres, cultures and traditions) - Designing a final piece (through sketches, preparatory drawings, smaller scale pieces) - Some collaborative element (working together/ group art works/ peer assessment/ team leadership) - Creating a final piece - Evaluating <p><u>Equal Opportunities:</u> All children should be encouraged and praised in art and design. All year groups should have an opportunity to work with an arts organisation.</p>			
		YEAR 3	YEAR 4	YEAR 5	YEAR 6
		Drawing	<ul style="list-style-type: none"> - To experiment with mark making and line. - To use line to represent objects seen, remembered or imagined. - To explore tone using different grades of pencil, pastels and chalk. - To experiment with scale and size and drawing techniques. - To colour neatly with even pressure and within the lines. 	<ul style="list-style-type: none"> - Use line and tone to represent things seen, remembered or observed. - Draws familiar things from different viewpoints. - To use appropriate and varied colour to achieve a desired effect. 	<ul style="list-style-type: none"> - Uses line, tone and shade to represent things seen, remembered or imagined. - To experiment with line, tone and shade. - To use different pressures and techniques to get a desired effect when using colour pencils.

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Art and Design Continued	Painting	<ul style="list-style-type: none"> - To mix secondary colours using primary colours. To mix some variations. - To handle paintbrushes purposefully. - To use different types of paint brushes for different things. - Uses colour and mark making to express mood. 	<ul style="list-style-type: none"> - To match an artist's palette using careful colour mixing. - To explore the effect on paint by adding other media (glue, sand, sawdust) - Creates different effects by using a variety of tools and techniques such as dots, scratches, splashes. 	<ul style="list-style-type: none"> - Use glazes, highlights and base colours. - Uses a variety of methods, colour and a variety of tools and techniques. - Investigate symbols, shapes, form and composition. 	<ul style="list-style-type: none"> - Uses techniques, colours, tools and effects to represent things seen, remembered or imagined. - Explores the effect of light and colour, texture and tone on natural and man-made objects.
	Clay	<ul style="list-style-type: none"> - Thumb pots - Clay modelling 2D with relief elements 	<ul style="list-style-type: none"> - Slab pots - Clay modelling 2D with relief elements 	<ul style="list-style-type: none"> - Coil Pots - 3D Clay Modelling 	<ul style="list-style-type: none"> - To use appropriate construction methods for given tasks. - Turn Pots (Not statutory) - 3D Clay Modelling
	3D Work	<p>SUGGESTED CONTENT IDEAS:</p> <ul style="list-style-type: none"> - Constructs 3D artworks by assembling 2D pieces. - Uses wadding and junk modelling techniques to create 3D imaginations of 2D images. 		<p>SUGGESTED CONTENT IDEAS:</p> <ul style="list-style-type: none"> - Construct more complicated artworks by assembling 2D pieces. - Creates relief images using 2/3D elements. - Begin to look at colour and pattern in 3D structures, transferring the knowledge to their own hard work. 	
	Collage	<p>SUGGESTED CONTENT IDEAS:</p> <ul style="list-style-type: none"> - Can use a glue stick effectively. - Knows appropriate glue to use for different activities. - Develops skills of overlapping and overlaying. - Develops an awareness of contrasts in texture and colour. 		<ul style="list-style-type: none"> - Interprets stories, music and other stimuli. - Uses the natural environment or townscape as a stimulus. - Embellishes collages, using a variety of techniques, including drawing, painting and printing. - Embellishes drawings, paintings and printing with an element of collage. 	
	Printing	<p>SUGGESTED CONTENT IDEAS:</p> <ul style="list-style-type: none"> - Recreates images through relief printing using card. - Recreates a scene remembered, observed or imagined through collage printing. - Create patterns using repeated printed images. 		<p>SUGGESTED CONTENT IDEAS:</p> <ul style="list-style-type: none"> - Designs prints for fabrics. - Carry out screen printing. - Dye fabrics using tie-dye and batik. 	
	Textiles	<p>SUGGESTED CONTENT IDEAS:</p> <ul style="list-style-type: none"> - Weave paper. - Straight stitching using a long needle. 			
	Artists, Architects and Designers	<ul style="list-style-type: none"> - All year groups should study a relevant person/ movement/ art work as part of their termly topic from a range of cultures, genres, backgrounds, creeds and traditions. 			

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Design and Technology	Elements	<p><u>In All Year Groups:</u> Design and Technology is making something for someone for some purpose. Children need to 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. Children should be given an opportunity to complete at least D.T. projects throughout the year, as part of their class topic. Project work can be compiled in handmade books or in the child's Topic Book. Additionally, they should also be given opportunities to cook and prepare food at least once a year. The teaching elements should include-</p> <ul style="list-style-type: none"> - Planning- considering user, purpose and functionality - Technical knowledge- learning and refining technical skills and understanding - Design- making design choices, illustrating them and sharing them - Making- bringing a design to life - Evaluating <p><u>Equal Opportunities:</u> All children should be encouraged and praised in Design and Technology. All children should be taught to use a variety of tools and techniques safely and effectively.</p>			
		YEAR 3	YEAR 4	YEAR 5	YEAR 6
	Cooking	<ul style="list-style-type: none"> - To understand that humans should eat 7 portions of fruit and vegetables a day. - Understand how to work hygienically. - Measure ingredients. - Prepare a savoury dish with healthy ingredients 	<ul style="list-style-type: none"> - Cut fruits and vegetables safely using a vegetable knife. - Measure and weigh ingredients. - Prepare a savoury dish with healthy ingredients including boiling, melting, freezing. 	<ul style="list-style-type: none"> - Understand where food comes from (grown, reared, caught and processed) - Prepare ingredients - Set cooking apparatus - Prepare dish that requires cooking in the oven. 	<ul style="list-style-type: none"> - Understand seasonality of food. - Plan, prepare and cook a healthy dish with two elements. - Adopt a range of cooking techniques- boiling, frying, baking, steaming etc.
	Technical Knowledge	<ul style="list-style-type: none"> - Make books using paper and card. 			
	<ul style="list-style-type: none"> - Understand and use mechanical systems- levers. - Create a simple structure with wood (measuring, cutting, sticking) - Weaving paper. 	<ul style="list-style-type: none"> - Understand electrical systems in their products: Series Circuits, Bulbs/Buzzers/ Motors Switches - Stitching to make simple fabric item. 	<ul style="list-style-type: none"> - Apply understanding of computing to program, monitor and control their products (ICT) - Create a 3D structure in wood incorporating a mechanical system (cams/ gears/ pulleys) 	<ul style="list-style-type: none"> - Apply their understanding of how to strengthen, stiffen and reinforce more complex structures. May include electrical or mechanical elements. - Use and cut pattern pieces. - Use plaiting, pinning, stitching techniques. - Use various needles. - Cut out and stitch a pattern. (Linked with Art and Design) 	

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	Planning, communicating and design	<ul style="list-style-type: none"> - Look at key individuals/ historical events have shaped the world. - Investigate/ evaluate existing products to give starting points for a design - Sketch and label products to help understand components of the design and how products are made - Decide upon tools and materials to meet the design criteria - Plan a sequence of actions to make a product - Develop more than one design or adaptation of an initial design (Year 4) - Propose realistic suggestions as to how they can achieve their design ideas 	<ul style="list-style-type: none"> - Look at key individuals/ historical events have shaped the world. - Investigate/ evaluate existing products/images to collect ideas - Sketch and model alternative ideas using annotated sketches, cross-section diagrams and computer-aided design (Year 6) to meet the design criteria - Develop one idea in depth - Combine modelling and drawing to refine ideas - Plan the sequence of work using a storyboard - Record ideas using annotated diagrams - Use models, kits and drawings to help formulate design ideas - Make prototypes - Use found information to inform decisions - Use a computer to model ideas - Draw plans which can be read/ followed by someone else
Design and Technology Continued	Make	<ul style="list-style-type: none"> - Select from and use a wide range of tools and equipment to perform practical tasks safely and effectively including: Cutting, Shaping, joining and finishing. - Solve problems that occur during the making process by adapting initial designs. - Select from a wider range of materials and components, including construction materials, textiles, ingredients based on how they will be used and what they will look like. 	
	Evaluate	<ul style="list-style-type: none"> - Peer and self-assessment against the design criteria. - Consider improvements throughout the making process, considering the views of others to improve their work. 	

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Geography		<p><u>In All Year Groups:</u> Geography education should inspire curiosity in the world. It should give children knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. Geography topics can be the basis of a larger theme of learning or form part of several different themes. Children's locational knowledge should be visited regularly to ensure that learning is secured. Children should be taught to use a range of equipment to learn about geography including maps, atlases, globes, digital and computer mapping. Children should also show their learning and findings through drawing/ labelling of maps, collecting data and writing at length.</p> <p>Geography projects should be linked to the class theme. The teaching sequence should include-</p> <ul style="list-style-type: none"> - Exploring locational knowledge - Exploring place knowledge - A development of Geographical skills - An opportunity to carry out field work to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs. <p><u>Equal Opportunities:</u> A world and UK map should be displayed in all classrooms along with posters indicating our geographical location. A variety of geography subject books, a globe and an atlas should be available in every classroom. Every child should be given the opportunity to experience a residential field work trip at some point in the Key Stage.</p>			
	Elements	YEAR 3	YEAR 4	YEAR 5	YEAR 6
	Locational Knowledge	<ul style="list-style-type: none"> - Know name of town, county, country, continent in which we live. - Locate and name the countries making up the British Isles, with their capital cities. - Locate key European countries on a Map including Russia. - Know Capital City of key European Countries. 	<ul style="list-style-type: none"> - Name and locate the world's seven continents and five oceans on a Map. - Know key rivers and mountains in the world's continents. - Know major countries and cities of world's continents. - Identify the position of the Equator, Northern and Southern Hemisphere. - Identify the position and significance of Arctic and Antarctic Circle. - Identify longest rivers in the world, largest deserts and highest mountains. Compare with UK. 	<ul style="list-style-type: none"> - Locate key countries in North and South America, using maps. - Know Capital City of key North and South American Countries. - Identify the position and significance of the Prime/ Greenwich Meridian and time zones (including day and night) 	<ul style="list-style-type: none"> - Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features and land-use patterns; understand how some of these aspects have changed over time. - Know key rivers and mountain ranges in UK. - Identify the position and significance of latitude, longitude, The Tropics of Cancer and Capricorn.

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	Place Knowledge	<ul style="list-style-type: none"> - A study of human and physical geography of a region in a European country. - Compare geographical similarities and differences to Watford. 	<ul style="list-style-type: none"> - Know some key physical and human characteristics in each continent. 	<ul style="list-style-type: none"> - A study of human and physical geography of a region within North or South America. - Compare geographical similarities and differences to Watford. 	<ul style="list-style-type: none"> - A study of human and physical geography of a region in the United Kingdom. - Compare geographical similarities and differences to Watford.
	Human and Physical Geography	<ul style="list-style-type: none"> - To know that volcanoes and earthquakes help shape rocks (a <i>brief</i> introduction linked to science) - 	<ul style="list-style-type: none"> - To know common types of settlement in different continents. - Describe and understand key aspects of the water cycle excluding transpiration (linked to science) - Describe and understand key aspects of climate zones, biomes and vegetation belts. 	<ul style="list-style-type: none"> - To know variety of settlements in studied region. - Understand the concept of international trade and fair trade. - Describe understand key features of mountains. - Describe and understand key aspects of volcanoes and earthquakes. 	<ul style="list-style-type: none"> - To know a variety of settlements in UK. - To compare maps of UK from past with the present, focusing on land use. - Describe and understand key aspects of the water cycle including transpiration (linked to science) - Describe and understand key aspects of rivers. -
	Geographical Skills	<ul style="list-style-type: none"> - Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied. - Learn the four main points of a compass. - Use 2 figure grid reference (link to maths co-ordinates) - Use some basic symbols and key (including the use of simplified maps) to build knowledge of the United Kingdom and the wider world. 	<ul style="list-style-type: none"> - Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied. - Learn the eight points of a compass. - Use four-figure grid references. - Use and create some basic symbols and key (including the use of simplified maps) to build knowledge of the United Kingdom and the wider world. 	<ul style="list-style-type: none"> - Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied. - Use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to include non-UK countries. 	<ul style="list-style-type: none"> - Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied. - Extend to 6 figure grid references with teaching of latitude and longitude in depth. - Use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build knowledge of the United Kingdom in the past and present.
	Field Work	Use fieldwork to observe 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.	Use fieldwork to observe and record the human and physical features in the local area and on residential trips using a range of methods, including sketch maps, plans and graphs, and digital technologies.		

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History	British History (to be taught Chronologically)	<p><u>In All Year Groups:</u> Pupils will be taught British history chronologically across the key stage. They will also explore local and world history as part of a clear timeline. History projects 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 learn key dates, 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. Responding to historical information should take a variety of forms from other disciplines such as writing, art, ICT. Responses should 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. History projects can form an entire theme or should be linked to a class theme. The teaching sequence should include some of these elements-</p> <ul style="list-style-type: none"> - Learning key events and dates of the given time period - Learning about some key elements about life and power in the given time period - Considering change over the given time period - Considering the difference between the given time period and now - Using a variety of sources to find information and answer questions - Responding to questions through different media <p><u>Equal Opportunities:</u> A time line of key historical periods and event is history should be displayed in all classrooms. A variety of history subject books and books set in a variety of historical settings should be available in every classroom and as reading books. Children should experience at least one immersive day with a historical focus a year; either a visit to a relevant site or an in school event.</p>				
		Elements	YEAR 3	YEAR 4	YEAR 5	YEAR 6
		<p>Changes in Britain from the Stone Age to the Iron Age Examples (non-statutory) • [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]</p> <p>Stone Age to Iron Age Britain, including: - hunter-gatherers and early farmers - Bronze age religion, technology & travel - Iron age hill forts</p>	<p>The Roman Empire and its impact on Britain Examples (non-statutory) • [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]</p> <p>Roman Empire & impact on Britain: - Julius Caesar’s attempted invasion - Roman Empire & successful invasion - British resistance, e.g. Boudicca - Romanisation of Britain</p>	<p>Britain’s settlement by Anglo-Saxons and Scots Examples (non-statutory) • [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]</p> <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor Examples (non-statutory) • [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]</p> <p>Anglo-Saxons & Vikings, including: - Roman withdrawal from Britain; Scots invasion - Invasions, settlements & kingdoms - Viking invasions; Danegald - Edward the Confessor</p>	<p>A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 Examples (non-statutory) • [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, for example, the first railways or the Battle of Britain]</p>	

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	Broader History Study	<p>Ancient Greece, i.e. - A study of Greek life and achievements and their influence on the western world</p>	<p>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</p>	<p>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.</p>	<p>A local history study</p> <p>Examples (non-statutory) ☐☐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.</p>
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Languages (French)	<p><u>In all Year Groups:</u> Children should be given regular opportunities to LISTEN, REPEAT, WRITE, READ and SAY words in French. Children should present ideas for a range of audiences- partners, small groups, class teacher and whole class. Pronunciation should be modelled, corrected and improved. Children should explore French culture through research into history, the arts and literature.</p> <p><u>Equal Opportunities:</u> Speaking frames, vanishing closes and word banks should be used to support SEN. The focus for SEN children should be speaking and listening/ vocabulary acquisition. Opportunities for Gifted and Talented children to develop leadership should be given. (i.e. mentoring other children, leading a group or an activity, presenting extra research/ work or speaking for larger audiences such as in assembly)</p>			
	YEAR 3	YEAR 4	YEAR 5	YEAR 6
	<ul style="list-style-type: none"> - Basic Geography of France. - Listen and understand: Stand up/ Sit Down/ Excellent/ Repeat/ I do not understand - Listen and repeat simple greetings (e.g. Hello, How are you? Etc) - Know the alphabet - Know numbers to 20. - Know emotion words. - Know days of the week/ Months of the year. - Know names of classroom equipment - Know names of foods - Know parts of the body. - Know names of animals - Singing French songs/ learning nursery rhymes. - Read/ Write/ Copy words. 	<ul style="list-style-type: none"> - Consolidate Year 3 vocabulary and extend into simple conversations. - Know how Christmas and Easter are celebrated in France. - Follow basic instructions: Stand up/ Sit Down etc - Memorise and present a short spoken text using Year 3 vocabulary and simple phrases (e.g. My name is... I am _ years old... I live in I have.... Brothers and sisters.... My favourite fruit is.... My pet is.....) - Ask and answer questions with a partner based on opinions. - Be able to read/ write/ copy familiar phrases (e.g. Date/ Short conversations.) 	<ul style="list-style-type: none"> - Consolidate Year 4 conversational skills building in new vocabulary. - Research and build a fact file on a famous French person. - Listen to/ read songs, poems and stories and pick out familiar vocabulary (e.g. ticking pictures that are mentioned in the story) - Change sentence meaning by using alternative vocabulary in both writing and speaking. - Know hobbies. - Know places. - Know how to use negatives. - Know that words are masculine/feminine/ neuter. - Know how to use a French-English Dictionary and online tools. 	<ul style="list-style-type: none"> - Consolidate Year 5 vocabulary and extend into more complex conversations. - Research a famous French Landmark. Present findings including some spoken and written French. - Know simple stories off by heart (i.e. Three Little Pigs/ Billy Goats Gruff) - Substitute elements of the simple stories to create own stories. Record and perform simple stories. - Conjugate high frequency verbs (Present/ Past/ Future)

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Music	Elements	<p><u>In all Year Groups:</u> Children have the opportunity to learn a musical instrument peripatetically with the Hertfordshire Music Hub to prepare for graded musical examinations. Children will prepare for and perform in annual concerts and performances. Children will listen to and discuss world music in assembly time. Music lessons should be generally linked to the year group's corresponding theme but explicit music teaching will still occur.</p> <p><u>Equal Opportunities:</u> All children should be given an opportunity to perform and take part. Teaching should include lots of mixed ability group work as well as some directed teaching for children with particular needs. As with all subjects, SEN children should be encouraged to listen actively and take part. Opportunities for Gifted and Talented children to develop leadership should be given. (i.e. mentoring other children, leading a group or an activity, performing solos and duets)</p>			
		YEAR 3	YEAR 4	YEAR 5	YEAR 6
	Singing	<ul style="list-style-type: none"> - To learn songs off by heart and to sing in unison. 	<ul style="list-style-type: none"> - To learn songs off by heart and to explore singing in rounds, solos, choruses. 	<ul style="list-style-type: none"> - To learn songs off by heart and to explore singing in harmony. 	<ul style="list-style-type: none"> - To learn songs off by heart, to sing with expression and explore accompaniment.
	Listening	<ul style="list-style-type: none"> - To listen to traditional classical music from around the world. - To listen to live performances of the violin. 	<ul style="list-style-type: none"> - To listen to recorded musical pieces from a variety of cultures, ethnic backgrounds and musical traditions that relate to the class topic. - To listen to live music from professional musicians in special assemblies and events. 		
	Rhythm	<ul style="list-style-type: none"> - To copy and complete basic rhythms using instruments, voice and clapping. - To copy and complete simple rhythms on a violin using plucking and the bow. 	<ul style="list-style-type: none"> - To copy and complete more complex rhythms using voice and clapping. - To use improvised musical notation to note rhythms. 	<ul style="list-style-type: none"> - To know what crotchet, quaver and semibreve represent and be able to demonstrate the length of time in clapping, humming and singing. - To know what a bar is. 	<ul style="list-style-type: none"> - To read FACE notes in staff musical notation. - To play FACE on a tuned instrument. - To read and play a bar of music using notation.

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Music	Composing	<ul style="list-style-type: none"> - Children will learn how to pluck and bow each string on the violin. - Children will learn proper techniques for holding the bow and the violin. - Children will follow letter notation to recreate simple tunes. 	<ul style="list-style-type: none"> - Create soundscapes using improvised instruments - To edit and improve performances using performance and evaluation (recording music and playback, success criteria, listening to professionals.) 	<ul style="list-style-type: none"> - Create soundscapes/ music pieces using untuned instruments (percussion) - To record rhythms using crotchets, quavers and semibreves. 	<ul style="list-style-type: none"> - Create simple music using a variety of tuned and untuned instruments (percussion) - To edit and improve performances using performance and evaluation. - Record music and edit using computer software (e.g. Audacity) - To record a simple two bar tune using staff musical notation.
	Perform	<ul style="list-style-type: none"> - Children will be invited to showcase their violin skills in a special performance at the Summer Concert with piano accompaniment. 	<ul style="list-style-type: none"> - Children have the opportunity perform music in a variety of settings to a range of audiences- small group/ whole class performances, whole school assemblies, whole school performances including Christmas performances, the Summer Concert, extra-curricular performances including working with outside agencies. 		

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RE	<p><u>In all Year Groups:</u> R.E. is the study of world religions in comparison to Christianity. The study of R.E. aims to develop knowledge of world religions and an understanding of spiritual and moral issues. The R.E. Teaching Sequence should include opportunities to :</p> <ul style="list-style-type: none"> - Identify, name, describe and give an account of each religion; - Explain the meanings of religious language, stories and symbols; - Explain similarities and differences between, and within, religions. - Respond to religious and moral issues; - Reflect on personal beliefs and life experiences; - Ask and answer questions about religious people, rituals and stories. <p><u>Equal Opportunities:</u> All children must be taught to recognise the right of people to hold different beliefs within an ethnically and socially diverse society. All parties must show respect for the traditions, beliefs and values of all religious and personal viewpoints. Parents have a right to withdraw their children from R.E. If a parent asks for their child to be wholly or partly excused from attending any RE they must consult with the head teacher.</p> <p><small>Contributed by B.M.</small></p>			
	YEAR 3 Christian and Islam	YEAR 4 Christianity, Hinduism, Sikhism	YEAR 5 Christianity and Judaism	YEAR 6 Christianity and Buddhism
	<ul style="list-style-type: none"> - Special places (home) - Sacred places - Stories of key religious leaders - Ways of describing God - Christmas - Events in Jesus' life - Religious rules and how they influence actions 	<ul style="list-style-type: none"> - Hindu teaching about God - Worship in a Hindu home - Christmas - Hindu and Sikh communities - Importance of sharing food - Easter - Special books and sacred texts - Sacred writing and stories 	<ul style="list-style-type: none"> - Rules for living - Light as a symbol (Chanukah/ Diwali) - Celebrations related to key figures - Leaders in religious communities and the importance of religion today - Creation stories and the ultimate questions they raise 	<ul style="list-style-type: none"> - Christian and Buddhist beliefs and practices - The Buddha - Christmas - Expressing faith in arts, drama and song - The importance of Jesus to Christians - Ideas about Gods - Human responsibility for the environment