



Wow Starter: Listen to the 1812 Overture at full volume!

Knowledge and Understanding of the World

History

- (hi25) Place events, people and changes into correct periods of time.
- (hi26) Develop their understanding that the past can be divided into different periods of time.
- (hi27) Use dates and vocabulary relating to the passing of time.
- (hi29) Begin to give reasons for different ways the past is represented.
- (hi30) Identify different ways in which the past is represented and interpreted.
- (hi31) Use sources of information including ICT to find out about events, people and changes.
- (hi32) Ask and answer their own questions using enquiry and research skills.
- (hi33) Communicate knowledge and understanding in a variety of ways.

ICT

- (ic41) Begin to independently talk about and gather information from a variety of sources and use it in a variety of ways.
- (ic42) Develop an awareness of the accuracy of sources.
- (ic43) Organise and begin to combine selected information.
- (ic44) Know how to check work for mistakes. Begin to identify appropriate amendments.

Personal, Social and Emotional Development

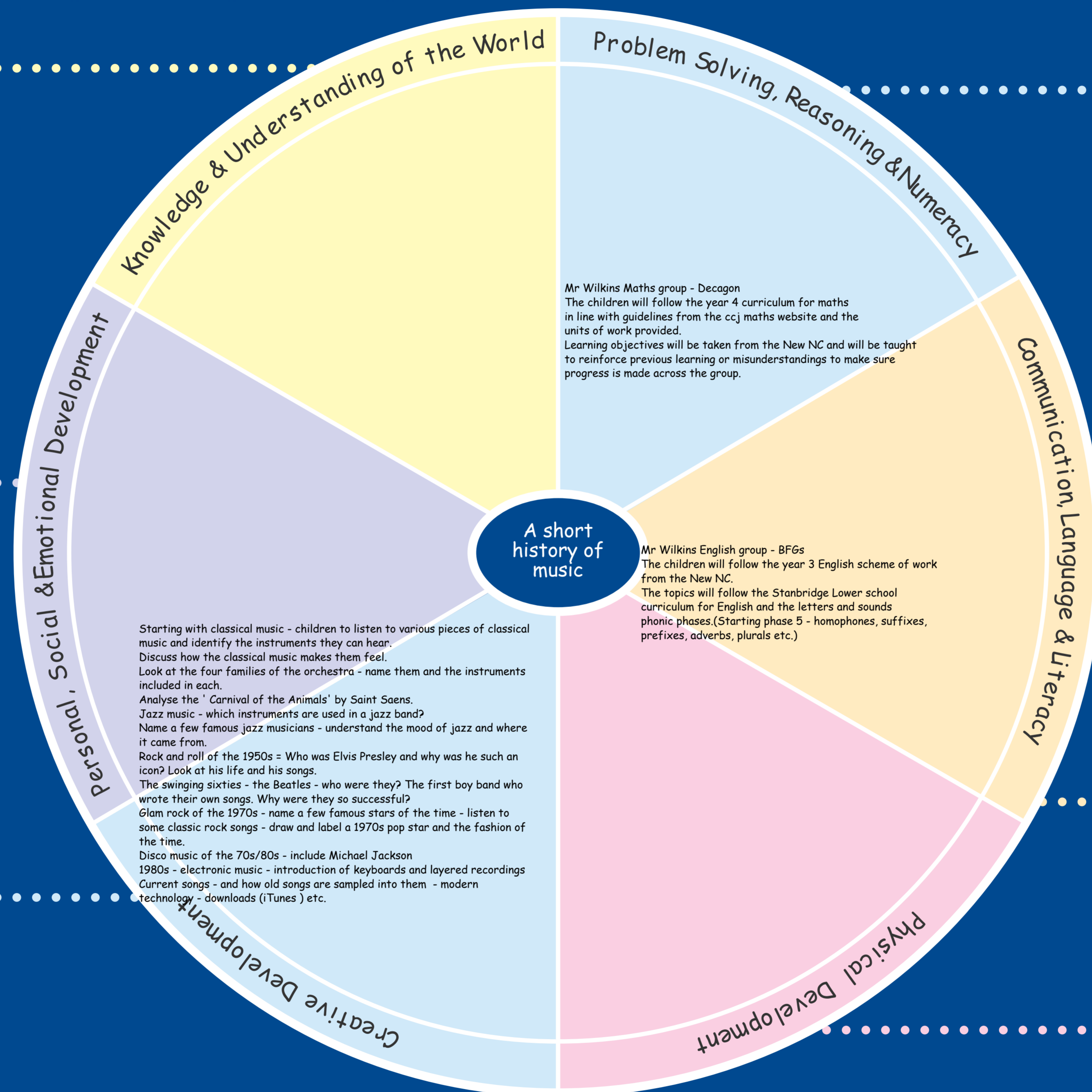
Creative Development

Art

- (ar19) Explore ideas and collect information to begin to develop their work.
- (ar20) Use visual and tactile qualities of materials and techniques to design and make images and artefacts for different purposes.
- (ar21) Comment on similarities and differences between their own and others' work.
- (ar22) Share ideas of how to adapt and improve their own and others' work.

Music

- (mu31) Sing in tune with expression.
- (mu32) Perform simple parts rhythmically.
- (mu33) Explore and extend the ways sounds can be combined and used expressively.
- (mu34) Make improvements to their own work, commenting on the intended effect.
- (mu35) Recognise how different musical elements are combined and used expressively.
- (mu36) Combine several layers of sound with an awareness of the combined effect.



Problem Solving, Reasoning & Numeracy

If you see this message you must have added too many skills. YOU CAN CHANGE THE FONT SIZE and tick the 2 column box to fit more skills in. Please select fewer skills. Alternatively you could create more than one wheel, for example, Wheel Title Part 1, Wheel Title Part 2, if you wish to add lots of skills in 1 area of development.

Communication, Language and Literacy

Drama

- (dr11) Create roles showing how behaviour can be interpreted from different viewpoints.
- (dr12) Develop scripts based on improvisation.
- (dr13) Comment constructively on plays and performances, discussing effects and how they are achieved.

Listening and responding

- (lr13) Listen to a speaker, make notes on the talk and use notes to develop a role-play.
- (lr14) Compare the different contributions of music, words and images in short extracts from TV programmes.
- (lr15) Identify how talk varies with age, familiarity, gender and purpose.

Physical Development

Acquiring and Developing Skills

- (ad15) Consolidate existing skills.
- (ad16) Perform skills with developing quality.
- (ad18) Play small sided competitive net, striking, fielding & invasion games.
- (ad20) Take part in competitive athletic activities with developing precision & speed.

Evaluating and Improving Performance

- (ei6) Suggest improvements based on observations.

Knowledge and Understanding of Fitness, Health and Safety

- (fhs6) Understand why physical activity is good for their health and safety.
- (fhs7) Understand why it is important to warm up and cool down before and after different activities.

Selecting and Applying Skills, Tactics and Compositional Ideas

- (sa14) Develop their knowledge of strategies and tactics to improve own effectiveness.
- (sa15) Begin to adapt strategies for individual, pair, small group and team activities.

Essentials for Learning & Life

LITERACY	NUMERACY	ICT CAPABILITY	LEARNING AND THINKING SKILLS	PERSONAL AND EMOTIONAL SKILLS	SOCIAL SKILLS

A short history of music

Overarching Dimensions

- Healthy Schools
- Global Dimension
- Sustainable Development
- Community Cohesion
- Enterprise

A short history of music

Art & design

KS2

Knowledge, skills and understanding

Exploring and developing ideas

- 1) Pupils should be taught to:
 - a. record from experience and imagination, to select and record from first-hand observation and to explore ideas for different purposes
 - b. question and make thoughtful observations about starting points and select ideas to use in their work
 - c. collect visual and other information [for example, images, materials]to help them develop their ideas, including using a sketchbook.

Evaluating and developing work

- 3) Pupils should be taught to:
 - a. compare ideas, methods and approaches in their own and others' work and say what they think and feel about them
 - b. adapt their work according to their views and describe how they might develop it further.

Knowledge and understanding

- 4) Pupils should be taught about:
 - a. visual and tactile elements, including colour, pattern and texture, line and tone, shape, form and space, and how these elements can be combined and organised for different purposes
 - c. the roles and purposes of artists, craftspeople and designers working in different times and cultures [for example, Western Europe and the wider world].

Breadth of study

5) During the key stage, pupils should be taught the Knowledge, skills and understanding through:

- a. exploring a range of starting points for practical work [for example, themselves, their experiences, images, stories, drama, music, natural and made objects and environments]
- b. working on their own, and collaborating with others, on projects in two and three dimensions and on different scales

English

KS2

Knowledge, skills and understanding

Speaking

- 1) To speak with confidence in a range of contexts, adapting their speech for a range of purposes and audiences, pupils should be taught to:
 - f. evaluate their speech and reflect on how it varies.

Listening

- 2) To listen, understand and respond appropriately to others, pupils should be taught to:
 - c. recall and re-present important features of an argument, talk, reading, radio or television programme, film

Drama

- 4) To participate in a wide range of drama activities and to evaluate their own and others' contributions, pupils should be taught to:
 - b. use character, action and narrative to convey story, themes, emotions, ideas in plays they devise and script
 - c. use dramatic techniques to explore characters and issues [for example, hot seating, flashback]

Group discussion and interaction

- 3) To talk effectively as members of a group, pupils should be taught to:
 - f. use different ways to help the group move forward, including summarising the main points, reviewing what has been said, clarifying, drawing others in, reaching agreement, considering alternatives and anticipating consequences.

History

KS2

Knowledge, skills and understanding

Chronological understanding

- 1) Pupils should be taught to:
 - a. place events, people and changes into correct periods of time
 - b. use dates and vocabulary relating to the passing of time, including ancient, modern, BC, AD, century and decade.

Historical interpretation

- 3) Pupils should be taught to recognise that the past is represented and interpreted in different ways, and to give reasons for this.

Historical enquiry

- 4) Pupils should be taught:
 - a. how to find out about the events, people and changes studied from an appropriate range of sources of information, including ICT-based sources [for example, documents, printed sources, CD-ROMS, databases, pictures and photographs, music, artefacts, historic buildings and visits to museums, galleries and sites]
 - b. to ask and answer questions, and to select and record information relevant to the focus of the enquiry.

Organisation and communication

- 5) Pupils should be taught to:
 - c. communicate their knowledge and understanding of history in a variety of ways [for example, drawing, writing, by using ICT].

ICT

KS2

Knowledge, skills and understanding

Finding things out

- 1) Pupils should be taught:
 - a. to talk about what information they need and how they can find and use it [for example, searching the internet or a CD-ROM, using printed material, asking people]
 - c. to interpret information, to check it is relevant and reasonable and to think about what might happen if there were any errors or omissions.

Maths

KS1

Breadth of study

1) During the key stage, pupils should be taught the Knowledge, skills and understanding through:

- g. activities that encourage them to make connections between number work and other aspects of their work in mathematics.

KS2

Knowledge, skills and understanding

Using and applying number

- 1) Pupils should be taught to:
 - Problem solving**
 - a. make connections in mathematics and appreciate the need to use numerical skills and knowledge when solving problems in other parts of the mathematics curriculum
 - b. break down a more complex problem or calculation into simpler steps before attempting a solution; identify the information needed to carry out the tasks
 - d. find different ways of approaching a problem in order to overcome any difficulties
 - e. make mental estimates of the answers to calculations; check results

Communicating

- f. organise work and refine ways of recording
- h. present and interpret solutions in the context of the problem

Reasoning

- j. understand and investigate general statements [for example, 'all prime numbers greater than 2 are odd', 'wrist size is half neck size']

Fractions, percentages and ratio

- d. understand unit fractions [for example, one-third or one-eighth]then fractions that are several parts of one whole [for example, two-thirds or five-eighths], locate them on a number line and use them to find fractions of shapes and quantities

Numbers and the number system

- 2) Pupils should be taught to:
 - Counting**
 - a. count on and back in tens or hundreds from any two- or three-digit number; recognise and continue number sequences formed by counting on or back in steps of constant size from any integer, extending to negative integers when counting back

Integers

- c. read, write and order whole numbers, recognising that the position of a digit gives its value; use correctly the symbols , =; multiply and divide any integer by 10 or 100 then extend to multiplying and dividing by 1000; round integers to the nearest 10 or 100 and then 1000; order a set of negative integers, explaining methods and reasoning; multiply and divide decimals by 10 or 100

Fractions, percentages and ratio

- f. recognise the equivalence between the decimal and fraction forms of one half, quarters, tenths and hundredths; understand that 'percentage' means the 'number of parts per 100' and that it can be used for comparisons; find percentages of whole number quantities, using a calculator where appropriate

Decimals

- i. understand and use decimal notation for tenths and hundredths in context [for example, order amounts of money, round a sum of money to the nearest #, convert a length such as 1.36 metres to centimetres and vice versa]; locate on a number line, and order, a set of numbers or measurements; then recognise thousandths (only in metric measurements)

Calculations

- 3) Pupils should be taught to:
 - Number operations and the relationships between them**

Music

KS2

Knowledge, skills and understanding

Controlling sounds through singing and playing - performing skills

- 1) Pupils should be taught to:
 - a. sing songs, in unison and two parts, with clear diction, control of pitch, a sense of phrase and musical expression
 - b. play tuned and untuned instruments with control and rhythmic accuracy
 - c. practise, rehearse and present performances with an awareness of the audience.

Responding and reviewing - appraising skills

- 3) Pupils should be taught how to:
 - a. analyse and compare sounds
 - b. explore and explain their own ideas and feelings about music using movement, dance, expressive language and musical vocabulary
 - c. improve their own and others' work in relation to its intended effect.

Listening, and applying knowledge and understanding

- 4) Pupils should be taught:
 - b. how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised within musical structures [for example, ostinato]and used to communicate different moods and effects
 - d. how time and place can influence the way music is created, performed and heard [for example, the effect of occasion and venue].

Breadth of study

5) During the key stage, pupils should be taught the Knowledge, skills and understanding through:

- a. a range of musical activities that integrate performing, composing and appraising
- b. responding to a range of musical and non-musical starting points
- c. working on their own, in groups of different sizes and as a class

Physical Education

KS2

Knowledge, skills and understanding

Acquiring and developing skills

- 1) Pupils should be taught to:
 - a. consolidate their existing skills and gain new ones
 - b. perform actions and skills with more consistent control and quality.

Selecting and applying skills, tactics and compositional ideas

- 2) Pupils should be taught to:
 - a. plan, use and adapt strategies, tactics and compositional ideas for individual, pair, small-group and small-team activities
 - b. develop and use their knowledge of the principles behind the strategies, tactics and ideas to improve their effectiveness

Evaluating and improving performance

- 3) Pupils should be taught to:
 - a. identify what makes a performance effective
 - b. suggest improvements based on this information.

Knowledge and understanding of fitness and health

- 4) Pupils should be taught:
 - b. to warm up and prepare appropriately for different activities
 - c. why physical activity is good for their health and well-being

Breadth of study

Games activities

- 7) Pupils should be taught to:
 - a. play and make up small-sided and modified competitive net, striking/fielding and invasion games

Athletic activities

- 10) Pupils should be taught to:
 - a. take part in and design challenges and competitions that call for precision, speed, power or stamina

A short history of music