

National Curriculum for England

Curriculum subject	Programme of study	Content
English	Reading - comprehension	<p>Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks;</p> <ul style="list-style-type: none"> preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action; drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
	Writing - composition	<p>Draft and write:</p> <ul style="list-style-type: none"> in narratives, creating settings, characters and plot
Art and design	Art and design	<p>Increasing awareness of different kinds of art, craft and design:</p> <ul style="list-style-type: none"> to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] learn about great artists, architects and designers in history
Science	Light	Notice that light is reflected from surfaces
Computing	Computing	<p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p> <p>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</p>

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Curriculum subject	Programme of study	Content
Design and technology	Design	<p>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.</p> <p>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</p>
	Make	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.
	Technical knowledge	Apply their understanding of computing to program, monitor and control their products.
Music	Music	<p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Improvise and compose music for a range of purposes using the interrelated dimensions of music.</p>
PSHE	Topics explored in this resource: Careers Goal-setting Working together	Please see scheme of work implemented by your organisation.

Northern Ireland curriculum

Curriculum subject	Programme of study	Content
Language and literacy	Talking and listening	<p>Listen and respond to a range of fiction, poetry, drama and media texts through the use of traditional and digital resources;</p> <p>Participate in group and class discussions for a variety of curricular purposes;</p> <p>Share, respond to and evaluate ideas, arguments and points of view and use evidence or reason to justify opinions, actions or proposals;</p> <p>Improvise a scene based on experience, imagination, literature, media and/or curricular topics;</p> <p>Describe and talk about real experiences and imaginary situations and about people, places, events and artefacts.</p>
	Reading	<p>Read, explore, understand and make use of a wide range of traditional and digital texts;</p> <p>Use traditional and digital sources to locate, select, evaluate and communicate information relevant for a particular task;</p> <p>Represent their understanding of texts in a range of ways, including visual, oral, dramatic and digital;</p> <p>Begin to be aware of how different media present information, ideas and events in different ways;</p> <p>Justify their responses logically, by inference, deduction and/or reference to evidence within the text.</p>
	Writing	<p>Participate in modelled, shared, guided and independent writing, including composing on-screen;</p> <p>Use the skills of planning, revising and redrafting to improve their writing, including that which they have composed digitally;</p>

Northern Ireland curriculum

Curriculum subject	Programme of study	Content
	Writing	<p>Express thoughts, feelings and opinions in imaginative and factual writing;</p> <p>Create, organise, refine and present ideas using traditional and digital means, combining text, sound or graphics;</p> <p>Understand the differences between spoken and written language.</p>
The arts	Art and design	<p>Engage with observing, investigating, and responding to first hand experiences, memory and imagination;</p> <p>Look at and talk about the work of artists, designers and craftworkers from their own and other cultures;</p> <p>Appreciate methods used in the resource materials and use their appreciation to stimulate personal ideas and engage with informed art making;</p> <p>Develop their understanding of the visual elements of colour, tone, line, shape, form, space, texture and pattern to communicate their ideas;</p> <p>Evaluate their own and others' work and how it was made, explain and share their ideas discuss difficulties and review and modify work to find solutions.</p>
	Music	<p>Work creatively with sound by creating musical stories, pictures, patterns, conversations, accompaniments and by investigating ways of preserving the music they have created;</p> <p>Listen and respond to their own and others' music-making, thinking about, talking about and</p> <p>Discussing a variety of characteristics within music that they create, perform or listen to.</p>

Northern Ireland curriculum

Curriculum subject	Programme of study	Content
	Drama	<p>Develop their understanding of the world by engaging in a range of creative and imaginative role play situations;</p> <p>Develop dramatic skills appropriate to audience, context, purpose and task by exploring voice, movement, gesture and facial expression through basic exploration of a specific role, and by structuring dramatic activity to make meaning clear for a chosen audience.</p>
The world around us	Science and Technology	<p>Developing a line of reasoning:</p> <ul style="list-style-type: none"> • Make predictions and give reasons based on scientific knowledge and understanding.
	Being Creative	<p>Discuss what ideas might be worth investigating and why. Take time to consider ways in which they can explore their own and others' questions and invent different methods for investigation. Use dramatic play to reinforce learning and to incorporate working models in a real and relevant context.</p> <p>Use metaphors, analogies, visualisations, models or simulations to stimulate thinking and to help explain concepts and processes.</p>
	Working with Others	<p>Generate ideas together to increase the range of possibilities for investigation.</p> <p>Begin to manage collaborative projects involving the sharing of information, resources, roles and co-operate with outside groups.</p>
ICT	Explore	Investigate, make predictions and solve problems through interaction with digital tools.
	Express	Create, develop, present and publish ideas and information responsibly using a range of digital media and manipulate a range of assets to produce multimedia products.

Northern Ireland curriculum

Curriculum subject	Programme of study	Content
	Exchange	Communicate safely and responsibly using a range of contemporary digital methods and tools, exchanging, sharing, collaborating and developing ideas digitally.
	Exchange	Communicate safely and responsibly using a range of contemporary digital methods and tools, exchanging, sharing, collaborating and developing ideas digitally.
	Evaluate	Talk about, review and make improvements to work, reflecting on the process and outcome and consider the sources and resources used, including safety, reliability and acceptability.
	Exhibit	Manage and present their stored work and showcase their learning across the curriculum, using ICT safely and responsibly.

Curriculum for Excellence – Scotland

Curriculum subject	Programme of study	Content
Literacy and English Literacy and English Expressive Arts	Reading – Tools for reading	<p><i>I am learning to select and use strategies and resources before I read, and as I read, to help make the meaning of texts clear. LIT 1-13a</i></p> <p>I can select and use a range of strategies and resources before I read, and as I read, to make meaning clear and give reasons for my selection. LIT 2-13a</p>
	Understanding, analysing and evaluating	<p><i>To show my understanding across different areas of learning, I can identify and consider the purpose and main ideas of a text. LIT 1-16a</i></p> <p>To show my understanding across different areas of learning, I can identify and consider the purpose and main ideas of a text and use supporting detail. LIT 2-16a</p> <p>I can share my thoughts about structure, characters and/or setting, recognise the writer's message and relate it to my own experiences, and comment on the effective choice of words and other features. ENG 1-19a</p> <p>I can:</p> <ul style="list-style-type: none"> • discuss structure, characterisation and/or setting • recognise the relevance of the writer's theme and how this relates to my own and others' experiences • discuss the writer's style and other features appropriate to genre. ENG 2-19a
	Reading – Tools for reading	<p>Having explored the elements which writers use in different genres, I can use what I learn to create stories, poems and plays with an interesting and appropriate structure, interesting characters and/or settings which come to life. ENG 2-31a / ENG 1-31a</p>
Art and Design	<p>Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through activities within art and design. EXA 1-05a / EXA 2-05a</p>	

Curriculum for Excellence – Scotland

Curriculum subject	Programme of study	Content
		<p>I can create and present work using the visual elements of line, shape, form, colour, tone, pattern and texture. EXA 1-03a</p> <p>I can create and present work that shows developing skill in using the visual elements and concepts. EXA 2-03a</p> <p>I can respond to the work of artists and designers by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others' work. EXA 1-07a / EXA 2-07a / EXA</p>
	Music	<p>I have listened to a range of music and can respond by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others' work EXA 1-19a / EXA 2-19a</p> <p>Inspired by a range of stimuli, and working on my own and/or with others, I can express and communicate my ideas, thoughts and feelings through musical activities. EXA 0-18a / EXA 1-18a / EXA 2-18a</p>
Technologies	ICT to enhance learning	<p>TCH 1-03a / TCH 2-03a Through discovery and imagination, I can develop and use problem-solving strategies to construct models.</p> <p><i>I can access, retrieve and use information from electronic sources to support, enrich or extend learning in different contexts.</i> TCH 1-03b</p> <p><i>Throughout all my learning, I can use search facilities of electronic sources to access and retrieve information, recognising the importance this has in my place of learning, at home and in the workplace.</i> TCH 2-03b</p> <p><i>I can create, capture and manipulate sounds, text and images to communicate experiences, ideas and information in creative and engaging ways.</i> TCH 1-04b / TCH 2-04b</p>

Curriculum for Excellence – Scotland

Curriculum subject	Programme of study	Content
	<p>Craft, design, engineering and graphics contexts for developing technological skills and knowledge</p>	<p><i>As I extend and enhance my knowledge of features of various types of software, including those which help find, organise, manage and access information, I can apply what I learn in different situations.</i></p> <p>TCH 1-14a / TCH 2-14a</p> <p>Having evaluated my work, I can adapt and improve, where appropriate, through trial and error or by using feedback.</p> <p>TCH 1-14b / TCH 2-14b</p>
Health and Wellbeing	<p>Mental, emotional, social and physical wellbeing - Social wellbeing</p> <p>Planning for choices and changes</p>	<p>Through contributing my views, time and talents, I play a part in bringing about positive change in my school and wider community.</p> <p>HWB 1-13a / HWB 2-13a</p> <p>I value the opportunities I am given to make friends and be part of a group in a range of situations.</p> <p>HWB 1-14a / HWB 2-14a</p> <p>Through taking part in a variety of events and activities, I am learning to recognise my own skills and abilities as well as those of others.</p> <p>HWB 1-19a</p> <p>Opportunities to carry out different activities and roles in a variety of settings have enabled me to identify my achievements, skills and areas for development. This will help me to prepare for the next stage in my life and learning.</p> <p>HWB 2-19a</p>

Curriculum for Excellence – Scotland

Curriculum subject	Organiser	Experiences and Outcomes
Literacy and English	<p>Reading – Tools for reading</p>	<p><i>I am learning to select and use strategies and resources before I read, and as I read, to help make the meaning of texts clear. LIT 1-13a</i></p> <p>I can select and use a range of strategies and resources before I read, and as I read, to make meaning clear and give reasons for my selection. LIT 2-13a</p>
	<p>Understanding, analysing and evaluating</p>	<p><i>To show my understanding across different areas of learning, I can identify and consider the purpose and main ideas of a text. LIT 1-16a</i></p> <p>To show my understanding across different areas of learning, I can identify and consider the purpose and main ideas of a text and use supporting detail. LIT 2-16a</p> <p>I can share my thoughts about structure, characters and/or setting, recognise the writer's message and relate it to my own experiences, and comment on the effective choice of words and other features. ENG 1-19a</p> <p>I can:</p> <ul style="list-style-type: none"> • discuss structure, characterisation and/or setting • recognise the relevance of the writer's theme and how this relates to my own and others' experiences • discuss the writer's style and other features appropriate to genre. ENG 2-19a
	<p>Writing – Creating Texts</p>	<p>Having explored the elements which writers use in different genres, I can use what I learn to create stories, poems and plays with an interesting and appropriate structure, interesting characters and/or settings which come to life. ENG 2-31a ENG 1-31a</p>
Expressive Arts	<p>Art and Design</p>	<p>Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through activities within art and design. EXA 1-05a / EXA 2-05a</p>

Curriculum for Excellence – Scotland

Curriculum subject	Organiser	Experiences and Outcomes
		<p>I can create and present work using the visual elements of line, shape, form, colour, tone, pattern and texture. EXA 1-03a</p> <p>I can create and present work that shows developing skill in using the visual elements and concepts. EXA 2-03a</p> <p>I can respond to the work of artists and designers by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others' work. EXA 1-07a / EXA 2-07a / EXA</p>

National Curriculum for Wales

Curriculum subject	Programme of study	Content
English	Reading Range	Experiencing and responding to a wide range of texts that include: <ul style="list-style-type: none"> • information, reference and other non-literary texts, including print, media, moving image and computer-based materials • poetry, prose and drama, both traditional and contemporary
	Writing – Skills	Draft and improve their work, using ICT as appropriate, to: <ul style="list-style-type: none"> • plan • draft • revise • proof-read • prepare a final copy
Art and design	Art and design	Use their experience and knowledge of different materials, tools and techniques: <ul style="list-style-type: none"> • experimentally • expressively
Science	How things work	Pupils should be given opportunities to discover: <ul style="list-style-type: none"> • how light travels and how this can be used
Computing	Find and analyse information	Pupils should be given opportunities to: <ul style="list-style-type: none"> • discuss the purpose of their tasks, the intended audiences and the resources needed • find information from a variety of sources for a defined purpose select suitable information and make simple judgements about sources of information
Design and technology	Designing	Pupils should be given opportunities to: <ul style="list-style-type: none"> • use a range of information sources to generate ideas for products • investigate how existing products look and function as a source of ideas for their own products • evaluate their design ideas as they develop, considering the needs of the user.

National Curriculum for Wales

Curriculum subject	Programme of study	Content
	Making	<ul style="list-style-type: none"> work to their specification/recipe to make product; choose appropriate materials, ingredients, equipment, tools/utensils and techniques, from a range made available to them
Music	Appraising	<p>Pupils should be given opportunities to:</p> <ul style="list-style-type: none"> listen to and appraise music
	Composing	<p>Pupils should be given opportunities to:</p> <ul style="list-style-type: none"> improvise, compose and arrange music during which they should: explore, use, create, select and organise sounds for a musical purpose develop and refine musical ideas, and evaluate their work in order to improve it
PSE Framework		<p>Pupils should understand</p> <ul style="list-style-type: none"> the range of jobs carried out by people in their community that money is earned through work and can buy goods and services