

## National Curriculum for England

Curriculum subject	Programme of study	Content	Activity
English	Writing - composition	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>Plan their writing by:                             <ul style="list-style-type: none"> <li>discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>discussing and recording ideas</li> <li>identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>noting and developing initial ideas, drawing on reading and research where necessary</li> </ul> </li> <li>Evaluate and edit by:                             <ul style="list-style-type: none"> <li>assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>read aloud their own writing/perform their own compositions, to a group or the whole class, using appropriate intonation, volume, and movement so that meaning is clear</li> </ul> </li> </ul>	<p><b>See</b></p> <ul style="list-style-type: none"> <li>Tricks of the trade</li> </ul> <p><b>Think</b></p> <ul style="list-style-type: none"> <li>Craft and graft</li> </ul> <p><b>Create</b></p> <ul style="list-style-type: none"> <li>Make it yours</li> </ul> <p><b>Celebrate</b> (all activities)</p> <p><b>Expand</b> (all activities)</p>
	Spoken language	<ul style="list-style-type: none"> <li>listen and respond appropriately to adults and their peers</li> <li>ask relevant questions to extend their understanding and knowledge</li> <li>articulate and justify answers, arguments and opinions</li> <li>give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li> <li>maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> <li>use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> <li>participate in discussions, presentations, performances, role play, improvisations and debates</li> <li>consider and evaluate different viewpoints, attending to and building on the contributions of others</li> </ul>	<p><b>See</b></p> <ul style="list-style-type: none"> <li>Rewind</li> <li>Tricks of the trade</li> <li>Roll credits</li> </ul> <p><b>Think</b></p> <ul style="list-style-type: none"> <li>Making the magic (extension)</li> <li>All together now</li> <li>Craft and graft</li> </ul> <p><b>Create</b></p> <ul style="list-style-type: none"> <li>Make it yours</li> <li>Class vlog: behind the scenes</li> <li>Owning it</li> </ul> <p><b>Celebrate</b> (all activities)</p> <p><b>Expand</b> (all activities)</p>
	Reading - comprehension	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>develop positive attitudes to reading and understanding of what they read by:                             <ul style="list-style-type: none"> <li>preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> </ul> </li> <li>explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</li> <li>provide reasoned justifications for their views</li> </ul>	<p><b>See</b> (all activities)</p> <p><b>Think</b> (all activities)</p> <p><b>Create</b></p> <ul style="list-style-type: none"> <li>Make it yours</li> <li>Class vlog: behind the scenes</li> <li>Owning it</li> </ul> <p><b>Celebrate</b> (all activities)</p> <p><b>Expand</b> (all activities)</p>

<b>Design and technology</b>	Design	<ul style="list-style-type: none"> <li>• 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</li> <li>• generate, develop, model and communicate their ideas through discussion, annotated sketches</li> </ul>	<p><b>Think</b></p> <ul style="list-style-type: none"> <li>• Craft and graft</li> </ul> <p><b>Create</b></p> <ul style="list-style-type: none"> <li>• Make it yours</li> <li>• Class vlog: behind the scenes</li> </ul> <p><b>Celebrate</b> (all activities)</p> <p><b>Expand</b> (all activities)</p>
	Make	<ul style="list-style-type: none"> <li>• 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</li> </ul>	<p><b>See</b></p> <ul style="list-style-type: none"> <li>• Tricks of the trade</li> </ul> <p><b>Think</b></p> <ul style="list-style-type: none"> <li>• Craft and graft</li> </ul> <p><b>Create</b></p> <ul style="list-style-type: none"> <li>• Make it yours</li> </ul> <p><b>Celebrate</b> (all activities)</p> <p><b>Expand</b> (all activities)</p>
	Evaluate	<ul style="list-style-type: none"> <li>• evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> <li>• understand how key events and individuals in design and technology have helped shape the world</li> </ul>	<p><b>See</b></p> <ul style="list-style-type: none"> <li>• Rewind</li> <li>• Tricks of the trade</li> </ul> <p><b>Think</b></p> <ul style="list-style-type: none"> <li>• Craft and graft</li> </ul> <p><b>Create</b></p> <ul style="list-style-type: none"> <li>• Make it yours</li> <li>• Class vlog: behind the scenes</li> </ul>
<b>Computing</b>		<ul style="list-style-type: none"> <li>• use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</li> </ul>	<p><b>See</b></p> <ul style="list-style-type: none"> <li>• Roll credits</li> </ul> <p><b>Create</b></p> <ul style="list-style-type: none"> <li>• Owning it</li> </ul>

## Northern Ireland Curriculum

Curriculum area	Subject	Knowledge, skills and understanding	Activity
Language and literacy	Writing	<p>Pupils should be able to:</p> <ul style="list-style-type: none"> <li>participate in modelled, shared, guided and independent writing, including composing on screen</li> <li>discuss various features of layout in texts and apply these, as appropriate, within their own writing</li> <li>write for a variety of purposes and audiences, selecting, planning and using appropriate style and form</li> <li>create, organise, refine and present ideas using traditional and digital means, combining text, sound or graphics</li> <li>use the skills of planning, revising and redrafting to improve their writing, including that which they have composed digitally</li> </ul>	<p><b>See</b></p> <ul style="list-style-type: none"> <li>Tricks of the trade</li> <li>Roll credits</li> </ul> <p><b>Think</b></p> <ul style="list-style-type: none"> <li>Craft and graft</li> </ul> <p><b>Create</b></p> <ul style="list-style-type: none"> <li>Make it yours</li> <li>Class vlog: behind the scenes</li> </ul> <p><b>Celebrate</b> (all activities)</p> <p><b>Expand</b> (all activities)</p>
	Talking and listening	<p>Pupils should be able to:</p> <ul style="list-style-type: none"> <li>listen and respond to a range of fiction, poetry, drama and media texts through the use of traditional and digital resources</li> <li>participate in group and class discussions for a variety of curricular purposes</li> <li>know, understand and use the conventions of group discussion</li> <li>share, respond to and evaluate ideas, arguments and points of view and use evidence or reason to justify opinions, actions or proposals</li> <li>formulate, give and respond to guidance, directions and instructions</li> <li>participate in a range of drama activities across the curriculum</li> <li>prepare and give a short oral presentation to a familiar group, showing an awareness of audience and including the use of multimedia presentations</li> <li>identify and ask appropriate questions to seek information, views and feelings</li> <li>use appropriate quality of speech and voice, speaking audibly and varying register, according to the purpose and audience</li> </ul>	<p><b>See</b> (all activities)</p> <p><b>Think</b> (all activities)</p> <p><b>Create</b></p> <ul style="list-style-type: none"> <li>Make it yours</li> <li>Class vlog: behind the scenes</li> <li>Owning it</li> </ul> <p><b>Celebrate</b> (all activities)</p> <p><b>Expand</b> (all activities)</p>

	Reading	<p>Pupils should be able to:</p> <ul style="list-style-type: none"> <li>• read, explore, understand and make use of a wide range of traditional and digital texts</li> <li>• use traditional and digital sources to locate select, evaluate and communicate information relevant for a particular task</li> <li>• represent their understanding of texts in a range of ways, including visual, oral, dramatic and digital</li> <li>• consider, interpret and discuss texts, exploring the ways in which language can be manipulated in order to affect the reader or engage attention</li> <li>• begin to be aware of how different media present information, ideas and events in different ways</li> <li>• read aloud to the class or teacher from prepared texts, including those composed by themselves</li> <li>• using inflection to assist meaning</li> <li>• justify their responses logically, by inference, deduction and/or reference to evidence within the text</li> </ul>	<p><b>See</b> (all activities)</p> <p><b>Think</b> (all activities)</p> <p><b>Create</b></p> <ul style="list-style-type: none"> <li>• Make it yours</li> <li>• Class vlog: behind the scenes</li> <li>• Owning it</li> </ul> <p><b>Celebrate</b> (all activities)</p> <p><b>Expand</b> (all activities)</p>
<b>The World Around Us</b>	Science and technology	<p>Being creative:</p> <p>Exploration</p> <ul style="list-style-type: none"> <li>• Take time to consider ways in which they can explore their own and others' questions and invent different methods for investigation</li> <li>• Design using a combination of ideas and make a varied selection of objects and models to a high quality</li> </ul> <p>Working with others:</p> <p>Roles and responsibilities</p> <ul style="list-style-type: none"> <li>• Demonstrate skills of working in groups, (adopting roles, taking responsibility, managing collaborative projects involving the sharing of information, resources, roles and coping with group disagreements)</li> </ul> <p>Influencing and negotiation</p> <ul style="list-style-type: none"> <li>• Explain and justify their actions, choices, methods and conclusions</li> <li>• Make a presentation to suit the audience and the purpose of the task</li> </ul> <p>Self-management:</p> <p>Review and improve</p> <ul style="list-style-type: none"> <li>• Evaluate their work, bearing the original intentions in mind</li> <li>• Compare their approaches with others and identify their own strengths and weaknesses</li> <li>• Demonstrate creativity and initiative when developing ideas and following them through</li> </ul>	<p><b>See</b></p> <ul style="list-style-type: none"> <li>• Tricks of the trade</li> <li>• Roll credits</li> </ul> <p><b>Think</b> (all activities)</p> <p><b>Create</b></p> <ul style="list-style-type: none"> <li>• Make it yours</li> <li>• Class vlog: behind the scenes</li> </ul> <p><b>Celebrate</b> (all activities)</p> <p><b>Expand</b> (all activities)</p>

<b>The arts</b>	Art and design	<p>Pupils should be enabled to:</p> <ul style="list-style-type: none"> <li>engage with observing, investigating, and responding to first-hand experiences, memory and imagination</li> <li>collect, examine and select resource material to use in the development of ideas</li> <li>use a range of media, materials, tools and processes such as: drawing, painting, printmaking, malleable materials, textiles and three-dimensional construction, selecting which is appropriate in order to realise personal ideas and intentions</li> <li>develop their understanding of the visual elements of colour, tone, line, shape, form, space, texture and pattern to communicate their ideas</li> <li>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</li> <li>use a range of media, materials, tools and processes such as: drawing, painting, printmaking, malleable materials, textiles and three-dimensional construction, selecting which is appropriate in order to realise personal ideas and intentions</li> </ul>	<p><b>See</b></p> <ul style="list-style-type: none"> <li>Rewind</li> <li>Tricks of the trade</li> </ul> <p><b>Think</b></p> <ul style="list-style-type: none"> <li>Craft and graft</li> </ul> <p><b>Create</b> (all activities)</p> <p><b>Celebrate</b> (all activities)</p> <p><b>Expand</b> (all activities)</p>
	Music	<p>Pupils should be enabled to:</p> <ul style="list-style-type: none"> <li>work creatively with sound by creating musical stories, pictures, patterns, conversations, accompaniments and by investigating ways of preserving the music they have created</li> </ul>	<p><b>Think</b></p> <ul style="list-style-type: none"> <li>Craft and graft</li> </ul> <p><b>Create</b></p> <ul style="list-style-type: none"> <li>Make it yours</li> </ul>
	Drama	<p>Pupils should be enabled to:</p> <ul style="list-style-type: none"> <li>develop their understanding of the world by engaging in a range of creative and imaginative role-play situations</li> <li>develop a range of drama strategies including freeze-frame, tableau, hot-seating, thought tracking and conscience</li> <li>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</li> </ul>	<p><b>Think</b></p> <ul style="list-style-type: none"> <li>Craft and graft</li> </ul> <p><b>Create</b></p> <ul style="list-style-type: none"> <li>Make it yours</li> </ul>
<b>Cross-curricular skills</b>	ICT	<p>Explore</p> <p>Pupils should be enabled to:</p> <ul style="list-style-type: none"> <li>access, select, interpret and research information from safe and reliable sources</li> <li>investigate, make predictions and solve problems through interaction with digital tools</li> <li>carry out a series of instructions using a digital device or environment</li> </ul> <p>Express</p> <p>Pupils should be enabled to:</p> <ul style="list-style-type: none"> <li>communicate and develop ideas by creating and editing text on screen – combining this with an appropriate selection of images and/or sounds</li> </ul>	<p><b>See</b> (all activities)</p> <p><b>Think</b> (all activities)</p> <p><b>Create</b></p> <ul style="list-style-type: none"> <li>Inspire: examples of pupil-made films</li> <li>Make it yours</li> <li>Class vlog: behind the scenes</li> </ul> <p><b>Celebrate</b> (all activities)</p>

		<p><b>Evaluate</b> Pupils should be enabled to:</p> <ul style="list-style-type: none"> <li>• 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</li> </ul>	<p><b>See</b> Roll credits</p> <p><b>Think</b> Craft and graft</p> <p><b>Create</b></p> <ul style="list-style-type: none"> <li>• Make it yours</li> <li>• Class vlog: behind the scenes</li> </ul>
		<p><b>Exhibit</b> Pupils should be enabled to:</p> <ul style="list-style-type: none"> <li>• manage and present their stored work and showcase their learning across the curriculum, using ICT safely and responsibly</li> </ul>	<p><b>Create</b></p> <ul style="list-style-type: none"> <li>• Owning it</li> </ul> <p><b>Celebrate</b> (all activities)</p>

## Curriculum for Excellence Scotland

Curriculum subject	Organiser	Experiences and outcomes	Activity
<b>Literacy and English</b>	Listening and talking	<p>Tools for listening and talking:</p> <ul style="list-style-type: none"> <li>When I engage with others, I can respond in ways appropriate to my role, show that I value others' contributions and use these to build on thinking. LIT 2-02a</li> </ul> <p>Finding and using information:</p> <ul style="list-style-type: none"> <li>As I listen or watch, I am learning to make notes under given headings and use these to understand what I have listened to or watched and create new texts. LIT 1-05a</li> <li>As I listen or watch, I can make notes, organise these under suitable headings and use these to understand ideas and information and create new texts, using my own words as appropriate. LIT 2-05</li> <li>I can select ideas and relevant information, organise these in a logical sequence and use words which will be interesting and/or useful for others. LIT 1-06a</li> <li>I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience. LIT 2-06a</li> </ul> <p>Understanding, analysing and evaluating:</p> <ul style="list-style-type: none"> <li>I can show my understanding of what I listen to or watch by responding to and asking different kinds of questions. LIT 1-07a</li> <li>I can show my understanding of what I listen to or watch by responding to literal, inferential, evaluative and other types of questions, and by asking different kinds of questions of my own. LIT 2-07a</li> </ul> <p>Creating texts:</p> <ul style="list-style-type: none"> <li>When listening and talking with others for different purposes, I can exchange information, experiences, explanations, ideas and opinions, and clarify points by asking questions or by asking others to say more. LIT 1-09a</li> <li>When listening and talking with others for different purposes, I can:             <ul style="list-style-type: none"> <li>share information, experiences and opinions</li> <li>explain processes and ideas</li> <li>identify issues raised and summarise main points or findings</li> <li>clarify points by asking questions or by asking others to say more. LIT 2-09a</li> </ul> </li> </ul>	<p><b>See</b></p> <ul style="list-style-type: none"> <li>Rewind</li> <li>Tricks of the trade</li> </ul> <p><b>Think</b> (all activities)</p> <p><b>Create</b></p> <ul style="list-style-type: none"> <li>Make it yours</li> <li>Class vlog: behind the scenes</li> <li>Owning it</li> </ul> <p><b>Celebrate</b> (all activities)</p> <p><b>Expand</b> (all activities)</p>

	Reading	<p>Tools for reading</p> <ul style="list-style-type: none"> <li>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</li> <li>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</li> </ul> <p>Finding and using information</p> <ul style="list-style-type: none"> <li>I can make notes, organise them under suitable headings and use them to understand information, develop my thinking, explore problems and create new texts, using my own words as appropriate. LIT 2-15a</li> </ul>	<p><b>Think</b></p> <ul style="list-style-type: none"> <li>Craft and graft</li> </ul> <p><b>Create</b></p> <ul style="list-style-type: none"> <li>Make it yours</li> </ul> <p><b>Celebrate</b> (all activities)</p>
	Writing	<p>Tools for writing</p> <ul style="list-style-type: none"> <li>Throughout the writing process, I can check that my writing makes sense and meets its purpose. LIT 2-23a</li> <li>Consider the impact that layout and presentation will have and can combine lettering, graphics and other features to engage my reader. LIT 2-24a</li> </ul> <p>Organising and using information</p> <ul style="list-style-type: none"> <li>By considering the type of text I am creating, I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience. LIT 2-26a</li> </ul> <p>Creating texts</p> <ul style="list-style-type: none"> <li>I can persuade, argue, explore issues or express an opinion using relevant supporting detail and/or evidence. LIT 2-29a</li> </ul>	<p><b>See</b></p> <ul style="list-style-type: none"> <li>Tricks of the trade</li> </ul> <p><b>Think</b></p> <ul style="list-style-type: none"> <li>Craft and graft</li> </ul> <p><b>Create</b></p> <ul style="list-style-type: none"> <li>Make it yours</li> </ul> <p><b>Celebrate</b> (all activities)</p> <p><b>Expand</b> (all activities)</p>
<b>Social studies</b>	People in society, economy and business	<ul style="list-style-type: none"> <li>By experiencing the setting up and running of a business, I can collaborate in making choices relating to the different roles and responsibilities and have evaluated its success. SOC 2-22a</li> </ul>	<p><b>Think</b></p> <ul style="list-style-type: none"> <li>Craft and graft</li> </ul> <p><b>Create</b></p> <ul style="list-style-type: none"> <li>Make it yours</li> </ul>
<b>Expressive arts</b>	Participation in performances and presentations	<ul style="list-style-type: none"> <li>I have experienced the energy and excitement of presenting/performing for audiences and being part of an audience for other people's presentations/performances. EXA 2-01a</li> </ul>	<p><b>Think</b></p> <ul style="list-style-type: none"> <li>All together now</li> </ul> <p><b>Create</b></p> <ul style="list-style-type: none"> <li>Craft and graft</li> </ul>
	Drama	<p>Dependent on individual learner's role:</p> <ul style="list-style-type: none"> <li>Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through drama. EXA 2-13a</li> <li>I have created and presented scripted or improvised drama, beginning to take account of audience and atmosphere. EXA 2-14a</li> </ul>	<p><b>Think</b></p> <ul style="list-style-type: none"> <li>All together now</li> </ul>
	Art and design	<ul style="list-style-type: none"> <li>I can develop and communicate my ideas, demonstrating imagination and presenting at least one possible solution to a design problem. EXA 2-06a</li> </ul>	<p><b>Think</b></p> <ul style="list-style-type: none"> <li>All together now</li> </ul> <p><b>Create</b></p> <ul style="list-style-type: none"> <li>Craft and graft</li> </ul> <p><b>Celebrate</b> (all activities)</p>



<p><b>Health and wellbeing</b></p>	<p>Social wellbeing</p>	<ul style="list-style-type: none"> <li>As I explore the rights to which I and others are entitled, I am able to exercise these rights appropriately and accept the responsibilities that go with them. I show respect for the rights of others. HWB 2-09a</li> <li>Through contributing my views, time and talents, I play a part in bringing about positive change in my school and wider community. HWB 2-13a</li> <li>I make full use of and value the opportunities I am given to improve and manage my learning and, in turn, I can help to encourage learning and confidence in others. HWB 2-11a</li> <li>Representing my class, school and/or wider community encourages my self-worth and confidence and allows me to contribute to and participate in society. HWB 2-12a</li> </ul>	<p><b>See</b></p> <ul style="list-style-type: none"> <li>Roll credits</li> </ul> <p><b>Think</b></p> <ul style="list-style-type: none"> <li>All together now</li> </ul> <p><b>Create</b></p> <ul style="list-style-type: none"> <li>Craft and graft</li> </ul> <p><b>Celebrate</b> (all activities)</p>
<p><b>Technologies</b></p>	<p>Technological developments in society</p>	<ul style="list-style-type: none"> <li>When exploring technologies in the world around me, I can use what I learn to help to design or improve my ideas or products. TCH 2-01a</li> </ul>	<p><b>See</b> (all activities)</p> <p><b>Think</b></p> <ul style="list-style-type: none"> <li>Making the magic</li> </ul> <p><b>Create</b></p> <ul style="list-style-type: none"> <li>Inspire: examples of pupil-made films</li> </ul>
	<p>Business contexts for developing technological skills and knowledge</p>	<ul style="list-style-type: none"> <li>By experiencing the setting up and running of a business, I can collaborate in making choices relating to the different roles and responsibilities and have evaluated its success. SOC 2-22a</li> </ul>	<p><b>Think</b></p> <ul style="list-style-type: none"> <li>Craft and graft</li> </ul> <p><b>Create</b></p> <ul style="list-style-type: none"> <li>Make it yours</li> </ul>
	<p>Craft, design, engineering and graphics contexts for developing technological skills and knowledge</p>	<ul style="list-style-type: none"> <li>Having evaluated my work, I can adapt and improve, where appropriate, through trial and error or by using feedback. TCH 1-14b / TCH 2-14b</li> </ul>	<p><b>Think</b></p> <ul style="list-style-type: none"> <li>Craft and graft</li> </ul> <p><b>Create</b></p> <ul style="list-style-type: none"> <li>Make it yours</li> <li>Class vlog: behind the scenes</li> </ul>
		<ul style="list-style-type: none"> <li>I can use drawing techniques, manually or electronically, to represent objects or ideas, enhancing them using effects such as light, shadow and textures. TCH 2-15a</li> </ul>	<p><b>Think</b></p> <ul style="list-style-type: none"> <li>Craft and graft</li> </ul> <p><b>Create</b></p> <ul style="list-style-type: none"> <li>Make it yours</li> </ul> <p><b>Celebrate</b> (all activities)</p>
		<ul style="list-style-type: none"> <li>Throughout my learning, I experiment with the use of colour to develop an awareness of the effects and impacts it can have. TCH 2-15b</li> </ul>	<p><b>Think</b></p> <ul style="list-style-type: none"> <li>Craft and graft</li> </ul> <p><b>Create</b></p> <ul style="list-style-type: none"> <li>Make it yours</li> </ul> <p><b>Celebrate</b> (all activities)</p>

## National Curriculum for Wales

Curriculum subject	Programme of study	Content	Activity
English/Literacy in the National Framework	Reading: range	<p>LNF statements</p> <p>Learners are able to:</p> <ul style="list-style-type: none"> <li>infer meaning which is not explicitly stated</li> <li>identify and explore ideas and information that interest them</li> </ul> <p>Programme of study for English</p> <p>Learners are able to:</p> <ul style="list-style-type: none"> <li>consider what they read/view, responding orally and in writing to the ideas, language, tone and presentation/organisation</li> <li>identify how texts change when they are adapted for different media and audiences</li> </ul>	<p><b>See</b></p> <ul style="list-style-type: none"> <li>Tricks of the trade</li> <li>Roll credits</li> </ul> <p><b>Think</b></p> <ul style="list-style-type: none"> <li>Making the magic</li> <li>Craft and graft</li> </ul> <p><b>Create</b></p> <ul style="list-style-type: none"> <li>Make it yours</li> <li>Owning it</li> </ul> <p><b>Celebrate</b> (all activities)</p> <p><b>Expand</b> (all activities)</p>
	Oracy: range	<p>LNF statements</p> <p>Learners are able to:</p> <ul style="list-style-type: none"> <li>explain information and ideas using supportive resources</li> <li>explain information and ideas, exploring and using ways to be convincing</li> <li>explore issues and themes through role-play</li> <li>speak clearly, using formal language and projecting voice effectively to a large audience</li> <li>organise talk so that different audiences can follow what is being said</li> </ul> <p>Programme of study for English</p> <p>Learners are able to:</p> <ul style="list-style-type: none"> <li>express opinions clearly about topics and written texts and include supporting reasons</li> </ul>	<p><b>See</b></p> <ul style="list-style-type: none"> <li>Tricks of the trade</li> </ul> <p><b>Think</b></p> <ul style="list-style-type: none"> <li>Making the magic</li> <li>Craft and graft</li> </ul> <p><b>Create</b></p> <ul style="list-style-type: none"> <li>Make it yours</li> <li>Class vlog: behind the scenes</li> <li>Owning it</li> </ul> <p><b>Celebrate</b> (all activities)</p> <p><b>Expand</b> (all activities)</p>
	Writing: range	<p>LNF statements</p> <p>Learners are able to:</p> <ul style="list-style-type: none"> <li>expand upon main idea(s) with supporting reasons, information and examples</li> <li>use techniques in planning writing</li> </ul> <p>Programme of study for English</p> <p>Learners are able to:</p> <ul style="list-style-type: none"> <li>use the characteristic features of a range of continuous and non-continuous texts in their writing</li> </ul>	<p><b>See</b></p> <ul style="list-style-type: none"> <li>Tricks of the trade</li> </ul> <p><b>Think</b></p> <ul style="list-style-type: none"> <li>Craft and graft</li> </ul> <p><b>Create</b></p> <ul style="list-style-type: none"> <li>Make it yours</li> </ul> <p><b>Celebrate</b> (all activities)</p> <p><b>Expand</b> (all activities)</p>

<b>PSE</b>	Moral and spiritual development	<p>Learners should be given opportunities to:</p> <ul style="list-style-type: none"> <li>• explore their personal values</li> <li>• be honest and fair and have respect for rules, the law and authority</li> </ul> <p>and to understand:</p> <ul style="list-style-type: none"> <li>• that people differ in what they believe is right and wrong</li> <li>• that personal actions have consequences</li> </ul> <p>and to understand:</p> <ul style="list-style-type: none"> <li>• that money is earned through work and can buy goods and services</li> </ul>	<p><b>See</b></p> <ul style="list-style-type: none"> <li>• Roll credits</li> </ul>
	Preparing for lifelong learning	<p>Learners should be given opportunities to:</p> <ul style="list-style-type: none"> <li>• enjoy and value learning and achievements</li> <li>• take increasing responsibility for their learning</li> </ul>	<p><b>See</b></p> <ul style="list-style-type: none"> <li>• Tricks of the trade</li> </ul> <p><b>Think</b></p> <ul style="list-style-type: none"> <li>• Craft and graft</li> </ul> <p><b>Create</b></p> <ul style="list-style-type: none"> <li>• Make it yours</li> <li>• Class vlog: behind the scenes</li> <li>• Owning it</li> </ul> <p><b>Celebrate</b> (all activities)</p> <p><b>Expand</b> (all activities)</p>
<b>Music</b>	Composing	<ul style="list-style-type: none"> <li>• Composing activities should involve the exploration and use of a wide range of sound sources, eg pupils' voices and bodies, sounds from the environment, instruments and music technology</li> </ul>	<p><b>See</b></p> <ul style="list-style-type: none"> <li>• Tricks of the trade</li> </ul> <p><b>Think</b></p> <ul style="list-style-type: none"> <li>• Craft and graft</li> </ul> <p><b>Create</b></p> <ul style="list-style-type: none"> <li>• Make it yours</li> <li>• Class vlog: behind the scenes</li> </ul> <p><b>Celebrate</b> (all activities)</p> <p><b>Expand</b> (all activities)</p>
<b>Information and communication technology</b>	Find and analyse information	<p>Pupils should be given opportunities to:</p> <ul style="list-style-type: none"> <li>• use ICT tools and suitable information sources safely and legally</li> <li>• use a range of ICT resources and equipment independently and collaboratively, eg cameras</li> </ul>	<p><b>See</b></p> <ul style="list-style-type: none"> <li>• Tricks of the trade</li> <li>• Roll credits</li> </ul> <p><b>Think</b></p> <ul style="list-style-type: none"> <li>• Craft and graft</li> </ul> <p><b>Create</b></p> <ul style="list-style-type: none"> <li>• Make it yours</li> <li>• Class vlog: behind the scenes</li> </ul> <p><b>Celebrate</b> (all activities)</p> <p><b>Expand</b> (all activities)</p>

	Create and communicate information	<p>Pupils should be given opportunities to:</p> <ol style="list-style-type: none"> <li>1. create and communicate information in the form of text, images and sound, using a range of ICT hardware and software</li> <li>2. create a range of presentations combining a variety of information and media, eg a poster combining text and graphics, a multimedia presentation</li> </ol>	<p><b>See</b></p> <ul style="list-style-type: none"> <li>• Tricks of the trade</li> </ul> <p><b>Think</b></p> <ul style="list-style-type: none"> <li>• Craft and graft</li> </ul> <p><b>Create</b></p> <ul style="list-style-type: none"> <li>• Make it yours</li> <li>• Class vlog: behind the scenes</li> </ul> <p><b>Celebrate</b> (all activities)</p> <p><b>Expand</b> (all activities)</p>
<b>Art and design</b>	Understanding	<p>Pupils should be stimulated and inspired, where appropriate, by other artists, craftworkers and designers.</p> <p>They should develop, where appropriate, their understanding through:</p> <ul style="list-style-type: none"> <li>• videos</li> <li>• digital-based resources</li> <li>• the internet</li> </ul>	<p><b>See</b></p> <ul style="list-style-type: none"> <li>• Rewind</li> <li>• Tricks of the trade</li> </ul> <p><b>Think</b></p> <ul style="list-style-type: none"> <li>• Making the magic</li> </ul> <p><b>Create</b></p> <ul style="list-style-type: none"> <li>• Inspire: examples of pupil-made films</li> </ul>
	Making	<p>They should use a variety of:</p> <ul style="list-style-type: none"> <li>• tools and equipment, materials, eg digital-based media etc</li> <li>• processes, eg drawing, multimedia</li> </ul>	<p><b>See</b></p> <ul style="list-style-type: none"> <li>• Tricks of the trade</li> </ul> <p><b>Think</b></p> <ul style="list-style-type: none"> <li>• Craft and graft</li> </ul> <p><b>Create</b></p> <ul style="list-style-type: none"> <li>• Make it yours</li> <li>• Class vlog: behind the scenes</li> <li>• Owning it</li> </ul> <p><b>Celebrate</b> (all activities)</p>
<b>Design and technology</b>	Design/making skills	<p><b>Range</b></p> <p>Pupils should be given opportunities to develop their design and technology capability through:</p> <ul style="list-style-type: none"> <li>• tasks in which they develop and practise particular skills and techniques that can be applied in their designing and making</li> <li>• tasks in which they design and make products, focusing on different contexts and materials</li> </ul> <p>They should be given opportunities to:</p> <ul style="list-style-type: none"> <li>• be creative</li> <li>• be innovative</li> <li>• work independently and in groups</li> </ul>	<p><b>See</b></p> <ul style="list-style-type: none"> <li>• Tricks of the trade</li> </ul> <p><b>Think</b></p> <ul style="list-style-type: none"> <li>• Craft and graft</li> </ul> <p><b>Create</b></p> <ul style="list-style-type: none"> <li>• Make it yours</li> <li>• Class vlog: behind the scenes</li> <li>• Owning it</li> </ul> <p><b>Celebrate</b> (all activities)</p>