

## Key Stage 2

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### Languages

#### Pupils should be taught to:

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- present ideas and information orally to a range of audiences
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- describe people, places, things and actions orally and in writing
- understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

### Art and Design

#### Pupils should be taught:

- improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].

### Computing

#### Pupils should be taught to:

- use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.

### Music

#### Pupils should be taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory.

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### The Arts

#### Art and Design

**Pupils should be enabled to:**

- 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.

#### Music

**Pupils should be enabled to:**

- work creatively with sound by creating musical stories, pictures, patterns, conversations, accompaniments and by investigating ways of preserving the music they have created;
- sing and perform with simple instruments from memory, by ear or from notation to develop vocal and instrumental skills;
- listen and respond to their own and others' music making, thinking about, talking about and discussing a variety of characteristics within music that they create, perform or listen to.

### Language and Literacy

#### Talking and Listening

**Pupils should be enabled to:**

- listen and respond to a range of fiction, poetry, drama and media texts through the use of traditional and digital resources;
  - describe and talk about real experiences and imaginary situations and about people, places, events and artefacts.

## Modern Languages

### First

#### Listening and talking

##### Listening for information

I explore the patterns and sounds of language through songs and rhymes and show understanding verbally or non-verbally.

MLAN 1-01a

I can listen to and show understanding of language from familiar voices and sources.

MLAN 1-01c

##### Listening and talking with others

I am beginning to identify key information from a short predictable conversation and react with words and/or gesture.

MLAN 1-02a

With support I am becoming an active listener and can understand, ask and answer simple questions to share information.

MLAN 1-03

I enjoy listening to stories, songs, rhymes and poems in the language I am learning by joining in and responding to show my understanding.

MLAN 1-05a

I can participate in a range of collaborative activities.

MLAN 1-05b

##### Organising and using information

Through a variety of media, I am developing an awareness of social, cultural and geographical aspects of locations in a country where the language I am learning is spoken.

MLAN 1-06

##### Using knowledge about language

I am beginning to explore similarities and differences between sound patterns in different languages through play, rhymes, songs and discussion.

MLAN 1-07a

I can use my knowledge about language and pronunciation to ensure that others can understand me when I say familiar words and phrases.

MLAN 1-07b

#### Reading

##### Finding and using information

I can recognise labels and environmental print. I am beginning to organise images and text. With support, I can sequence images and text to demonstrate my understanding.

MLAN 1-08a

I can work on my own or with others to demonstrate my understanding of words and phrases containing familiar language.

MLAN 1-08b

### Using knowledge about language

I am beginning to use illustrated word-banks, picture prompts, picture dictionaries and displays to support my understanding of simple texts.

MLAN 1-11a

## Writing

### Organising and using information

With support, I am beginning to experiment with writing in the language I am learning.

MLAN 1-13

## Second

## Listening and talking

### Listening for information

I explore the patterns and sounds of language through songs and rhymes and show understanding and enjoyment by listening, joining in and responding.

MLAN 2-01a

I can listen to and show understanding of familiar instructions and language from familiar voices and sources.

MLAN 2-01c

### Listening and talking with others

When listening and talking with others, I am developing an awareness of when to listen and when to talk. I am learning new words which I use to share information about myself and others.

MLAN 2-03a

I can take part effectively in prepared conversations by sharing information about myself and others or interests of my choice, using familiar vocabulary and basic language structures.

MLAN 2-03b

I explore simple songs and rhymes and I enjoy learning with others as we talk and listen together.

MLAN 2-05a

I can participate in familiar collaborative activities including games, paired speaking and short role plays.

MLAN 2-05b

### Using knowledge about language

I explore comparisons and connections between sound patterns in different languages through play, discussion and experimentation.

MLAN 2-07a

I can use my knowledge about language and pronunciation to ensure that others can understand me when I read aloud or say familiar words, phrases and short texts.

MLAN 2-07b

## Reading

### Finding and using information

I can read and demonstrate understanding of words, signs, phrases and simple texts containing mainly familiar language.  
MLAN 2-08b

### Using knowledge about language

I can understand how a bilingual dictionary works and use it with support.  
MLAN 2-11a

I can make comparisons and explore connections between spelling patterns in English and the language I am learning.  
MLAN 2-11b

I experiment with new language, working out the meaning of words and phrases using vocabulary I have learned so far.  
MLAN 2-11c

## Writing

### Organising and using information

I use the support of others and access appropriate reference materials of my choice to help me plan my writing in ways that engage my reader, using ICT when appropriate.  
MLAN 2-12a

I have opportunities to express myself in writing, exploring and experimenting with words and phrases using resources, to ensure my writing makes sense.  
MLAN 2-13a

### Using knowledge about language

I use my knowledge about language and success criteria to help me, and I can check that I have written familiar words and phrases accurately.  
MLAN 2-14a

## Expressive Arts

### Art and design

#### First

I have the opportunity to choose and explore a range of media and technologies to create images and objects, discovering their effects and suitability for specific tasks.  
EXA 1-02a

Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through activities within art and design.  
EXA 1-05

## Second

I have the opportunity to choose and explore an extended range of media and technologies to create images and objects, comparing and combining them for specific tasks.

EXA 2-02a

Through observing and recording from my experiences across the curriculum, I can create images and objects which show my awareness and recognition of detail.

EXA 2-04a

Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through activities within art and design.

EXA 2-05a

## Music

### First/Second

I can use my voice, musical instruments and music technology to discover and enjoy playing with sound, rhythm, pitch and dynamics.

EXA 1-17a

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 1-18a/2-18a

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/2-19a

## Technologies

### ICT to enhance learning

#### First/Second

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.

TCH 1-03a / TCH 2-03a

I can access, retrieve and use information from electronic sources to support, enrich or extend learning in different contexts.

TCH 1-03b

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.

TCH 2-03b

I explore and experiment with the features and functions of computer technology and I can use what I learn to support and enhance my learning in different contexts.

TCH 1-04a / TCH 2-04a

I can create, capture and manipulate sounds, text and images to communicate experiences, ideas and information in creative and engaging ways.

TCH 1-04b / TCH 2-04b

## Craft, design, engineering and graphics contexts for developing skills and knowledge

### **First/Second**

Through discovery and imagination, I can develop and use problem-solving strategies to construct models.

TCH 1-14a / TCH 2-14a

## Key Stage 2

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### Modern Foreign Languages – non-statutory framework

#### Skills

#### Oracy

**Pupils should have opportunities to:**

- listen carefully and respond appropriately to different types of spoken language
- speak with correct pronunciation and intonation
- communicate with each other and their teacher
- understand and take part in simple conversations
- use and respond to language relevant to their personal interests and immediate environment
- use previously learnt structures and language patterns to create new language.

#### Writing

**Pupils should have opportunities to:**

- copy words and phrases for real purpose
- write words, phrases and simple texts for consolidation and interest
- use language creatively, including ICT as appropriate.

#### Reading

**Pupils should have opportunities to:**

- read words, phrases and simple texts for consolidation and interest
- use dictionaries, glossaries, ICT and other reference materials as appropriate
- read and respond to a variety of written language.

#### Range

#### Intercultural understanding

**To increase their understanding and appreciation of their own and other cultures, pupils should have opportunities to:**

- work with authentic materials.

#### Language learning strategies

**To support learning a new language pupils should have opportunities to:**

- use and apply techniques for memorizing language including rhyme, rhythm, mnemonics, physical response and visualization.



## Activities and contexts

### Pupils should have opportunities to develop language skills through:

- responding to and joining in with songs, rhymes, drama and stories
- listening to video/DVD, audio, native speakers and other language learners
- ICT to support independent learning
- working in pairs and groups producing and practicing dialogues and sketches
- using language in a range of creative activities.

## Information and communication technology

### Range

#### Pupils should be given opportunities to:

- use a range of ICT resources and equipment independently and collaboratively, e.g. cameras, scanners, CD/DVD players, MP3 players, mobile phones, PDAs
- store and retrieve information they have found or created.

## Create and communicate information

#### Pupils should be given opportunities to:

- create and communicate information in the form of text, images and sound, using a range of ICT hardware and software
- create a range of presentations combining a variety of information and media, e.g. a poster combining text and graphics, a multimedia presentation.

## Art and design

### Making

#### Pupils should be given opportunities to:

1. explore, experiment with and apply the elements of the visual, tactile and sensory language of art, craft and design which include:
  - line, e.g. long lines, short lines, wavy lines, heavy lines
  - tone, e.g. light, medium and dark tones
  - colour, e.g. primary and tertiary, matching colours, cold, warm
  - pattern, e.g. natural, made patterns, patterns from other cultures, repetitive patterns
  - texture, e.g. rough and smooth textures in a range of materials
  - shape, e.g. shapes from nature, from the made world, and from their imagination
  - form, e.g. various three-dimensional shapes.
2. design and make:
  - two-dimensional images
  - three-dimensional objects and artefacts using a range of various materials for a variety of purposes e.g. use a range of media to make a two- or three-dimensional representation based on a poem or story.
3. use their experience and knowledge of different materials, tools and techniques:
  - experimentally
  - expressively.

## Music

### Skills

#### Performing

**Pupils should be given opportunities to:**

- play instruments, using appropriate playing techniques and with increasing dexterity and control of sound

during which they should:

- maintain an individual instrumental part in a group piece
- imitate, memorise, internalise (hear in their heads) and recall musical patterns and songs
- communicate with others when performing
- plan and make decisions about which music to perform and how to perform it.

#### Composing

**Pupils should be given opportunities to:**

1. improvise, compose and arrange music

during which they should:

2. explore, use, create, select and organise sounds for a musical purpose
3. develop and refine musical ideas, and evaluate their work in order to improve it
4. communicate ideas and emotions through music.

#### Appraising

**Pupils should be given opportunities to:**

1. listen to and appraise music

during which they should:

2. make distinctions within the musical elements
3. recognise and describe musical characteristics
4. discuss and evaluate music, making connections between their own and others' work.