

Ethel & Ernest

Learning Resource

Curriculum Links



Curriculum Links

National Curriculum for England

English: Key Stages 1 and 2

Spoken language

Pupils should be taught to:

- listen and respond appropriately to adults and their peers
- articulate and justify answers, arguments and opinions
- give well – structured descriptions, explanations and narratives for different purposes, including expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- participate in discussions, presentations, performances, role play, improvisations and debates.

Year 3 and 4

Reading

Pupils should be taught to:

- develop positive attitudes to reading and understanding of what they read by:
 - listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books and textbooks
 - retrieve and record information from non-fiction.

Writing - composition

Pupils should be taught to:

- plan their writing by:
 - discussing and recording ideas.
- draft and write by:
 - composing and rehearsing sentences orally (including dialogue), progressively building varied and rich vocabulary and an increasing range of sentence structures
 - organising paragraphs around a theme
 - in narratives, creating settings, characters and plot
 - in non-narrative material, using simple organisational devices (for example, headings and sub-headings).

- evaluate and edit by:
 - assessing the effectiveness of their own and others' writing and suggesting improvements.

Writing - vocabulary, grammar and punctuation

Pupils should be taught to:

- develop their understanding of concepts
- choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.

Year 5 and 6

Reading - comprehension

Pupils should be taught to:

- maintain positive attitudes to reading and understanding of what they read by:
 - continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
 - understand what they read by:
 - identifying how language, structure and presentation contribute to meaning
 - retrieve, record and present information from non-fiction
 - 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
 - provide reasoned justifications for their views.

Writing - composition

Pupils should be taught to:

- plan their writing by:
 - identifying the audience for and purpose of the writing, selecting appropriate form and using similar writing models for their own
 - noting and developing initial ideas, drawing on reading and research where necessary.
- draft and write by:
 - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
 - using a wide range of devices to build cohesion within and across paragraphs
 - using further organisational and presentational devices to structure text and to guide the reader (for example, headings, bullet points, underlining).
- evaluate and edit by:

- assessing the effectiveness of their own and others' writing
- ensuring the consistent and correct use of tense throughout a piece of writing.

Art and Design: Key Stage 2

Pupils should be taught:

- 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).

Computing: Key Stage 2

Pupils should be taught to:

- use search technologies effectively, appreciate how results are 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.

History: Key Stage 2

Pupils should be taught about:

- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.

Music: Key Stage 2

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.

Curriculum Links

Northern Ireland Curriculum

Language and Literacy: Key Stage 2

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
- tell, re-tell and interpret stories based on memories, personal experiences, literature, imagination and the content of the curriculum
- participate in group and class discussions for a variety of curricular purposes
- know, understand and use the conventions of group discussion
- share, respond to and evaluate ideas, arguments and points of view and use evidence or reason to justify opinions, actions or proposals
- formulate, give and respond to guidance, directions and instructions
- prepare and give a short oral presentation to a familiar group, showing an awareness of audience and including the use of multimedia presentations
- identify and ask appropriate questions to seek information, views and feelings
- talk with people in a variety of formal and informal situations
- use appropriate quality of speech and voice, speaking audibly and varying register, according to the purpose and audience.

Reading

Pupils should be enabled to:

- read, explore, understand and make use of a wide range of traditional and digital texts
- use traditional and digital sources to locate, select, evaluate and communicate information relevant for a particular task
- represent their understanding of texts in a range of ways, including visual, oral, dramatic and digital
- begin to be aware of how different media present information, ideas and events in different ways.

Writing

Pupils should be enabled to:

- participate in modelled, shared, guided and independent writing, including composing on-screen

- discuss various features of layout in texts and apply these, as appropriate, within their own writing
- write for a variety of purposes and audiences, selecting, planning and using appropriate style and form
- use the skills of planning, revising and redrafting to improve their writing, including that which they have composed digitally
- express thoughts, feelings and opinions in imaginative and factual writing
- use a variety of stylistic features to create mood and effect
- begin to formulate their own personal style
- create, organise, refine and present ideas using traditional and digital means, combining text, sound or graphics
- understand the differences between spoken and written language.

The Arts: Key Stage 2

Art and Design

Pupils should be enabled to:

- engage with observing, investigating, and responding to first hand experiences, memory and imagination
- collect, examine and select resource material to use in the development of ideas
- develop their understanding of the visual elements of colour, tone, line, shape, form, space, texture and pattern to communicate their ideas
- 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
- 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 investigating ways of preserving the music they have created
- 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 and listen to.

The World Around Us

History: Key Stage 2

Managing Information

Questioning and Planning

By the end of Year 7 pupils can:

- ask deeper and wider questions to structure a simple historical enquiry.

Finding and Selecting

By the end of Year 7 pupils can:

- select appropriate sources of information to gain information about an aspect of the past, for example, use photographs, film, written evidence or make visits to a local museum or an interpretive centre.

Using Information

By the end of Year 7 pupils can:

- locate sort and present information in a variety of ways, including spoken and written forms, for example, drawings, photographs or ICT and digital video.

Thinking, Problem Solving and Decision Making

Memory and Understanding

By the end of Year 7 pupils can:

- use words, phrases and conventions, relating to the divisions of time, for example, Victorian times, 19th Century, and more sophisticated time vocabulary related to a period of time.

Developing a line of reasoning

By the end of Year 7 pupils can:

- make reasoned inferences from a range of primary and secondary sources using prior learning about topic
- consider the usefulness and reliability of all sources of information related to the enquiry and use terms, such as, interpretation or version, for example, when discriminating between fact and opinion.

Being Creative

Exploration

By the end of Year 7 pupils can:

- use all the senses to explore and generate questions combining their own knowledge with a range of given sources.

Resilience

By the end of Year 7 pupils can:

- collect and experiment with evidence that give clues to the past, for example, select items to put into a museum shelf on Victorian schools or a time-capsule.

Working with Others

Learning with and from others

By the end of Year 7 pupils can:

- use a variety of strategies to allow children to work together to develop and use historical language, for example, shared investigations, exploratory visits, fieldwork, games, quizzes etc
- begin to manage collaborative projects involving the sharing of information, resources, roles and co-operative with outside groups, for example, creating an oral history account, organizing a Victorian school day or locate and recording information from the internet on a famous historical person.

Roles and responsibilities

By the end of Year 7 pupils can:

- demonstrate skills of working in groups, (adopting roles, taking responsibility, managing disagreements), for example, running a class debate.

Influencing and negotiation

By the end of Year 7 pupils can:

- explain and justify their actions, choices, methods and conclusions thus extending their use of historical language and thinking
- make a presentation to suit the audience and the purpose of the task, for example, to the class, school, parents or visitors.

Self-Management

Goals and Targets

By the end of Year 7 pupils can:

- become more self-directed by working on their own, managing their time and working towards personal targets.

Curriculum Links

Curriculum for Excellence - Scotland

Second stage

Literacy and English: Listening and talking

I regularly select and listen to or watch texts which I enjoy and find interesting, and I can explain why I prefer certain sources.

I regularly select subject, purpose, format and resources to create texts of my choice.

LIT 2-01a

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

As I listen or watch, I can identify and discuss the purpose, main ideas and supporting detail contained within the text, and use this information for different purposes.

LIT 2-04a

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 2-05a

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

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

To help me develop an informed view, I can distinguish fact from opinion, and I am learning to recognise when my sources try to influence me and how useful these are.

LIT 2-08a

When listening and talking with others for different purposes, I can:

- share information, experiences and opinions
- explain processes and ideas
- identify issues raised and summarise main points or findings
- clarify points by asking questions or by asking others to say more.

LIT 2-09a

Literacy and English: Reading

Using what I know about the features of different types of texts, I can find, select and sort information from a variety of sources and use this for different purposes.

LIT 2-14a

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

Literacy and English: Writing

I enjoy creating texts of my choice and I regularly select subject, purpose, format and resources to suit the needs of my audience.

LIT 2-20a

In both short and extended texts, I can use appropriate punctuation, vary my sentence structures and divide my work into paragraphs in a way that makes sense to my reader.

LIT 2-22a

Throughout the writing process, I can check that my writing makes sense and meets its purpose.

LIT 2-23a

I consider the impact that layout and presentation will have and can combine lettering, graphics and other features to engage my reader.

LIT 2-24a

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

I am learning to use language and style in a way which engages and/or influences my reader.

ENG 2-27a

I can persuade, argue, explore issues or express an opinion using relevant supporting detail and/or evidence.

LIT 2-29a

As I write for different purposes and readers, I can describe and share my experiences, expressing what they made me think about and how they made me feel.

ENG 2-30a

Expressive Arts: Art and design

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

I can create and present work that shows developing skill in using the visual elements and concepts.

EXA 2-03a

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

I can develop and communicate my ideas, demonstrating imagination and presenting at least one possible solution to a design problem.

EXA 2-06a

Expressive Arts: Music

I can use my voice, musical instruments and music technology to experiment with sounds, pitch, melody, rhythm, timbre and dynamics.

EXA 2-17a

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 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 2-19a

Social Studies: People, past events and societies

I can use primary and secondary sources selectively to research events in the past.

SOC 2-01a

I can discuss why people and events from a particular time in the past were important, placing them within a historical sequence.

SOC 2-06a

Technologies: ICT to enhance learning

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 2-03a

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 2-04a

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

TCH 2-04b

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

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

Curriculum Links

Curriculum for Wales

English: Key Stage 2

Oracy: Year 4

Learners are able to:

- explain information and ideas using supportive resources, eg on-screen and web-based materials
- organise talk so that different audiences can follow what is being said, eg giving background information, providing a brief summary of main points
- adapt talk, showing understanding of the differences between informal talk with friends and more extended talk with a wider group
- contribute to group discussion and help everyone take part
- help a group to reach agreement, eg considering reasons or consequences, keeping focus on the topic.

Year 5

Learners are able to:

- explain information and ideas, exploring and using ways to be convincing, eg use of vocabulary, gesture, visual aids
- speak clearly, using formal language and projecting voice effectively to a large audience, eg event for parents/carers, presentation to visitors
- understand when it is appropriate to use standard English and use formal and informal language
- listen to others, asking questions and responding to both the content and the speakers' viewpoints
- contribute to group discussion, taking some responsibility for completing the task well, eg introducing relevant ideas, summing up
- express opinions about topics and written texts and include some supporting reasons
- build on and develop the ideas of others in group discussions, eg by asking questions to explore further, offering more ideas.

Year 6

Learners are able to:

- express issues and ideas clearly, using specialist vocabulary and examples
- speak clearly, using formal language, varying expression, tone and volume, to keep listeners interested
- listen carefully to presentations and show understanding of the speakers' conclusions or opinions
- respond to others with questions and comments which focus on reasons, implications and next steps
- contribute purposefully to group discussion to achieve agreed outcomes
- express opinions clearly about topics and written texts and include supporting reasons
- follow up points in group discussions, showing agreement or disagreement giving reasons.

Reading: Year 4

Learners are able to:

- find information and ideas from web pages, using different search methods, considering which are the most efficient methods
- select and use information and ideas from texts
- consider what they read/view, responding orally and in writing to the ideas, language, tone and presentation/organisation
- identify how texts change when they are adapted for different media and audiences
- understand how something can be represented in different ways, eg moving image, multi-modal and print.

Year 5

Learners are able to:

- use information from trusted sources, on-screen and on paper, selecting and downloading as necessary
- gather and organise information and ideas from different sources
- consider what they read/view, responding orally and in writing to the ideas, language, tone and presentation/organisation; begin to select evidence to support their views
- begin to comment on how texts change when they are adapted for different media and audiences
- consider if the content is reliable, eg are photographs more reliable than drawings?

Year 6

Learners are able to:

- use internet searches carefully, deciding which sources to read and believe
- show understanding of main ideas and significant details in different texts on the same topic
- consider what they read/view, responding orally and in writing to the ideas, language, tone, style and presentation/organisation; select evidence to support their views
- comment on how texts change when they are adapted for different media and audiences

Writing: Year 4

Learners are able to:

- adapt what they write to the purpose and reader, choosing words appropriately, eg descriptive and persuasive language
- use the characteristic features of an increasing range of continuous and non-continuous texts in their writing, using imagination where appropriate
- explain main idea(s) with supporting details, including observations and explanations where relevant
- gather ideas to plan writing
- proofread their own work and that of others, assessing and identifying ways to improve before editing
- improve writing, checking for clarity and organisation
- write an introduction, develop a series of ideas and a conclusion
- organise writing into logical sequences or sections by beginning to use paragraphs
- use language appropriate to writing, including standard forms of English
- use subject-specific vocabulary independently
- choose and use words from an increasing range of imaginative vocabulary
- begin to craft their writing using the standard forms of English, eg nouns, pronouns, adjectives, adverbs, prepositions, connectives and verb tense.

Year 5

Learners are able to:

- write with a clear purpose, showing consideration for the reader, eg by choosing appropriate vocabulary and presentational devices
- use the characteristic features of a range of continuous and non-continuous texts in their writing, beginning to adapt their style to engage the reader, using imagination where appropriate
- expand upon main idea(s) with supporting reasons, information and examples
- use techniques in planning writing, eg mindmapping, sequencing, placemat activities

- proofread their own work and that of others, assessing it and making appropriate recommendations for improvement; edit/redraft work to show progression
- revise and improve writing, explaining why they have made changes
- write an introduction that establishes context, a series of appropriately ordered points and a suitable conclusion
- use paragraphs, which have a main idea and related details
- use appropriate vocabulary, including subject-specific words and phrases
- choose and use a wide range of adventurous and imaginative vocabulary with increasing precision.

Year 6

Learners are able to:

- adapt writing style to suit the reader and purpose, eg formal style for unknown reader, simple style for younger readers
- use a range of strategies to plan writing, eg notes, diagrams, flowcharts
- explore different ways to present work and use them appropriately, eg moving image, slides, voice-over
- proofread their own work and that of others, assess and evaluate it and make clear recommendations for improvement; edit/redraft work to show progression
- reflect on, edit and redraft to improve their writing
- write an effective introduction that establishes context and purpose, a suitable balance between facts and viewpoints, a precise conclusion
- use paragraphs making links between them
- use language appropriate to writing, including standard forms of English
- use varied and appropriate vocabulary, including subject-specific words and phrases
- choose and use a wide range of adventurous and imaginative vocabulary with precision.

Art and Design: Key Stage 2

Skills: Understanding

Pupils should be given opportunities to:

1. describe and make comparisons:
 - between their own work and that of others.

Investigating

Pupils should be given opportunities to:

1. select and record from:
 - observation
 - experience
 - memory
 - imagination.
2. investigate using a variety of materials:
 - the natural environment
 - the made environment
 - the world of imagination.
3. organise:
 - reference materials
 - resources.

Range: Understanding

Pupils should be stimulated and inspired, where appropriate, by:

- other artists, craftworkers and designers
- methods and processes
- media
- styles
- ideas
- local and Welsh art, craft and design
- images and artefacts from a variety of historical and contemporary cultures and contexts.

They should develop, where appropriate, their understanding through:

- books
- videos
- digital-based resources

- the internet
- galleries
- practising artist, craftworkers and designers
- other resources.

Making

Pupils should design and make both imaginatively and expressively:

- objects
- artefacts
- images.

They should use a variety of:

- tools and equipment
- materials, eg paints, pencils, crayons, pastels, charcoal, inks, resistant materials, clays, sustainable materials, textiles, digital-based media, etc
- processes, eg drawing, painting, printing, multimedia, craft processes, three-dimensional processes, digital-based processes, etc.

They should have opportunities to work as:

- individuals
- group members.

History: Key Stage 2

Skills: Chronological awareness

Pupils should be given opportunities to:

1. use timelines to sequence events
2. use appropriate key words to estimate, measure and describe the passage of time.

Historical knowledge and understanding

Pupils should be given opportunities to:

1. identify differences between ways of life at different times
2. identify significant people and describe events within and across periods.

Interpretations of history

Pupils should be given opportunities to:

1. identify the ways in which the past is represented and interpreted
2. distinguish between 'fact' and 'opinion', giving some evidence/knowledge-based reasons for this.

Range

Pupils should be given opportunities to:

1. study the differences in people's daily lives in two contrasting periods of the 20th Century

Historical enquiry

Pupils should be given opportunities to:

1. ask and answer relevant questions about the past
2. plan the investigative approach to be used, suggesting how to find relevant information
3. use a range of sources, including ICT, eg artefacts, buildings and sites, adults talking about their own past, visual sources, data and appropriate written sources
4. reflect on their findings and the investigative approach used.

Organisation and communication

Pupils should be given opportunities to:

1. select, record, and organise historical information
2. communicate ideas, opinions and conclusions with increasing independence in a variety of ways, including ICT, eg graphs, charts, extended writing, visual and oral presentations
3. carry out investigations into the history around them and into the life of people at different times and places in the past
4. ask and answer the questions: "what do you know about life at this time; how do you know this and how can you find out more?"

Information and communication technology: Key Stage 2

Skills: Find and analyse information

Pupils should be given opportunities to:

1. discuss the purpose of their tasks, the intended audiences and the resources needed
2. find information from a variety of sources for a defined purpose
3. select suitable information and make simple judgements about sources of information.

Create and communicate information

Pupils should be given opportunities to:

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

Music: Key Stage 2

Skills: Performing

Pupils should be given opportunities to:

1. play instruments, using appropriate playing techniques and with increasing dexterity and control of sound
2. practise and evaluate their performing in order to improve during which they should:
 - a. maintain a part as a member of a group in a part song
 - b. maintain an individual instrumental part in a group piece
 - c. imitate, memorise, internalise (hear in their heads) and recall musical patterns and songs
 - d. communicate with others when performing
 - e. 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:
 - a. explore, use, create, select and organise sounds for a musical purpose
 - b. develop and refine musical ideas, and evaluate their work in order to improve it
 - c. communicate ideas and emotions through music.

Appraising

Pupils should be given opportunities to:

1. listen to and appraise music during which they should:
 - a. make distinctions within the musical elements
 - b. recognise and describe musical characteristics
 - c. discuss and evaluate music, making connections between their own and others' work.

Resources available on the *Ethel & Ernest* website: ethelandernestthemovie.com