



National Curriculum for England

LEVEL	SUBJECT	CONTENT
Key Stage 2	English – Spoken language	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> listen and respond appropriately to adults and their peers articulate and justify answers, arguments and opinions use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas consider and evaluate different viewpoints, attending to and building on the contributions of others
	English Writing - composition	<ul style="list-style-type: none"> plan their narrative writing by considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
	PSHE Education – Health and Wellbeing	<ul style="list-style-type: none"> to recognise how their increasing independence brings increased responsibility to keep themselves and others safe to reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals
	PSHE Education - Relationships	<ul style="list-style-type: none"> to recognise different types of relationship, including those between acquaintances, friends, relatives and families that their actions affect themselves and others
	Art and Design	<p>Pupils should be taught:</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]



Northern Ireland Curriculum – CCEA

LEVEL	SUBJECT	KEY ELEMENT	DESCRIPTION
Key Stage 2	Language and Literacy	Talking and Listening	<p>Pupils should be enabled to:</p> <ul style="list-style-type: none"> listen and respond to a range of fiction, poetry, drama and media texts through the use of traditional and digital resources, for example, discuss the behaviour and attitudes of a character in a story, discuss responses to a Road Safety TV advertisement tell, retell and interpret stories based on memories, personal experiences, literature, imagination and the content of the curriculum, for example, create their own school news bulletin, share their responses to a book or poem they have read participate in group and class discussions for a variety of curricular purposes, for example, give and ask for reasons when trying to reach a conclusion in a group activity
		Reading	<ul style="list-style-type: none"> explore and begin to understand how texts are structured in a range of genres, for example, represent a sequence of events from a story explore and interpret a range of visual texts
		Writing	<p>Pupils should be enabled to:</p> <ul style="list-style-type: none"> use a variety of stylistic features to create mood and effect;
	Personal Development and Mutual Understanding	Mutual Understanding in the Local and Wider Community	<p>Children should have opportunities to explore:</p> <ul style="list-style-type: none"> exploring and examining what influences their views, feelings and behaviour
		Relationships with the Wider World	<ul style="list-style-type: none"> developing an awareness of the experiences, lives and cultures of people in the wider world appreciating the range of cultures and traditions in other countries
		Self Awareness	<ul style="list-style-type: none"> reflecting upon their progress and set goals for improvement
	Art and Design		<p>Pupils should be enabled to:</p> <ul style="list-style-type: none"> engage with what they have seen as stimulus materials and use them as starting points for individual and group ideas and interpretations, for example, research and document a themed exhibition from another culture.



Curriculum for Excellence – Scotland

SUBJECT	STRAND	CONTENT	CODE
Literacy and English	Listening and talking	Tools for talking and listening 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
	Understanding, analysing and evaluating	I can show my understanding of what I listen to or watch by responding to and asking different kinds of questions.	LIT 1-07
		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
Reading	Understanding, analysing and evaluating	investigating To show my understanding, I can respond to different kinds of questions and other close reading tasks and I am learning to create some questions of my own.	ENG 1-1
		I can: discuss structure, characterisation and/or setting	ENG 2-19a
	Writing - Creating texts	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
Personal and Social Education	Planning for choices and changes	I can describe some of the kinds of work that people do and I am finding out about the wider world of work	HWB 1-20
	Art and Design	I can create and present work that shows developing skill in using the visual elements and concepts.	EXA 2-03a



Curriculum for Wales

SUBJECT	ASPECT	LEARNERS ARE ABLE TO:
English	Oracy – developing and presenting information and ideas	Collaboration and discussion <ul style="list-style-type: none"> contribute to group discussion, sharing ideas and information (Year 3) contribute to group discussion and help everyone take part (Year 4) contribute to group discussion, taking some responsibility for completing the task well, e.g. introducing relevant ideas, summing up (Year 5)
	Listening	<ul style="list-style-type: none"> listen carefully and make connections between what they are learning and what they already know (Year 3) listen carefully to presentations and show understanding of main points (Year 4) listen to others, asking questions and responding to both the content and the speakers' viewpoints (Year 5) listen carefully to presentations and show understanding of the speakers' conclusions or opinions (Year 6)
	Writing – Organising ideas and information	Structure and organisation <ul style="list-style-type: none"> present processes, event or reports in a clear sequence (Year 3) organise writing into logical sequences or sections by beginning to use paragraphs (Year 4) use paragraphs, which have a main idea and related details (Year 5) use paragraphs making links between them (Year 6)
	Write accurately - Language	<ul style="list-style-type: none"> use an increasingly imaginative vocabulary (Year 3) choose and use words from an increasing range of imaginative vocabulary (Year 4) choose and use a wide range of adventurous and imaginative vocabulary with increasing precision (Year 5) choose and use a wide range of adventurous and imaginative vocabulary with precision (Year 6)
Personal and social education	Active citizenship	Learners should be given opportunities to: <ul style="list-style-type: none"> develop respect for themselves and others value families and friends as a source of mutual support
	Health and emotional well-being	<ul style="list-style-type: none"> the range of their own and others' feelings and emotions the importance of personal safety
	Art and Design	<ul style="list-style-type: none"> experiment with and examine the methods used by other artists, craftworkers and designers from different: <ul style="list-style-type: none"> periods places cultures e.g. consider how work from unfamiliar cultures may influence pattern design for their own textile project