THE NATIONAL CURRICULUM FOR ENGLAND
KEY STAGES 2 AND 3

SUBJECT	TOPIC	DESCRIPTION – STUDENTS ABLE TO...
English	Reading	read aloud and to understand the meaning of new words that they meet.
		identify and discuss themes and conventions in and across a wide range of writing.
		draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
	Writing	write accurately, fluently, effectively and at length for pleasure and information.
		write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.
	Spoken English	use Standard English confidently in a range of formal and informal contexts, including classroom discussion.
		participating in formal debates and structured discussions, summarising and/or building on what has been said.
Maths	Aims	solve problems by applying their mathematics to a variety of routine and nonroutine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.
Science	Chemistry (Properties and changes of material)	understand the uses and implications of science, today and for the future.
		know that some materials will dissolve in liquid to form a solution.
Design and Technology	Design	develop the creative expertise needed to participate successfully in an increasingly technological world.
		develop specifications to inform the design of innovative, functional, appealing products that respond to needs in a variety of situations.
		use a variety of approaches to generate creative ideas and avoid stereotypical responses.
		develop and communicate design ideas using annotated sketches and detailed plans.
	Evaluate	investigate new and emerging technologies.
Citizenship		Understand the precious liberties enjoyed by the citizens of the United Kingdom.
Computing		understand a range of ways to use technology safely, respectfully, responsibly and securely, including protecting their online identity and privacy; recognise acceptable/unacceptable behaviour.

THE NORTHERN IRELAND CURRICULUM

KEY STAGES 2 AND 3

CURRICULUM AREA	SUBJECT	KEY ELEMENT	REQUIREMENT
Language and Literacy	English with Media Education	Ethical Awareness	Investigate and evaluate communication techniques used to explore a relevant ethical issue.
		Personal Understanding	Engage, through language, with their peers and with fictional and real-life characters and situations, to explore their own emotions and develop creative potential.
		Citizenship	Use literature, drama, poetry or the moving image to explore others' needs and rights.
Maths		Knowledge, understanding and skills	increasing competence in mental mathematics skills.
Science and Technology	Science	Cultural Understanding	Consider how the development of scientific ideas or theories relate to historical or cultural context.
Science and Technology	Technology and Design	Media Awareness	Explore how developments in Technology and Design have changed the way we can access the media.
		Knowledge, Understanding and Skills	Design – identifying problems; investigating, generating, developing, modelling and evaluating design proposals.
Cross-Curricular Skills	ICT	Using ICT	Pupils need a broad range of experiences that reflect real-world uses of technology.

pupils to acquire and develop the skills necessary to become informed and responsible users of ICT. |

NATIONAL CURRICULUM FOR WALES

KEY STAGES 2 AND 3

SUBJECT	STRAND	ELEMENTS	ASPECTS	LEARNERS ARE ABLE TO
English	Oracy	Developing and presenting information and ideas	Speaking	express issues and ideas clearly, using specialist vocabulary and examples.
	Reading	Responding to what has been read	Comprehension	read with concentration texts, on-screen and on paper, that are new to them, and understand the information in them.
				locate and selectively use additional information and evidence from different sources.
Maths	Developing numerical reasoning	Identify processes and connections		identify the appropriate steps and information needed to complete the task or reach a solution.
Science			How Things Work	Pupils should use and develop their skills, knowledge and understanding by investigating the science behind everyday things and a range of contemporary devices/machines, the way they are constructed and work.
Design and Technology			Designing	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.
				use given design briefs, and where appropriate, develop their own to clarify their ideas for product.
				identify and apply knowledge and understanding about technological and health and safety issues to develop ideas for products that are achievable and practical.
ICT			Find and analyse information	discuss and become aware of new developments in ICT and consider the social, economic, ethical and moral issues raised by the impact and use of ICT in the wider world.
			Health and Safety	use ICT comfortably, safely and responsibly, and to consider the hazards and risks in their activities, e.g. the importance of not disclosing personal details to strangers.
Personal and Social Education			Active Citizenship	take increasing responsibility for keeping the mind and body safe and health.
				the importance of personal safety.
				topical local and global issues.

CURRICULUM FOR EXCELLENCE FOR SCOTLAND

SECOND AND THIRD LEVELS

SUBJECT	AREA	DESCRIPTION	CODE
Literacy and English	Writing - Organising and using information	By considering the type of text I am creating, I can independently select ideas and relevant information for different purposes, and organise essential information or ideas and any supporting detail in a logical order. I can use suitable vocabulary to communicate effectively with my audience.	LIT 2-26a LIT 3-26a
		I can persuade, argue, evaluate, explore issues or express an opinion using a clear line of thought, relevant supporting detail and/or evidence.	LIT 2-29a LIT 3-29a
	Listening and Talking - Finding and using information	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 LIT 3-04a
Mathematics	Mathematics – its impact on the world, past, present and future	I have worked with others to explore, and present our findings on, how mathematics impacts on the world and the important part it has played in advances and inventions.	MTH 2-12a
Sciences	Properties and uses of substances	I have participated in practical activities to separate simple mixtures of substances and can relate my findings to my everyday experience.	SCN 2-16a SCN 3-16
		I have taken part in practical investigations into solubility using different solvents and can apply what I have learned to solve everyday practical problems.	
Technologies	Digital Literacy - Cyber resilience and internet safety	I can explore online communities demonstrating an understanding of responsible digital behaviour and I'm aware of how to keep myself safe and secure.	TCH 2-03a
		I can keep myself safe and secure in online environments and I am aware of the importance and consequences of doing this for myself and others.	TCH 3-03a
	Craft, Design, Engineering and Graphics – Representing ideas, concepts and products through a variety of graphic media	I can use a range of graphic techniques, manually and digitally, to communicate ideas, concepts or products, experimenting with the use of shape, colour and texture to enhance my work.	TCH 2-11a
	Design and construct models/product	I can extend and enhance my design skills to solve problems.	TCH 2-09a
		I can create solutions in 2D and can justify the construction/graphic methods and the design features.	TCH 3-09a