National Curriculum

The National Curriculum
Primary handbook

February 2010

Contents

Contents

| Return to Contents |

Aims, values and purposes

Return to Contents

Education both influences and reflects the values of our society, and the kind of society we want to be. It is therefore important to recognise a set of common aims, values and purposes that underpin the school curriculum and the work of schools.

Aims

The National Curriculum has three broad aims. It should enable all young people to become:

- **successful learners** who enjoy learning, make progress and achieve
- **confident individuals** who are able to live safe, healthy and fulfilling lives
- **responsible citizens** who make a positive contribution to society.

These aims should inform all aspects of teaching and learning and be the starting point for curriculum design.

Values

The curriculum should reflect values in our society that promote personal development, equality of opportunity, economic wellbeing, a healthy and just democracy, and a sustainable future.

These values should relate to:

- **ourselves**, as individuals capable of spiritual, moral, social, intellectual and physical growth and development
- **our relationships**, as fundamental to the development and fulfilment of happy and healthy lives, and to the good of the community
- **our society**, which is shaped by the contributions of a diverse range of people, cultures and heritages
- **our environment**, as the basis of life and a source of wonder and inspiration that needs to be protected.

Return to Contents

Purposes of the National Curriculum

The purposes of having a statutory curriculum are:

- **to establish an entitlement** for all children, regardless of social background, culture, race, gender, differences in ability and disabilities, to develop and apply the knowledge, skills and understanding that will help them become successful learners, confident individuals and responsible citizens
- **to establish national standards** for children's performance that can be shared with children, parents, teachers, governors and the public
- **to promote continuity and coherence**, allowing children to move smoothly between schools and phases of education and providing a foundation for lifelong learning
- **to promote public understanding**, building confidence in the work of schools and in the quality of compulsory education.

In particular, the curriculum should:

- promote high standards, particularly in literacy, numeracy and ICT capability
- provide continued entitlement from early years to a coherent, broad and balanced curriculum
- instil in children a positive disposition to learning and a commitment to learning
- promote and pass on essential knowledge, skills and understanding valued by society to the next generation
- be meaningful and purposeful to children in the here and now and prepare them for the next phase of their education, and for their future
- widen horizons and raise aspirations about the world of work and further and higher education
- make children more aware of, and engaged with, their local, national and international communities
- help children recognise that personal development is essential to wellbeing and success.

The primary curriculum

| Return to Contents |

> The touchstone of an excellent curriculum is that it instils in children **a love of learning** for its own sake.

Sir Jim Rose, Independent Review of the Primary Curriculum.

Children's learning needs to keep pace with our rapidly changing world. The new primary curriculum has been designed to prepare children for the opportunities and challenges that face them in the 21st century.

The new curriculum is an integrated framework for learning. It provides breadth and balance as well as securing the fundamentals of literacy, numeracy and ICT capability. There is a strong emphasis on children's personal development, including the development of learning and thinking skills, and personal, social and emotional skills.

The new curriculum offers schools the flexibility to tailor learning to their children's needs, interests and aspirations. It recognises the importance of play-based and active learning in engaging children and helping them achieve a wide range of outcomes and make the best possible progress.

The statutory primary curriculum

The statutory curriculum in community schools, foundation schools, and voluntary-aided or voluntary-controlled schools includes:

- curriculum aims
- essentials for learning and life
- six areas of learning
- religious education.

The curriculum should also offer languages at key stage 2, and meet statutory requirements for inclusion (Including all learners) and health and safety.

Return to Contents

Including all learners

The curriculum should provide relevant and challenging learning to all children. It should follow the three principles set out in the statutory inclusion statement:

A. Setting suitable learning challenges

B. Responding to pupils' diverse learning needs

C. Overcoming potential barriers to learning and assessment for individuals and groups of pupils

A. Setting suitable learning challenges

1. Teachers should aim to give every pupil the opportunity to experience success in learning and to achieve as high a standard as possible. The national curriculum programmes of learning set out what most pupils should be taught but teachers should teach the knowledge, skills and understanding in ways that suit their pupils' abilities. This may mean choosing knowledge, skills and understanding from earlier or later stages so that individual pupils can make progress and show what they can achieve. Where it is appropriate for pupils to make extensive use of content from an earlier stage, there may not be time to teach all aspects of the programmes of learning. A similarly flexible approach will be needed to take account of any gaps in pupils' learning resulting from missed or interrupted schooling.

2. For pupils whose attainments fall significantly below the expected levels at a particular stage, a much greater degree of differentiation will be necessary. In these circumstances, teachers may need to use the content of programmes of learning as a resource or to provide a context in planning learning appropriate to the requirements of their pupils.

3. For pupils whose attainments significantly exceed the expected levels, teachers will need to plan suitably challenging work. As well as drawing on work from later stages, teachers may plan further differentiation by extending the breadth and depth of study.

B. Responding to pupils' diverse learning needs

1. When planning, teachers should set high expectations and provide opportunities for all pupils to achieve, including boys and girls, pupils with special educational needs, pupils from all social and cultural backgrounds, pupils from different ethnic groups including travellers, refugees and asylum seekers, and those from diverse linguistic backgrounds. Teachers need to be aware that pupils bring to school different experiences, interests and strengths which will influence the way in which they learn. Teachers should plan their approaches to teaching and learning so that pupils can take part in lessons fully and effectively.

2. To ensure that they meet the full range of pupils' needs, teachers should be aware of the requirements of the equal opportunities legislation that covers race, gender and disability.

3. Teachers should take specific action to respond to pupils' diverse needs by:

(i) creating effective learning environments

(ii) securing their motivation and concentration

(iii) providing equality of opportunity through teaching approaches

(iv) using appropriate assessment approaches

(v) setting targets for learning.

C. Overcoming potential barriers to learning and assessment for individuals and groups of pupils

A minority of pupils will have particular learning and assessment requirements which go beyond the provisions described above and, if not addressed, could create barriers to learning. These requirements are likely to arise as a consequence of a pupil having a special educational need (SEN) or disability or may be linked to a pupil's progress in learning English as an additional language.

1. Teachers must take account of these requirements and make provision, where necessary, to support individuals or groups of pupils to enable them to participate effectively in the curriculum and assessment activities. During end of key stage assessments, teachers should bear in mind that special arrangements are available to support individual pupils.

Pupils with special educational needs

2. Curriculum planning and assessment for pupils with special educational needs must take account of the type and extent of the difficulty experienced by the pupil. Teachers will encounter a wide range of pupils with special educational needs, some of whom will have disabilities. In many cases, the action necessary to respond to an individual's requirements for curriculum access will be met through greater differentiation of tasks and materials, consistent with school-based intervention as set out in the SEN Code of Practice. A smaller number of pupils may need access to specialist equipment and approaches or to alternative or adapted activities, consistent with school-based intervention augmented by advice and support from external specialists as described in the SEN Code of Practice or, in exceptional circumstances, with a statement of special educational need. Teachers should, where appropriate, work closely with representatives of other agencies who may be supporting the pupil.

3. Teachers should take specific action to provide access to learning for pupils with special educational needs by:

(i) providing for pupils who need help with communication, language and literacy

(ii) planning, where necessary, to develop pupils' understanding through the use of all available senses and experiences

(iii) planning for pupils' full participation in learning and in physical and practical activities

(iv) helping pupils to manage their behaviour, to take part in learning effectively and safely

(v) helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

Pupils with disabilities

4. Not all pupils with disabilities will necessarily have special educational needs. Many pupils with disabilities learn alongside their peers with little need for additional resources beyond the aids which they use as part of their daily life, such as a wheelchair, a hearing aid or equipment to aid vision. Teachers must take action, however, in their planning to ensure that these pupils are enabled to participate as fully and effectively as possible within the National Curriculum and the statutory assessment arrangements. Potential areas of difficulty should be identified and addressed at the outset of work, without recourse to formal provisions for disapplication.

5. Teachers should take specific action to enable effective participation of pupils with disabilities by:

(i) planning appropriate amounts of time to allow for the satisfactory completion of tasks

(ii) planning opportunities, where necessary, for the development of skills in practical aspects of the curriculum

(iii) identifying aspects of programmes of study and attainment targets that may present specific difficulties for individuals.

Pupils who are learning English as an additional language

6. Pupils for whom English is an additional language have diverse needs in terms of support necessary in English language learning. Planning should take account of such factors as the pupil's age, length of time in the country, previous educational experience and skills in other languages. Careful monitoring of each pupil's progress in the acquisition of English language skills and of subject knowledge and understanding will be necessary to confirm that no learning difficulties are present.

7. The ability of pupils for whom English is an additional language to take part in the National Curriculum may be ahead of their communication skills in English. Teachers should plan learning opportunities to help pupils develop their English and should aim to provide the support pupils need to take part in all subject areas.

8. Teachers should take specific action to help pupils who are learning English as an additional language by:

(i) developing their spoken and written English

(ii) ensuring access to the curriculum and to assessment.

Health and safety

If children are working with tools, equipment and materials on practical activities, sometimes in unfamiliar places, they will need to be taught about hazards and risks. They should know how to spot hazards, assess risks and be able to manage them. They should also know what to do to protect the health and safety of themselves and others when they are working in particular environments.

Attainment targets

Attainment targets set out national standards of performance – what children should know, understand and be able to do – in National Curriculum subjects at nine different levels. Each target consists of eight level descriptions, plus a description of exceptional performance above level 8.

These national standards allow children, parents and teachers to see how well they are doing, how this relates to what they have done before and how it compares to children of similar ages.

Primary schools should use the level descriptions for reporting for English, mathematics and science. They do not have to use the level descriptions for other subjects. The areas of learning outline progression more explicitly than before, which supports planning for the next steps in learning. However, teachers may wish to refer to the subject attainment targets in the later stages of the primary phase to develop a sense of level of achievement.

Essentials for learning and life

| Return to Contents |

> If we can give children these skills – to communicate, **to work together**, to present, to talk, to be confident, to be successful – they will be confident and successful learners in whatever career they choose.

Primary headteacher.

The essentials

The essentials for learning and life describe the skills, attitudes and dispositions that children need to become well-rounded individuals and lifelong learners.

They include literacy, numeracy and ICT capability, learning and thinking skills, and personal, social and emotional skills.

The design of the new curriculum prioritises these skills and offers teachers scope to teach them well.

Return to Contents

Essentials for learning and life

LITERACY

FOCUS: Children use and apply their literacy skills confidently and competently in their learning and in everyday contexts. They convey ideas and opinions clearly and respond creatively and critically to a wide range of information and ideas.

CHILDREN LEARN HOW TO:

1. **listen attentively, talk clearly and confidently** about their thoughts, opinions and ideas, listening carefully to others so that they can refine their thinking and express themselves effectively
2. **read accurately and fluently to comprehend and critically respond** to texts of all kinds, on paper and on screen, in order to access ideas and information
3. **write, present and broadcast** a range of ideas, in a wide variety of forms and with awareness of different audiences and purposes; communicate these ideas with accuracy on paper, on screen and through multimodal texts
4. **analyse, evaluate and criticise** a range of uses of language in order to draw out meaning, purpose and effect.

NUMERACY

FOCUS: Children use and apply mathematics confidently and competently in their learning and in everyday contexts. They recognise where mathematics can be used to solve problems and are able to interpret a wide range of mathematical data.

CHILDREN LEARN HOW TO:

1. **represent and model situations using mathematics**, using a range of tools and applying logic and reasoning in order to predict, plan and try out options
2. **use numbers and measurements** for accurate calculation and an understanding of scale, in order to make reasonable estimations
3. **interpret and interrogate mathematical data** in graphs, spreadsheets and diagrams, in order to draw inferences, recognise patterns and trends, and assess likelihood and risk
4. **use mathematics to justify and support decisions and proposals**, communicating accurately using mathematical language and conventions, symbols and diagrams.

ICT CAPABILITY

FOCUS: Children use and apply their ICT knowledge, skills and understanding confidently and competently in their learning and in everyday contexts. They become independent and discerning users of technology, recognising opportunities and risks and using strategies to stay safe.

CHILDREN LEARN HOW TO:

1. **find and select information** from digital and online sources, making judgements about accuracy and reliability
2. **create, manipulate and process** information using technology to capture and organise data, in order to investigate patterns and trends; explore options using models and simulations; and combine still and moving images, sounds and text to create multimedia products
3. **collaborate, communicate and share** information using connectivity to work with and present to people and audiences within and beyond the school
4. **refine and improve their work**, making full use of the nature and pliability of digital information to explore options and improve outcomes.

| Return to Contents |

LEARNING & THINKING SKILLS

FOCUS: Children have the skills to learn effectively. They can plan, research and critically evaluate, using reasoned arguments to support conclusions. They think creatively, making original connections and generating ideas. They consider alternative solutions to problems.

CHILDREN LEARN HOW TO:

1. **investigate**, asking relevant questions, identifying problems, analysing and judging the value of information and ideas, questioning assumptions. They plan systematically using time and resources effectively, anticipating, taking and managing risks
2. **create and develop**, using their imagination to explore possibilities and generate ideas. They try out innovative alternatives, looking for patterns, recognising differences and making generalisations, predicting outcomes and making reasoned decisions
3. **communicate**W interacting with different audiences in a variety of ways using a range of media
4. **evaluate**, developing criteria for judging work and suggesting refinements and improvements.

PERSONAL & EMOTIONAL SKILLS

FOCUS: Children take responsibility for their own learning and show initiative, perseverance and a commitment to self-improvement. They recognise that achievement builds self-confidence and resilience, enabling them to deal positively with praise and constructive criticism.

CHILDREN LEARN HOW TO:

1. **identify their strengths** and areas for development, reflecting on the significance of their learning
2. **manage their feelings** using appropriate strategies, becoming increasingly aware of their own and others' feelings
3. **reflect** on past achievements and experiences to manage future learning and behaviour
4. **set goals** for their personal development and learning, and work towards them
5. **work independently**, knowing when to seek help, dealing with pressures and deadlines
6. **develop control over their physical skills and movements** in a range of contexts with dexterity and confidence.

SOCIAL SKILLS

FOCUS: Children develop the skills to work well with other people. They are responsible and adaptable and anticipate others' views and feelings. They appreciate the value of rules for working together, and play an active part in group and classroom activities.

CHILDREN LEARN HOW TO:

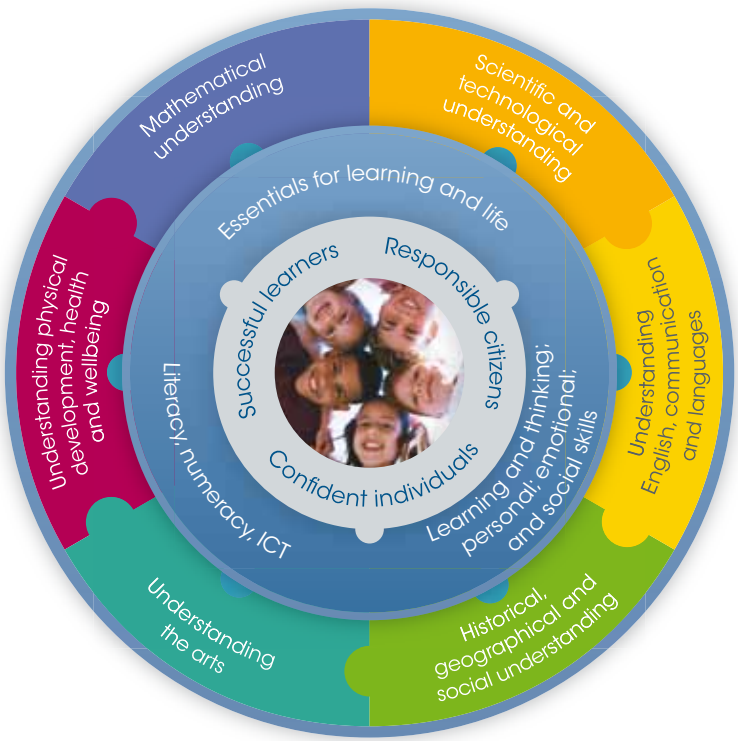
1. **listen and respond appropriately** to a wide range of people, showing empathy and understanding, and having the confidence to raise their concerns
2. **adapt their behaviour** to suit different situations
3. **work collaboratively towards common goals**
4. **take turns and share** as appropriate, stating their own views and needs
5. **negotiate**, respecting others' rights and responsibilities, and use strategies to resolve disputes and conflicts
6. **give constructive support and feedback** to benefit others as well as themselves.

Return to Contents

Areas of learning

| Return to Contents |

The areas of learning capture the essential knowledge, key skills and understanding that children need to develop as they progress through their primary years.



Religious education is a statutory subject, supported by a non-statutory programme of study.

Through purposeful curriculum design, schools can make connections both within and between areas of learning as well as with the essentials for learning and life.

Areas of learning provide an introduction to the principal subject disciplines and help prepare children for further specialist study, both at the later stage of primary, and at secondary school. Organising learning in this way gives schools greater flexibility to tailor learning to children's needs and to the opportunities that exist in their locality.

There are six areas of learning:

- Understanding the arts
- Understanding English, communication and languages
- Historical, geographical and social understanding
- Mathematical understanding
- Understanding physical development, health and wellbeing
- Scientific and technological understanding

Programmes of learning

Programmes of learning set out the content of an area of learning – the knowledge, skills and understanding that children will learn. All programmes of learning share a common format, which helps schools with curriculum design and planning:

Curriculum aims

Three broad aims for the curriculum that are focused on children and set out what we want them to become. These aims should inform all teaching and learning

Importance statement

The distinctive contribution of the area of learning to a child's development and how the area helps to meet the curriculum aims

Essential knowledge

The big ideas children need to know and understand that lay the foundations for deeper understanding in later stages of their education

Key skills

The important skills and processes children need to develop in this distinct phase of education to prepare them for future learning. The four strands – investigate, create and develop, communicate and evaluate – are relevant to each area of learning and the essentials for learning and life

Cross-curricular studies

Opportunities to enrich and enhance children's learning and make connections across the curriculum

Breadth of learning

The range and contexts for learning to help children gain the essential knowledge and key skills

Curriculum progression

What children should be taught at early, middle and later primary stages to help curriculum planning

Understanding the arts

Programme of learning

Return to Contents

Understanding the arts

Curriculum aims

This area of learning contributes to the achievement of the curriculum aims for all young people to become:

- successful learners who enjoy learning, make progress and achieve
- confident individuals who are able to live safe, healthy and fulfilling lives
- responsible citizens who make a positive contribution to society.

Why this area of learning is important

The arts are a source of inspiration, enjoyment and fulfilment. They provide contexts in which children learn to express their thoughts and emotions, use their imaginations, experiment and develop creativity.

This area of learning makes a key contribution to children's personal, social and emotional development and to their growth as confident individuals. It enables them to participate in and respond to the creative and cultural life of their communities. Working as artists[1] and designers they are encouraged to develop their own voice and to actively collaborate in order to communicate with different audiences through a variety of media and contexts[2].

Participating in a range of art forms – including art and design[3], drama, music and dance – helps children become responsive, critical and appreciative. They discover the value of discipline and practice and, in responding to the work of others, they gain insights into different viewpoints, identities, traditions and cultures.

1. Essential knowledge

Children should build secure knowledge of the following:

a. how creative ideas can be developed in response to different stimuli and imaginative thinking

b. how different art forms communicate and evoke moods, thoughts and ideas

c. that designing, creating and performing require discipline, control, technique and practice

d. how and why people from different times and cultures have used the arts to express ideas and communicate meaning

e. that accepted forms and conventions can give structure and purpose to artistic works but can be adapted and changed.

ns *Denotes non-statutory information.*

The explanatory text is a non-statutory part of the programme of learning.

1. Artists refers to people engaged in any branch of the arts
2. This includes the use of new and developing forms and conventions associated with creative writing, poetry, computer graphics, digital photography, animation and film
3. Art and design includes art, craft and design

2. Key skills

These are the skills that children need to learn to make progress:

a. explore, investigate and experiment from a range of stimuli and starting points, roles, techniques, approaches, materials and media[4]

b. create, design, devise, compose and choreograph their individual and collective work

c. improvise, rehearse and refine in order to improve their capability and the quality of their artworks

d. present, display and perform for a range of audiences, to develop and communicate their ideas and evoke responses

e. use arts-specific vocabulary to respond to, evaluate, explain, analyse, question and critique their own and other people's artistic works.

3. Cross-curricular studies[5]

This area of learning should provide opportunities for:

a. children to develop and apply their literacy, numeracy and ICT skills

b. personal, emotional and social development

c. enhancing children's understanding of the arts through making links to other areas of learning and to wider issues of interest and importance.

4. Breadth of learning

a. In studying the arts children should:

1. learn how the arts are created and enjoyed today[6], how they have changed over time, and the contribution they make to our lives and culture
2. explore how the arts are used and valued in different cultures and traditions
3. learn how to combine art forms imaginatively and in complementary and enhancing ways
4. be introduced to the appropriate language of the arts
5. perform and exhibit for a range of audiences, and work with artists in and beyond the classroom.

b. In studying art, children should:

1. be involved in design, craftwork and fine art on a variety of scales, working in two and three dimensions and using ICT[7] to explore line, shape, form, colour, texture and pattern
2. develop their understanding through visits to galleries and exhibitions.

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4. Media and techniques include the use of ICT in making images, photographs, films, computer composition and performance, and the associated software skills
5. Further guidance and case studies to provide teachers with help to plan for cross-curricular studies are available on the National Curriculum website (www.qcda.gov.uk/curriculum) from early 2010
6. Including how ICT is used as an art medium in itself and how it can be used for graphics, animations, videos and sound sequences etc
7. These activities should include drawing, painting, sculpting and modelling, printing and using textiles, film and photography, graphics, and video and photo-editing software

c. When studying dance[8], children should:

1. create, perform and appreciate dances and different dance styles
2. develop physical skills and the ability to use space imaginatively and creatively
3. work with others to perform confidently and with expression
4. view and participate in live performances.

d. When studying drama, children should:

1. use dramatic conventions[9], working in role with other children and with adults to explore areas of personal interest and enjoyment as well as issues of personal, social and global concern
2. devise performances for each other, the school and the wider community, and respond to live and recorded professional theatre performances.

e. When studying music, children should:

1. learn about and appraise a range of music of different genres and from different cultures including classical, folk and popular traditions
2. learn to sing songs[10] and use instruments to perform melodies and accompaniments by ear and from notation
3. create and compose music by choosing, ordering, combining and controlling sounds and recognising how musical elements[11] can be used
4. work with a range of musicians and watch, listen to and participate in live performances.

ns Learning in this area should include an appropriate balance of focused subject teaching and well-planned opportunities to use, apply and develop knowledge and skills across the whole curriculum.

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8. Dance is also included in *Understanding physical development, health and wellbeing*
9. For example, improvisation, mime, hot-seating, tableau, freeze-frame, thought-tracking, conscience alley, role on the wall, collective role, teacher in role, forum theatre, image theatre, performance carousel, eavesdropping, voice collage, narration
10. Including chants and rounds
11. Musical elements include pitch, duration, tempo, timbre, texture and silence

5. Curriculum progression

The overall breadth of learning should be used when planning curriculum progression. Children should be taught:

EARLY[12]	MIDDLE	LATER
ACROSS THE AREA OF LEARNING		
E1. To explore a wide range of media and materials, tools and techniques to create artworks[13], improvise and depict imagined worlds, and model the real world through the arts	**M1.** To use their senses and the world around them to stimulate and develop imaginative ideas that inform their creative work	**L1.** To work individually and with others to use each art form by itself and in combination to create and to perform for different audiences
E2. To explore movement skills and create movement patterns in response to stimuli[14]	**M2.** To explore how the arts can evoke and express feelings and ideas, and how combining the arts can enhance this	**L2.** About the diverse roles of the arts within the cultures of their locality and the wider world
E3. To use role play and imaginative play to engage and empathise with characters, situations and events from known stories and stories they create together	**M3.** To describe and interpret their own work and the creative work of others	**L3.** To select and use appropriate ICT tools and techniques to develop and refine their ideas across the arts
E4. To sing songs and make music with expression and control[15]	**M4.** To explore alternative approaches to develop and refine performances and communications, working in a variety of digital forms[18] when appropriate	**L4.** To evaluate and appreciate their own work and the work of others
E5. To listen and observe carefully, taking account of simple instructions[16]	**M5.** About the role of the arts[19] in their life, their locality and wider society	
E6. To experiment with designs, shapes, colours and sounds[17], explore and record ideas using ICT where appropriate		

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Early

12. Each area of learning should build on children's experiences and development in the early years foundation stage to ensure continuity of curriculum provision and their continuing progress
13. This includes making images and artefacts using appropriate tools, for example brushes, sponges, crayons, rollers etc, and using materials, including paper, card, textiles, clay, wire etc, and using ICT as a medium in itself and to explore other art forms. This includes 2D, 3D and technologies such as computer art and graphics, animations, electronic compositions, videos and so on
14. Including whole-body actions which vary speed, strength, shape, size and direction of travel
15. This includes identifying and controlling how sounds can be made and changed, for example using the voice confidently and with expression in a variety of ways, and playing tuned and untuned instruments
16. This includes copying, mime, and musical sound: repeating musical patterns, using call and response, making changes to musical elements, and being aware of how each person contributes to the whole
17. Through editing and formatting techniques, for example changing the size, order, shape, speed of digital information such as photos, sound sequences and graphics

Middle

18. Including computer graphics, presentations, animations, sound sequences, videos etc
19. This includes public art galleries, libraries, museums, theatres, concerts, the built environment or objects they buy and use

5. Curriculum progression continued

ART AND DESIGN

MIDDLE	LATER
M6. To explore and refine a range of techniques, materials, processes and media, including digital media, to draw, sculpt, model, design, paint and print	**L5.** To investigate, explore and record[24] information, to appreciate aesthetic qualities and generate imaginative ideas
M7. To design and create images and artefacts, expressing ideas for clearly defined purposes	**L6.** To design and create images and artefacts by selecting, developing and refining techniques and using a range of materials and media ideas

DANCE

M8. To explore a range of actions, dynamics, space and relationships, and how to create dance motifs[20] and compose simple dances	**L7.** To draw upon different dance styles to compose dances and communicate meaning
M9. To learn, practise, refine and perform dance phrases with physical control, expression, rhythmic timing, musicality[21] and an awareness of other performers	**L8.** To develop and refine their movement repertoire and show understanding of artistic meanings and intentions when they dance

DRAMA

M10. To adopt, sustain and develop a range of roles for different purposes[22] using a range of dramatic conventions[23]	**L9.** To create roles and devise performances that sustain characters, plots and intentions
M11. To create and perform in order to make and convey meaning	**L10.** How facial expressions, body language, movement and space can communicate different emotions and characteristics of behaviour
	L11. To select and experiment with a broad range of drama conventions and forms for different purposes[25] and effects

ns

Middle

20. A simple motif is several movements linked together smoothly to create a sequence (or phrase) that symbolises or communicates an idea or feeling
21. This includes performing with a sense of rhythm, flow, emphasis and, where appropriate, with an awareness of music or other sounds
22. Purposes include exploring real and imaginary situations, feelings and issues of human significance
23. Conventions at this stage might include freeze frame, hot-seating and tableau

Later

24. This includes using sketch books, journals, photographs, mood boards, ICT and video
25. For example, to explore issues of human significance

5. Curriculum progression continued

MUSIC

EARLY

MIDDLE

M12. To listen carefully, recognise and use repeated patterns and increase aural memory

M13. To perform[26] with control and awareness[27] of audience and what others are playing or singing

M14. To compose and perform[28] simple melodies and accompaniments[29] recognising different musical elements[30] and how they can be used together to compose music[31]

M15. To recall, plan and explore sounds using symbols and ICT

LATER

L12. To listen carefully, developing and demonstrating musical understanding and increasing aural memory

L13. To perform by ear and use notations and ICT to support creative work

L14. To compose their own instrumental and vocal music and perform their own and others' compositions[32] in ways that reflect their meaning and intentions[33]

L15. To describe and compare different kinds of music using appropriate musical vocabulary

ns

Middle

26. This includes use of the voice, use of musical instruments and improvisation
27. This includes maintaining a simple part within an ensemble, working with several layers of sound and having an awareness of the combined effect of that sound, as well as recognising the importance of articulating words to communicate meaning to an audience
28. Opportunities should be made available for children to learn to play a musical instrument
29. This includes rhythmic or tuned accompaniment to a main melody
30. Musical elements include rhythm, pitch, tempo, timbre and dynamics
31. This includes choosing, ordering, combining and controlling sounds with awareness of their combined effect and sometimes combining sounds with movement and narrative

Later

32. Including recognising and making creative use of the way sounds can be changed, organised, controlled and layered to develop melodic and rhythmic phrases for effect, including rhythmic or tuned accompaniments to a main melody
33. This includes singing and playing with increasing technical control, accuracy of pitch, expression and awareness of breathing, diction, dynamics and phrasing as well as communicating effectively with each other and their audience to achieve an overall effect

Return to Contents

Understanding English, communication and languages

Programme of learning

| Return to Contents |

Understanding English, communication and languages

Curriculum aims

This area of learning contributes to the achievement of the curriculum aims for all young people to become:

- successful learners who enjoy learning, make progress and achieve
- confident individuals who are able to live safe, healthy and fulfilling lives
- responsible citizens who make a positive contribution to society.

Why this area of learning is important

English, communication and languages lie at the heart of our capacity to imagine, think and create and make a crucial contribution to children's development as successful learners. Their developing use of language underpins children's achievement across the curriculum and lays the foundations for active involvement in cultural life, society, work and lifelong learning.

English is a major world language and its secure and confident use opens up many possibilities. Learning and using languages enables children to engage with different cultures and societies and further develops their understanding of how languages work.

Literature in English is rich, varied and influential. It helps children to develop their imagination, see the world through the eyes of others and read and write for pleasure.

Children learn to communicate effectively in a range of media. They become increasingly fluent and accurate in expressing their thoughts and emotions, orally and in writing. They become more skilled in generating ideas, solving problems and thinking critically and creatively.

Creating and responding to all kinds of texts, including those which combine words, images and sounds, offers access to the world of knowledge and imagination and generates lasting enthusiasm and enjoyment.

1. Essential knowledge

Children should build secure knowledge of the following:

a. how language is used to express, explore and share information, ideas, thoughts and feelings

b. the power of language and communication to engage people and influence their ideas and actions

c. how creativity and imagination are essential to making new meanings, exploring and experimenting with language and creating effects

d. how languages work, their structures and conventions, variations in use and changes over time

e. how languages, literature and the media enable different ways of thinking and give access to ideas and experiences from different cultures and times.

2. Key skills

These are the skills that children need to learn to make progress:

a. listen, read and view in order to understand and respond

b. discuss, debate and draft in order to develop and explore ideas, themes and viewpoints

c. speak, write and broadcast in order to present ideas and opinions

d. evaluate, analyse and critique in order to review, refine and comment

e. interact and collaborate in order to share understanding of what is said, read and communicated.

3. Cross-curricular studies[1]

This area of learning should provide opportunities for:

a. children to develop and apply their literacy, numeracy and ICT skills

b. personal, emotional and social development

c. enhancing children's understanding of English, communication and languages through making links to other areas of learning and to wider issues of interest and importance.

4. Breadth of learning

a. In speaking and listening children should:

1. develop and apply speaking and listening skills[2] to suit a variety of audiences and for different purposes
2. tell and listen to stories and explore ideas and opinions in both formal and informal contexts
3. express themselves creatively in improvisation, role play and other drama activities
4. use digital and visual media to support communication both face-to-face and remotely.

b. In reading children should:

1. read widely for pleasure
2. develop and apply their reading skills in order to become critical readers
3. engage with an extensive range of texts[3], including literature from different times and cultures[4], information and reference texts, literary non-fiction[5], media texts[6] and online social and collaborative communications
4. work with writers, playwrights and poets in and beyond the classroom.

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ns *Denotes non-statutory information.*

The explanatory text is a non-statutory part of the programme of learning.

Teachers will continue to find the Primary Framework for literacy a significant basis for planning teaching in this area of learning

1. Further guidance and case studies to help teachers plan for cross-curricular studies are available on the National Curriculum website (www.qcda.gov.uk/curriculum) from early 2010
2. This includes appropriate alternatives for children who communicate in other ways, for example sign language
3. These should include stories, poetry and drama as well as film, media and multimodal texts that combine words, images and sounds
4. Literature should include picture books, poems, plays and stories, including traditional and cultural tales, books by established authors and a wide range of classic and modern poetry
5. Literary non-fiction includes diaries, biography and autobiography
6. Media texts include websites, film, newspapers, magazines, leaflets and advertisements

c. In writing children should:

1. learn to write for a variety of purposes[7], for a range of audiences[8] and in a range of forms[9]
2. develop their understanding of how writing is essential to thinking and learning and is enjoyable, creative and rewarding
3. explore writing using different media including web pages and multimodal[10] formats in English and in other languages.

d. By engaging with other languages[11], including, where appropriate, those used in their communities, children should:

1. look at the patterns, structures and origins of languages[12] in order to understand how language works
2. listen to and join in with conversation in other languages and communicate about simple, everyday matters
3. understand how learning other languages can help them appreciate and understand other cultures as well as their own.

ns Learning in this area should include an appropriate balance of focused subject teaching and well-planned opportunities to use, apply and develop knowledge and skills across the whole curriculum.

ns

7. Including to imagine, to explore experiences, to organise and explain information, to comment on what has been seen, read or heard, to argue, remember, persuade others and develop ideas
8. Including other children, adults, the wider community and imagined readers
9. Including stories, poems, play scripts, storyboards, lists, captions, messages, reports, reviews and commentaries
10. Multimodal texts combine two or more modes of communication (for example written, aural and visual) to create meaning. Examples include the combination of words and images in a magazine or newspaper, the combination of words, images, video clips and sound on a website or the combination of images, speech and sound in moving-image texts
11. The study of languages other than English is not statutory for children before year 3 but schools are free to offer this if they wish. Languages may include major European or world languages such as Arabic, French, German, Italian, Japanese, Mandarin, Russian, Spanish and Urdu. Schools may choose which languages they teach. Teachers will continue to find the key stage 2 Framework for Languages a support for planning teaching in this area of learning
12. Including different forms of communication, including sign languages

5. Curriculum progression

The overall breadth of learning should be used when planning curriculum progression. Children should be taught:

ENGLISH AND COMMUNICATION – SPEAKING AND LISTENING

EARLY[13]	MIDDLE	LATER
E1. to organise what they say, giving relevant details and using appropriate vocabulary to make main points clear to the listener	**M1.** to organise and shape what they say, selecting relevant ideas and using appropriate vocabulary to interest their listeners	**L1.** to convey complex ideas, using different techniques for clarity and effect
E2. to remember what they have heard and ask questions	**M2.** to organise and adjust what they say according to listeners' needs, including the use of spoken standard English when appropriate	**L2.** to select relevant ideas and use appropriate vocabulary to engage and maintain the interest of listeners
E3. to reflect on how talk varies in different circumstances and for different listeners	**M3.** to identify the main points of what has been said and ask questions to clarify meaning	**L3.** to organise and adjust what they say, including the use of spoken standard English, according to the formality of the context, the needs of their listeners and any communication technology[14] being used
E4. to recognise when to use formal language, including some features of spoken standard English	**M4.** to reflect on their own and others' speech and investigate how it varies	**L4.** to evaluate their own and others' speech and identify how it varies
E5. to recognise how talk is enhanced by non-verbal communication, including gesture, eye-contact and by intonation and emphasis	**M5.** to take different roles and make relevant contributions in group discussion and role play	**L5.** to sustain different roles, deal with disagreement and vary contributions in group discussion
E6. to speak clearly, take turns, make relevant contributions, give opinions and listen to different views	**M6.** to explain their opinions and ideas, modifying them in the light of what they have heard	**L6.** to extend and justify their opinions and ideas, building on what they have heard
E7. to explore the imaginative use of language and the conventions of talk through role play	**M7.** to use dialogue and discussion to build up and refine ideas collaboratively in groups	**L7.** to use dialogue and discussion to build up and refine ideas, move groups on and reach agreement collaboratively
	M8. to convey action, themes and emotions through role play and drama	**L8.** to identify differences between spoken and written language, both on paper and on screen, taking account of context, purpose and audience

ns

Early

13. Each area of learning should build on children's experiences and development in the early years foundation stage to ensure continuity of curriculum provision and their continuing progress

Later

14. Including webcams, podcasts and video

5. Curriculum progression continued

ENGLISH AND COMMUNICATION – READING

EARLY

E8. to hear, identify, segment and blend phonemes in the order in which they occur in words to decode text

E9. to link sounds and letter patterns using their knowledge of the alphabet and identify syllables in high-frequency and familiar words

E10. simple grammar, including how word order affects meaning

E11. to make connections between different parts of texts[15] and the meaning as a whole

E12. to use screen-based and book conventions to find information efficiently[16] and safely

E13. to recognise how writers and poets select words and use patterns of rhythm, rhyme and sound to create effects

E14. to identify characters and retell and enact narratives

E15. to identify the characteristic features of texts with different purposes

MIDDLE

M9. to focus on the meaning of the text as a whole, identifying features of text and understanding their use

M10. to use inference and deduction to find meaning beyond the literal

M11. to make connections between different parts of a text and with other texts they have read

M12. to skim, scan and use key word searches and other features of texts to locate and select information[17]

M13. to verify the accuracy and reliability of information, distinguishing between fact and opinion

M14. to recognise and describe how writers and poets select words and use a variety of language forms and structures to create effects

M15. to recognise how authors of moving-image and multimodal texts use different combinations of words, images and sounds to create effects and make meaning

M16. to identify different structural and organisational features and different presentational devices[18], layouts and combinations of formats and how they affect meaning

LATER

L9. to use inference and deduction to understand layers of meaning

L10. to make connections and comparisons between different parts of a text and with other texts they have read

L11. to verify the accuracy and reliability of information, including from online sources, detect bias and distinguish evidence from opinion

L12. to search for information using ICT and other methods and make choices about the appropriateness of the information[19]

L13. to evaluate techniques used by writers and poets, commenting on how effective they are

L14. to recognise and use some conventions for conveying meaning in moving-image and multimodal texts

L15. to evaluate structural and organisational features, including the use of different presentational devices[20], layouts and combinations of formats, and their effects

L16. to evaluate ideas and themes that broaden perspectives and extend thinking

ns

Early

15. Texts are defined widely and cover paper-based formats but also film, digital media and websites in English and other languages

16. Including using hyperlinks and simple menus on web pages

Middle

17. This includes the use of key words in search engines to locate and select information on the internet

18. These textual devices should cover those used in literary and non-literary written texts, film and multimodal formats

Later

19. This includes using more advanced search features, such as searching for a phrase using quotation marks, to locate information

20. These textual devices should cover those used in literary and non-literary written texts, film and multimodal formats

5. Curriculum progression continued

ENGLISH AND COMMUNICATION – WRITING

EARLY

E16. to plan, discuss and review their work in order to improve it, including using ICT where appropriate

E17. to combine written text with illustration, moving image and sound

E18. to communicate with known audiences using ICT where appropriate[21]

E19. to recognise and use different sentence constructions, exploring how ideas are linked within and between sentences and how nouns, verbs and adjectives are used

E20. how paragraphs, bullets, screen layout and headings are used to organise and link ideas, and to use these in their own work

E21. how punctuation[22] affects meaning, clarifies structure and represents pace and emphasis

E22. to segment phonemes, identify morphemes in words and recognise and apply common spelling patterns and conventions

E23. to form letters correctly and type accurately

E24. to create and shape their writing for different readers, choosing appropriate vocabulary

MIDDLE

M17. to respond critically to arguments and recognise how they are constructed

M18. to explore and reflect on characters, ideas and themes in narratives

M19. to create and shape their writing, using different techniques to interest the reader

M20. to select form, content and vocabulary to suit particular purposes

M21. to create effects by combining written text with illustration, moving image and sound

M22. to share ideas and collaborate with others remotely using ICT[23]

M23. to plan, develop and review their work in order to improve it, understanding how language varies in different formats

M24. to use features of layout, presentation and organisation in print and on screen

LATER

L17. to express and justify preferences by referring to the texts

L18. to identify the use of specialist vocabulary and structures and techniques associated with different forms and purposes of writing

L19. to critique views, opinions and arguments

L20. to reflect on viewpoints in narratives and to distinguish between those of the characters and those of the author

L21. to plan, create, shape and review their work, knowing when and how to improve it, including using ICT

L22. to select form, content, style and vocabulary to suit particular purposes and readers

L23. to combine written text and illustration, moving image and sound, integrating different effects to add power to the words and meanings

L24. to synthesise ideas using ICT by combining a variety of information from different sources

L25. to communicate and collaborate with others remotely and in locations beyond the school by selecting and using appropriate ICT[24]

ns

Early

21. Including through the school website and email to parents or carers

22. Including full stops, commas and exclamation marks

Middle

23. Including videoconferencing and webcams

Later

24. Including forms and conventions for electronic media and communicating to unknown audiences

5. Curriculum progression continued

ENGLISH AND COMMUNICATION

ENGLISH AND COMMUNICATION – WRITING (CONTINUED)

EARLY	MIDDLE	LATER
	M25. how paragraphs, bullets, hyperlinks, screen layout and headings are used to organise and link ideas, and to use these in their own work	**L26.** to use features of layout, presentation and organisation effectively in written and on-screen media
	M26. to recognise and use different types of sentences, exploring how ideas are linked within and between sentences	**L27.** how paragraphs, bullets, hyperlinks, screen layout and headings are used to organise and link ideas, and to use these in their own work
	M27. the function of punctuation within sentences and using it to clarify structure and represent emphasis	**L28.** to explore how ideas are linked within and between sentences
	M28. to recognise and apply common spelling patterns, conventions and spell checking techniques, using knowledge of word families and the roots and origins of words	**L29.** the function of punctuation within sentences and how to use it to clarify structure and development in what they write
	M29. to form and join letters fluently and correctly and type accurately	**L30.** to recognise and apply common spelling patterns for regular and irregular words, using conventions and spell checking techniques as well as their knowledge of the origins of words and how spelling has changed over time
		L31. to gain fluency in handwriting and keyboard use

5. Curriculum progression continued

LANGUAGES

LANGUAGES – SPEAKING AND LISTENING

MIDDLE	LATER
M30. to identify and respond to key sounds, rhymes and rhythm in the new language	**L32.** to try to make sense of unfamiliar language that they hear[26]
M31. to experiment with and practise making the sounds of the new language	**L33.** to understand the main points of what people say
M32. to begin to assign meaning to words and sounds that are unfamiliar	**L34.** to engage in conversation, expressing their own opinions and responding to the opinions of others
M33. to recognise and respond to familiar words, word categories and short sentences that they hear	**L35.** to present ideas and information to a range of audiences, selecting appropriate ways of expressing themselves
M34. to engage in conversations and ask and answer questions	
M35. to understand simple conventions of different languages[25]	

LANGUAGES – READING AND WRITING

MIDDLE	LATER
M36. to recognise and understand familiar words, phrases and simple sentences	**L36.** to understand the main points and some of the details of texts they read
M37. to read and interpret a range of simple texts	**L37.** to read aloud with expression and accuracy
M38. to select and use familiar words and phrases to convey meaning in written text	**L38.** to recognise and apply the links between the sounds and spelling of a language
	L39. to express ideas in sentences and short texts

ns

Middle

25. This includes ways of saying hello, goodbye and thank you and showing respect in conversation

Later

26. This includes using a range of techniques such as making analogies and interpreting from contextual and non-verbal clues

5. Curriculum progression continued

LANGUAGES

LANGUAGES – INTERCULTURAL UNDERSTANDING

MIDDLE

M39. to understand that different languages are spoken in different parts of the UK and the world

M40. to recognise that languages have words and features in common as well as differences

M41. to explore similarities and differences in everyday life, traditions and celebrations in different cultures and countries

LATER

L40. to empathise with others and imagine how others may see their own way of life and culture

L41. to explore the origins, influences and development of words in different languages

L42. to compare attitudes[27] to different languages and reflect on the importance of respect for others

ns

Later

27. Looking at how different cultures are represented, and how they represent themselves, in media and popular cultural forms

Historical, geographical and social understanding

Programme of learning

| Return to Contents |

Historical, geographical and social understanding

Curriculum aims

This area of learning contributes to the achievement of the curriculum aims for all young people to become:

- successful learners who enjoy learning, make progress and achieve
- confident individuals who are able to live safe, healthy and fulfilling lives
- responsible citizens who make a positive contribution to society.

Why this area of learning is important

Historical, geographical and social understanding fires children's curiosity and imagination about who we are, where we have come from, where we live and where we might be going next. It connects Britain's past with the present and the future, helps children make sense of our place in the world and is central to their development as informed, active and responsible citizens.

This area of learning encourages children to investigate the world around them, from the local to the global. They learn about the impact of their actions on the planet and understand the importance of developing a future that is sustainable. Through exploring cultures, beliefs, values, human rights and responsibilities, children develop a deeper understanding of themselves and others, and a sense of belonging. They see how societies are organised and shaped by people's values and actions, and how communities can live and work together.

Children learn about diversity and interdependence, fairness, justice and democracy. They begin to understand how events that happened in Britain long ago or in other countries can affect our lives today and how our actions shape the future.

1. Essential knowledge

Children should build secure knowledge of the following:

a. how the present has been shaped by the past, through developing a sense of chronology, exploring change and continuity over time, and understanding why and where things happened

b. how and why places and environments develop, how they can be sustained and how they may change in the future

c. how identities develop, what we have in common, what makes us different and how we organise ourselves and make decisions within communities

d. how people, communities and places are connected and can be interdependent at a range of scales.

2. Key skills

These are the skills that children need to learn to make progress:

a. undertake investigations and enquiries, using various methods, media and sources[1]

b. compare, interpret and analyse different types of evidence from a range of sources

c. present and communicate findings in a range of ways and develop arguments and explanations using appropriate specialist vocabulary and techniques

d. consider, respond to and debate alternative viewpoints[2] in order to take informed and responsible action.

3. Cross-curricular studies[3]

This area of learning should provide opportunities for:

a. children to develop and apply their literacy, numeracy and ICT skills

b. personal, emotional and social development

c. enhancing children's historical, geographical and social understanding through making links to other areas of learning and to wider issues of interest and importance.

4. Breadth of learning

a. When exploring local, national and global contexts children should:

1. learn about the ways people, communities, places and environments have changed over time, and how they are interconnected
2. develop and extend local and global links through communications and collaboration tools[4].

b. Through the study of people and communities, children should:

1. find out about the main political and social institutions that affect their lives
2. find out about issues and take action to improve things in their communities and make a positive contribution to society
3. engage with different representatives from the community[5]
4. explore issues of justice, rights and responsibilities in their own contexts and the wider world.

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ns *Denotes non-statutory information.*

The explanatory text is a non-statutory part of the programme of learning.

1. This includes carrying out visits and fieldwork, creating and using maps at a range of scales (including using Ordnance Survey maps of the local area), films and artefacts, and using digital information such as Geographical Information Systems (GIS), local census and weather data, databases and the internet
2. This includes using ICT to consider viewpoints from people in locations beyond the neighbourhood, the UK or abroad
3. Further guidance and case studies to help teachers plan for cross-curricular studies are available on the National Curriculum website (www.qcda.gov.uk/curriculum) from early 2010
4. Such as email, video conferencing, podcasting and school-linking
5. Including those in business, public and voluntary sectors

c. In the study of place and space children should:

1. use fieldwork, first-hand experience and secondary sources[6] to locate and investigate the geographical features of a range of places and environments, including their own locality, a contrasting area in the UK and a different locality in another country
2. learn about and develop informed views and opinions on local, national and global issues such as sustainability[7], climate change, economic inequality, and their impact on people, places and environments in the past and the present.

d. The study of the past should include aspects of local, British and world history. Children should:

1. study the past in outline and in depth, covering different societies and periods of history from ancient times to modern day
2. use dates and vocabulary related to the passing of time
3. place events, people and changes within a broad chronological framework
4. use a range of sources of information[8] and visit historic buildings, museums, galleries and sites.

ns Learning in this area should include an appropriate balance of focused subject teaching and well-planned opportunities to use, apply and develop knowledge and skills across the whole curriculum.

ns

6. Including maps, graphs, globes, atlases, GIS and ICT, film, books and devices such as weather data loggers
7. Including resource use and recycling
8. Such as documents, printed sources, pictures, photographs, artefacts, databases and ICT-based sources including using data-handling software to collate, analyse and present data

5. Curriculum progression

The overall breadth of learning should be used when planning curriculum progression. Children should be taught:

ACROSS THE AREA OF LEARNING

EARLY[9]	MIDDLE	LATER
E1. to find out about the key human and physical features of their own locality[10], its location in the UK, and how it has changed over time	**M1.** how identities, communities, places, cultures and traditions have changed and are changing over time	**L1.** how societies have been organised and governed in different ways and at different times, including in the present[16]
E2. to explore how people's ways of life, including their own, change with location and time[11]	**M2.** to identify patterns in communities, places and past events by searching for and locating information using keywords, and carrying out searches, fieldwork and surveys[15]	**L2.** to distinguish between fact and opinion and make choices about sources of online information to find out about communities, locations, environments and events
E3. about the links between their locality and other places in the UK and beyond[12]		**L3.** to investigate and understand local, national and global issues, including by using ICT to analyse and process data[17]
E4. to find out about the lives of significant people and events from the past and the present[13]		
E5. to investigate issues, express views and take part in decision-making activities to improve their immediate environment or community[14]		
E6. to use the internet and other digital sources and simulations to find out about significant issues, events and people, and to explore distant and contrasting places		
E7. the importance of rules and to recognise the difference between right and wrong and what is fair and unfair		

ns

Early

9. Each area of learning should build on children's experiences and development in the early years foundation stage to ensure continuity of curriculum provision and their continuing progress
10. Examples of physical features include rivers, hills, valleys, volcanoes, coastlines; human features include roads, shops, buildings, villages and towns; community features include police, community leaders or the mayor
11. This includes changes to life at school, work, leisure and home and the social and cultural diversity of communities
12. These include physical communication, trade and movement of people or ideas
13. For example, people such as explorers, inventors and rulers, events that are commemorated, and other events that are significant to the children's own lives
14. This involves working with others to explore issues of similarity and difference, right and wrong, fairness and rules, and making simple decisions within their group, class or school

Middle

15. Including using data-handling software to collate and analyse data

Later

16. This includes how different societies in the past were ruled, as well as key features of local and national government in the UK today. The study of the UK today could include what the local councillor or MP does to represent people and the role of the local council and parliament. Often this includes learning through practical participation, for example in the student council
17. Including weather, GIS and local census data

Return to Contents

5. Curriculum progression continued

ACROSS THE AREA OF LEARNING

CITIZENSHIP

EARLY	MIDDLE	LATER
	M3. to understand how people can take actions and have a say in what happens locally and nationally[18]	**L4.** how rights need to be balanced to protect individuals and communities from injustice[21]
	M4. to consider issues affecting communities, and reflect on the impact of people's actions on others and the environment[19]	**L5.** to engage actively with democratic processes, and address issues of concern to them through their actions and decision making[22]
	M5. to understand why laws are made and how they are applied justly[20]	**L6.** that communities and the people within them are diverse, changing and interconnected
		L7. to consider how people can live and work together to benefit their communities

ns

Middle

18. This includes learning simple features of democracy, and how decisions can be made through elections and voting, campaigning, debate and raising awareness of issues including the use of ICT to extend the reach of such activities
19. This includes learning about rights and needs humans have and how rules and laws can protect rights and the environment
20. This includes issues about right and wrong, why we need laws, the consequences of crime and antisocial behaviour for communities and the role of the police in protecting people

Later

21. Examples of rights and responsibilities might include: at school, the right to learn and the responsibility not to disrupt other children from learning; in the neighbourhood, the right to be safe, including from discrimination, and the responsibility not to hurt others physically or emotionally
22. Democratic and responsible actions could be within the class, school or wider community and might include taking part in a debate on an issue affecting the community, voting in a class or school election, raising awareness about issues of concern and trying to improve the environment for others

5. Curriculum progression continued

ACROSS THE AREA OF LEARNING

GEOGRAPHY

EARLY	MIDDLE	LATER
	M6. where significant places are located in the UK, Europe and the wider world[23]	**L8.** a range of geographical processes that cause change in the physical and human world in different places[25]
	M7. to identify the similarities and differences between places and environments, and understand how they are linked[24]	**L9.** how human patterns are influenced by both human and physical processes
	M8. to appreciate the relationship between the physical, built and economic and social environments	**L10.** about the factors that affect weather and climate
	M9. how different ways in which people live around the world sometimes have consequences for the environment and the lives of others from local to global scales	**L11.** ways in which environments can be managed sustainably and why this is important now and in the future

ns

Middle

23. Significant places should be located which include the pupils' home locality, the countries and major cities that make up the UK, the EU, major countries and cities of the world, the major oceans, rivers and mountain ranges alongside the locations of key places that are studied in other relevant areas of the curriculum such as in literature, science and art

24. This includes a study of the physical and human geography of their own locality, a contrasting locality in the UK and a different locality in another country

Later

25. Such as the impact and patterns of weather, erosion and deposition, migration, changes in the use of land, and social and economic changes, with particular reference to places of relevance to the school

5. Curriculum progression continued

ACROSS THE AREA OF LEARNING

HISTORY

EARLY	MIDDLE	LATER
	M10. to explore the different ways we can find out about the past and how to understand the evidence[26]	**L12.** the characteristic features of, and changes within, two key periods of history that were significant to the locality and the UK[29]
	M11. how significant events, developments or individuals and groups have influenced their locality, the UK and beyond[27] in the recent and distant past	**L13.** the effects of economic, technological and scientific developments on the UK and the wider world over time[30]
	M12. about the movement and settlement of people in different periods of British history, and the impact these have had[28]	**L14.** to understand the broad chronology of major events in the UK, and some key events in the wider world, from ancient civilisations to the present day, and to locate within this the periods, events and changes they have studied

ns

Middle

26. This includes primary and secondary sources, artefacts, documents, photographs, film, accounts, including online sources – not all sources of evidence are as reliable as others and the past has been represented and interpreted in different ways

27. For example, the building of castles, the plague, industrialisation, or the work of a well-known local person and their effect on the local area and beyond

28. For example, the impact of the invasion and settlement by the Romans, Anglo-Saxons, Vikings, Normans or more recent immigration

Later

29. As well as British history, one of the periods studied could be taken from European or world history

30. For example, the impact of changes in transport and technology in the last 200 years: the development and impact of roads, canals and railways in the eighteenth and nineteenth centuries; car manufacture and developments in aviation in the twentieth century; or the impact of changes in transport on the local area

Mathematical understanding

Programme of learning

Return to Contents

Mathematical understanding

Curriculum aims

This area of learning contributes to the achievement of the curriculum aims for all young people to become:

- successful learners who enjoy learning, make progress and achieve
- confident individuals who are able to live safe, healthy and fulfilling lives
- responsible citizens who make a positive contribution to society.

Why this area of learning is important

Mathematics introduces children to concepts, skills and thinking strategies that are essential in everyday life and support learning across the curriculum. It helps children make sense of the numbers, patterns and shapes they see in the world around them, offers ways of handling data in an increasingly digital world and makes a crucial contribution to their development as successful learners.

Children delight in using mathematics to solve a problem, especially when it leads them to an unexpected discovery or new connections. As their confidence grows, they look for patterns, use logical reasoning, suggest solutions and try out different approaches to problems.

Mathematics offers children a powerful way of communicating. They learn to explore and explain their ideas using symbols, diagrams and spoken and written language. They start to discover how mathematics has developed over time and contributes to our economy, society and culture. Studying mathematics stimulates curiosity, fosters creativity and equips children with the skills they need in life beyond school.

1. Essential knowledge

Children should build secure knowledge of the following:

a. the range of ways mathematics can be used to solve practical problems, model situations, make sense of data and inform decision making

b. different types of numbers[1] and what they represent

c. how numbers can be used for measurement, quantification and comparison and applied in different contexts

d. how to use geometry to explore, understand and represent shape and space

e. how likelihood and risk can be understood, quantified and used in everyday life.

2. Key skills

These are the skills that children need to learn to make progress:

a. generate and explore ideas and strategies, pursue lines of mathematical enquiry and apply logic and reasoning to mathematical problems

b. make and test generalisations, identify patterns and appreciate equivalences and relationships[2]

c. develop, select and apply a range of mental, written and ICT-based methods and models to estimate, approximate, calculate, classify, quantify, order and compare

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ns *Denotes non-statutory information.*

The explanatory text is a non-statutory part of the programme of learning.

Teachers will continue to find the Primary Framework for teaching mathematics a significant basis for planning teaching

1. This includes natural numbers, integers (positive and negative whole numbers) and rational numbers (fractions and decimals)
2. This includes families of equivalent fractions; the inverse relationship between addition and subtraction

d. communicate ideas and justify arguments using mathematical symbols, diagrams, images and language

e. interpret findings, evaluate methods and check outcomes.

3. Cross-curricular studies[3]

This area of learning should provide opportunities for:

a. children to develop and apply their literacy, numeracy and ICT skills

b. personal, emotional and social development

c. enhancing children's mathematical understanding through making links to other areas of learning and to wider issues of interest and importance.

ns

3. Further guidance and case studies to provide teachers with help to plan for cross-curricular studies are available on the National Curriculum Website (www.qcda.gov.uk/curriculum) from early 2010

4. Breadth of learning

a. When experiencing mathematics as a creative activity and being introduced to its role in the world around them children should:

1. be taught to work logically and critically as they undertake focused, practical, problem-solving activities[4] in mathematical, cross-curricular and real-world contexts
2. visualise quantities, patterns and shapes and develop strategies for working things out in their head as well as on paper and using ICT
3. work individually and collaboratively to explore ideas and pursue lines of mathematical enquiry
4. articulate their thinking in discussions and make choices about the strategies they use to solve problems, based on what they know about the efficiency and effectiveness of different approaches
5. use mathematics to manage money, make sense of information, assess likelihood and risk, predict outcomes and construct reasoned arguments
6. meet with people who use mathematics in their work
7. use a wide range of practical resources, including ICT
8. use mathematical language to explain, refine and evaluate their own and others' work.

ns Learning in this area should include an appropriate balance of focused subject teaching and well-planned opportunities to use, apply and develop knowledge and skills across the whole curriculum.

4. Problem-solving skills should be developed across the primary phase by providing more substantial and increasingly open questions or tasks

5. Curriculum progression

The overall breadth of learning should be used when planning curriculum progression. Children should be taught:

NUMBER AND THE NUMBER SYSTEM

EARLY[5]

E1. to estimate the number of objects and count them, recognising conservation of number

E2. to read, write and order numbers to 100 and beyond using a range of representations[6]

E3. to explore and explain patterns[7], including number sequences in the counting system

E4. to group, match, sort, partition and recombine numbers, developing an understanding of place value

MIDDLE

M1. to understand and interpret negative numbers, simple fractions[8], large numbers and tenths, written as decimals, in practical and everyday contexts

M2. to generate and explore a range of number patterns, including multiples[9]

M3. to make and test general statements about numbers, sort and classify numbers and explain methods and findings

M4. to approximate numbers, including rounding[10], and understand when that can be useful

M5. about the representation of number in different contemporary cultures[11]

LATER

L1. to use decimals up to three decimal places in measurement contexts

L2. to understand and use the equivalence of families of fractions and their decimal representation when ordering and comparing

L3. to explore number patterns and properties[12], and represent them using graphs, simple formulae and ICT[13]

L4. about the development of the number system[14]

L5. to interpret computer and calculator displays and round to an appropriate level of accuracy

ns

Early

5. Each area of learning should build on children's experiences and development in the early years foundation stage to ensure continuity of curriculum provision and their continuing progress
6. For example, number lines, number squares, structural apparatus
7. This includes additive number sequences, such as counting in groups of e.g. 2, 5 or 10, odds and evens; and relationships between numbers, e.g. the sum of two odd numbers is always even. Using calculators to explore number patterns and properties is important here

Middle

8. Simple fractions include half, third, quarter, fifth, tenth, two-thirds and three-quarters
9. Using ICT for changing values and exploring in a spreadsheet model
10. For example rounding to the nearest ten, hundred and thousand
11. For example Arabic, Chinese and Indian numerals

Later

12. This includes factors, primes and square numbers
13. Changing variables and rules in spreadsheet models; using graphing software
14. For example the number system we use today is Hindu-Arabic; the Roman and Egyptian number systems do not use a place value; Babylonian numbers and Mayan numbers use base 60 and base 20 respectively; Greeks explored square and triangle numbers

5. Curriculum progression continued

NUMBER OPERATIONS AND CALCULATION

EARLY

E5. a range of strategies for combining, partitioning, grouping and sharing (including doubling and halving) and increasing and decreasing numbers, to solve practical problems[15].

E6. to use number bonds to ten to add and subtract mentally[16] whole numbers with one or two significant figures

E7. to represent addition and subtraction as number sentences including finding missing numbers and understanding the equals sign[17]

MIDDLE

M6. to compare two numbers by finding the difference between them[18]

M7. to use the relationship between addition and subtraction[19] and addition and multiplication to understand and generate equivalent expressions[20]

M8. to use simple fractions to find fractional parts and express proportions

M9. to select from a range of mental strategies for the addition and subtraction of numbers with two significant figures

M10. to understand division as grouping and as sharing and solve division problems using multiplication facts[21]

M11. to visualise and understand multiplication represented as an array, record multiplication as number sentences and solve problems using multiplication facts

M12. to use estimation to find approximate answers to calculations[22],to record calculations and check answers and methods

LATER

L6. to use proportional reasoning[23] to compare numbers and quantities and solve problems

L7. to extend their knowledge of multiplication facts to 10×10 and use them to solve multiplication and division problems

L8. to understand and use different models of division, including interpreting the outcome of a division calculation, in relation to the context, where the answer is not a whole number

L9. to recognise and use the relationship between fractions and division and represent division as number sentences[24]

L10. to recognise and use the relationships between addition, subtraction, multiplication and division

L11. to develop a range of strategies[25] including mental and written ones, for calculating and checking, including using a calculator or computer efficiently

L12. to solve multi-step problems involving more than one operation

ns

Early

15. This lays the foundations for understanding number operations
16. For example 700+300=1000; 60+□=100; 57+33=90; 57-8=49; this develops their understanding of the inverse relationship between addition and subtraction
17. For example 3+1=1+3; 3+1=□+2; 3+1=5-□

Middle

18. For example finding how much the temperature changed
19. For example since 54+37=91, 91-37=54 and 91-54=37
20. For example 3×13=3×10+3×3; 5×19=5×20-5×1
21. Multiplication facts should include 2, 3, 4, 5 and 10
22. For example to estimate the cost of an apple sold in a pack of four or to recognise that 296+735 will be approximately 1000

Later

23. Including simple ratio and percentages – for example 45 is three times greater than 15, they are in the ratio 3:1
24. For example $325\div5=(300+25)\div5=300\div5+25\div5$ or $\frac{325}{5}=\frac{300}{5}+\frac{25}{5}$
25. This includes mental methods, informal and formal written methods and using technology

5. Curriculum progression continued

MONEY

EARLY	MIDDLE	LATER
E8. to use coins of different values and recognise the equivalence of different combinations of coins[26]	**M13.** to record amounts of money using pounds and/or pence, converting between them as appropriate	**L13.** to solve problems related to borrowing, spending and saving[30]
E9. to compare and order costs of different items	**M14.** how to handle amounts of money in the contexts of shopping, saving up and enterprise activities[29]	**L14.** to understand and convert between different currencies
		L15. how to manage money[31] and prepare budgets for events, including using spreadsheets

MEASURES

E10. to compare and order objects and events[27]	**M15.** to recognise when length and capacity are conserved	**L16.** to recognise when area, volume and mass are conserved
E11. to create and use whole number scales[28] to measure	**M16.** to use standard units to estimate measures and to measure with appropriate accuracy	**L17.** to convert between units within the metric system
	M17. to recognise and use equivalent representations of time	**L18.** to use an angle measurer to measure angles in degrees
	M18. to measure angles using fractions of turn and right angles	**L19.** to solve problems involving time and time intervals, including time represented by the 24-hour clock
	M19. to explore the development of different measuring systems, including metric and imperial measures	**L20.** to use decimal calculations to solve problems with measures

ns

Early

26. Including in the context of buying and selling involving role play
27. This includes mass, time and length, for example answering questions such as 'which is heaviest?' 'which takes longer?' or 'which is longest?'
28. Number scales include standard and non-standard units

Middle

29. For example to find and compare unit costs of items that are sold in multiple unit quantities

Later

30. This includes using and interpreting information from external sources and making decimal calculations
31. This includes using the context of enterprise activities where children need to work out a range of budgetary options, developing awareness of profit and loss

5. Curriculum progression continued

GEOMETRY

EARLY

E12. to identify, group, match, sort and compare common shapes[32] using geometric properties[33]

E13. to identify, reproduce and generate geometric patterns including the use of practical resources and ICT

E14. to generate instructions for straight and turning movement[34]

MIDDLE

M20. to recognise symmetry properties of 2D shapes and patterns

M21. to make simple scalings[35] of objects and drawings

M22. to understand and use angle as the measure of turn

M23. to understand perimeter as a length and to find the perimeter of rectangles and other shapes

M24. to create sequences of instructions using ICT, including generating symmetric and repeating geometric patterns

LATER

L21. to use and make maps, scale models and diagrams for a purpose

L22. to understand area as the space enclosed by a perimeter on a plane, and find areas of rectangles and related shapes[36]

L23. to solve practical problems involving 3D objects[37]

L24. to visualise geometric objects[38] and to recognise and make 2D representations of 3D shapes

L25. to create and refine sequences of instructions, using ICT to construct and explore geometric patterns and problems[39]

L26. to explore aspects of geometry to find out about its origins[40], and its use in different cultures, religions, art and architecture[41]

ns

Early

32. Common shapes include triangle, square, rhombus, rectangle, kite, parallelogram, circle, cube, prism, pyramid, cylinder, cone, and sphere
33. Geometric properties include edges, vertices, faces, right-angles, straight, curved, closed and open
34. For example using a programmable toy or describing a familiar journey including change of direction/ angle of turn

Middle

35. Simple scales include half, twice and ten times

Later

36. This includes triangles and shapes that are made up of triangles and rectangles including the surface area of 3D objects
37. This includes developing understanding of the volume of cuboids by solving problems such as 'what is the smallest possible box to hold six smaller boxes?'
38. This includes imagining what something will look like in different orientations
39. This should include use of procedures to improve efficiency
40. For example Greek architecture and discoveries, stone circles and pyramids
41. For example Islamic patterns, Japanese temple art, Rangoli patterns, modern art and ancient and modern architecture

Return to Contents

5. Curriculum progression continued

STATISTICS

EARLY

E15. to generate and explore questions that require the collection and analysis of information

E16. to collect, group, match, sort, record and represent information[42] for a purpose and store it using ICT

E17. to interpret and draw conclusions from information they have collected

MIDDLE

M25. to collect and structure information using ICT so that it can be searched and analysed, including using appropriate field headings and data types[43]

M26. to use frequency diagrams and bar charts to represent and record information

M27. to interpret their own and others' data

LATER

L27. how statistics are used in society today[44]

L28. to use different kinds of averages and range to summarise and compare data sets

L29. to use data to assess likelihood and risk and develop an understanding of probability through computer simulations, games and consideration of outcomes of everyday situations

L30. to discuss, sort and order events according to their likelihood of occurring

L31. to answer questions or test hypotheses by using ICT to collect, store, analyse and present data[45]

L32. to use ICT to represent data[46] on a scattergraph, and proportional data[47] in a pie chart in order to explore possible relationships and interpret the findings[48]

ns

Early

42. This includes using Venn and Carroll diagrams, simple frequency diagrams and simple data-handling software to create tables and graphs

Middle

43. Analysis should include discussion about 'reasonableness' of outcomes

Later

44. For example statistics are used to inform the public about how the local council spends its money, to monitor safety in factories, to inform decisions about whether to install traffic lights, or to decide what stock to order

45. For example using data types including text, number, date, currency, yes/no and error checking through inspecting outcomes

46. For example height and weight for a chart on a child's development

47. Proportional data means data where fractions of the population are represented, such as how a council spends its budget, or how all the children in a class travel to school

48. This should include understanding how these diagrams work and choosing an appropriate representation to present the data

Understanding physical development, health and wellbeing

Programme of learning

Return to Contents

Understanding physical development, health and wellbeing

Curriculum aims

This area of learning contributes to the achievement of the curriculum aims for all young people to become:

- successful learners who enjoy learning, make progress and achieve
- confident individuals who are able to live safe, healthy and fulfilling lives
- responsible citizens who make a positive contribution to society.

Why this area of learning is important

To enjoy healthy, active and fulfilling lives, children must learn to respond positively to challenges, be enterprising and handle risk and to develop self-confidence and physical capabilities. This area of learning lays the foundations for long-term wellbeing and contributes to children's mental, social, emotional[1], economic[2] and physical[3] development. It is central to their development as confident individuals.

Children learn about their changing bodies and the importance of nutrition and rest for a healthy, balanced lifestyle. Through sport and other physical activities, they learn to increase body control, coordination and dexterity.

Children also learn about their responsibilities both as individuals and members of groups and teams. They learn to cooperate and to compete fairly, understanding their own and others' roles.

As they become more confident, children develop a growing self-awareness and a commitment to self-improvement so they can make informed decisions that lead to happy and healthy lives. They raise their aspirations, set goals and work to achieve them, seeing how this will influence their opportunities in education, leisure and in the world of work.

1. Essential knowledge

Children should build secure knowledge of the following:

a. healthy living depends upon a balance of physical activity, nutrition, leisure, work and rest to promote wellbeing[4]

b. physical competence and performance can be improved through practice, control and dexterity as well as creative thinking and commitment

c. good interpersonal relationships promote personal wellbeing and are sustained through a positive sense of personal identity and respect for similarities and differences

d. personal wellbeing depends upon high aspirations and the development of financial and enterprise capability

e. challenge and risk can be managed through well-informed choices that lead to safe, full and active lives.

ns *Denotes non-statutory information.*

The explanatory text is a non-statutory part of the programme of learning.

1. Teachers will continue to find the guidance on social and emotional aspects of learning (SEAL) a support for planning in this area of learning
2. Aspects of economic and business understanding are also included in *Historical, geographical and social understanding*
3. The physical activities in this area of learning contribute to the five-hour offer per week of PE and sport. This should include at least two hours of high-quality physical education
4. Personal wellbeing includes physical, mental, intellectual, social, emotional and economic aspects

2. Key skills

These are the skills that children need to learn to make progress:

a. reflect on and evaluate evidence when making personal choices or bringing about improvements in performance and behaviour

b. generate and implement ideas, plans and strategies, exploring alternatives

c. move with ease, poise, stability and control in a range of physical contexts

d. find information and check its accuracy, including the different ways that issues are presented by different viewpoints and media

e. communicate clearly and interact with a range of audiences to express views on issues that affect their wellbeing.

3. Cross-curricular studies[5]

This area of learning should provide opportunities for:

a. children to develop and apply their literacy, numeracy and ICT skills

b. personal, emotional and social development

c. enhancing children's understanding of physical development, health and wellbeing by making links to other areas of learning and to wider issues of interest and importance.

4. Breadth of learning

a. When learning about exercise and health children should:

1. participate in a range of activities that promote physical skilfulness and development through indoor and outdoor activities, including creative play
2. be able to identify what types of physical activities they enjoy and find out how to get involved
3. take part in physical activities that involve competing with and outwitting opponents[6], accurate replication of actions[7], optimum performance[8] and creative problem solving[9].
4. learn to swim a minimum distance of 25m[10]
5. refine physical skills within aerobic activities and ball games[11]
6. learn about the importance of healthy lifestyles and have opportunities to prepare and cook simple balanced meals
7. learn how nutrition, exercise and hygiene contribute to their wellbeing.

ns

5. Further guidance and case studies to help teachers plan for cross-curricular studies are available on the National Curriculum website (www.qcda.gov.uk/curriculum) from early 2010
6. This includes competing and collaborating in activities and games
7. This includes gymnastics and dance activities. Dance is also included in *Understanding the arts*
8. This includes athletics and competitive games including swimming
9. This includes adventurous activities such as expeditions, camping and personal survival
10. All children should learn to float and move safely in water and to swim unaided or unsupported on their front and on their back. They should learn how to swim unaided and to survive in water
11. Children should have opportunities to develop coordination through activities such as hitting, striking, catching, throwing, running, jumping, skipping and hopping

b. When learning about the physical and emotional changes that take place as they grow, children should:

1. learn about relationships and sex within the context of caring and stable relationships[12]
2. learn how to make decisions that promote and sustain better physical, mental and emotional health
3. learn about staying safe and how to handle risks relating to issues including harmful relationships, drugs and alcohol, and how and where to get help
4. learn how to manage their emotions and develop and sustain relationships, recognising diversity and respecting themselves and others
5. collaborate and compete individually, in pairs, groups and teams. Through these activities, children learn about their capabilities, their limitations and their potential.

c. In developing their awareness of the adult world and raising their aspirations, children should:

1. solve problems, embrace and overcome challenges and deal with change
2. come to recognise that there is a range of work that people do and a variety of ways in which people contribute to society
3. learn how education and training can improve their opportunities in later life[13]
4. meet people from a range of occupations as well as attend events outside of school[14]
5. learn about where money comes from, its uses and how to manage it[15]
6. develop and use enterprise skills.

ns Learning in this area should include an appropriate balance of focused subject teaching and well-planned opportunities to use, apply and develop knowledge and skills across the whole curriculum.

ns

12. This includes making judgements about the appropriateness of sex and relationships education in relation to the age and maturity of learners
13. Children should be encouraged to learn about the pathways they might take in their future education through secondary, further and higher education
14. This could include meeting sports people, exercise and nutrition experts, chefs, medical and business professionals, attending sports and dance events and different places of work, and participating in residential visits
15. Aspects of financial education are also included in *Mathematical understanding*

5. Curriculum progression

The overall breadth of learning should be used when planning curriculum progression. Children should be taught:

EARLY[16]	MIDDLE	LATER
ACROSS THE AREA OF LEARNING		
E1. to work and play independently and in groups	**M1.** to work independently and in groups, taking on different roles and collaborating towards common goals	**L1.** to take the lead, prioritise actions and work independently and collaboratively towards goals
E2. to listen to, and show consideration for, other people's views	**M2.** to listen to, reflect on and respect other people's views and feelings	**L2.** to listen to, reflect on and respect other people's views and feelings while negotiating and presenting their own views
E3. to identify and talk about their own and others' strengths and how to improve	**M3.** to recognise and respect similarities and differences between people	**L3.** to recognise and challenge stereotyping and discrimination[21]
E4. how to keep safe and know how and where to get help[17]	**M4.** to recognise their own and others' strengths and weaknesses and how to improve	**L4.** to self-assess, set goals, prioritise and manage time and resources, understanding how this will help their future actions
E5. to use strategies to stay safe when using ICT and the internet	**M5.** to recognise and respond to issues of safety relating to themselves and others and how to get help[19]	**L5.** to recognise their strengths and how they can contribute to different groups
E6. to recognise right and wrong, what is fair and unfair and explain why	**M6.** to use ICT safely, including keeping their electronic data secure[20]	**L6.** to take responsibility for their own safety and the safety of others and where to seek help in an emergency[22]
E7. to recognise how attitude and behaviour, including bullying, may affect others[18]	**M7.** to recognise and manage risk in their everyday activities	**L7.** to use ICT safely, including using software features and settings[23]
		L8. how to respond to challenges, including recognising, taking and managing risks

ns

Early

16. Each area of learning should build on children's experiences and development in the early years foundation stage to ensure continuity of curriculum provision and their continuing progress
17. This includes knowing how to stay safe in physical activities and in different social settings and other aspects of staying safe in the home, in water and road safety
18. This includes what bullying is, that it is wrong and how to challenge it

Middle

19. This includes risk in the home, road safety, water, electricity and personal safety relating to relationships with adults
20. This includes not disclosing personal information while online and not disclosing passwords

Later

21. This includes cultural, ethnic and religious diversity, gender and disability
22. Children should know about some basic aspects of first aid
23. This includes altering security settings on social network sites and knowing how to respond to chat/video requests from unknown people

5. Curriculum progression continued

EARLY	MIDDLE	LATER
ACROSS THE AREA OF LEARNING		
	M8. to recognise how attitude, behaviour and peer pressure can influence choice and behaviour, including dealing with bullying[25]	**L9.** about the factors influencing opinion and choice, including the media[27] **L10.** to recognise how their behaviour and the behaviour of others may influence people both positively and negatively[28]
PHYSICAL EDUCATION		
E8. to develop control and coordination of their physical movements **E9.** to recognise, observe and apply rules in competitive and cooperative games and other physical activities and why they are important **E10.** to devise and use repeat compositions and sequences in physical activities[24] **E11.** to use and apply simple tactics and strategies **E12.** to improve performance by observation and use criteria for evaluation **E13.** about the benefits of regular exercise and how their bodies feel when they exercise	**M9.** to control and coordinate their bodies and movements with increasing skill and confidence **M10.** to follow and apply more complex rules in a range of competitive and cooperative games and physical activities **M11.** to develop physical skills and techniques by observation, evaluation and refinement; and to use repetition and practice to reach higher standards[26] **M12.** to use tactics, strategies and compositional ideas to achieve set objectives and improve performance **M13.** to recognise ways in which stamina and flexibility can be improved through daily physical activity	**L11.** to perform physical movements and complex series of movements with increasing control, coordination, precision and consistency **L12.** to create and apply rules and use more complex compositions, tactics and strategies in competitive and cooperative games and other physical activities **L13.** to develop and perform sequences and compositions using appropriate movements to express ideas and emotions **L14.** to refine physical skills and techniques, commenting on strengths and weaknesses in their own and others' performance **L15.** to recognise the benefits of practice and reflection for improving personal and group performance[29]

ns

Early

24. This includes activities in which they perform skills, phrases and sequences as accurately as possible, such as dance and gymnastics

Middle

25. This includes both positive and negative influences and learning about how to deal with different types of bullying (physical, verbal, via mobile phones, online), how to recognise it, how to seek help and how to develop strategies for coping with it

26. This includes activities in which they need to perform skills, phrases and sequences as accurately as possible such as gymnastics, dance or Tai Chi

Later

27. This includes increasing children's awareness of consumerism and how advertising and access to the internet can influence choice and behaviour

28. This includes both positive and negative influences and learning about how to deal with different types of bullying (physical, verbal, in and out of school, via the internet and mobile phones), how to recognise it, how to seek help and how to develop strategies for coping with bullying

29. This includes the use of ICT to monitor, record and review performance

5. Curriculum progression continued

PERSONAL WELLBEING

EARLY	MIDDLE	LATER
E14. why healthy eating and physical activity are beneficial	**M14.** about the relationship and balance between physical activity and nutrition[33] in achieving a physically and mentally healthy lifestyle	**L16.** to understand the particular benefits of different physical activities for promoting health
E15. to make healthy eating choices and prepare simple healthy foods	**M15.** to plan and help prepare simple healthy meals	**L17.** to take responsibility for their physical activity and nutrition in achieving a physically and mentally healthy lifestyle[37]
E16. that some substances can help or harm the body[30]	**M16.** about the impact of some harmful and beneficial substances on their body[34]	**L18.** to plan, prepare and cook simple healthy meals
E17. about the simple physical changes to their bodies they have experienced since birth and the similarities and differences between people[31]	**M17.** about the physical and emotional changes that take place as they grow and approach puberty[35]	**L19.** how to make responsible, informed decisions relating to medicines, alcohol, tobacco and other substances and drugs[38]
E18. to manage personal hygiene	**M18.** how to form and maintain relationships with a range of different people[36]	**L20.** about the physical changes that take place in the human body as they grow and how these relate to human reproduction
E19. to identify different relationships that they have and why these are important[32]	**M19.** strategies for managing and controlling strong feelings and emotions	**L21.** how to manage changing emotions and relationships and how new relationships may develop[39]
E20. how to recognise, manage and control strong feelings and emotions		**L22.** that hygiene, physical activity and nutrition needs might change as a result of growth and adolescence
		L23. strategies for understanding, managing and controlling strong feelings and emotions and dealing with negative pressures

ns

Early

30. This includes safe storage of household substances
31. This includes simple physical changes, growth, hair, height and the differences between boys and girls
32. This includes starting with close family, carers, friends and widening their recognition to people less known to them including personal safety relating to relationships with adults. This includes learning about changing relationships, about marriage, separation and loss

Middle

33. This includes achieving healthy weight by balancing exercise and nutrition
34. This includes the effects of medicines, tobacco, alcohol and other drugs on their bodies
35. This includes changes to their bodies, emotions, feelings and attitudes
36. This includes valuing relationships within their families and with carers and with people different from themselves. This also includes changing relationships, marriage, civil partnerships, separation, loss and bereavement

Later

37. This includes developing understanding of what constitutes physical and mental health and things that may threaten both
38. This includes awareness of misuse of volatile substances, including aerosols, glue and petrol
39. This includes learning about changing relationships within their family and friendship groups, including marriage, civil partnerships, separation, loss and bereavement

5. Curriculum progression continued

ECONOMIC WELLBEING

EARLY

E21. about the different types of work people do and about different places of work[40]

E22. about where money comes from and the choices people make to spend money on things they need and want

E23. ways to contribute to enterprise activities[41]

MIDDLE

M20. why people work and the different jobs people do[42]

M21. what influences the choices people make about how money is spent[43]

M22. how they can contribute to a range of activities that help them to become more enterprising[44]

LATER

L24. about the connections between their learning, the world of work and their future economic wellbeing[45]

L25. about how people manage money and about basic financial capability[46]

L26. to show initiative and take responsibility for activities that develop enterprise capability[47]

ns

Early

40. This should help to broaden children's view of the adult world and the world of work
41. This includes generating ideas, solving problems with more than one solution and collaborating towards common goals

Middle

42. This should further develop children's view of the world of work and career pathways
43. This could include knowing about organisations that promote ethical spending, about peer, media and other influences that help them become critical consumers
44. This includes developing the thinking skills, attitudes and dispositions needed to be enterprising, such as adaptability, perseverance and creative problem solving

Later

45. This should help children to make the link between their learning at school and learning in other settings
46. This will help children develop a basic understanding of the difference between cost, price and the notion of profit
47. This includes further developing enterprise capability through activities such as organising and hosting events and performances, designing outdoor trails and making and selling products

Scientific and technological understanding

Programme of learning

Return to Contents

Scientific and technological understanding

Curriculum aims

This area of learning contributes to the achievement of the curriculum aims for all young people to become:

- successful learners who enjoy learning, make progress and achieve
- confident individuals who are able to live safe, healthy and fulfilling lives
- responsible citizens who make a positive contribution to society.

Why this area of learning is important

Children live in an age of fast-moving science and design and technology. This area of learning is fundamental to exploring, understanding and influencing the natural and made worlds in which we live. It offers a wealth of experiences and ideas that encourage children's natural curiosity and creativity, inspiring awe and wonder. Science supports the development of technology and advances in technology lead to new scientific discoveries, shaping how we live safe and healthy lives in our rapidly changing society.

This area of learning helps children to find new ways of looking at the world and to engage with changing explanations about how the world works. They learn to value ideas and to see talking, thinking and imagining as essential elements in developing understanding and new processes.

Children tackle problems, forming questions, generating and testing ideas and designs and deciding how to seek solutions. They gather and make sense of evidence, test out hypotheses and evaluate processes and outcomes. They learn the possibilities of science, design and technology, inspiring them to become the scientists, engineers, designers and innovators of the future and how to be informed citizens responsive to the needs of others and the world in which they live.

1. Essential knowledge

Children should build secure knowledge of the following:

a. the power of creative ideas and approaches in science and technology to explore and explain our world, solve problems and bring about change

b. how information and valid evidence underpin ideas and practice in science and technology

c. how science and human needs interact to create new knowledge, technologies and products

d. how the natural and made worlds evolve, are interdependent and interrelated and how humans engage with and influence their environment

2. Key skills

These are the skills that children need to learn to make progress:

a. observe and explore[1] to generate ideas, define problems and pose questions in order to develop investigations and products

b. engage safely in practical investigations and experiments[2] and gather and record evidence by observation and measurement[3]

c. apply practical skills to design, make and improve products safely[2], taking account of users and purposes

d. communicate[4] and model in order to explain and develop ideas, share findings and conclusions

e. to continually make systematic evaluations when designing and making, to bring about improvements in processes and outcomes[5].

3. Cross-curricular studies[6]

This area of learning should provide opportunities for:

a. Children to develop and apply their literacy, numeracy and ICT skills

b. Personal, emotional and social development

c. Enhancing children's scientific and technological understanding through making links to other areas of learning and to wider issues of interest and importance.

4. Breadth of learning

a. When investigating science and design and technology children should:

1. share their expertise in subjects that interest them and respond to relevant and current issues, locally and in the national media
2. apply their knowledge and understanding in real-life contexts, relating it to the world around them and visiting places[7] to learn about science and design and technology
3. work with experts and enthusiasts to find out how science and design and technology are used and applied in day-to-day life.

b. Children should use investigations and designing and making activities to:

1. explore a range of familiar and less familiar contexts, environments and products[8]
2. develop practical skills[9] that will help them to carry out investigations and to make functional products from their design ideas.
3. use design and technology contexts to develop scientific understanding and apply their scientific knowledge to inform their designing and making
4. work collaboratively towards a common goal by sharing ideas, making compromises, negotiating and providing feedback.

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ns *Denotes non-statutory information.*

The explanatory text is a non-statutory part of the programme of learning.

1. This includes obtaining information from a range of different primary and secondary sources, including the internet, and using simulations to predict outcomes of experiments and explore environments, parts and products that are hard to access in reality
2. This includes selecting suitable tools, equipment and components and controlling risks to themselves and others
3. This includes using ICT for data logging
4. This includes using appropriate language to name, describe, explain or evaluate designs, living things, materials, processes and products
5. This includes reviewing ideas, information and existing products, plans, methods and processes and conclusions and solutions and includes using ICT for organising information
6. Further guidance and case studies to help teachers to plan for cross-curricular studies are available on the National Curriculum website (www.qcda.gov.uk/curriculum) from early 2010
7. This includes exploring remote or imaginary locations through the use of ICT in order to encounter environments, products, people and places beyond the immediate locality
8. This includes investigating functional products to find out how they work, how they are made, and how they meet the needs of the intended user and purpose
9. Practical skills when making purposeful products include choosing equipment, measuring, marking out, cutting and shaping a range of materials, and assembling, joining and combining components and materials accurately and finishing techniques that help to improve the appearance of their product

c. When applying their knowledge and understanding of science and design and technology children should:

1. think creatively and inventively about how things work[10], identify patterns and establish links between causes and effects
2. test their ideas through practical activities and review their own and others' ideas and investigations, designs and products
3. carry out their own investigations, deciding what kind of evidence to collect and what equipment and materials to use
4. suggest the results they expect and explain their observations and the significance and limitations of the conclusions they draw.

d. When developing their own design ideas children should:

1. explore ways of improving designs for products, mechanisms, structures, systems and control[11]
2. investigate different materials[12], and use them to provide functional solutions to meet user needs, evaluating and refining their products as they work.

ns Learning in this area should include an appropriate balance of focused subject teaching and well-planned opportunities to use, apply and develop knowledge and skills across the whole curriculum.

ns

10. This includes living things and products
11. Such as computer-aided design (CAD)
12. This includes making observations in a variety of ways, including electrical and mechanical components, mouldable materials, stiff and flexible sheet materials, and textiles

5. Curriculum progression

The overall breadth of learning should be used when planning curriculum progression. Children should be taught:

EARLY[13]	MIDDLE	LATER
ACROSS THE AREA OF LEARNING		
E1. to explore and observe[14] in order to collect data and describe[15] and compare their observations and findings	**M1.** to explore and investigate in order to collect data, analyse it and identify patterns	**L1.** to ask questions that can be answered by different types of investigative activity and decide the best approach to use[21]
E2. to apply their knowledge and understanding in their practical work[16]	**M2.** to use their knowledge and research to inform designs for functional products and plans for investigations	**L2.** to make and record accurate measurements and detailed observations, presenting them appropriately[22], and analyse, interpret and apply them
E3. to sort, group and apply information using ICT to inform investigations, designs and made products	**M3.** to capture, record and analyse data using a range of equipment[20], including sensors	**L3.** to explore and explain how significant innovations and inventions[23] have come about and how they have changed the way people live and use ideas from other cultures and times to inform their own experiments, investigations and designs
E4. to sort, group and identify familiar living things and materials according to observable features and properties[17]	**M4.** to evaluate their skills, findings and outcomes using given criteria and offer explanations for their findings	**L4.** to devise criteria to evaluate their approaches, products and outcomes
E5. to investigate the properties of everyday materials[18], find out where they come from, how and why they are used, how they can be changed[19] and how they can be disposed of or recycled		

ns

Early

13. Each area of learning should build on children's experiences and development in the early years foundation stage to ensure continuity of curriculum provision and their continuing progress
14. Including showing interest and curiosity, noticing changes, asking questions, saying what they think might happen and using secondary sources
15. This includes recording and communicating using talk, drawings, photographs, prepared tables and pictorial representations of data such as sorting circles, pictograms and scattergrams
16. This includes taking account of simple properties of materials when deciding how to cut, shape, combine and join them, and consider users and purposes when designing
17. This includes 'living and never-lived', the main external body parts of plants and animals and sensory properties of materials
18. Including construction materials, components, textiles and ingredients
19. Including simple product investigation, manipulating, heating and cooling

Middle

20. This includes using equipment to observe and measure, predicting different things that might happen, using secondary sources where appropriate, drawing their own tables for straightforward data and completing prepared bar charts

Later

21. This includes selecting equipment and tools, including ICT, to make their work more effective and efficient, making appropriate observations and measurements, deciding how many measurements and repeats to use and how to record them, and using secondary sources where appropriate
22. This includes using scientific and technical language, together with bar charts and prepared line graphs to present results
23. This includes exploring the contributions of historically significant scientists, technologists and engineers

5. Curriculum progression continued

ACROSS THE AREA OF LEARNING

DESIGN AND TECHNOLOGY

EARLY	MIDDLE	LATER
E6. to explore changes in the way things move by using push and pull forces	**M5.** to apply knowledge, skills and understanding when designing and making products using construction materials and textiles	**L5.** to make controllable systems or models, devising and refining[30] sequences of instructions taking into account users, purposes and needs
E7. to explore simple mechanisms and structures to investigate how they work[24]	**M6.** to use a variety of methods[28] to explore design alternatives and to test fitness for purpose of materials, components and techniques	**L6.** to consider the implications of familiar designs and products for the environment and different communities
E8. to give instructions to make things happen using programmable devices	**M7.** to apply knowledge of mechanical and electrical control when designing and making functional products	
E9. to explore simple electrical circuits and find out how electricity is used in the home, at school and in some products	**M8.** to refine sequences of instructions to control events or make things happen using ICT[29]	
E10. to explore sources of light and sound and how we sense them[25]		
E11. to explore ways of looking after living things and keeping them alive and healthy[26]		
E12. to investigate their local environment and use their findings to inform actions to care for[27] and improve it.		

ns

Early

24. For example, a wheel and axle in a toy vehicle
25. This includes light and dark, shadows and reflections and sources of light and sound
26. This includes movement, reproduction, sensitivity, growth and nutrition in plants, animals and humans
27. This includes looking at how, for example, the production of some materials can affect our world

Middle

28. Including using different components to improve the function of a product
29. For example to control events in a lighting sequence or make things happen when controlling a device such as a model vehicle

Later

30. Including the use of conditional statements, procedures or subroutines

5. Curriculum progression continued

ACROSS THE AREA OF LEARNING

SCIENCE

M9. to investigate how light and sound travel and how shadows and sounds are made

M10. to investigate the effects of different forces[31] and how they can use these to move mechanical parts[32] or objects in specific ways

M11. to identify, group and select materials[33] using properties[34] and behaviours[35] that can be tested, and identify and group living things using observable features and other characteristics[36]

M12. to investigate what happens when materials are mixed, and whether and how they can be separated[37] again

M13. to apply scientific knowledge and understanding[38] to grow healthy plants and explain how humans and other animals stay fit and healthy

M14. to investigate the physical characteristics[39] of the local environment and the living things in it[40], comparing them with those from another locality

SCIENCE – ENERGY, MOVEMENT AND FORCES

L7. to investigate and explain the effect of changes in electrical circuits

L8. to investigate the properties and behaviour of light and sound in order to describe and explain familiar effects[41]

L9. to investigate combinations of forces[42]

SCIENCE – MATERIAL BEHAVIOUR

L10. to explore, explain and use reversible and non-reversible changes[43] that occur in the world around them and how changes can be used to create new and useful materials

ns

Middle

31. Different forces include magnetic forces, gravitational attraction, friction and air resistance and measuring them
32. This includes those in the human body
33. This includes rocks and soils, and grouping into solids, liquids and gases
34. This includes electrical, thermal and magnetic
35. This includes reversible and non-reversible changes
36. Including habitat (for example water, land and air) and diet (for example other animals, plants or a combination)
37. This includes separating solids from mixtures by sieving and filtering and by magnetic separation
38. This includes the structure and function of the parts of a plant and the relationship between them
39. Including the appearance, texture and permeability of rocks and soils
40. This includes food chains

Later

41. This includes how we see things, how shadows are formed and how to change the pitch and loudness of sounds produced by musical instruments
42. This includes opposite forces, more than one force acting on an object and representing them diagrammatically
43. For example the reversible changes that occur when separating soluble solids from liquids and the non-reversible changes of the breakdown of food by micro-organisms

5. Curriculum progression continued

EARLY

MIDDLE

LATER

SCIENCE – LIFE AND LIVING THINGS

L11. to apply knowledge and understanding to describe and explain the structure and function of key human body systems including reproduction[44]

L12. to investigate the structure, function, life cycle and growth of flowering plants and how these grow and are used around the world

L13. to investigate, identify and explain the benefits of micro-organisms and the harm they can cause[45].

SCIENCE – THE ENVIRONMENT, EARTH AND SOLAR SYSTEM

L14. to investigate and explain how plants and animals are interdependent[46] and are diverse and adapted to their environment as a result of evolution

L15. to investigate and explain how scientific and technological developments affect the physical and living worlds[47]

L16. to explore and explain practical ways in which science can contribute to a more sustainable future

L17. to explore and explain how time measurement[48] relates to day and night and the Earth's place in the solar system

ns

Later

44. This should also include digestion (teeth and food), circulation (heart and pulse rate), skeleton (muscles and movement) and growth. This should be related to caring for the human body
45. The benefits include breaking down waste and use in the making of bread, the harm includes causing disease and making food go mouldy
46. This includes green plants as producers and animals as consumers; the ways in which plants depend on animals including pollination, seed dispersal and nutrients; fertilisers as plant nutrients and growing plants
47. Scientific and technological developments that affect the physical and living worlds include the consideration of medicine and health, farming and agriculture, travel, communication and entertainment, pollution and global climate change
48. Including days, months and years

Religious education

A statutory subject supported by
a non-statutory programme of learning

Return to Contents

Religious education

A statutory subject supported by a non-statutory programme of learning[1]

Curriculum aims

This area of learning contributes to the curriculum aims for all young people to become:

- successful learners who enjoy learning, make progress and achieve
- confident individuals who are able to live safe, healthy and fulfilling lives
- responsible citizens who make a positive contribution to society.

Why is this area of learning important?[2]

Religious education provokes challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong and what it means to be human. It develops children's knowledge and understanding of the nature of religion and belief[3] including Christianity, principal religions, other religious traditions and world views, in the context of a diverse society.

RE offers opportunities for personal reflection and spiritual development. It enables children to flourish individually, within their communities and as citizens in a diverse society and global community. RE has an important role in preparing children for adult life, employment and lifelong learning. It enables them to develop respect for and sensitivity to others, and enables children to challenge prejudice. In these ways it contributes to children's wellbeing and promotes ways in which communities can live and work together.

1. Essential knowledge

Children should build secure knowledge of the following[4]:

a. beliefs, teachings and sources

b. practices and ways of life

c. forms of expressing meaning[5]

d. identity, diversity and belonging

e. meaning, purpose and truth

f. values and commitments.

ns *Denotes non-statutory information.*

The explanatory text is a non-statutory part of the programme of learning.

1. Religious education is a statutory subject in the curriculum of all maintained schools. RE must be taught according to the locally agreed syllabuses (for community schools, voluntary schools and foundation schools without a religious character). Voluntary controlled and foundation schools with a religious character should teach the locally agreed syllabus unless parents request that RE is taught in accordance with the trust deeds and faith of the school. Voluntary aided schools with a religious character should teach RE in accordance with the trust deeds and faith of the school. Academies and Trust schools should provide RE in accordance with their funding agreement or trust deeds

   This illustrative programme of learning is offered to support those who design statutory syllabuses, in order to promote consistency and quality in RE, in the context of a coherent curriculum

2. This statement is consistent with the secondary RE programmes of study
3. Religion and belief: this includes systems of thought that are religious and non-religious, theistic and non-theistic, in the context of a broad and balanced curriculum
4. Understanding these concepts is the basis of effective learning in RE
5. People can express a sense of meaning through their big questions about life (e.g. 'where do I come from?'), through their commitment to standards of behaviour (e.g. 'do not steal') and through their beliefs and practices (e.g. the practice of prayer, meditation, religious dancing or singing)

2. Key skills[6]

These are the skills that children need to learn to make progress:

a. Identify questions and define enquiries, using a range of methods, media and sources

b. Carry out and develop enquiries by gathering, comparing, interpreting and analysing a range of information, ideas and viewpoints

c. Present findings, suggest interpretations, express ideas and feelings and develop arguments

d. Use empathy, critical thought and reflection to evaluate their learning and how it might apply to their own and others' lives.

3. Cross-curricular studies[7]

This area of learning should provide opportunities for:

a. children to develop and apply their literacy, numeracy and ICT skills

b. personal, emotional, spiritual, moral, social and cultural development

c. enhancing children's understanding of religions and beliefs through making links to other areas of learning and to wider issues of interest and importance.

4. Breadth of learning

Children should be enabled to develop their understanding of the essential knowledge and key skills by drawing on an appropriate balance of religion and belief in the context of the religious and non-religious traditions that form the background and experience of pupils. The religions drawn on should include Christianity in each of the early, middle and later phases[8]. At least two other principal religions should be included during primary education as a whole[9]. To ensure that all children's background and experiences are taken into account, it is recommended that there are also opportunities to study other religious traditions such as the Baha'i faith, Jainism, and Zoroastrianism, and secular world views, such as humanism, where appropriate[10]. A religious community with a significant local presence[11] could also form a context for learning. Understanding of key ideas can also be promoted through themed studies, experiences of dialogue between and within beliefs, and visits to or encounters with people of a variety of religions and beliefs. Children should learn to use appropriate specialist vocabulary.

ns Learning in this area should include an appropriate balance of focused subject teaching and well-planned opportunities to use, apply and develop knowledge and skills across the whole curriculum.

ns

6. Key skills run through all areas of learning and are derived from the personal development framework 'Essentials for Learning and Life'
7. Further guidance and case studies to provide teachers with help to plan for cross-curricular studies are available on the National Curriculum website (www.qcda.gov.uk/curriculum) from early 2010
8. Where possible, this should include Orthodox, Catholic, Anglican, Free Church (e.g. Methodist or Baptist) and Pentecostal branches of Christianity across the whole primary phase
9. Over the primary phase children should learn about and learn from both religious and non-religious world views, in the context of a broad and balanced curriculum
10. Over the primary phase children should learn about and learn from both religious and non-religious world views, in the context of a broad and balanced curriculum
11. This could include, for example, traditional religions such as those from African countries or China

5. Curriculum progression

The overall breadth of learning should be used when planning curriculum progression. Children should be taught:

EARLY[12]	MIDDLE	LATER
E1. to explore a range of religious and moral stories and sacred writings, and talk about their meanings	**M1.** to explore and discuss some religious and moral stories, sacred writings and sources, placing them in the context of the belief system[15]	**L1.** to describe and discuss some key aspects of the nature of religion and belief[17]
E2. to name and explore a range of celebrations, worship and rituals in religions or beliefs, recognising the difference they make to individuals, families and local community[13]	**M2.** to investigate and suggest meanings for celebrations, worship and rituals, thinking about similarities and differences[16]	**L2.** to investigate the significance and impact of religion and belief in some local, national and global communities[18]
E3. to identify and suggest meanings for religious symbols, using a range of religious and moral words and exploring how they express meaning[14]		**L3.** to consider the meaning of a range of forms of religious expression[19], identifying why they are important in religious practice and noting links between them
E4. to recognise the importance for some people of belonging to a religion or holding special beliefs, in diverse ways, exploring the difference this makes to their lives		

ns

12. Each area of learning should build on children's experiences and development in the early years foundation stage to ensure continuity of curriculum provision and their continuing progress

Early

13. Celebrations refer to annual festivals such as Christmas, Easter, Pesach, Id-ul-Fitr or Diwali. Worship usually refers to daily or weekly ceremonies at home or in a sacred building. Rituals can be rites of passage, e.g. those marking birth or growing up; rituals can also be used in the context of worship, e.g. wudu at the start of daily prayers in Islam. Similarities and differences and the impact on daily life can be noted, e.g. believing in compassion may lead people to help others
14. The expression of a sense of meaning could be explored and responded to through the arts, e.g. in appreciation of religious art or music, or thinking about the position of hands/posture in prayer or meditation

Middle

15. Stories and their meanings should be understood as part of the sources of a belief system
16. Thinking about similarities and differences could mean wondering about differences between birth and naming rituals across religions, or about similarities between religious services with different names, such as Mass, Eucharist, Communion and the Lord's Supper. This should include investigation of the importance of these practices and ways of life to believers

Later

17. Children could describe and discuss the key aspects, including the questions that beliefs ask and answer, their key teachings and sources of authority, and the people, stories and traditions that influence the beliefs and values of followers
18. This could include, for example, how giving to charity might be based on a deep sense of the unity of humankind, or on a commitment to follow a divine commandment
19. Forms of expressing meaning could include, for example, Indian dance, Buddhist meditation, Arab calligraphy or Sikh sewa (service)

5. Curriculum progression

The overall breadth of learning should be used when planning curriculum progression. Children should be taught:

EARLY

E5. to communicate their ideas about what matters most, and what puzzles them most, in relation to spiritual feelings and concepts[20]

E6. to reflect on how spiritual qualities and moral values relate to their own behaviour[21]

MIDDLE

M3. to describe and interpret how symbols and actions are used to express beliefs[22]

M4. to recognise that people can have different identities, beliefs and practices, and different ways of belonging, expressing their interpretations, ideas and feelings

M5. to reflect on questions of meaning and purpose in life, expressing questions and opinions[23]

M6. to investigate questions of right and wrong in life, expressing questions and opinions[24]

LATER

L4. to reflect on the challenges of belonging and commitment both in their own lives and within traditions, recognising how commitment to a religion or personal belief is shown in a variety of ways

L5. to describe and begin to develop arguments about religious and other responses to ultimate and ethical questions[25]

L6. to reflect on ideas of right and wrong and apply their own and others' responses to them

ns

Early

20. This could include naming and thinking about experiences such as love, wonder, thankfulness, joy and sadness, or questions such as why we care for people or for things. Such experiences should be linked to related stories, rituals or symbols in a religion or belief

21. This could include thinking about spiritual qualities such as reverence or openness, and moral qualities such as forgiveness of people who hurt us. Such qualities should be linked to related stories, rituals or symbols in a religion or belief

Middle

22. Beliefs and ideas can be expressed in many different forms, including art, music, dress, dance, food, artefacts, behaviour codes and social action

23. Questions of meaning and purpose could include wondering about where life comes from, what people hold to be most precious or significant in life, or what happens when people or animals die, and learning about and from beliefs and practices related to these questions

24. Questions of right and wrong should include thinking about the practices and values arising from religious and non-religious traditions

Later

25. Beginning to understand responses to ultimate questions could include discussing and sharing beliefs on issues such as the meaning and value of human life, the existence of God, the causes of suffering or whether there is life after death. There are many such questions that are answered differently by most religious and philosophical traditions. Understanding responses to such questions means recognising that they have no certain answers agreed by all. Children should be encouraged to ask and think about their own and each other's questions, their sources of inspiration and views about truth, as well as exploring the responses of individuals and communities and applying them to their own lives

Return to Contents

The Qualifications and Curriculum Authority (QCA) is currently operating certain of its non-regulatory functions under the name Qualifications and Curriculum Development Agency (QCDA).

The legal entity remains QCA, established under the Education Act 1997. QCA is an exempted charity under the Charities Act 1993.

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| Return to Contents |

This publication sets out the legal requirements of the National Curriculum in England for pupils aged five to 11.

The National Curriculum for pupils aged 11 to 16 is set out in the handbook for secondary teachers (published in 2007).

This publication and related materials can be found on QCDA's National Curriculum website www.qcda.gov.uk/curriculum

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Return to Contents