

Key stage 1: breadth of study**Key stage 2: breadth of study****Key stage 3: range and content****Art & Design**

Exploring a range of starting points for practical work; working on their own, and collaborating with others, on projects in two and three dimensions and on different scales; using a range of materials and processes; investigating different kinds of art, craft and design.

Exploring a range of starting points for practical work; working on their own, and collaborating with others, on projects in two and three dimensions and on different scales; using a range of materials and processes, including ICT; investigating art, craft and design in the locality and in a variety of genres, styles and traditions.

Work in, and across, the areas of fine art, craft and design; exploration of media, processes and techniques in 2D, 3D and new technologies; study of a range of artefacts from contemporary, historical, personal and cultural contexts; understanding of art, craft and design processes, associated equipment and safe working practices.

**Citizenship/
PSHE**

Taking and sharing responsibility; feeling positive about themselves; taking part in small group and whole class discussions; making real choices; meeting and talking with people; developing relationships through work and play; considering social and moral dilemmas; asking for help.

Taking responsibility; feeling positive about themselves; participating; making real choices and decisions; meeting and talking with people; developing relationships through work and play; considering social and moral dilemmas that they come across in life; finding information and advice; preparing for change.

Actions that individuals, groups and organisations can take to influence decisions affecting communities and the environment; the changing nature of UK society, including the diversity of ideas, beliefs, cultures, identities, traditions, perspectives and values that are shared. Economic wellbeing and financial capability: different types of work, including employment, self-employment and voluntary work; work roles and identities. Personal wellbeing: examples of diverse values encountered in society and the clarification of personal values; the personal and social consequences of drug, alcohol and tobacco misuse for themselves and others; the similarities, differences and diversity among people of different race, culture, ability, disability, gender, age and sexual orientation and the impact of prejudice, bullying, discrimination and racism on individuals and communities.

English

Speaking: telling stories, reading aloud, describing events and experiences, speaking to different people; Listening: to each other, adults, and recordings; Group discussion: making plans and investigating, sharing ideas and experiences, and commenting and reporting; Drama activities: working in role, presenting drama and stories to others, and responding to performances; Writing: for a range of purposes including communicating, creating imaginary worlds, organising and explaining information, using a range of forms including narratives, poems, notes, lists, captions etc.

Speaking: reading aloud, presenting to different audiences, extended speaking for different purposes; Listening: live talks, recordings, and others in groups; Group discussion: investigating, selecting and sorting, planning predicting and exploring, and explaining, reporting and evaluating; Drama activities: improvisation and working in role, scripting and performing in plays, responding to performances. Writing: focusing on creative uses of language to interest the reader, conveying the subject matter in detail to inform and explain; to persuade using evidence and constructive arguments; to review and comment on work, to use a range of forms including narratives, poems, play scripts, reports, opinions, reviews etc.

Speaking and listening: formal presentations; informal group discussions; individual and group improvisation and performance; devising, scripting and performing plays. Speaking and listening purposes: describing, instructing, narrating, explaining, justifying, persuading, entertaining, hypothesising; and exploring, shaping and expressing ideas, feelings and opinions. Writing: development of ideas, themes, imagery, settings and/or characters when writing to imagine, explore and entertain; analyse and evaluate; explore stories, poems, play scripts, autobiographies, screenplays, diaries etc.

	Key stage 1: breadth of study	Key stage 2: breadth of study	Key stage 3: range and content
ICT	Presenting information in different ways; exploring a variety of ICT tools and talking about the use of ICT.	Working with a range of information to consider its characteristics and purposes; working with others to explore a variety of information sources and ICT tools; investigating and comparing the uses of ICT inside and outside school.	Use of a range of information, with different characteristics, structures and purposes, and evaluation of how it matches requirements and its fitness for purpose; use of a variety of information sources, including large data sets, in a range of contexts; use and review of the effectiveness of different ICT tools, including a range of software applications, in terms of meeting user needs and solving problems.
Mathematics	Using mathematical ideas in practical activities, then recording these using objects, pictures, diagrams, words, numbers and symbols; estimating, drawing and measuring in a range of practical contexts; exploring and using a variety of resources and materials, including ICT.	Activities extending their understanding of the number system to include integers, fractions and decimals; approximating and estimating more systematically in their work in mathematics; using patterns and relationships to explore simple algebraic ideas; applying their measuring skills in a range of contexts; drawing inferences from data in practical activities, and recognising the difference between meaningful and misleading representations of data; exploring and using a variety of resources and materials, including ICT; activities in which pupils decide when the use of calculators is appropriate and then use them effectively; using mathematics in their work in other subjects.	The study of mathematics should enable pupils to apply their knowledge, skills and understanding to relevant real-world situations including: ratios and proportion; properties of 2D and 3D shapes.
Modern foreign languages	N/A	Linking with other curriculum areas to exploit potential for MFL learning including: aspects of English such as speaking and listening skills, knowledge and understanding of grammatical structures and sentence construction; aspects of mathematics such as counting, calculations, money, the time and the date; songs, alphabet, poems, rhymes and stories in other languages; international or multi-cultural work, for example celebration of festivals, storytelling; using ICT, for example e-mail with schools abroad, materials from the internet and satellite television; geographical and historical work relating to other countries.	The interrelationship between sounds and writing in the target language; learning about different countries and cultures; comparing pupils' own experiences and perspectives with those of people in countries and communities where the target language is spoken.

Key stage 1: breadth of study**Key stage 2: breadth of study****Key stage 3: range and content****Music**

A range of musical activities that integrate performing, composing and appraising; working on their own, in groups of different sizes and as a class; a range of live and recorded music from different times and cultures.

Create and perform dances using a range of movement patterns, including those from different times, places and cultures; respond to a range of stimuli and accompaniment.

Exploring and communicating ideas, concepts and emotions through dance.

Physical education

Use movement imaginatively, responding to stimuli, including music, and performing basic skills; changing the rhythm, speed, level and direction of their movements; creating and performing dances using simple movement patterns, including those from different times and cultures; expressing and communicating ideas and feelings.

Create and perform dances using a range of movement patterns, including those from different times, places and cultures; respond to a range of stimuli and accompaniment.

Exploring and communicating ideas, concepts and emotions through dance.

Religious education

How and why some stories are sacred and important in religion; how and why celebrations are important in religion; using art and design, music, dance and drama to develop their creative talents and imagination; sharing their own beliefs, ideas and values and talking about their feelings and experiences; beginning to use ICT to explore religions and beliefs as practised in the local and wider community.

Encountering religion through visitors and visits to places of worship, and focusing on the impact and reality of religion on the local and global community; discussing religious and philosophical questions, giving reasons for their own beliefs and those of others; considering a range of human experiences and feelings; reflecting on their own and others' insights into life and its origin, purpose and meaning; expressing and communicating their own and others' insights through art and design, music, dance, drama and ICT; developing the use of ICT, particularly in enhancing pupils' awareness of religions and beliefs globally.

Developing a secular world view.