



Planning for a World Class Curriculum

Areas of Learning

Languages

English and MFL



Mathematics

Mathematics



Science and Technology

Science, Design Technology and Computing



Humanities

RE, History and Geography



The Arts

Music and Art & Design



Physical Education

Physical Education



British Values

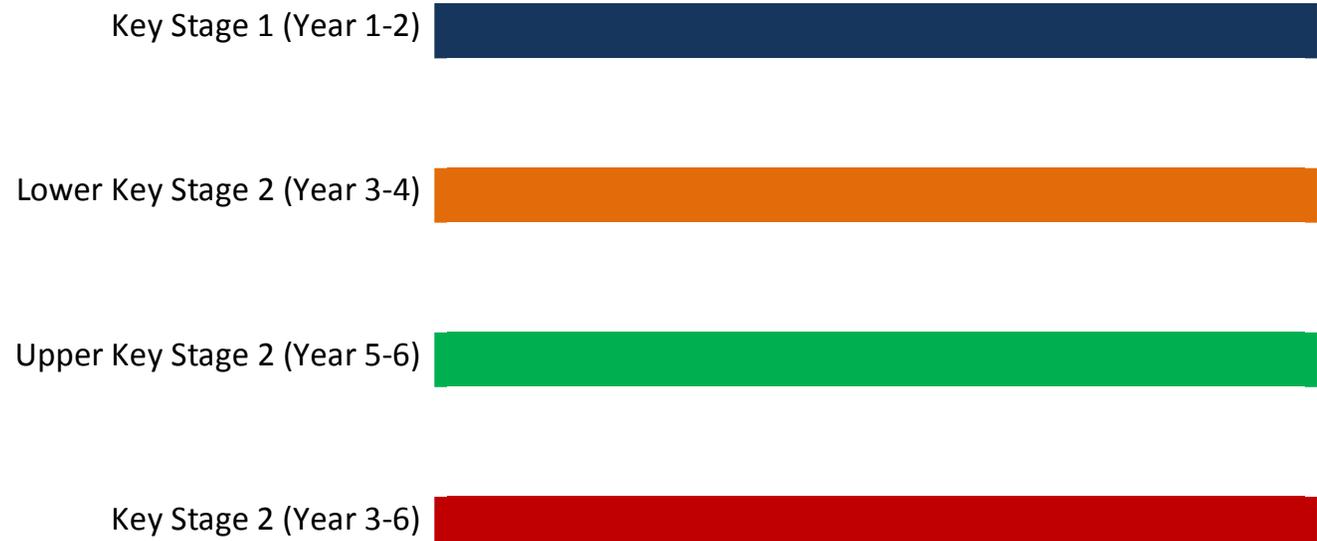
Social, Thinking, Democracy, Rule of Law, Independence, Tolerance and respect (Moral, Cultural and Spiritual Development)



Appendix – Engagement Activities, Curriculum Enrichment, Narrative and Learning Environment planning templates

Planning for a World Class Curriculum

National Curriculum 2014 Programmes of Study KEY



Planning for a World Class Curriculum

Humanities

- History
- Geography



Humanities History	Skills					Teaching and learning
	EYFS (40-60 months)	KS1	LKS2	UKS2	KS3	
<ul style="list-style-type: none"> to describe changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life to know events beyond living memory that are significant nationally or globally e.g. the Great Fire of London, the first aeroplane flight and events commemorated through festivals or anniversaries to learn about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods e.g. Elizabeth I, Queen Victoria, Christopher Columbus, Neil Armstrong, William Caxton, Tim Berners-Lee, Pieter Bruegel the Elder, LS Lowry, Rosa Parks, Emily Davison, Mary Seacole, Florence Nightingale, Edith Cavell to learn about significant historical events, people and places in their own locality. to describe changes in Britain from the Stone Age to the Iron Age to learn about the Roman Empire and its impact on Britain to learn about Britain's settlement by Anglo-Saxons and Scots to learn about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor to carry out a local history study to conduct a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 to learn about the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China to learn about Ancient Greece – a study of Greek life and achievements and their influence on the western world to learn about a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300. 	<p>Speaking</p> <p>Early Learning Goal</p> <ul style="list-style-type: none"> I can talk in different tenses <p>People and communities</p> <p>Early Learning Goal</p> <ul style="list-style-type: none"> I can talk about past events in my own life 	<ul style="list-style-type: none"> I understand the difference between things that happened in the past and the present. I can talk about things that happened to me in living memory. I can name some things that happened to other people or events in living memory. I can put a few events or objects in order of when they happened. I can use words and phrases such as: now, yesterday, last week, recently, when I was younger, a long time ago, a very long time ago, before I was born, when my parents/carers were young. I have found out some facts about events that happened long ago (before living memory). I answer questions about events, using 'before' and 'after' to describe when something happened. I have found out some facts about people long ago (before living memory). I can say why people may have acted as they did. I can make comparisons between some aspects of life in different time periods I can recall facts about events that happened locally in the past I can recall facts about significant local people from the past I know about significant historical places in the locality I can order events and people I have studied using a simple timeline I have looked at books to help me find out about the past. I have listened to and can recall stories about the past. I ask questions about pictures from the past. I ask questions about artefacts from the past 	<ul style="list-style-type: none"> I understand that a time line can be divided into BC and AD I can divide recent history into 21st, 19th and 20th centuries. I can place events and people that I have studied onto a time line. I use words and phrases such as century, decade, before Christ, after, before, during to describe the passing of time. <p>I use evidence to describe:</p> <ul style="list-style-type: none"> houses and settlements; culture and leisure activities; clothes, way of life and actions and uses of people in the past. buildings and their uses of people from the past. things people believed in the past (attitudes and religion) what was important to people from the past. show how the lives of rich and poor people from the past differed. find out how any of the above may have changed during a time period. I give reasons why changes may have occurred. I can describe some similarities and differences between some people, events and objects (artefacts) I have studied. I can describe how some of the things I have studied from the past affect life today. I have looked at two versions of the same event in history and have identified differences in the accounts. I give reasons why there may be different accounts of history. I use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past. I suggest sources of evidence to help me answer questions. I present my findings about the past using my speaking, writing, maths, ICT, drama and drawing skills. I discuss the most appropriate way to present my information, which I realise is for an audience. 	<ul style="list-style-type: none"> I understand that a time line can be divided into periods I can describe the main changes in a period in history. I show on a time line, the changes that I have identified. I can name the date of any significant event from the past that I have studied and place it on a time line. I use words and phrases such as era, century, decade, BC, AD, after, before, to describe passing of time. <p>I choose reliable sources of evidence to:</p> <ul style="list-style-type: none"> describe the houses, settlements; culture and leisure activities; clothes, way of life and actions of people; buildings and their uses of people from the past. describe the things people believed in the past (attitudes and religion) describe what was important to people from the past. contrast the lives of the rich and poor people I give my own reasons why changes may have occurred, backed up by evidence I have researched. I can describe similarities and differences between some people, events and objects I have studied. I can describe how some of the things I have studied from the past affect life today. I have looked at different versions of the same event in history and have identified differences in the accounts. I give clear reasons why there may be different accounts of history. I ask questions about change, causes, similarity, difference and significance. I choose the most appropriate way to present my information, which I realise is for an audience. 	<ul style="list-style-type: none"> I can use a time line to place events, people and periods of history. I can make connections and draw contrasts. I can analyse trends within periods and over long arcs of time I evaluate evidence, which helps me to choose the most reliable sources. I know that people both in the past and now, including myself, have a point of view and that this can affect interpretation of the past. I give clear reasons why there may be different accounts of history, linking this to factual understanding of the past. I can discuss how and why contrasting arguments and interpretations of the past have been constructed. I can pursue a historically valid enquiry. I use the key vocabulary of the time to convey my understanding of the past. I present my information in a structured format using evidence to support my work 	

Humanities Geography	Skills					Teaching and learning
	EYFS (40-60 months)	KS1	LKS2	UKS2	KS3	
<ul style="list-style-type: none"> to name and locate the 7 continents and 5 oceans to name, locate and identify characteristics of the 4 countries and major cities of the UK and the surrounding seas and other countries around the world, their human and physical characteristics, land-use patterns; and how these have changed over time to understand the terms latitude, longitude, Equator, N & S Hemisphere, Tropics of Cancer/Capricorn, Arctic/Antarctic Circle and time zones. to understand geographical similarities and differences between an area in the UK and a contrasting European and non-European country to identify weather patterns in the UK to identify location of hot and cold areas of the world in relation to the Equator and North and South Poles to use geographical vocabulary for physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather to describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle to use geographical vocabulary for human features, including: city, town, village, factory, farm, house, office, port, harbour and shop to describe and understand human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water to use world maps, atlases, globes and digital mapping to identify the UK and its countries, as well as the countries, continents and oceans studied including describing their features to use compass directions (4 points & 8 points) and locational and directional language to describe the location of features and routes on a map to use 4- and 6-figure grid references, symbols and key to build their knowledge of the UK and the wider world to use aerial photographs to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key to use simple fieldwork to observe, measure and present the geography of their school and grounds and its key human and physical features, using a range of methods including sketch maps, plans and graphs, and digital technologies. 	<p>The World</p> <ul style="list-style-type: none"> I look closely at similarities and differences in relation to places <p>Early Learning Goal</p> <ul style="list-style-type: none"> I know about similarities and differences in relation to places, objects, materials and living things. I can talk about how environments might vary from one another. I can make observations of animals and plants and explain why some things occur, and talk about changes. 	<p>Locational Knowledge</p> <ul style="list-style-type: none"> I can name and locate the world's seven continents I can name and locate the world's five oceans I can name and locate the four countries and capital cities of the UK I can name and locate the seas surrounding the UK <p>Place Knowledge</p> <ul style="list-style-type: none"> I can talk about physical and human geographical similarities and differences between a small area of the UK and a non-European country <p>Human and Physical Geography</p> <ul style="list-style-type: none"> I can identify seasonal and daily weather patterns in the UK I can locate hot and cold areas of the world in relation to the Equator and North and South poles I use geographical words for physical features I can use geographical words for human features <p>Geographical Skills & Fieldwork</p> <ul style="list-style-type: none"> I can find the UK and its countries on a map, globe and in an atlas I can find countries, continents and oceans I have learnt about on a map, globe and in an atlas I can use the four compass directions: N, S, E and W to describe the location of features and routes on a map I can use locational and directional language I can identify landmarks and basic human and physical features on a plan or aerial photograph I can create a simple map of my own with a simple key observe the geography of my school grounds When out in the local environment, I observe key human and physical features 	<p>Locational Knowledge</p> <ul style="list-style-type: none"> I can name and locate countries I am learning about I can name and locate major cities in the countries I am learning about I can locate human and physical characteristics in the countries I am learning about I can locate land-use patterns in the countries I am learning about I can name and locate cities of the UK <p>Place Knowledge</p> <ul style="list-style-type: none"> I can talk about physical and human geographical similarities and differences between the UK and a European country <p>Human and Physical Geography</p> <ul style="list-style-type: none"> I can describe some aspects of physical geography e.g. climate zones; biomes and vegetation belts; rivers; mountains; volcanoes and earthquakes and the water cycle I can describe some aspects of human geography e.g. types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water <p>Geographical Skills & Fieldwork</p> <ul style="list-style-type: none"> I can find the UK and its countries using digital mapping and describe features I can find countries, continents and oceans I have learnt about using digital mapping and describe features I can use the eight compass directions to describe the location of features and routes on a map I can read four-figure grid references, symbols and a key on a map I can make sketch maps of human and physical features in the local area I can use digital technologies to observe human and physical features in the local area 	<p>Locational Knowledge</p> <ul style="list-style-type: none"> I can name and locate countries of the World I can name and locate major cities I can locate human and physical characteristics of countries I can locate land-use patterns of countries I can discuss how some key feature and land-use patterns have changed over time I can correctly use the terms latitude, longitude, Equator, North and South Hemisphere, Topics of Cancer/Capricorn, Arctic/Antarctic Circle and time zones <p>Place Knowledge</p> <ul style="list-style-type: none"> I can talk about physical and human geographical similarities and differences between the UK and another country <p>Human and Physical Geography</p> <ul style="list-style-type: none"> I can accurately describe some aspects of physical geography e.g. climate zones; biomes and vegetation belts; rivers; mountains; volcanoes and earthquakes and the water cycle I can accurately describe some aspects of human geography e.g. types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water <p>Geographical Skills & Fieldwork</p> <ul style="list-style-type: none"> I can find countries, continents and oceans using digital mapping and describe features I can read six-figure grid references, symbols and a key on a map I can make plans of the local area showing human and physical features I can measure human and physical features in the local area and display data in a graphical form 	<p>Locational Knowledge</p> <ul style="list-style-type: none"> I can discuss the location of a country in relation to other countries in the world. <p>Place Knowledge</p> <ul style="list-style-type: none"> I can talk about physical and human geographical similarities and differences between two regions in the world <p>Human and Physical Geography</p> <ul style="list-style-type: none"> I can accurately describe aspects of physical geography e.g. geological timescales and plate tectonics; rocks, weathering and soils; weather and climate; glaciation, hydrology and coasts I can accurately describe some aspects of human geography e.g. population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors and the use of natural resources I can describe how physical and human features interact to influence and change landscapes, environments and the climate. I can explain how human activity relies on effective functioning of natural systems <p>Geographical Skills & Fieldwork</p> <ul style="list-style-type: none"> I can interpret Ordnance Survey maps by using grid references, scales, topological and other thematic mapping and aerial and satellite photographs I can use GIS to view, analyse and interpret places and data I can use fieldwork in a contrasting locality to collect, analyse and draw conclusions from geographical data using multiple sources 	

Planning for a World Class Curriculum

The Arts

- Music
- Art & Design



The Arts Music	Skills					Teaching and learning
	EYFS (40-60 months)	KS1	LKS2	UKS2	KS3	
<ul style="list-style-type: none"> to use their voices expressively and creatively by singing songs and speaking chants and rhymes to play tuned and untuned instruments musically to listen with concentration and understanding to a range of high-quality live and recorded music to experiment with, create, select and combine sounds using the interrelated dimensions of music to play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression to improvise and compose music for a range of purposes using the interrelated dimensions of music to listen with attention to detail and recall sounds with increasing aural memory to use and understand staff and other musical notations to appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians to develop an understanding of the history of music 	<p><i>Being Imaginative</i></p> <p>Early Learning Goal</p> <ul style="list-style-type: none"> I can represent my own ideas, thoughts and feelings through music <p><i>Exploring and using media and materials</i></p> <ul style="list-style-type: none"> I am beginning to build a repertoire of songs I explore the different sounds of instruments <p>Early Learning Goal</p> <ul style="list-style-type: none"> I can sing songs, make music and experiment with ways of changing them 	<p>Performing</p> <ul style="list-style-type: none"> I take part in singing songs, following the tune well I perform with others', taking instructions from the leader. I make and control long and short sounds using voices and instruments <p>Composing</p> <ul style="list-style-type: none"> I carefully choose sounds to achieve an effect (including use of ICT) I can create short musical patterns. I create a sequence of long and short sounds I create short rhythmic phrases I show control when playing musical instruments so that they sound as they should I use changes in pitch to communicate an idea <p>Appraising</p> <ul style="list-style-type: none"> I can identify the beat in music I recognise changes in timbre, dynamics and pitch <p>Applying</p> <ul style="list-style-type: none"> I listen carefully and recall short rhythmic and melodic patterns. I use my knowledge of dynamics, timbre and pitch to organize my music. I know how sounds can be made and changed to suit a situation. I make my own signs and symbols to make, record my music. I know that music can be played or listened to for a variety of purposes 	<p>Performing</p> <ul style="list-style-type: none"> I can sing songs from memory with accurate pitch. I sing in tune and pronounce words clearly I can maintain a simple part within a group. I play notes on instruments with care so they sound clear. I perform with control and awareness of what others in the group are singing or playing. <p>Composing</p> <ul style="list-style-type: none"> I compose and perform melodies and songs (including use of ICT) I recognise and create repeated patterns with a range of instruments. I create accompaniments for my tunes. I carefully choose, order, combine and control sounds with awareness of their combined effect <p>Appraising</p> <ul style="list-style-type: none"> I describe music using words such as duration, timbre, pitch, beat, tempo and texture I use these words to identify where my music works well and how it can be improved. I listen to several layers of sound and talk about the effect on the mood and feelings. <p>Applying</p> <ul style="list-style-type: none"> I recognise how musical elements can be used together to compose music. I know how many beats in a minim, crotchet and semibreve and I recognise their symbols. I know the symbol for a rest in music, and use silence for effect in my music. I describe the different purposes of music throughout history and in other cultures. I know that the sense of occasion affects the performance. 	<p>Performing</p> <ul style="list-style-type: none"> I can sing in tune. I sing with a great degree of control I perform alone and in a group, displaying a variety of techniques I hold my part in a round. I perform songs in a way that reflects their meaning I can sustain a drone or melodic ostinato to accompany singing. I can play an accompaniment on an instrument I can improvise with in a group. <p>Composing</p> <ul style="list-style-type: none"> I know how to make creative use of the way sounds can be changed, organised and controlled (including use of ICT) I create my own songs. I can create rhythmic patterns with an awareness of timbre and duration. I create music, which reflects given intentions and uses notations as a support for performance. I identify where to place emphasis and accents in a song to create effects. <p>Appraising</p> <ul style="list-style-type: none"> I have a range of words to help me describe music I understand how lyrics reflect cultural context and social meaning <p>Applying</p> <ul style="list-style-type: none"> I can combine sounds expressively I create songs with an understanding of the relationship between lyrics and melody. I know and use standard musical notation to indicate how many beats to play. I can read the musical stave and can work out the notes, EGBDF and FACE. I can draw a treble clef at the correct position on the stave. 	<p>Performing</p> <ul style="list-style-type: none"> I sing or play from memory with confidence. I take turns to lead a group. I sing or play expressively and in tune. I perform showing expression. I hold my part in a round. I am confident in singing or playing solo. I sing a harmony part confidently and accurately. I maintain my own part with an awareness of what others are playing. I play the more complex instrumental parts (e.g. xylophone, flute, recorder, violin, cello or clarinet with control). <p>Composing</p> <ul style="list-style-type: none"> I demonstrate imagination and confidence in the use of sound. I use ICT to organize my musical ideas. I show thoughtfulness in selecting sounds and structures to convey an idea. I create my own musical patterns. I use a variety of different musical devices including melody, rhythms and chords. <p>Appraising</p> <ul style="list-style-type: none"> I use my knowledge of cultural context and social meaning to enhance my own compositions. I appreciate harmonies and work out how drones and melodic ostinati are used to accompany singing. I refine and improve my work <p>Applying</p> <ul style="list-style-type: none"> I know and use standard musical notation to perform and record my music. I use my musical vocabulary to help me understand how best to combine musical elements. I can quickly read notes and know how many beats they represent 	

The Arts Art & Design	Skills					Teaching and learning
	EYFS (40-60 months)	KS1	LKS2	UKS2	KS3	
<ul style="list-style-type: none"> to use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space to learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials to identify and discuss the work of great artists, architects and designers in history 	<p><i>Exploring and using media and materials</i></p> <ul style="list-style-type: none"> I explore what happens when I mix colours I experiment to create textures I use simple tools and techniques competently and appropriately <p>Early Learning Goal</p> <ul style="list-style-type: none"> I experiment with colour, design, texture, form and function 	<ul style="list-style-type: none"> I use pencils, pastels and charcoal in my drawings. I show patterns and textures in my artwork by adding dots and lines. I show different tones of colour I make a variety of lines of different sizes, thickness and shapes I mix primary colours to make secondary colours. I add white or black to make different tones I link colours to natural and man-made objects. I combine materials with different textures and appearances. I use shapes, textures, colours and patterns in my artwork I have added texture to my artwork by combining different materials I have printed by pressing, rolling, rubbing and stamping. I have looked at artwork in the environment I have created a piece of art to emulate the work of an artist I have looked at how artists and designers have used colour, shapes and lines to create patterns. I use simple techniques to join fabrics and other materials 	<ul style="list-style-type: none"> I use a sketchbook to record ideas I look at art work from other cultures and times I can evaluate my work and suggest areas of development I use different grades of pencil and hatching techniques to show tone I annotate sketches to explain my ideas I mix colours using tints and tones. I use equipment and techniques to produce shapes, textures, patterns and lines. I contrast techniques and methods of different artists I experiment with different colour palettes I use precise cutting skills for a range of purposes I experiment with making a artwork in different sizes My artwork has a well thought out purpose. I use the technique of combining materials to create texture, feeling, expression or movement. I can make prints of 2 or more colours. I know how printing is used by designers or artists. I can use basic sewing techniques 	<ul style="list-style-type: none"> I collect visual and other information in my sketchbook and can explain my ideas I select from a wide range of materials for the type of artwork I want to produce I comment on the ideas, methods and approaches used in my own and others' work I adapt and refine my work to reflect its purpose and meaning I have studied other artists and emulate their technique I have a good knowledge of art from other cultures and times I use shading to show shadows and reflections I can create colours to match those I have observed in the natural and man-made world. I use a range of media in my work I experiment with colours and shapes to create a mood My artwork replicates patterns I have observed in either the natural or man-made world I experiment with techniques that use contrasting textures, colours or patterns. I have experimented with mosaic techniques to produce art My artwork is sometimes based on observational drawings. My artwork combines both visual and tactile qualities. My artwork takes inspiration from artists and designers I use shape, texture and pattern in my work I can use different sewing techniques I combine techniques I know to create hangings I use the internet to research. I take digital photographs and modify them using computer software. My work communicates a meaning, idea, thought, feeling or emotion and this is explained in a short piece of writing to accompany each piece of artwork or technique 	<ul style="list-style-type: none"> I explore ideas from the information in my sketchbook. I select appropriate art materials. I know when materials can be combined to good effect. I am developing my own artistic style I choose appropriate techniques to convey meaning I analyse and comment on my own and others' work I adapt and refine my work to reflect my own view of its purpose and meaning. I can communicate movement with my artwork I can use shadows and reflections to enhance my artwork My artistic techniques are well developed. I choose different techniques and materials to reflect a purpose My artwork can convey realism or a more abstract impression Different features of my artwork reflect different moods and feelings. I can produce quality artwork on a range of different materials I use drawings and designs to bring fine detail into my work. I can combine a range of visual elements to reflect a purpose I can base my artwork on a theme from other cultures My prints have a starting point from a designer in history. I can convey a definite theme with my artwork My artwork has a striking effect because the techniques used I can create artwork on a range of scales from the real or natural world. My artwork contains both visual and tactile qualities. My artwork is sometimes based on historical or cultural observations I create digital images to communicate my ideas. My work combines visual and tactile qualities to communicate an intention or purpose 	

Planning for a World Class Curriculum

Physical Education

- PE



Physical Education PE	Skills					Teaching and learning
	EYFS (40-60 months)	KS1	LKS2	UKS2	KS3	
<ul style="list-style-type: none"> to master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities to participate in team games, developing simple tactics for attacking and defending to perform dances using simple movement patterns to use running, jumping, throwing and catching in isolation and in combination to play competitive games, modified where appropriate (for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis), and apply basic principles suitable for attacking and defending to develop flexibility, strength, technique, control and balance (for example, through athletics and gymnastics) to perform dances using a range of movement patterns to take part in outdoor and adventurous activity challenges both individually and within a team to compare their performances with previous ones and demonstrate improvement to achieve their personal best to swim competently, confidently and proficiently over a distance of at least 25 metres to use a range of strokes effectively (for example, front crawl, backstroke and breaststroke) to perform safe self-rescue in different water-based situations 	<p>Moving and handling</p> <ul style="list-style-type: none"> I experiment with different ways of moving I can jump off an object and land appropriately I negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles I travel with confidence and skill around, under, over and through balancing and climbing equipment I show increasing control over an object in pushing, patting, throwing, catching or kicking it <p>Early Learning Goal</p> <ul style="list-style-type: none"> I show good control and coordination in large and small movements I move confidently in a range of ways, safely negotiating space 	<ul style="list-style-type: none"> I copy and remember actions. I repeat and explore skills. I move with co-ordination and care. I use the terms 'opponent' and 'team-mate' when playing games. I use my rolling, hitting and kicking skills in games. I decide on the best position to be in during a game I have developed some tactics for the game I am playing. I perform my dance actions with control and co-ordination. I link two or more actions together to make a sequence. I remember and repeat dance movements. I choose the best movements to communicate a mood or feeling. I plan sequences of movements. I can show contrasts such as small/tall, straight/curved and wide/narrow. My movements are controlled. I can balance on different points of my body. I talk about the differences between my own and others' performances. I say what has gone well and why. I identify how a performance could be improved. I can describe how my body feels during different activities, using parts of the body to describe the effects. I know how to exercise safely by looking for space, others' and by warming up properly. 	<ul style="list-style-type: none"> I select and use the most appropriate skills, actions and ideas. I move with co-ordination and control. I throw and catch a ball with control and accuracy. I strike a ball and field with control. I choose appropriate tactics to cause problems for opposition I follow rules in a game. I keep possession of a ball (feet, hockey stick, hands). My body is balanced and my shapes are controlled. I plan, perform and repeat sequences. My sequences include changes in speed and level. I work on improving strength and flexibility by practicing stretches and shapes. I can sprint over a short distance. I can run over a longer distance, conserving energy. I have a range of throwing techniques I throw with accuracy to hit a target. I can jump in a number of ways, sometimes using a run-up. I use plans and diagrams to help me get from one place to another. I enjoy solving problems or challenges outdoors. I work and behave safely. I discuss with others' how to solve problems. I say how my work is similar to and different from others'. I use this understanding to improve my own performance. I give reasons why warming up before an activity is important. I give reasons why physical activity is good for my health. I can swim 25 metres 	<ul style="list-style-type: none"> I link skills, techniques and ideas and apply them accurately and appropriately. I am controlled and skilful in my actions and movements. I use a variety of techniques to pass. I work with my team or alone to gain possession of the ball. I can strike a bowled ball. I use forehand and backhand when playing racket games. I field well. I choose the most appropriate tactics in a game. I make complex sequences that include changes in direction, level and speed. I combine actions, shapes and balances in my gymnastic performance. My movements are clear, accurate and consistent. I prepare and perform to an audience. I choose the best pace for running. I am controlled in take off and landing when jumping. I am accurate when throwing for distance. I combine running and jumping well. I use maps and diagrams to orientate myself. I can adapt my actions to changing situations With others, I plan careful responses to challenges or problems. I compare and comment on the skills, techniques and ideas used in my work and in others'. I use this to improve my performance. I explain and apply basic safety principles in preparing for exercise. I describe the effects exercise has on my body I use a range of swimming stroke effectively I perform safe, self-rescue in different water-based situations 	<ul style="list-style-type: none"> I select and combine my skills, techniques and ideas. I apply my skills, techniques and ideas accurately, appropriately and consistently. I show precision, control and fluency. I use tactics and follow rules. I plan my approach to attacking and defending. I use a range of shots and strokes to strike a ball. I can strike a ball on the volley. I practice and perform with control. My movements include very controlled balances, shapes, levels and actions. I link and adapt actions together into a well-timed sequence. I show accurate control, speed, strength and stamina in my athletics. I adapt my skills to different situations. I know and follow event rules. I am careful but confident in unfamiliar environments. I use my senses to assess risks and adapt my plans accordingly. I prepare well by considering safety first. I can plan with others, seeking advice. I analyse and comment on skills and techniques and how they are applied in my own and in others' work. I modify and refine my skills and techniques to improve my performance. I explain how different parts of my body react during different types of exercise. I warm up and cool down in ways that suit the activity. I describe why regular, safe exercise is good for my fitness and health. 	

Planning for a World Class Curriculum

Life Skills

- Social Skills
- Thinking Skills
- Research Skills
- Communication Skills
- Independent Skills
- Moral, Spiritual & Cultural Development



Life Skills						Teaching and learning
Social Skills	Thinking Skills	Communication Skills	Research Skills	Independence Skills	Moral, Spiritual & Cultural Development	

<p>Accepting responsibility</p> <ul style="list-style-type: none"> • I like taking on responsibility and am honest when things go wrong <p>Respecting others</p> <ul style="list-style-type: none"> • I interact sensitively with others and respect differences <p>Cooperating</p> <ul style="list-style-type: none"> • I work cooperatively in a group, being kind to others, sharing and taking turns <p>Resolving Conflict</p> <ul style="list-style-type: none"> • I compromise • I react well to new situations <p>Group decision making</p> <ul style="list-style-type: none"> • I discuss ideas and ask questions as I work towards finding a solution <p>Adopting a variety of roles</p> <ul style="list-style-type: none"> • I am a leader in some situations, a follower in others 	<p>Comprehension</p> <ul style="list-style-type: none"> • I take meaning from what I learn <p>Analysis</p> <ul style="list-style-type: none"> • I take ideas and knowledge apart and can see patterns and links in my learning <p>Creativity</p> <ul style="list-style-type: none"> • I use my knowledge in practical and new ways <p>Evaluation</p> <ul style="list-style-type: none"> • I can talk about what went well and what didn't <p>Dialectical thought</p> <ul style="list-style-type: none"> • I can see both sides of an argument <p>Awareness</p> <ul style="list-style-type: none"> • I think about how I learn best <p>Problem solving</p> <ul style="list-style-type: none"> • I can think around a problem logically to find a solution 	<p>Listening</p> <ul style="list-style-type: none"> • I listen to others carefully and follow instructions well <p>Speaking</p> <ul style="list-style-type: none"> • I speak clearly in different situations <p>Emotions</p> <ul style="list-style-type: none"> • I can tell how someone is feeling by what they say or do <p>Empathy</p> <ul style="list-style-type: none"> • I am sensitive to the feelings of other people 	<p>Questioning</p> <ul style="list-style-type: none"> • I ask interesting questions which can be researched <p>Observing</p> <ul style="list-style-type: none"> • I use my senses to find the important information <p>Planning</p> <ul style="list-style-type: none"> • I develop a clear plan of action <p>Collecting data</p> <ul style="list-style-type: none"> • I gather information from lots of different places <p>Organising data</p> <ul style="list-style-type: none"> • I can organise my research so that it is easy to understand <p>Interpreting data</p> <ul style="list-style-type: none"> • I draw conclusions from the things I have found out <p>Presenting</p> <ul style="list-style-type: none"> • I choose an appropriate way to present my work 	<p>Organisation</p> <ul style="list-style-type: none"> • I am always ready to start a task with the right equipment <p>Time management</p> <ul style="list-style-type: none"> • I use my time effectively and appropriately <p>Safety</p> <ul style="list-style-type: none"> • I behave in a way which keeps myself and others safe <p>Making choices</p> <ul style="list-style-type: none"> • I make good choices in a range of different situations <p>Confidence</p> <ul style="list-style-type: none"> • I feel good about myself and 'have a go' <p>Initiative</p> <ul style="list-style-type: none"> • I can follow through a sequence of work that I have designed <p>Risk taking</p> <ul style="list-style-type: none"> • I am excited when I explore new situations and don't worry when my ideas don't go to plan <p>Flexibility</p> <ul style="list-style-type: none"> • I cope well when plans and tasks change 	<p>Moral</p> <ul style="list-style-type: none"> • I understand that my behaviour and actions lead to consequences <p>Moral</p> <ul style="list-style-type: none"> • I can offer my own views about moral and ethical issues <p>Spiritual</p> <ul style="list-style-type: none"> • I can talk about and reflect upon my own beliefs and experiences <p>Spiritual</p> <ul style="list-style-type: none"> • I respect other peoples' faith, feelings and values <p>Cultural</p> <ul style="list-style-type: none"> • I understand and appreciate the range of cultures both in and out of school <p>Cultural</p> <ul style="list-style-type: none"> • I willingly participate in artistic, sporting and cultural opportunities 	
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Appendix

Engagement Activities <i>'Engagement Week' & additional engagement activities</i>	Curriculum Enrichment <i>Visits & visitors</i>
Narrative <i>Place/time narrative to run for the duration of the theme</i>	Learning Environment