








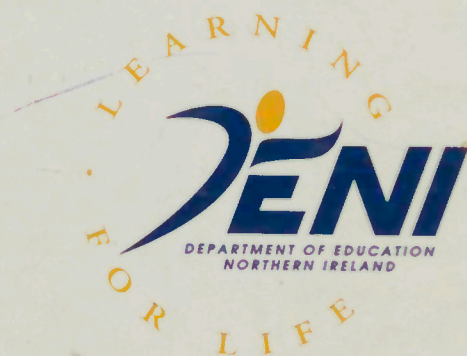


THE NORTHERN IRELAND CURRICULUM

# KEY STAGES 1 and 2

PROGRAMMES OF STUDY  
and ATTAINMENT TARGETS

English	
Mathematics	
Science and Technology	
History	
Geography	
Physical Education	
Art and Design	
Music	
Irish (in Irish Speaking Schools)	



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To: Education and Library Boards,  
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Schools, Principals, Teachers  
and Boards of Governors of  
Grant-aided Schools and Other  
Educational Bodies

29 July 1996

**CURRICULUM (PROGRAMMES OF STUDY AND ATTAINMENT  
TARGETS AT KEY STAGES 1 AND 2) ORDER  
(NORTHERN IRELAND) 1996**

**Introduction**

1. In February 1996, following a review of the primary curriculum by the Northern Ireland Council for the Curriculum, Examinations and Assessment (CCEA), the Minister announced his approval of revised programmes of study and attainment targets for the compulsory subjects of the Northern Ireland Curriculum. They will mostly become compulsory from 1 September 1996. However, for pupils entering the fourth year of the second key stage (P7) in September 1996, the new programmes of study and attainment targets for English, Mathematics, Science and Technology and Irish in Irish Speaking Schools will not become compulsory until 1 January 1997.
2. Accordingly, the Department, in accordance with Article 7 of the Education Reform (Northern Ireland) Order 1989 (the 1989 Order), which places a duty on the Department to set in place by statutory Order programmes of study and attainment targets for the compulsory contributory subjects, has made the above Order for all the compulsory contributory subjects of the primary curriculum.
3. All previous Orders relating to the compulsory contributory subjects of the primary curriculum have been revoked (see attached Annex for a list of revoked Orders).

## Commencement

4. The provisions of the Order relating to the first and second key stages will come into operation as follows:

### **English, Mathematics, Science, Irish in Irish Speaking Schools -**

1 September 1996: for years 1 to 6

1 January 1997: for year 7 (see Note below)

### **History, Geography, Physical Education, Art and Design, Music -**

1 September 1996: for all years

### **English in Irish Speaking Schools -**

1 September 1996: for year 4 (only)

Note: the current programmes of study and attainment targets for English, Mathematics, Science and Irish in Irish Speaking Schools will remain compulsory until 1 January 1997.

## Programmes of Study/Attainment Targets

5. The Order specifies that the programmes of study and attainment targets for the compulsory contributory subjects English, Mathematics, Science and Technology, Irish in Irish Speaking Schools, History, Geography, Physical Education, Art and Design and Music are those set out in a Document entitled "The Northern Ireland Curriculum, Key Stages 1 and 2, Programmes of Study and Attainment Targets" published by HMSO, ISBN 0-337-04290-X.

6. The level descriptions related to the attainment targets are specified for English, Mathematics, Science and Technology, History, Geography and Irish (in Irish Speaking Schools) as follows -

- a. for the first key stage, levels 1 to 3; and
- b. for the second key stage, levels 1 to 5.

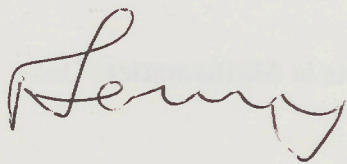
7. Article 6 of the 1989 Order provides that the compulsory subjects within the Creative and Expressive Area of Study, ie Physical Education, Art and Design and Music, will not be the subject of compulsory assessment. The level descriptions contained in the Document are, therefore, included for the guidance of teachers only. This Order provides that those level descriptions, together with the other contents printed in italics or not printed on a tinted background, do not form part of the statutory provisions.

8. The programme of study for English in Irish Speaking Schools is designed as an introduction to English for pupils in Irish speaking schools and should, therefore, be

followed only by pupils in the fourth year of key stage 1 who are following the programme of study for Irish in Irish speaking schools. All other pupils at key stages 1 and 2, and pupils in Irish speaking schools at key stage 2, must follow the programme of study for English.

9. Copies of the Order and the Document may be obtained from HMSO, 16 Arthur Street, Belfast, BT1 4GD.

**10. THE COPIES OF THIS BINDER SUPPLIED FREE OF CHARGE TO SCHOOLS REMAIN THE PROPERTY OF THOSE SCHOOLS AND NOT THE PERSONS TO WHOM THEY MAKE THEM AVAILABLE.**



**P LOWRY**  
**Curriculum Branch**



## REVOCATIONS

The following Orders are revoked from:

1 September 1996 in respect of the first key stage and the first and second years of the second key stage (Years 1 to 6); and

1 January 1997 in respect of the third year of the second key stage (Year 7).

NB The purpose of retaining the current Orders for Year 7 pupils is to ensure that transfer tests are based on the programmes of study the pupils have been following rather than the new ones.

Curriculum (Programmes of Study and Attainment Targets in **English**) Order (Northern Ireland) 1990.

Curriculum (Programmes of Study and Attainment Targets in **Irish in Irish Speaking Schools**) Order (Northern Ireland) 1990.

Curriculum (Programmes of Study and Attainment Targets in **Mathematics**) Order (Northern Ireland) 1992.

Curriculum (Programmes of Study and Attainment Targets in **Science**) Order (Northern Ireland) 1993.

**NOTE:** the Orders which specified programmes of study and attainment targets in the other subjects at key stages 1 and 2 are already revoked.

# KEY STAGE 1

## Characteristics of the Curriculum at Key Stage 1

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The early years of schooling lay the foundation for all education and for social development. A major focus of the early years of Key Stage 1 should be to assist pupils to adjust to school life. It should also help them to come to terms with what may be a more formal situation than that to which they have previously been accustomed.

The curriculum at Key Stage 1 should aim to provide opportunities for pupils to develop the skills they will need to become confident and independent, and to function both as individuals and as members of the school community. The learning experiences provided should reflect pupils' interests and the practical and informal ways in which pupils of this age learn. These experiences should be enjoyable and challenging, and should motivate pupils and encourage them to adopt positive attitudes to school and learning.

The emphasis at Key Stage 1 should be on promoting pupils' learning through the provision of quality learning experiences across all the Areas of Study. The contexts used for learning should relate to the pupil's immediate and known environment and should reflect the fact that pupils at this age do not see knowledge and skills as belonging to specific categories or subjects. As they move towards the later years of Key Stage 1, and particularly in P4, pupils should be introduced to wider contexts for learning and should be helped to gain some appreciation of how learning can be structured within the areas of study.

Education at Key Stage 1 should foster the intellectual, social, emotional, physical, cultural, moral and spiritual development of pupils by:

- enabling them to work and play together harmoniously;
- promoting positive attitudes to school and to learning;
- providing opportunities for them to learn in a practical way;
- using to the full opportunities provided by structured play for their development, both socially and academically;
- providing a wide range of opportunities for developing movement and manipulative skills;
- developing their natural curiosity and stimulating their imagination;
- providing opportunities for exploration, investigation, problem-solving and decision-making;
- developing the fundamental skills of literacy, numeracy and oral communication, both through direct teaching and by the opportunities provided by other subjects and activities;
- providing opportunities for them to develop knowledge, understanding and skills through a range of contexts spanning all subjects in the curriculum;
- providing rich and varied contexts for developing skills, such as observing, organising, recording, interpreting and predicting, which are essential to learning in all subjects of the curriculum.

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## Using the Programmes of Study and the Level Descriptions for Key Stage 1

### Programmes of Study

#### Access to the Programmes of Study

Teachers should ensure that pupils have access to the breadth and depth of the programmes of study at levels and within contexts which are appropriate and relevant to their individual needs and abilities.

In order to meet the particular needs of some pupils and to ensure that learning experiences for these pupils are positive and meaningful, teachers should note that the CCEA 'Stepping Stones' provide suggestions to support pupils' access to the programmes of study. It may also be necessary to select materials and/or activities from a later key stage in order to cater for the needs of more able pupils. When this is the case, it is important that such material and/or activities be presented in appropriate age and maturity-related contexts.

Pupils with physical or sensory difficulties should have access to appropriate non-visual or non-aural methods of communication, or to the technological aids which will facilitate communication and/or access to the activities outlined in the programmes of study. Pupils should have access to the time and support required to facilitate their use of aids and/or methods of communication.

#### Language Across the Curriculum

Teachers should be aware of the key role of language in learning. They should use opportunities provided within all the programmes of study to encourage the development of all four modes of language: talking, listening, reading and writing. Teachers should give attention to the quality of language and take opportunities to reinforce good practice in the use of language.

#### Equality of Opportunity

The programmes of study for all subjects within the Northern Ireland Curriculum are designed to ensure equal access to a broad and balanced curriculum for all pupils. Teachers should make every effort to ensure that equality of opportunity is provided for both girls and boys in order that all pupils should have equal access to the full range of experiences across all subjects in the Northern Ireland Curriculum.

### Level Descriptions

#### Using the Level Descriptions

Level Descriptions have been set out for each subject. The programme of study at Key Stage 1 covers up to Level 3 for the attainment target(s) in each subject. It is expected that the majority of pupils will be working at Level 2 at the end of the Key Stage 1.

When judging a pupil's level of attainment, teachers are advised to select the level description which best fits the pupil's work over a period of time. This judgement should be verified by careful comparison of the selected level description with those immediately above and below it. For purposes of comparison only therefore, Level 4 level descriptions have been included.

### Referencing

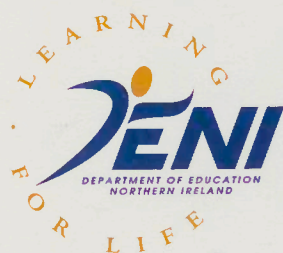
The lettering used throughout the programmes of study is for referencing purposes only. It does not necessarily identify strands, indicate a teaching sequence or hierarchy of knowledge, understanding and skills.

### Statutory Elements

Those elements which form part of the statutory requirements have been tinted. Other aspects which provide information or clarification have been left untinted. Examples are non-statutory and are printed in italics.

# KEY STAGE 1

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Text printed on a tinted background indicates statutory requirements. The examples printed in *italics* serve to illustrate the programmes of study and are non-statutory.

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# Programme of Study for English at Key Stage 1

# 1

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## TALKING AND LISTENING

### Introduction

Pupils should develop the ability to express and communicate meaning in spoken language, listening to and interpreting what others say and matching style and response to audience, context and purpose. Pupils unable to communicate by speech may use other means including the use of technology, signing, symbols or lip-reading as alternatives to talking and listening.

English should be considered in an holistic way, taking account of the integral nature of the attainment targets. Talking, listening, reading and writing extend across all areas of the curriculum. Talking and listening should sometimes be ends in themselves, while at other times they may arise as preparation for and/or responses to reading and writing.

In order to promote and support the development of talking and listening, teachers need to create a classroom atmosphere in which pupils feel relaxed, accepted and affirmed. The classroom should be one in which talking and listening are central and where pupils' talk is valued.

While, in the first instance, talking and listening will arise from the experiences of the pupils themselves, they should also be encouraged to respond to an increasing range of stimuli over the course of the key stage. Pupils should be encouraged to see that tentative and exploratory talk is part of learning, that talking and listening matter, are work and are entertaining and enjoyable. Enjoyment should be seen to be an intrinsic feature of learning.

Teachers need to build upon the language which pupils bring to school and provide opportunities for using and developing this language. Pupils who have had little opportunity to express themselves orally, or whose vocabulary is limited, should be given the time and support to extend their vocabulary and develop their language.

### Presentation of the Programme of Study

While the requirements of the programme of study have been set out using headings, it should be recognised that the activities and processes identified within these headings inter-relate and interact and should not be seen as discrete.

### Progression

Pupils commence school with a range of language experiences. Teachers should take account of the attainment of pupils in talking and listening when they begin school and provide opportunities for them to progress. For some pupils, however, extensive teaching, time and support will be needed to develop essential skills in talking and listening.

The progression statements below provide an outline framework to assist teachers in planning progression through the key stage. They cover the range Level 1 to Level 3 within the programme of study. They are not a discrete checklist, but are inter-related and interactive characteristics of attainment.

Within the context of this programme of study, pupils should progress:

- **from** having something to say **towards** making their meaning clear;
- **from** listening to others and responding appropriately **towards** listening with increasing concentration and responding in a range of contexts;
- **from** talking about matters of immediate and personal interest **towards** making contributions and asking questions in discussions;
- **from** conveying meaning in a simple way **towards** structuring and sequencing their talk;
- **from** showing an awareness of audience and purpose **towards** beginning to adapt what they say and how it is said to meet the needs of the audience;
- **from** pretending to be someone else **towards** adopting a role, making a conscious use of movement, gesture and speech.

### Contribution to the Educational (Cross-curricular) Themes

The English curriculum should, where appropriate, provide opportunities for pupils to use talking and listening, to explore and reflect on the content and issues associated with the cross-curricular themes.

Through group work, role-plays, simulations etc, pupils should have opportunities to talk about:

- themselves and others - their growth, their senses, their similarities and differences, their health and diet, personal hygiene, safety and avoidance of danger (CH, EMU, HE);
- adult figures significant to them within their immediate community (EMU, HE, CH);
- events important to them, *for example, nativity play, school concert and school outings* (EMU, HE);

and

- to develop and apply their knowledge, understanding and skills of information technology and, in particular, to record and listen to their own speech and that of others, *for example, on an audio tape or video tape* (IT).

### Context

Pupils should have opportunities, arising from classroom and first-hand experience, including structured play, to develop their talking and listening in a variety of contexts, taking account of:

- time, *for example, speaking first or second;*
- place, *for example, talking in playground and talking in class;*
- circumstances, *for example, accusing someone or being accused;*

and including

- interaction during classroom activities, *for example, talk with the teacher about the family;*
- structured play, *for example, talk to one another in the shop during structured play;*

- role-play and drama, *for example, roles adopted during structured play;*
- membership of a group, *for example, a group discussion which involves sequencing of illustrations;*
- conversation with others in and out of class, *for example, talk with the teacher and other pupils about a planned visit to the zoo.*

### **Audience**

The audience in most situations will arise from the context for the task. The range of audiences should include:

- the teacher;
- a partner when working in pairs;
- members of a group;
- members of a class;
- adults whom they know well;
- the wider school community;
- visitors to the school;
- people encountered on school visits, *for example, a zookeeper when visiting the zoo.*

### **Purpose**

Pupils should engage in talking and listening for a variety of purposes including:

- taking part in conversations and discussions, *for example, explore aspects of the different areas of study and cross-curricular themes;*
- telling stories and talking about events;
- asking and answering questions and drawing conclusions, *for example, problem solving activities in mathematics;*
- giving instructions, information or explanations to others;
- talking about their work to other pupils and the teacher;
- expressing thoughts, feelings and opinions.

### **Talking and Listening Activities**

Pupils should have opportunities to engage in a range of talking and listening activities, including:

- a becoming involved in talk in every curricular area, *for example, discuss ways of measuring objects in the classroom, respond to instructions given by the teacher as part of practical activities across the curriculum;*
- b exploring stories, poems and songs, recreating parts of them in art, drama and other expressive activities;

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- c taking part in drama activities, including role-play, for example, dramatise the main events in a favourite fairy tale, in pairs, take the role of adult or child and discuss topics such as staying up late or a request for a new toy;
- d listening to and saying poems, for example, repeat familiar refrains, make pictures or models of some characters or places from a poem;
- e listening to, telling and retelling stories, based on personal experiences, imagination, pictures and literature, for example, talk and ask questions about the character they liked in a story;
- f expressing thoughts, feelings and opinions in response to personal experiences, literature, media and curricular topics or activities, for example, respond to an educational broadcast;
- g describing and talking about real and imaginary experiences and about people, places, things and events, for example, talk about an event they have witnessed and describe how they and others reacted to it, describe how the group resolved a simple problem in science;
- h reading aloud from a variety of sources including their own work;
- i listening to and responding to guidance and instructions given by the teacher, for example, a practical mathematics activity.

## Expected Outcomes

In the context of these activities, pupils should develop the ability to:

- a express thoughts and feelings;
- b present ideas and information;
- c take turns at talking and listening;
- d share and co-operate in pairs or group activities, for example, explain some of the rules of a game they know well;
- e think about what they say and how they say it, for example, why they change their voice when reading a story;
- f read aloud, inflecting appropriately, to emphasise the meaning of what is read;
- g use appropriate quality of speech and voice, speaking audibly and clearly;
- h discuss features of language, for example, rhyming words;
- i be aware of the implications of purpose and audience.

## READING

### Introduction

Pupils should develop the ability to read, understand and engage with various types of text for enjoyment and learning. Pupils who need to do so may use non-sighted methods of reading such as Braille. Pupils physically unable to read aloud may use other means such as signing.

English should be considered in an holistic way taking account of the integral nature of the attainment targets. Talking, listening, reading and writing extend across all areas of the curriculum. Reading may be an end in itself and it may also be used as preparation for talking, listening and writing.

From the beginning, reading should be an enjoyable experience. It is a dynamic, creative and active process involving the reader making meaning from texts. To foster this aspect, the classroom atmosphere should be one in which pupils feel relaxed, accepted and affirmed and in which they succeed as readers.

Teachers-as-readers are a major source of encouragement to pupils-as-readers: it provides an enriching experience and increases motivation. When teachers share opportunities for silent reading with their classes, they become powerful examples of the link between reading for learning and reading for enjoyment. All pupils need support and confirmation reinforced by positive reading experiences and positive images of reading for pleasure.

Pupils should be taught to read with understanding, fluency and accuracy. In order to assist pupils to develop an understanding of the nature and purpose of reading, they should be immersed in a stimulating environment of print, surrounded by books and other reading materials presented in an attractive and inviting way. Pupils should be taught the alphabet and be made aware of the sounds of spoken language.

For those pupils for whom the process of reading does not run smoothly, any additional help with the techniques of decoding should always be placed in a meaningful context. Pupils who have had little experience of the printed word and who are not ready to read should be given the time and support to develop their language and reading readiness. Opportunities should be taken to develop skills of observation and comprehension through the use of pictures and other visual material.

Teachers should ensure that pupils are exposed to a wide range of children's literature. Pupils should share picture books, handle information material, regularly listen to stories, told or read aloud and listen to and share poetry read by the teacher and by one another. This will help children develop their own tastes and preferences in reading.

### Presentation of the Programme of Study

While the requirements of the programme of study have been set out using headings, it should be recognised that the activities and processes identified within these headings inter-relate and interact and should not be seen as discrete.

### Progression

Pupils commence school with a wide range of reading experiences. Pupils may have had a limited exposure to texts or may have experienced a comprehensive range of reading materials. Teachers should take account of the attainment of pupils in reading when they begin school

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and provide opportunities for them to progress. For some pupils, however, the teaching and early learning experience necessary to attain Level 1 will be extensive.

The progression statements below provide an outline framework to assist teachers in planning progression through the key stage. They cover the range Level 1 to Level 3 within the programme of study. They are not a discrete checklist, but are inter-related and interactive characteristics of attainment.

Within the context of this programme of study, pupils should progress:

- **from** knowing that print and pictures convey meaning **towards** reading with understanding;
- **from** following stories read to them **towards** reading aloud with some fluency;
- **from** making a guided response to some texts **towards** beginning to explore and appreciate meaning in a range of texts;
- **from** recognising significant letters, words, phrases and developing a sight vocabulary **towards** using a range of strategies to identify unfamiliar words;
- **from** recognising letters of the alphabet **towards** using that knowledge to locate books and information.

### **Contribution to the Educational (Cross-curricular) Themes**

The English curriculum should, where appropriate, provide opportunities for pupils to use reading to explore and reflect on the content and issues associated with the cross-curricular themes.

Through reading, pupils should have opportunities to:

- read stories and poems about life situations appropriate to pupils in Key Stage 1 to facilitate discussions of feelings and emotions (CH, EMU, HE);
- develop, where appropriate, and apply their knowledge, skills and understanding of information technology, *for example, search for and find information using a computer (IT)*.

### **Context**

Pupils should have opportunities, arising from classroom and first-hand experience, including structured play, to develop their reading in a variety of contexts, including working:

- as individuals – silently and aloud;
- in pairs – engaged in shared and paired reading;
- as members of a group;
- as members of a class.

## Range

Pupils should have opportunities to engage with a range of texts, including:

- stories;
- poems;
- songs;
- nursery rhymes;
- plays;
- picture books;
- **information material**, *for example, reference books, textbooks, brochures, information leaflets, dictionaries, simple databases, atlases and encyclopaedias;*
- **environmental print**, *for example, road signs, labels, notices;*
- audio, visual and audio-visual materials.

## Purpose

Pupils should have opportunities to read for a variety of purposes, including reading:

- for their own amusement and enjoyment;
- to learn about themselves and others;
- to learn about the various areas of study and cross-curricular themes;
- for information.

## Audience

Pupils should read for a variety of audiences, including:

- themselves;
- the teacher;
- parents;
- adults whom they know well;
- other pupils.

## Reading Activities

Pupils should have opportunities to engage in a wide range of reading activities, including:

- a listening to and understanding a range of texts which are read aloud, including those presented on tape, radio or television;
- b taking part in shared and paired reading experiences;
- c retelling, re-reading or acting out familiar poems, stories or parts of stories, *for example, follow a story being read, joining in, recreating characters or events in activities such as drama;*

- d composing, reading and sharing their own books of stories and poems;
- e exploring familiar stories and other simple texts with the teacher, using drama, art and discussion to focus on distinctive features, *for example, characters, places (including the Third World), objects, cultural events and ideas;*
- f exploring pictures and illustrations in books, magazines and other sources;
- g making use of environmental print, *for example, by reading and interpreting road signs, labels, notices, charts and teletext;*
- h reading silently for enjoyment.

### Expected Outcomes

In the context of these activities, pupils should develop the ability to:

- a make choices for themselves by browsing in the book area or library, *for example, turn to a range of books, choosing one they would like to listen to or read;*
- b build up a sight vocabulary;
- c use, with help when necessary, a range of strategies to identify unfamiliar words in texts, *for example, use picture and contextual clues and phonic cues in reading a book new to them, use context and other cues when making sense of new material;*
- d begin to use evidence from the text to support their views, *for example, in predicting, inferring and deducing;*
- e talk with the teacher about the ways in which language is written down, identifying phrases, words, patterns of letters and other features of written language;
- f recognise and notice how words are constructed and spelled;
- g show some understanding of the way texts are structured by representing ideas through drama, pictures and diagrams, *for example, represent a sequence of events from a story;*
- h make use of picture dictionaries, personal word banks, dictionaries, lists of contents and indexes, information books and data on computer for reading and writing tasks, *for example, use appropriate dictionaries to help them in a writing task, locate information in a book using an index;*
- i collect information relevant to specific purposes from books, computers and other sources and represent their findings in a variety of ways;
- j read aloud from familiar stories or poems and texts composed by pupils themselves and share the text with an audience, *for example, read aloud from a story book, poem or own writing, read aloud from personally selected material to share their enjoyment with the teacher and others in the class;*
- k read independently a range of texts and sometimes talk to the teacher or others about what has been read.

## WRITING

### Introduction

Pupils should develop the ability to make and shape text in order to communicate meaning in written language, appropriate to the context, purpose, reader and audience. The use of technological aids to produce written work is acceptable for those pupils who are dependent on such aids.

English should be considered in an holistic way taking account of the integral nature of the attainment targets. Talking, listening, reading and writing extend across all areas of the curriculum. Pupils should realise that writing carries meaning and is a process that is valuable in itself. It may also be undertaken as a response to reading or as a result of talking and listening.

From the beginning writing should be an enjoyable experience. To foster this aspect, the classroom atmosphere should be one in which pupils feel relaxed, accepted and affirmed and in which they succeed as writers. Pupils who have had little experience of the printed word should be given the time and support to develop their own language skills and their knowledge about written language.

The process of writing involves the compositional aspect and the secretarial aspect. The compositional aspect includes the selection, ordering and organisation of ideas and the expression of feelings and beliefs while the secretarial aspect involves spelling, syntax, punctuation and handwriting. Whilst the meaning may be obscured if the secretarial aspect is neglected, ideas, expression and form are fundamental to writing.

The communication of meaning is central to writing. Success depends on pupils having a clear understanding of the task in which they are engaged. Pupils must know why they are writing and for whom.

Pupils should be able to see their teacher writing and to share the writing process and the final outcome. Before, during and after their writing they should be supported by their teacher with advice and encouragement. They should experience positive responses to their own writing.

The classroom environment should actively facilitate writing. Pupils should have access to:

- a variety of writing tools, including word processors;
- dictionaries;
- thesauri.

Every opportunity should be taken to provide a readership for a pupil's work:

- on display boards;
- in corridors;
- in booklets;
- in class and school magazines or newspapers;
- in anthologies;
- through external competitions.

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## Presentation of the Programme of Study

While the requirements of the programme of study have been set out using headings, it should be recognised that the activities and processes identified within these headings inter-relate and interact and should not be seen as discrete.

## Progression

When they commence school, many pupils may already have had experience of using crayons, pencils and a variety of paper. While opportunities for writing are likely to have been limited for most pupils, some may have had experience of letter formation. Teachers should take account of the attainment of pupils in writing when they begin school and provide opportunities for them to progress in the manipulative, creative and secretarial aspects of writing. For some pupils, however, the teaching and early learning experience necessary to attain Level 1 will be extensive.

The progression statements below provide an outline framework to assist teachers in planning progression through the key stage. They cover the range, from Level 1 to Level 3, within the programme of study and are not a discrete checklist but are inter-related and interactive characteristics of attainment.

Within the context of this programme of study, pupils should progress:

- **from** expressing ideas for the teacher to write **towards** writing with some independence in a variety of forms which show a sense of structure appropriate to the form, using some supporting detail to make the meaning clear;
- **from** spelling, in a recognisable way, common words and words that are important to them **towards** spelling such words correctly;
- **from** having some control over size and shape of letters **towards** handwriting that is accurately formed and consistent in size.

## Contribution to the Educational (Cross-curricular) Themes

The English curriculum should, where appropriate, provide opportunities for pupils to use writing to explore and reflect on the content and issues associated with the cross-curricular themes.

Through writing, pupils should have opportunities to:

- make drawings and posters of themselves and others. Write captions about personal qualities, positive behaviour, hygiene, health and safety (CH, EMU, HE);
- develop and apply their knowledge, skills and understanding of information technology, for example, use pictures, phrases and words to communicate and create their own short sequences of pictures, words and sounds (IT).

## Planning

Pupils should be encouraged, when it is appropriate to the task, to plan their written work. Such planning may be done through:

- discussion with the teacher;
- discussion with other pupils;
- gathering and organising ideas;
- preparing an outline.

## Purpose

Pupils should have opportunities to write for a variety of purposes, including:

- their own amusement and enjoyment;

and to

- express their thoughts, feelings and imaginings;
- inform and explain;
- describe;
- narrate;
- report;
- record findings.

## Context

Writing will arise from a variety of experiences and contexts, including:

- first-hand experiences and structured play;
- stories, nursery rhymes and poetry that they are reading and hearing;
- aspects of the various areas of study and cross-curricular themes if appropriate, *for example, play/drama, artefacts, audio-visual and visual aids, television and radio, visitors to the classroom, visits, entry to external competitions, software packages.*

## Audience

Pupils should be aware of who will read or listen to their written work. The audiences should include:

- themselves;
- the teacher;
- parents;
- adults whom they know well;
- other pupils.

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Programme of Study  
ENGLISH

## Range

Pupils should have opportunities to write in a variety of forms, including:

- stories, *for example, write a story involving their pet;*
- labels;
- letters, *for example, write a letter to Santa Claus;*
- descriptions of people or places, *for example, describe a visitor to the school;*
- instructions;
- simple records of observation, *for example, record observations in a science activity;*
- invitations;
- greeting cards;
- poems, *for example, express their feelings on a matter significant to them;*
- diaries;
- lists.

Pupils should have opportunities to:

- a experiment with words, *for example, word games, riddles and rhymes;*
- b read and be read to from a wide selection of poetry;
- c experiment with simple poetic forms.

## Expected Outcomes

Pupils should have opportunities, within a meaningful context and arising out of their own work, to develop the ability to:

- a express thoughts, feelings and imaginings;
- b present ideas and information;
- c structure sentences correctly;
- d recognise, name and use forms of writing;
- e use connectives, *for example, and, because, but, after, when;*
- f use the conventional ways of forming letter shapes in upper and lower case;
- g make use of the names and order of the letters of the alphabet, *for example, name the letters when spelling aloud from a wall-list or personal word book;*
- h spell, recognisably, words based on an awareness of the most common letter strings and patterns, *for example, ball and wall, feet and sweet;*
- i spell, recognisably, a range of familiar, important and regularly occurring words, *for example, look, pet, tree, dog, cold, yesterday, after.*

# Attainment Targets and Level Descriptions for English

# 1

KEY STAGE

English has three attainment targets which relate directly to the sections of the programmes of study.

- Talking and Listening;
- Reading;
- Writing.

Level Descriptions  
ENGLISH

## TALKING AND LISTENING

Pupils should develop the ability to express and communicate meaning in spoken language, listening to and interpreting what others say, and matching style and response to audience, context and purpose. Pupils unable to communicate by speech may use other means including the use of technology, signing, symbols or lip-reading as alternatives to talking and listening.

### LEVEL 1

Pupils have something to say about matters of immediate and personal interest. In their talk they use a basic vocabulary and attempt to sequence words and ideas, conveying simple meaning adequately. They listen to what is being told or said to them by others and can usually respond appropriately.

### LEVEL 2

Pupils engage in conversation and show a willingness to talk and to listen. In their response to others they use appropriate vocabulary to express their ideas and understanding. They show some awareness of the needs of the audience by beginning to organise their ideas and by beginning to vary their use of register according to situation and purpose. Their talk will also include some relevant detail.

### LEVEL 3

Pupils listen with increasing concentration in a range of contexts. In discussion they make contributions and ask questions and show understanding of the main points. They begin to adapt what they say to the needs of the audience and to vary their use of register and detail. They structure and sequence their talk sufficiently to make their meaning clear.

### LEVEL 4 (for comparison purposes only)

Pupils talk with increasing confidence and listen attentively in a range of contexts. They develop ideas, describe events and show the beginnings of an ability to explain their views and opinions. They comment on their own and others' contributions. They express and structure their ideas, thoughts and feelings appropriately for their audience. In discussion, they explore, develop and communicate ideas with clarity. They are responsive to others' ideas and views.

## READING

Pupils should develop the ability to read, understand and engage with various types of text for enjoyment and learning. Pupils who need to do so may use non-sighted methods of reading such as Braille. Pupils physically unable to read aloud may use other means such as signing.

### LEVEL 1

Pupils listen and respond to text with enjoyment and some understanding. Pupils show awareness that print and pictures carry meaning. They recognise letters, words and phrases, which have significance for them in a familiar text. Pupils recognise and name some of the letters of the alphabet. In all of these activities they will require support.

### LEVEL 2

Pupils read both silently and aloud a range of simple texts with some independence and understanding. They make simple predictions. They use, with help, a range of strategies, such as phonic, graphic, syntactic and contextual, to identify unfamiliar words. They demonstrate some knowledge of the alphabet in using personal word books and simple dictionaries and use simple reference materials.

### LEVEL 3

Pupils read aloud with some fluency from familiar material. They show some independence in using a range of strategies to identify unfamiliar words. They read silently and show understanding. In texts, they recognise some of the main points and can select some appropriate information to support what they say. In talking about texts they begin to use inference and deduction to explore and appreciate meaning. They use their knowledge of the alphabet to locate books and find information.

### LEVEL 4 (for comparison purposes only)

Pupils read, independently, a range of texts and talk about interests and preferences. They show understanding of significant ideas, themes, events and characters and begin to make use of an appropriate vocabulary when referring to texts. They recount narrative and attempt to reconstruct text. Pupils recognise and express explicit meaning and begin to be aware of some implicit meaning and attitudes when making inferences and deductions. They locate and use ideas and information.

## WRITING

Pupils should develop the ability to make and shape text in order to communicate meaning in written language, appropriate to the context, purpose, reader and audience. At each level the use of technological aids by pupils who depend on them physically to produce their written work is acceptable.

### LEVEL 1

Under the guidance of the teacher, the pupils' writing conveys meaning through the use of pictures, symbols, words and phrases and some simple sentences. Pupils show some control over the size, shape and orientation of letters.

### LEVEL 2

Pupils compose with help, in a limited range of forms in which separate ideas can be identified. In their writing they show a sense of simple structure and organisation, on occasion using complete sentences. Common and familiar words are spelt in a recognisable way or are phonetically plausible. There is evidence of the use of upper and lower case letters.

### LEVEL 3

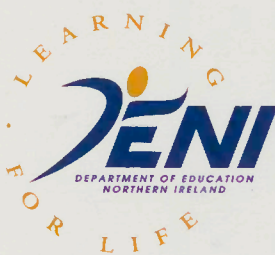
Pupils compose with some independence. Their writing is based on a range of experiences and uses a variety of forms. Writing shows a sense of structure appropriate to the chosen form and includes some supporting detail to make meaning clear to the reader. Their work is sometimes planned in collaboration with the teacher and/or their peers. Within the context of their writing, familiar and important words are spelt correctly and sentences are punctuated independently with basic accuracy. Handwriting is accurately formed and consistent in size.

### LEVEL 4 (for comparison purposes only)

Pupils compose independently. The ideas are often sustained and developed, making use of appropriate detail and vocabulary to enhance meaning. The writing demonstrates an ability to use appropriate form and style and shows an awareness of audience. The pupils are beginning to use correct sentence punctuation to make meaning clear. The writing begins to show an awareness of syntax. Most regularly used words are spelt accurately. Planning for revision and redrafting of writing is done with some independence. Handwriting is swift and legible.

# KEY STAGE 1

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Text printed on a tinted background indicates statutory requirements. The examples printed in *italics* serve to illustrate the programmes of study and are non-statutory.

**ENGLISH (in Irish Speaking Schools)**

# Programme of Study for English (in Irish Speaking Schools) at Key Stage 1

# 1

KEY STAGE

## Introduction

This programme of study has been constructed to provide the framework for an introductory course in English in Year 4 in Irish speaking schools as a preparation for the Key Stage 2 programme of study for English which will begin in Year 5.

In Irish-speaking schools, Irish is the language of communication. Therefore, there will always be a clear presence of Irish in the ethos and environment of the classroom. By Year 4, pupils who have followed the programme of study for Irish will have developed competencies in Irish which should provide a foundation for the teaching of English in the following key areas:

- engagement with the listening, understanding and talking component will have initiated the process of enabling pupils to become effective talkers and listeners;
- the reading component will have encouraged a positive attitude to reading and the reading process;
- the writing component will have provided pupils with opportunities to write for different purposes and audiences.

## Approach to the teaching of English in Year 4

It is expected that pupils in Year 4 will have experience of spoken English and less experience of reading and writing in English. Consequently, a course based on this programme of study will seek to maintain and develop their attainment in talking and listening but give priority to the development of basic competencies in reading and writing in English as a preparation for Key Stage 2. The course will draw upon the formal and informal learning experiences the pupils have had in both languages.

It is essential that teaching and learning is based on schemes of work which integrate talking, listening, reading and writing so that activities based on reading and writing also provide opportunities to fulfil the requirements for talking and listening. It must also be acknowledged that the purposes and activities set out in the programme of study, particularly in reading and writing, will initially require considerable teacher guidance and assistance.

All pupils should feel relaxed, accepted and affirmed in their English classes and have opportunities for success, no matter how limited, when participating as talkers, listeners, readers and writers. Those pupils who have difficulty in expressing themselves or coping with the additional demands of reading and writing in English should be given time to develop their competence in English.

In the time set aside for English, most instruction and exchange of ideas will take place in English, although in some circumstances the transition in Year 4 from Irish to English as the language of instruction may be more gradual. However, responses from pupils in Irish should always be accepted and dealt with in a positive way.

Teachers should develop their own approaches to this programme of study taking account of the range of ability of their pupils and the school policy on the teaching of English. The fact

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that this is a transitional course for Year 4 will mean that opportunities to revisit activities, purposes and contexts will be limited by the duration of the course.

## **Progression in Year 4**

The progression statements within each component provide an outline framework to assist teachers in planning progression through Year 4. The statements reflect the possible range of attainment of a 7/8 year old pupil being taught English for the first time in Key Stage 1. They are not a discrete checklist but are inter-related and interactive characteristics of attainment.

## **Presentation of the Programme of Study**

While the requirements for talking and listening, reading and writing have been set out using headings, it should be recognised that the activities and processes identified within these headings inter-relate and interact and should not be seen as discrete. Statutory requirements have been set out in plain text. Non-statutory areas which teachers may or may not address in their schemes of work, depending on the time available and the approach taken, have been set out in italics.

## TALKING AND LISTENING

### Introduction

Pupils should develop the ability to express and communicate meaning in spoken language, listening to and interpreting what others say, and matching style and response to audience, context and purpose. Pupils unable to communicate by speech may use other means including the use of technology, signing, symbols or lip-reading as alternatives to talking and listening.

In the time set aside for English, teachers should build upon the competence in English which pupils bring to school and provide them with opportunities for using and developing this language. They should also be aware of the transferable skills and processes already assimilated in the three years of engagement with the programme of study for Irish. In that time it is to be expected that pupils will be developing the ability to:

- match response to audience and purpose;
- be effective listeners;
- take turns when talking;
- operate as members of a group;
- make appropriate use of intonation to express emotions and feelings;
- speak clearly and distinctly.

While talking and listening activities may sometimes be ends in themselves, the use of spoken English will arise mainly from engagement in reading and writing activities and through the use of English as the language of instruction.

Statutory requirements have been set out in plain text. Non-statutory areas which teachers may or may not address in their schemes of work, depending on the time available and the approach taken, have been set out in italics.

### Progression

Within the context of the Year 4 programme of study, and in the time set aside for English, pupils should progress:

- **from** responding bilingually **towards** talking almost entirely in English;
- **from** listening to others and responding appropriately **towards** listening with increasing concentration;
- **from** making informal comments **towards** making more considered contributions and asking questions;
- **from** conveying meaning in simple ways **towards** structuring and sequencing their talk;
- **from** showing an awareness of audience and purpose **towards** beginning to adapt what they say and how it is said to meet the needs of the audience.

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## Context

Pupils should have opportunities, arising from classroom and first-hand experiences, to develop their talking and listening in English in a variety of contexts, including:

- interaction during classroom activities;
- membership of a group;
- conversations with others;
- *role-play and drama.*

## Audience

The audience in most situations will arise from the context for the task. The range of audiences should include:

- the teacher;
- members of the class.

## Purpose

In the time set aside for English, pupils should engage in talking and listening for a variety of purposes mainly arising out of reading and writing activities, including:

- talking about their work in English to other pupils and the teacher;
- taking part in conversations and discussions;
- expressing thoughts, feelings and opinions;
- asking and answering questions and drawing conclusions;
- telling stories and talking about events;
- *giving instructions, information or explanations to others.*

## Talking and Listening Activities

Pupils should have opportunities to engage in a range of talking and listening activities, including:

- a listening to, telling and re-telling stories;
- b expressing thoughts, feelings and opinions in response to their reading;
- c reading aloud from a variety of sources including their own work;
- d describing and talking about real and imaginary experiences;
- e *listening to and reciting poems;*
- f *exploring stories, poems and songs;*
- g *taking part in drama activities, including role-play.*

### Expected Outcomes

In the context of these activities, pupils should develop and consolidate skills in English including the ability to:

- a take turns at talking and listening;
- b share and co-operate in pairs or groups in activities;
- c think about what they say and how it is said;
- d inflect appropriately to emphasise meaning;
- e use appropriate quality of speech and voice, speaking audibly and clearly.

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## READING

### Introduction

Pupils should develop the ability to read, understand and engage with various types of text for enjoyment and learning. Pupils who need to do so may use non-sighted methods of reading such as Braille. Pupils physically unable to read aloud may use other means such as signing.

From the beginning, reading in both Irish and English should be an enjoyable experience. It is a dynamic, creative and active process which involves the reader in making meaning from texts. Teachers should build upon the competencies developed through three years of engagement with the programme of study for Reading in Irish. In that time it is to be expected that pupils will have developed an awareness that:

- print carries meaning;
- text reads from left to right and top to bottom;
- written language has a code;
- a range of decoding and word-attack strategies are necessary to read fluently;
- information can be retrieved;
- reading is an enjoyable activity.

Pupils should be taught to read with understanding, fluency and accuracy. They should learn the alphabet and be made aware of the sounds of spoken English. Whilst not wishing to limit pupils' experiences, it is acknowledged that, in this preparatory course, pupils will require a structured introduction to reading in English and that a large percentage of the time spent on reading will be concerned with developing reading strategies and building up a sight vocabulary. Many of the purposes and activities outlined in the programme of study will initially require considerable teacher intervention and support.

Statutory requirements have been set out in plain text. Non-statutory areas which teachers may or may not address in their schemes of work, depending on the time available and the approach taken, have been set out in italics.

### Progression

Within the context of the Year 4 programme of study and, in the time set aside for English, pupils should progress:

- **from** knowing that text carries meaning **towards** reading with some understanding;
- **from** following a text which is being read to them **towards** beginning to read aloud with some fluency;
- **from** making a guided response to some texts **towards** beginning to explore meaning in texts;
- **from** recognising significant words and phrases **towards** developing a sight vocabulary and using a range of strategies to identify words;
- **from** recognising letters of the alphabet **towards** using that knowledge to locate information.

**Context**

Pupils should have opportunities, arising from classroom and first-hand experiences, to develop their reading in English in a variety of contexts, including working:

- as individuals, silently and aloud;
- in pairs, engaged in shared and paired reading;
- as members of a group;
- as members of a class.

**Range**

Pupils should have opportunities to engage with a range of texts, including:

- stories;
- poems;
- picture books;
- straight-forward information material;
- *songs;*
- *plays;*
- *audio, visual and audio-visual materials.*

**Purpose**

Pupils should have opportunities to read in English for a variety of purposes, including reading:

- to develop their competence and confidence;
- for their own amusement and enjoyment;
- to learn about themselves and others;
- for information.

**Audience**

Pupils should read aloud for a variety of audiences, including:

- themselves;
- the teacher;
- parents and other adults whom they know well;
- other pupils.

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Programme of Study  
ENGLISH (in Irish Speaking Schools)

## Reading Activities

Pupils should have opportunities to engage in a wide range of reading activities in English, including:

- a taking part in shared and paired reading;
- b reading silently for enjoyment;
- c *composing, reading and sharing their own books of stories and poems.*

## Expected Outcomes

In the context of these activities, pupils should develop the ability to:

- a build a sight vocabulary of English words;
  - b use, with help when necessary, a range of strategies to identify unfamiliar words in texts;
  - c show awareness of how words in English are constructed and spelled;
  - d read aloud from familiar texts;
- and, with the help of the teacher,
- e make use of picture dictionaries, personal word banks, dictionaries, information books and data on computer for reading and writing, and learn to use lists of contents and indexes;
  - f make choices for themselves by browsing in the book area or library.

## WRITING

### Introduction

Pupils should develop the ability to make and shape text in order to communicate meaning in written language, appropriate to context, purpose, reader and audience. The use of technological aids to produce written work is acceptable for those pupils who are dependent on such aids.

When developing pupils' skills in writing in English, teachers should build upon the competencies already developed through engagement with the writing component in the Irish programme of study. It is to be expected that pupils will have developed an awareness that:

- writing carries meaning;
- sentences need to follow a logical order and structure;
- letters have particular shapes and sounds associated with them;
- the spelling of words follows certain patterns;
- punctuation is necessary to make meaning clear;
- their writing needs to be adapted to different forms, audiences and purposes;
- writing can be an enjoyable and rewarding process.

In English and Irish, the communication of meaning is central to writing. Pupils must know why they are writing and for whom. They should be encouraged to develop fluency and accuracy in their written work.

Whilst not wishing to limit pupils' experiences, it is acknowledged that a large percentage of time spent on writing in this preparatory course in Year 4 will be concerned with developing competencies in syntax, punctuation and spelling, as well as building up the pupils' written vocabulary in English. Many of the purposes and activities outlined in the programme of study will initially require considerable teacher intervention and support.

Teachers will also provide a readership for pupils' written work in English and actively facilitate writing by making a variety of tools, *for example, pencils, pens, crayons and word processing* available to pupils.

Statutory requirements have been set out in plain text. Non-statutory areas which teachers may or may not address in their schemes of work, depending on the time available and the approach taken, have been set out in italics.

### Progression

Within the context of the Year 4 programme of study and, in the time set aside for English, pupils should progress:

- **from** beginning to use familiar words to express their ideas **towards** writing with some independence;
- **from** attempting to spell common and familiar words **towards** spelling such words recognisably or correctly;

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- **from** having some control over handwriting **towards** handwriting which is accurately formed and consistent in size.

### Planning

*Pupils should be encouraged, if they have reached an appropriate level of competence and when it is appropriate to the task, to plan their written work, in the same way as they do in Irish. Such planning may be done through:*

- *discussion with the teacher;*
- *discussion with other pupils;*
- *sequencing of ideas.*

### Purpose

Pupils should have opportunities to write in English for a variety of purposes, including:

- for their own amusement and enjoyment;
- and to
- express their thoughts, feelings and imaginings;
  - describe;
  - narrate;
  - *inform and explain;*
  - *report.*

### Context

Writing will arise from a variety of experiences and contexts, including:

- first-hand experiences;
- stories and poetry that they are reading and hearing;
- other aspects of their study of English.

### Audience

Pupils should be aware of who will read their written work. The audiences should include:

- themselves;
- the teacher;
- parents and other adults whom they know well;
- other pupils.

## Range

Pupils should have opportunities to write in English in a variety of forms, including:

- written responses to questions on familiar texts;
- descriptions of people or places;
- stories;
- lists;
- *labels*;
- *greetings cards*;
- *invitations*;
- *diaries*;
- *letters*;
- *instructions*.

## Expected Outcomes

Pupils should, within a meaningful context and arising out of their own work, develop the ability to:

- a use English to express thoughts, feelings and imaginings;
- b present ideas and information in English;
- c form, in conventional ways, upper and lower case letters;
- d recognise the names and order of the letters of the alphabet;
- e develop an awareness of the most common letter strings and patterns;
- f begin to spell, recognisably, a range of familiar, important and regularly occurring words;
- g structure their sentences;
- h use the names of the forms their writing may take.

# KEY STAGE 1

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Text printed on a tinted background indicates statutory requirements. The examples printed in *italics* serve to illustrate the programmes of study and are non-statutory.

**MATHEMATICS**

# Programme of Study for Mathematics at Key Stage 1

# 1

KEY STAGE

## Introduction

At the beginning of a pupil's primary education, it is essential to lay a secure foundation of mathematical knowledge, skills and understanding in order for each pupil to attain his or her full potential. Pupils will embark on Key Stage 1 with a diversity of mathematical experiences, aptitudes and abilities. These should be identified and used as the basis for all planning.

Time should be allowed for pupils to develop and consolidate their mathematical ideas using practical materials before moving on to more formal recording. Through engaging in a wide range of activities, pupils should begin to develop their skills in mental mathematics. They should be given opportunities, on a regular basis, to estimate and approximate, and to make simple predictions in all areas of mathematics. These skills should be developed systematically and progressively throughout the key stage.

The sections of the programme of study interrelate. Processes in Mathematics should pervade the entire mathematics programme. Pupils should use and apply mathematics in practical tasks, in real-life situations and within mathematics itself.

## Mathematical Activities

Throughout the whole mathematics programme, pupils should be engaged in a wide range of purposeful activities. These activities should:

- involve pupils in different modes of learning, including playing, exploring and investigating, doing and observing, talking and listening, discussing and asking questions;
- match the ability and stage of development of the pupil;
- include both independent and co-operative learning;
- bring together different areas of mathematics;
- develop mental skills;
- use, where appropriate, pupils' own interests or questions, either as a starting point, or as further lines of development;
- be balanced between tasks which develop knowledge, skills and understanding and those which develop the ability to tackle problems;
- be balanced between those which are short in duration and those which have scope for development over a longer period.

## Contexts for Learning

Pupils should have opportunities to develop and apply their knowledge, skills and understanding of mathematics through activities in various aspects of the curriculum and the everyday experiences of the classroom, the home and the world around them. In the early years, they should develop and apply much of their early mathematical skills during structured play. This should involve pupils in activities, such as imaginative play, the exploration of natural materials, creative experiences, construction and domestic play.

# 1

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## **Communication in Mathematics**

Pupils should communicate in oral, pictorial and written form, progressing at their own pace from informal personal language to mathematical language and from personal recording to mathematical representations and symbols. As the development of mathematical language is of fundamental importance, talking about work has a higher priority than recording in the early years.

## **Contribution to Educational (Cross-curricular) Themes**

Pupils should be given opportunities, where appropriate, to develop and apply their knowledge, skills and understanding of information technology. They should use calculators to explore, through play and number games, how a calculator works, and how it can be used as a tool for concept development and calculating with realistic data. They should use the computer to support and enhance their mathematical programme, with simple databases and programmable devices being included, where appropriate.

## **Resources**

Through the varied activities in which they are engaged throughout Key Stage 1, pupils should have opportunities to explore and use a wide variety of materials including natural, man-made and scrap materials, semi-structured and structured materials. They should gain confidence in the use of these materials and use them to develop mathematical understanding and skills. They should come to appreciate the special characteristics of these materials.

## PROCESSES IN MATHEMATICS

### Using Mathematics

Pupils should have opportunities to:

- a select, with help from the teacher, materials and equipment required for a task; know the appropriate materials and equipment to select for a task by appreciating the special characteristics of these materials and equipment;
- b select and use the mathematics appropriate to a task, *for example, counting on when giving change in a shopping activity;*
- c develop different approaches to solving problems and look for ways to overcome difficulties, *for example*
  - *comparing and ordering heights of children in a group to find the tallest and the smallest;*
  - *drawing a simple diagram to find which television programme is the most popular;*
- d **begin to organise their own work and work systematically**, *for example, find the components of 14p using different coins and record the results; plan how the lengths of different items in the classroom should be measured and the results recorded.*

### Communicating Mathematically

Pupils should have opportunities to:

- a understand the language of number, of properties of shapes and of comparatives, *for example, bigger than, the same 'weight' as, next to and before;*
- b talk about their work, initially by responding to questions from the teacher; ask questions about their work, *for example, 'How could I record the handspans of everyone in my group?';*
- c understand and use mathematical symbols, *for example, '+' and '=';*
- d use a variety of forms of mathematical representation, presenting results in a clear and organised way.

### Mathematical Reasoning

Pupils should have opportunities to:

- a recognise simple patterns and relationships and make predictions about them based on experience, *for example, predict the next number in the sequence, 3, 6, 9, 12....;*
- b ask and respond to open-ended questions, *for example*
  - *'What would happen if more cubes were added to one side of the balance?' and 'Why?';*
  - *'How would you find how much more one container holds than another?';*
  - *'What would be the best way to record these results?'*

- c explain their way of working, *for example*
  - give reasons for sorting when using a Carroll diagram;
  - explain how and why data was entered into a simple computer database;
- d know ways to check their own work, *for example*, by repeating measurements or repeating calculations by adding from the top downwards; using a calculator.

## NUMBER

### Understanding Number and Number Notation

Pupils should have opportunities to:

- a count orally, knowing the number names, initially working with small numbers; count collections of objects and know that the size of a set is given by the last number in the count; understand the empty set and the conservation of number;
- b read, write and order whole numbers, initially to 10, progressing to at least 1000; use the knowledge that the position of a digit indicates its value;
- c make a sensible estimate of a small number of objects, *for example*, know that there are about 5 fish in a fish tank; begin to approximate to the nearest 10 or 100, *for example*, 68 is almost 70; 287 is nearer to 300 than 200;
- d recognise and use simple everyday fractions and their notation in practical situations, *for example*,  $\frac{1}{2}$  and  $\frac{1}{4}$  of an apple;  $\frac{1}{2}$  of 10 counters;  $\frac{1}{2}$  of the children in a group.

### Patterns, Relationships and Sequences in Number

Pupils should have opportunities to:

- a copy, continue and devise repeating patterns, *for example*, continuing a bead threading pattern of red, red, blue, red, red, blue . . . ; distinguish between odd and even numbers;
- b explore and record addition and subtraction patterns and patterns in number tables, *for example*, the fifty array and hundred square, explaining and using them to make predictions, initially working with number patterns up to 20 and then to 100; progress to exploring multiplication and division patterns;
- c understand the commutative property of addition and the relationship between addition and subtraction, *for example*
  - $2 + 3 = 5$ ,  $3 + 2 = 2 + 3$ ;
  - if  $4 + 3 = 7$ , then  $7 - 4 = 3$ ;
- d understand the use of a symbol to stand for an unknown number, *for example*
  - $6 = 2 + \square$ ;
  - $\square - 3 = 2$ ;
- e understand and use simple function machines.

## Operations and their Applications

Pupils should have opportunities to:

- a understand the operations of addition and subtraction (as take away or comparison or complementary); add and subtract, initially using small numbers and progressing to working with hundreds, tens and units; develop a variety of methods for adding and subtracting; use these skills to solve problems involving whole numbers;
- b progress to understanding the operations of multiplication and simple division and use them to solve problems with whole numbers, working with remainders in practical situations only;
- c know addition and subtraction facts, initially to 10, and then to 20; add mentally up to three single digit numbers; subtract mentally a single digit number from a two-digit number; add mentally two two-digit numbers, initially using appropriate apparatus; know multiplication tables relating to the 2s, 5s, 10s and other tables, as appropriate; use these facts in problem-solving situations.

## Money

Pupils should have opportunities to:

- a recognise and know how to use coins in simple contexts, *for example, shop play*; use and understand the conventional way of recording in money; add and subtract money, initially involving small amounts and progressing to working with money up to £10; use these skills in problem-solving situations.

## MEASURES

Pupils should have opportunities to:

- a compare and order objects, developing and using mathematical language associated with length, 'weight', capacity, area and time, *for example, the same as, heavier than, half empty, will cover*;
- b use non-standard units in length, 'weight', capacity, area and time to measure a range of everyday objects and events; appreciate important ideas about measurement including the need for appropriate accuracy and the meaning of graduations on measuring instruments; recognise the need to use standard units;
- c know the most commonly used units in length, 'weight', capacity and time, including metres, kilograms, litres, hours and minutes and use them to measure in purposeful contexts; progress to measuring with greater accuracy using, *for example, cm,  $\frac{1}{2}$  kilogram and  $\frac{1}{2}$  litre*, choosing appropriately for a situation;
- d sequence everyday events, *for example, breakfast time, lunch time and teatime*; know the time within a day is comprised of morning, afternoon, evening and night; know the days of the week, months of the year and seasons; explore calendar patterns;
- e recognise times on the clock face, initially significant times, *for example, lunch time, home time* and progressing to the hour, half-hour and quarter hours; begin to read the five minute intervals on an analogue clock; compare analogue and digital displays for the hour and half-hour;

# 1

## KEY STAGE

- f make estimates using arbitrary and standard units, *for example, the number of cupfuls that would fill a jug; heavier or lighter than a kilogram; how long it would take to wash your hands;*
- g choose and use simple measuring instruments, reading and interpreting them with some accuracy;
- h understand the conservation of measures.

## SHAPE AND SPACE

### Exploration of shape

Pupils should have opportunities to:

- a sort 2-D and 3-D shapes in different ways, giving reasons for each method of sorting;
- b make constructions, pictures and patterns with 2-D and 3-D shapes using scrap and commercial materials;
- c name 2-D and 3-D shapes including squares, rectangles, circles, triangles, cubes, cuboids, cones, cylinders and spheres; describe these shapes using mathematical language, including 'corners', edges, sides and faces; recognise reflective symmetry in simple cases in their immediate environment, *for example, a butterfly, a particular road sign.*

### Position, Movement and Direction

Pupils should have opportunities to:

- a state a position using prepositions, *for example, on, inside, above, under, behind, next to;*
- b recognise, in practical situations, different types of movement, including straight (forwards and backwards), right and left turns and turning over, laying the foundation of the notion of an angle as a measure of turn; give and understand instructions for turning through right angles; recognise right-angled corners in 2-D and 3-D shapes; know the four points of the compass;
- c use programmable devices to explore movement and direction, *for example, the Roamer.*

## HANDLING DATA

### Collect, Represent and Interpret Data

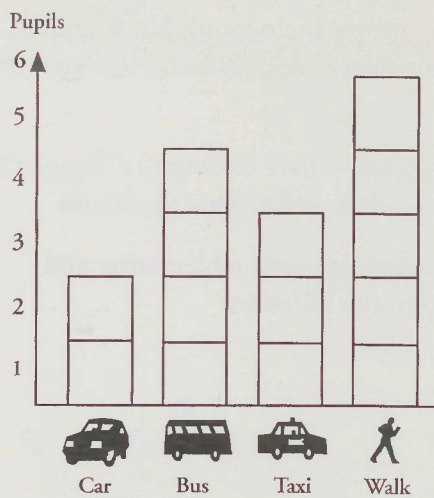
Pupils should have opportunities to:

- a sort everyday objects and talk about the reasons for sorting; select criteria for sorting a set of objects and apply consistently; sort and classify objects for one or two criteria; represent the results of classifying using Venn, Carroll and Tree diagrams with two criteria;

- b collect data and record it, using real objects or drawings and talk about the outcome; progress to recording data in a range of ways, including simple pictograms, block graphs, bar charts (given intervals), mapping diagrams and frequency tables; read and interpret the data (for examples, see page 8);
- c help to design an observation sheet and use it to record a set of data leading to a frequency table, *for example, recording the colours of cars passing the school*; collate and analyse the results;
- d extract information from an increasing range of charts, diagrams and tables; enter and access information in a simple database including a computer database.

# 1

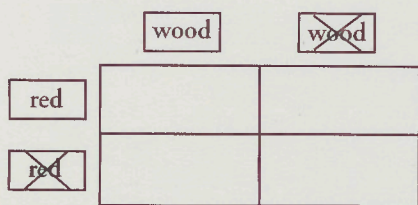
KEY STAGE



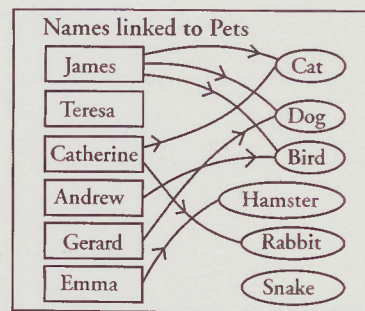
Block graph

4 years old						
5 years old						
Number of children	1	2	3	4	5	6

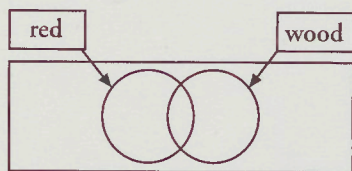
Pictogram



Carroll diagram



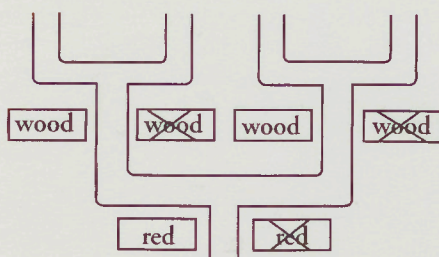
Mapping diagram



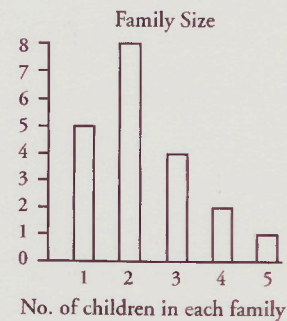
Venn diagram

Blackbird	XX	2
Sparrow	XXXXX	5
Robin	X	1
Blue Tit	XXX	3

Frequency table



Tree diagram



Bar chart

# Attainment Targets and Level Descriptions for Mathematics

# 1

KEY STAGE

Mathematics at Key Stage 1 has five attainment targets which relate directly to the sections within the programmes of study:

- Processes in Mathematics;
- Number;
- Measures;
- Shape and Space;
- Handling Data.

Level Descriptions  
MATHEMATICS

## PROCESSES IN MATHEMATICS

Pupils should develop mathematical processes through practical tasks, real-life problems and investigations within mathematics itself.

### LEVEL 1

Pupils use materials provided under direction. They use mathematics as an integral part of classroom activities. They talk about their work in response to questions. They represent their work with objects or pictures. They begin to make simple predictions.

### LEVEL 2

Pupils select, with help, the materials and mathematics required for some classroom activities. They talk about their work, using appropriate mathematical language and represent their work using symbols and simple diagrams. They respond to open-ended questions.

### LEVEL 3

Pupils select and use the materials and mathematics appropriate for their work. They find ways to overcome difficulties that arise when they are solving problems. They begin to organise their work and work systematically. They use and interpret mathematical symbols and diagrams. They represent their work in a variety of ways and check it themselves. They discuss their mathematics and begin to explain their thinking.

### LEVEL 4 (for comparison purposes only)

Pupils gather information required for a task. They begin to develop and use their own strategies for solving problems. They discuss their work and compare their ideas and methods with others. They present information and results in a clear and organised way, explaining the reasons for their choice of presentation. They understand general statements and investigate whether or not particular cases match them.

## NUMBER

Pupils should understand number, number notation, number operations - addition, subtraction, multiplication and division - and make use of appropriate methods of calculation. They should estimate and approximate in number. They should recognise and use patterns, relationships and sequences, and make generalisations. They should understand and use function machines and rules expressed in words.

### LEVEL 1

Pupils count, read, write and order whole numbers up to at least 10. They understand the conservation of number. They begin to make sensible estimates of small numbers of objects. They add and subtract up to 10 using real objects and use these skills to solve simple problems. They copy, continue and devise repeating patterns using real objects or pictures.

### LEVEL 2

Pupils read, write and order whole numbers up to at least 100 and begin to show some understanding of place value. They have good recall of number facts to 10 and add and subtract up to at least 20, using these skills to solve problems, including those that involve money. They explore and use addition and subtraction patterns up to 10 and use these patterns to understand the relationship between addition and subtraction.

### LEVEL 3

Pupils read, write and order whole numbers up to at least 1000 and use the knowledge that the position of the digit indicates its value. They approximate to the nearest 10 or 100. They use mental recall of number facts up to 20 and of the majority of multiplication tables up to 10 x 10 in solving problems. They add and subtract money expressed in conventional notation up to £10. They solve problems involving addition, subtraction and multiplication (involving numbers up to 1000) and those that involve division in practical situations. They recognise and understand simple fractions which arise naturally, and their notation. They explain and predict number patterns within 100, including those in the 2, 5 and 10 times tables. They use function machines with one operation.

### LEVEL 4 (for comparison purposes only)

Pupils understand and use numbers with up to two decimal places in relevant contexts. They add mentally two two-digit numbers and subtract mentally one two-digit number from another. In solving problems, they use a range of mental, written and calculator methods of computation involving the four operations. They recognise approximate proportions of a whole and use simple fractions to describe these. They understand that addition and subtraction are inverse operations and use this to check their results when solving problems. They explore and predict patterns and sequences of whole numbers, such as doubling and halving numbers. They understand number properties, such as multiple and factor. They understand and use simple rules expressed in words.

## MEASURES

Pupils should estimate and measure quantities and appreciate the approximate nature of measurement.

### LEVEL 1

Pupils measure and order objects using direct comparison and use appropriate language associated with length, 'weight', capacity and area. They sequence events and recognise 'special' times on the clock.

### LEVEL 2

Pupils use non-standard units to measure length, 'weight', capacity and area and understand the need for standard units. They know the most commonly used units in length, 'weight', capacity and time.

### LEVEL 3

Pupils use standard units to measure length, 'weight', capacity and time in a range of contexts. They read times on the analogue clock and the date from a calendar. They choose and use a range of units and instruments, interpreting, with reasonable accuracy, numbers on a range of measuring instruments.

### LEVEL 4 (for comparison purposes only)

Pupils understand the relationship between metric units. They find perimeters of simple shapes, find areas by counting squares and find volumes by counting cubes. They begin to make sensible estimates using standard units in relation to everyday situations. They understand and use the twelve and twenty-four hour clocks.

## SHAPE AND SPACE

Pupils should recognise and use the properties of two-dimensional and three-dimensional shapes. They should recognise locations in the study of space.

### LEVEL 1

Pupils sort and make constructions with 2-D and 3-D shapes, using everyday language to describe their work. They use prepositions to state a position.

### LEVEL 2

Pupils sort 2-D and 3-D shapes in various ways and give reasons for sorting. They name common 2-D shapes. They understand right and left turns.

### LEVEL 3

Pupils name and describe common 2-D and 3-D shapes, using appropriate mathematical language. They identify lines of symmetry in simple 2-D shapes. They understand angle as a measurement of turn and recognise right angles in the environment.

### LEVEL 4 (for comparison purposes only)

Pupils make simple 2-D and 3-D shapes. They understand and use language associated with line and angle. They know the eight points of the compass and understand the terms clockwise and anticlockwise. They use co-ordinates to plot points and draw shapes in the first quadrant.

## HANDLING DATA

Pupils should collect, record, process, represent and interpret data. They should understand and estimate simple probabilities.

### LEVEL 1

Pupils sort and classify objects and talk about the criterion they have used. They record their work using real objects or drawings.

### LEVEL 2

Pupils sort and classify objects for two criteria. They collect information and record it in simple tables, block graphs and diagrams. They interpret the information.

### LEVEL 3

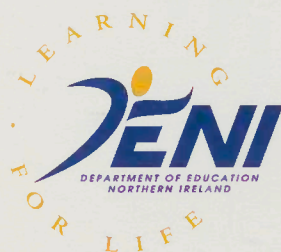
Pupils extract and interpret information presented in simple tables and lists. They collect, display and interpret data in pictograms and bar charts in order to communicate information.

### LEVEL 4 (for comparison purposes only)

Pupils collect, group and order discrete data with given class intervals. They represent and interpret data using a range of graphs, tables and diagrams. They construct and interpret pictograms where the symbol may represent a group of units. They interrogate a simple data base for one criterion. They understand and use simple vocabulary associated with probability, such as certain, uncertain, impossible, likely, unlikely and fair.

# KEY STAGE 1

Contents	Page
Programme of Study for Science and Technology at Key Stage 1	1
Attainment Targets and Level Descriptions for Science and Technology	9



Text printed on a tinted background indicates statutory requirements. The examples printed in *italics* serve to illustrate the programmes of study and are non-statutory.

# Programme of Study for Science and Technology at Key Stage 1

# 1

KEY STAGE

## Introduction

The early years of Key Stage 1 are important in laying the foundations for developing the basic skills in science and technology. Pupils should be given opportunities, during structured play and in other activities, to:

- explore;
- make observations;
- use a range of materials to build and construct.

During these early years, pupils should be given opportunities to develop appropriate language associated with science and technology by talking with their teachers and other pupils during play and in other planned activities.

Pupils should also be given opportunities to increase their awareness of the importance of both science and technology in everyday life. This understanding should arise from everyday experiences in school, at home and in their local environment.

Pupils should develop an awareness and an understanding of the need to conserve the natural environment. They should appreciate the need for the sensitive collection and care of living things that are used as the subject of any environmental study.

Building on the experiences gained in these early years, pupils should begin to understand what science and technology is about. They should be given opportunities to:

- try things out for themselves;
- explore;
- ask questions;
- suggest ideas;
- record observations;
- draw pictures to record what they have done or made;
- try to explain what they have seen or done;
- put things together and take things apart;
- make things (construct);
- plan and adapt as they construct.

Activities and experiences in science and technology may sometimes link into themes and topics incorporating other areas of the curriculum and should be integrated with them, where appropriate.

# 1

KEY STAGE

## Communication

During science and technology activities, pupils should have opportunities to communicate their ideas and findings to the teacher and other pupils. They should be encouraged to communicate by talking and listening, drawing, writing and making simple models and charts. These practical experiences should be supplemented, as appropriate, by using sources, *for example, books, charts, pictures, television and radio programmes, video resources, educational visits and the use of computers.*

## Progression

The programme of study for science and technology is set out under 2 attainment targets - Investigating and Making in Science and Technology and Knowledge and Understanding of Science and Technology.

Progression in science and technology requires pupils to develop, in parallel, both their skills in investigating and making and their knowledge and understanding. They should progress from activities linked to their immediate environment to less familiar situations.

The programme of study has been set out in strands with sub-headings to indicate progression. Within each of these sub-sections, the order of the material indicates a line of progression. It should not be felt, however, that this order should restrict the planning of teaching schemes.

## Technology

Elements of technology in Investigating and Making are identified by the use of (T). These elements should be integrated with work in science. When planning activities teachers should identify opportunities for technology from the Knowledge and Understanding strands - Materials and Physical Processes. There also may be opportunities for developing investigations in science from work in technology.

## Contribution to Educational (Cross-curricular) Themes

During science and technology activities pupils should have opportunities to engage in discussion and to undertake activities which fulfil the objectives of the cross-curricular themes. The opportunities listed in this section should not be treated as a check list to be covered but as illustrations of some of the ways in which the cross-curricular themes can be developed as an integral part of science and technology.

### Information Technology

Pupils should be given opportunities to develop and apply their knowledge, skills and understanding of information technology and in particular to use an appropriate device, *for example, a concept keyboard*, to sort information and enter it into a prepared database. They should also be given opportunities to talk about and use electronic and programmable toys, *for example, a Roamer.*

### Health Education

Science provides pupils with opportunities to develop positive attitudes to keeping healthy through exercise, diet and personal hygiene. They should be made aware of the importance of safety and careful actions in all science and technology activities particularly when using equipment.

## EMU and Cultural Heritage

Pupils should have opportunities to develop an understanding of themselves and others by exploring similarities and differences between themselves and other children, and developing a sense of their own individuality. They should appreciate the environment around them, the need to take care of it and how human activities can upset the natural environment. They should consider how some toys and devices work and know that the technology which drives them has been developed over a period of time.

# 1

KEY STAGE

Programme of Study  
**SCIENCE AND TECHNOLOGY**

## INVESTIGATING AND MAKING IN SCIENCE AND TECHNOLOGY

Investigating and Making in Science and Technology is set out under three strands - Planning, Carrying Out and Making and Interpreting and Evaluating. Investigating and Making is central to the Knowledge and Understanding of Science and Technology. Activities in Investigating and Making should be introduced through the Knowledge and Understanding section of the programme of study.

Pupils should be encouraged to adopt safe practices when undertaking science and technology activities. They should be made aware of potential hazards and the appropriate actions necessary to avoid risks.

### Planning

Pupils should have opportunities to participate in practical activities which involve them in talking to the teacher and each other about ideas, predictions and solutions to problems and planning what to make.

Pupils should be given opportunities to:

- a respond to questions, *for example, how can this box be moved along the floor or what will happen if this stone is put into the water?*
- b talk about what they are going to make and the materials they will use, *for example, suggest ideas for making Postman Pat's van (T);*
- c ask questions, discuss ideas and make predictions, *for example, suggest what will happen if you hold chocolate in your hands or predict how far a toy car will travel;*
- d recognise a fair test, *for example, know that when testing the bounce of balls they must be dropped from the same height onto the same surface;*
- e suggest ideas which can be investigated and make predictions, *for example, find out which material is best for keeping ice cubes solid;*
- f choose appropriate materials and components when planning what to make, *for example, choose cartons, doweling, wheels and tape, when planning how to make a toy vehicle (T).*

### Carrying Out and Making

Pupils should have opportunities to participate in practical activities which involve them in exploring familiar objects and materials in their immediate environment and recording what they have done.

Pupils should be given opportunities to:

- a make observations using their senses, *for example, describe objects in a 'feely box' using terms such as bumpy, soft, hard or pointy;*
- b assemble and rearrange materials, *for example, construct using building blocks (T);*
- c make observations noting similarities and differences, *for example, sort each other into groups by hair colour;*
- d record observations in a simple form, *for example, draw a group of animals and a group of plants;*

- e explore different ways of joining materials, *for example, join materials using tags, string, fasteners, folds, stitches, adhesives or staples, or construct a model swing using straws, pipe cleaners and blue tack (T)*;
- f reinforce measuring skills using non-standard measures and progress to using standard measures, *for example, use string to measure the distance travelled by a toy car*;
- g develop manipulative skills using a range of materials and tools, *for example, use scissors or snips to cut paper, card, straws or string (T)*;
- h record what they have done or observed using appropriate methods, *for example, use a simple table to record substances which do/do not dissolve in water, or record findings using a computer database*.

### Interpreting and Evaluating

Pupils should participate in practical activities which provide them with opportunities to develop skills in reporting, presenting and interpreting results and evaluating what they have made.

Pupils should be given opportunities to:

- a talk to the teacher and others about what happened or about what they have made, *for example, tell the teacher that some fabrics stretched and some did not*;
- b comment on what happened or what they like or dislike about what they have made, *for example, comment that the fabric with the most holes was the 'stretchiest'*;
- c present their findings using appropriate methods, *for example, block graphs, labelled pictures, drawings, bar charts, pictograms or a simple written record*;
- d relate what happened to what they predicted;
- e talk about what they have made in terms of materials, colour, size or shape and make suggestions for improvement, *for example, talk to the teacher about how well their model vehicle moves and suggest how it might be improved by changing the size of the wheels (T)*.

**KNOWLEDGE AND UNDERSTANDING OF SCIENCE AND TECHNOLOGY**

Knowledge and Understanding of Science and Technology is set out under three strands - Living Things, Materials and Physical Processes.

**Living Things****Ourselves**

Pupils should be given opportunities to:

- a recognise and name the main external parts of the human body, *for example, hand, elbow or knee;*
- b observe seasonal changes and talk about how these affect themselves;
- c explore similarities and differences between themselves and other children, *for example, compare eye colours, hair colours, heights or weights;*
- d develop ideas about how to keep healthy, through exercise, rest, diet, personal hygiene and safety, *for example, receive a visit from the dental hygienist, sort food into healthy/unhealthy food or discuss the dangers of some household substances;*
- e be introduced to the main stages of human development, *for example, sequence pictures from birth to old age;*
- f find out about themselves including how they grow, move and use their senses.

**Animals and Plants**

Pupils should be given opportunities to:

- a find out about the variety of animal and plant life both through direct observations and by using secondary sources, *for example, draw and name living things seen on the way to school, in and around school or on a school visit;*
- b sort living things into the two broad groups of animals and plants, *for example, use a concept keyboard with appropriate overlays to sort living things;*
- c recognise and name the main parts of a flowering plant including root, stem, leaf and flower;
- d sort living things into groups using observable features;
- e find out about animals and their young, *for example, match a kitten to a cat, a foal to a horse or a pup to a dog;*
- f find out about some animals, including how they grow, feed, move and use their senses;
- g observe similarities and differences among animals and among plants;
- h discuss the use of colour in the natural environment, *for example, in camouflage, discuss how animals adapt to their surroundings;*
- i find out ways in which animal and plant behaviour is influenced by seasonal changes, *for example, find out about leaves falling in autumn, buds opening in spring or hibernation and migration.*

## Materials

### Properties

Pupils should be given opportunities to:

- a work with a range of everyday materials in a variety of activities, for example, know, through playing with plasticine or dough, that it can be pushed, pulled, squashed, stretched, rolled or flattened;
- b sort a range of everyday objects into groups according to the materials from which they are made, for example, sort objects into sets of metal, wood, paper and plastic;
- c explore the properties of materials including shape, colour, texture and behaviour, for example, sort materials or objects and explore whether they stretch, bend, tear, pour, and whether they are magnetic or non-magnetic;
- d find out some everyday uses of materials, for example, find out that furniture can be made from wood and jumpers can be made from wool;
- e investigate similarities and differences in materials and objects and sort them according to their properties, for example, sort plastics into those which are transparent and those which are opaque or sort fabrics into those which absorb water and those which are waterproof.

### Change

Pupils should be given opportunities to:

- a find out about the effect of heating and cooling some everyday substances, such as water, chocolate or butter, for example, describe changes that occur to chocolate when it is heated or jelly when it is cooled;
- b investigate which everyday substances dissolve in water, for example, find out that salt and sugar dissolve in water and rice and sand do not.

### Environment

Pupils should be given opportunities to:

- a identify the range of litter in and around their own locality, for example, discuss the type of litter around the school;
- b find out how human activities create a variety of waste products, for example, match waste products to the activity that created them;
- c find out that some materials decay naturally while others do not, for example, find out that fruit and leaves decay while aluminium cans and glass do not.

## Physical Processes

### Forces and Energy

Pupils should be given opportunities to:

- a explore forces which push, pull or make things move, for example, find out that a gentle push will move a toy a short distance, but a stronger push will move it a longer distance;
- b explore devices, including toys, which move, for example, play with wind up toys, battery operated toys or the Roamer;
- c explore how pushes and pulls make things speed up or stop, for example, show that a further push can make a moving ball move faster, or produce movement in simple ways by making a push/pull lever;
- d find out about the range of energy sources used in school and at home, for example, create a class database of the methods used to heat their homes.

### Electricity

Pupils should be given opportunities to:

- a find out about some uses of electricity in the home and classroom, for example, identify household and school appliances which use electricity;
- b know that electricity can be dangerous;
- c know about the safe use of mains electricity and its associated dangers.

### Sound

Pupils should be given opportunities to:

- a listen to and identify sources of sounds in their immediate environment, for example, traffic noise, animal sounds, or a door slamming;
- b explore ways of making sounds using familiar objects, for example, make sounds by striking, plucking, scraping, blowing or vocalising;
- c investigate how sounds are produced when objects vibrate, for example, find out that vibrations caused by plucking an elastic band make sounds or make instruments which produce sounds.

### Light

Pupils should be given opportunities to:

- a find out that light comes from a variety of sources, for example, the sun, a torch or a light bulb;
- b explore the use of light including colour in relation to road safety, for example, find out which colours can be most easily seen in the dark;
- c explore how light passes through some materials and not others, for example, use a torch to sort a variety of papers into those which allow light to pass through and those which do not.

# Attainment Targets and Level Descriptions for Science and Technology

# 1

KEY STAGE

Science and technology at Key Stage 1 has two attainment targets which relate directly to sections of the programme of study.

- Investigating and Making in Science and Technology;
- Knowledge and Understanding of Science and Technology.

Level Descriptions  
**SCIENCE AND TECHNOLOGY**

## INVESTIGATING AND MAKING IN SCIENCE AND TECHNOLOGY

Pupils should develop the skills that allow them to explore the world of science and technology. This work should take place in the context of activities that encourage their abilities to plan, make, carry out investigations, interpret results and communicate their findings in a variety of ways.

### LEVEL 1

Pupils observe familiar objects, materials and living things, and communicate their ideas about them. They talk about what they are going to make. They assemble and rearrange materials in simple constructions and talk about what they have made.

### LEVEL 2

Pupils observe and compare familiar objects, materials and living things. They ask questions related to their observations, predict what might happen and make a simple record of their observations and conclusions. They suggest ideas for making things and join materials in a variety of ways. They incorporate with assistance, movement into their constructions and talk about what they like or dislike about what they have made.

### LEVEL 3

Pupils suggest how ideas can be investigated and make predictions about what might happen. They use appropriate instruments to make measurements. They know when a test is fair and recognise why it is fair. They provide simple reasoned explanations for observations and measurements and record these in a variety of ways, *such as writing, or using drawings or bar charts*. They describe in sequence what they did and begin to identify patterns which emerge from their observations. They select and construct using a range of materials, components and construction kits. They explain their choice of materials and components, describe the success of what they have made and suggest improvements.

### LEVEL 4 (for comparison purposes only)

Pupils carry out a fair test indicating factors which need to be kept constant. They make predictions about what they think will happen. They select and use appropriate apparatus and equipment to make a series of observations and measurements. They record and present their findings choosing appropriate methods *such as diagrams, simple tables, graphs or a written record*. They use results to draw conclusions related to their knowledge and understanding. They use their knowledge of the properties of materials to plan and construct and use with competence, appropriate tools and techniques to cut, shape and join materials. They evaluate what they have made, bearing in mind their original intentions.

## KNOWLEDGE AND UNDERSTANDING OF SCIENCE AND TECHNOLOGY

Pupils should take part in activities which develop their knowledge and understanding of:

- living things in the local environment;
- the properties of materials, of objects made from them and the way changes can effect materials;
- forces and energy, simple circuits and sources of sound and light.

### Living Things

#### LEVEL 1

Pupils talk about a variety of living things and sort them into animals and plants. They recognise and name external parts of the body, using words *such as head or arm*, and of plants, using words *such as leaf or flower*.

#### LEVEL 2

Pupils sort living things into groups using observable features such as number of legs or shape of leaf. They describe similarities and differences between themselves and others. They sequence the basic stages of human development and know what is required to keep healthy and safe.

#### LEVEL 3

Pupils use their knowledge of basic life processes such as growing, feeding, moving or using their senses to describe similarities and differences between living things. They provide simple explanations for changes affecting animal and plant behaviour *such as seasonal changes or the use of colour in camouflage*.

#### LEVEL 4 (for comparison purposes only)

Pupils, through first hand experiences and using a range of resources, identify and classify locally occurring species of animals and plants using observable features. They relate them to the location in which they were found and describe the conditions necessary for their growth. They sequence the main stages of a life cycle *such as that of a butterfly or a flowering plant*. They name the major organs of the human body, *such as brain, heart or lungs*, and identify the position of these organs in the human body. They know the conditions necessary to keep healthy.

### Materials

#### LEVEL 1

Pupils talk about everyday materials *such as paper, plasticine or sand*, and sort everyday objects into groups *such as paper, plastic or wood*.

#### LEVEL 2

Pupils sort objects or materials into groups giving reasons, for their choice of groupings using everyday terms *such as hard, smooth or shiny*. They describe what happens when some everyday substances *such as chocolate or jelly* are heated or cooled.

#### LEVEL 3

Pupils describe similarities and differences between materials and sort them according to their properties. They know that some everyday substances, *such as sugar or salt*, will dissolve in water. They know that there is a wide range of waste products and that materials *such as wood* decay naturally while others *such as plastics* do not.

#### LEVEL 4 (for comparison purposes only)

Pupils use their knowledge and understanding of the properties of a range of materials to suggest why certain materials are suitable for specific purposes. They describe the changes of state in heating and cooling water. They know that products made from paper, glass or aluminium can be recycled.

### Physical Processes

#### LEVEL 1

Pupils talk about some appliances in the classroom and at home which use electricity, *such as a television or a kettle*. They identify in their immediate environment a variety of sound sources, *such as a dog barking or footsteps*, and light sources, *such as the sun or a light bulb*.

#### LEVEL 2

Pupils describe what happens when objects are pushed and pulled, using terms *such as 'speeds up' or 'stops'*. They describe how to make different sounds with a variety of objects. They know that some colours are more easily seen in the dark.

#### LEVEL 3

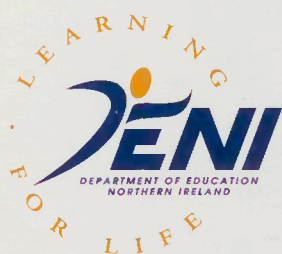
Pupils know that there are different sources of energy *such as oil, gas or coal*. They outline the dangers of the misuse of mains electricity and know how to use electrical appliances safely. They explain that sounds are produced by vibrations. They know that light does not pass through all materials.

#### LEVEL 4 (for comparison purposes only)

Pupils describe how forces can affect the movement and shape of objects. They identify a range of energy sources, *such as a battery for a torch*. They describe how to construct simple circuits using terms *such as switches, bulbs or batteries* and identify materials as to whether they are insulators or conductors. They know how shadows are formed.

# KEY STAGE 1

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Text printed on a tinted background indicates statutory requirements. The examples printed in *italics* serve to illustrate the programmes of study and are non-statutory.

**HISTORY**

# Programme of Study for History at Key Stage 1

# 1

KEY STAGE

## Introduction

The aim of history-related work at Key Stage 1 is to help develop pupils' awareness of their own past and of aspects of life which have changed over time. The Programme of Study also provides a context for developing pupils' observation, talking and listening, reading and writing skills by:

- looking at evidence from their own lives and the lives of others, and by observing the environment around them, including photographs, objects, buildings, personal memorabilia and radio and television broadcasts;
- listening to and talking about stories about the past, famous people, myths, legends, traditional stories and rhymes, as well as stories which illustrate the passing of time;
- taking part in structured play activities which relate to aspects of the past.

The content of the programme of study is set out under:

- Historical Skills and Concepts; and
- An Introduction to History, which includes the broad themes of,
  - Personal history,
  - People, Events, Celebrations, and
  - Topics.

This thematic content may be used flexibly in the planning of appropriate topics.

## Approaches to History at Key Stage 1

In the early years of Key Stage 1, history is likely to be approached in a cross-curricular way. In the later years of the key stage, however, it will be more appropriate to choose history-led topics which focus on a specific period of time.

### Personal History

The aim of activities which focus on personal history is to develop pupils' sense of the passing of time and their place in it by reference to their own lives, the lives of others around them and other generations.

### People, Events, Celebrations

The aim of activities which focus on events and celebrations is to develop pupils' awareness of the passing of time gradually by recurring reference to seasonal and annual events and, where appropriate, the historical origins and significance of these events. The aim of activities which focus on people in the past is to develop pupils' awareness of their contribution to folklore or to our understanding of past times.

## Topics

The aim of history-related aspects of topic work is to use appropriate opportunities, at least once a year, to develop awareness of differences between the past and the present and of change over time. The aim of a topic which focuses on a specific period of time, studied in the later years of the key stage, is to help pupils develop a sense of period by reference to characteristics of the period, *for example, way of life, clothes, transport, food*; the particular conditions which may have existed then, *for example, war-time conditions*; and changes which have taken place over time.

## Contribution to Educational (Cross-curricular) Themes

Throughout work relating to the programme of study, pupils should have opportunities to engage in discussion and to undertake activities which fulfil the objectives of the cross-curricular themes. In some cases the objectives of the themes overlap. For example, Education for Mutual Understanding (EMU), Cultural Heritage (CH) and Health Education have strands which relate to personal development and the environment. In such cases, the examples listed, and therefore associated subject work, will be contributing to more than one of the themes.

The opportunities listed in this section should not be treated as a check list to be covered, but as illustrations of some of the ways in which the cross-curricular themes can be highlighted and developed as an integral part of history-related activity.

Pupils should be given opportunities to:

### EMU/Cultural Heritage/Health Education

- understand and appreciate their own way of life, their environment and culture and that of others and the interdependence of people by exploring
  - similarities and differences between themselves and other children in the class and beyond, *for example, comparing similarities and differences in traditional celebrations in their own and other cultures like birthday celebrations, Hallowe'en, Divali, Chinese New Year, Christmas*;
  - their personal and family history; how people co-operated and depended on each other in the past, and how roles may have changed or remained the same over time;
  - some of the historical influences upon their identity, *for example, Christianity, Irish folklore and folklore from other countries*;
  - the need to respect and take care of historical aspects of the environment, *for example, historical sites and old buildings*, and how conflict can arise over whether to keep or replace some of these and ways in which such conflicts might be avoided;
  - the way of life, health and hygiene of people in the past and how this changed or remained the same;

### Information Technology

- enter information, *for example, about themselves and their class*, using a simple data handling package to create simple block graphs or pictograms.

## Introduction to Historical Skills and Concepts

The following historical skills and concepts should be developed and reinforced as an integral part of the work undertaken to deliver the thematic content.

Pupils should have opportunities to develop:

a an awareness of time by

- using simple language related to the passing of time, *for example, pupils could become familiar with the accurate use of the terms now, then, long ago, before and after;*
- placing pictures or objects in sequence, *for example, pupils could place pictures of themselves at different ages in a correct sequence;*

b a sense of the past by

- identifying obvious differences between past and present, *for example, pupils could identify, in drawings, photographs and film, features which differ from the present;*
- talking about possible reasons why people may have acted as they did in the past and how they may have felt, *for example, pupils could listen to a story about an historical character, such as Florence Nightingale and talk about how she may have felt about her work;*

c an awareness of evidence by

- talking about evidence and artefacts which give us information about the past, *for example, pupils could talk about how we can find out about the past from pictures, objects, stories, songs, or museum displays;*
- talking about some of the different ways in which the past is represented, *for example, pupils could talk about how films present a view or an interpretation of the past which sometimes may not be totally accurate;*

d communication skills by

- re-telling stories about the past, *for example, pupils could retell the main points of a legend, folktale or story in their own words, such as the legend of Finn McCool or Cu Chulainn;*
- describing events, photographs and objects, or drawing pictures of what they have seen or heard, *for example, pupils could examine an object from the past and talk about the material it is made of, its shape and possible use;*
- using appropriate words, phrases, captions or simple sentences, and IT as appropriate under the guidance of the teacher, *for example, pupils could make captions for a display of history work.*

# 1

## KEY STAGE

### An Introduction to History

Aspects of the following three themes should be taught throughout the key stage:

- Personal history;
- Personalities, Events and Celebrations;
- Topics.

#### Personal History

Pupils should have opportunities to explore, at an increasing level of detail as they get older, and build up time lines of:

- a **my life then and now**, *for example*,
  - *making a comparison of 'myself' now and as a baby, such as, clothes, toys, food, size, abilities;*
  - *my day, morning, afternoon and evening;*
- b **my life so far**, *for example*,
  - *'myself' at different ages, a time line of photographs, toys, clothes;*
  - *significant memories and achievements at different ages;*
  - *my week, using a day by day diary of activities;*
- c **my family and school**, *for example*,
  - *timeline of my life;*
  - *a family tree;*
  - *my year, using a month by month timeline of family and school events;*
  - *memories of older people I know, using a timeline of their life, school days, holidays, significant events they can remember.*

#### Personalities, Events and Celebrations

Pupils should have opportunities to explore the past significance, and build up time lines of:

- a **seasonal events**, *for example, Harvest, Hallowe'en, Divali, Chinese New Year, Christmas, Pancake Tuesday, Lent, Mother's Day, St Patrick's Day, Easter, Father's Day;*
- b **topical events of local or national significance**, *for example, local sports events, Olympics, VE Day, Poppy Day;*
- c **people from the past**, *for example*
  - *folklore figures, such as, Cu Chulainn, Finn McCool;*
  - *significant people, such as St Nicholas, St Patrick, Boudicca, Guy Fawkes, Florence Nightingale, Dr. Barnardo, Grace Darling.*

## Topics

Pupils should have opportunities to explore, at least once a year, a history-related aspect of a topic in order to consider the differences between the past and the present and things which have changed over time, *for example, in topics such as, toys and games, homes, school, transport, farming or shopping.*

Towards the end of the key stage it is recommended that topics focus on a specific period of time. *For example, suggested topics could include*

- *life in the recent past;*
- *life in the 1950s and 1960s;*
- *life during the War;*
- *changes in life during this century.*

# Attainment Target and Level Descriptions for History

# 1

History has one attainment target entitled: Developing Knowledge, Understanding and Skills in History. The level descriptions, therefore, cover the subject as a whole.

KEY STAGE

# 1

## KEY STAGE

### DEVELOPING KNOWLEDGE, UNDERSTANDING AND SKILLS IN HISTORY

Pupils should develop a chronological awareness and sense of the past, a range and depth of historical knowledge, and an ability to use historical sources and communicate their understanding in a variety of forms.

#### LEVEL 1

Pupils talk about aspects of stories and events from the past and describe what they see in photographs and objects. They begin to recognise obvious differences between past and present. They convey understanding through the use of pictures, symbols, words and phrases.

#### LEVEL 2

Pupils retell the main events from stories about the past and demonstrate their understanding through the use of simple drawings, words and phrases and some simple sentences. They describe obvious differences between past and present from photographs, objects or stories. They begin to use some of the vocabulary of time, *such as yesterday, today, tomorrow, long ago, then, now*. They undertake basic sorting and sequencing activities using pictures, objects or events from a story.

#### LEVEL 3

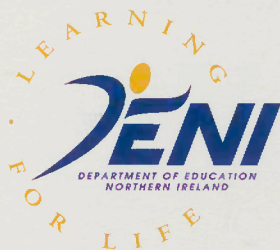
Pupils retell a story from the past. They begin to use words and phrases related to the divisions of time, *such as week, month, year, century*. They use sources, suited to their age and ability, to gain information about an aspect of a period being studied. They draw and describe pictures of a historical story, where appropriate, in sequence using simple sentences.

#### LEVEL 4 (for comparison purposes only)

Pupils recall some facts and key events about individual periods from the Key Stage 2 or 3 Programme of Study and use some historical terms that arise within them. They extract factual information from sources suitable to their age to make obvious statements about the past. They construct basic historical narratives of what happened and attempt some reasoning.

# KEY STAGE 1

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# Programme of Study for Geography at Key Stage 1

# 1

KEY STAGE

Programme of Study  
GEOGRAPHY

## Introduction

The aim of geography-related work at Key Stage 1 is to begin to develop pupils' knowledge and understanding of places and processes in the world, both locally and beyond, and to provide pupils with the necessary skills to help them conduct simple investigations. The Key Stage 1 Geography Programme of Study provides a context for developing pupils' talking and listening, reading and writing and mathematical skills through:

- first-hand observation and enquiry within the school, its grounds and the local area;
- structured play activities related to aspects of geography;
- listening to and talking about appropriate stories, pictures, photographs, books, maps and audio-visual materials, including schools' broadcasts.

The content of the programme of study is set out under four broad headings below and an 'Introduction to Geographical Skills', which should be developed as an integral part of work undertaken to deliver the following thematic content:

- Homes and Buildings;
- Jobs and Transport;
- Weather;
- The Natural Environment.

Under each of the headings, the examples given suggest teaching/learning activities which may be revisited at increasing depth or in different contexts throughout the key stage.

## Approaches to Geography at Key Stage 1

The thematic content may be used flexibly in the planning of appropriate topics which may be cross-curricular or geography led.

## Contribution to Educational (Cross-curricular) Themes

Throughout work relating to the programme of study, pupils should have opportunities to engage in discussion and to undertake activities which fulfil the objectives of the cross-curricular themes. In some cases the objectives of the themes overlap. For example, Education for Mutual Understanding (EMU), Cultural Heritage and Health Education have strands which relate to personal development and the environment. In such cases, the examples listed, and therefore associated subject work, will be contributing to more than one of the themes.

The opportunities listed in this section should not be treated as a check list to be covered but as illustrations of some of the ways in which the cross-curricular themes can be highlighted and developed as an integral part of geography-related activity.

# 1

KEY STAGE

Programme of Study  
GEOGRAPHY

Pupils should be given opportunities to:

## EMU/ Cultural Heritage/ Health Education

- understand and appreciate their own way of life, their environment and culture and that of others and the interdependence of people by exploring
  - similarities and differences between themselves and other children,
  - the roles and responsibilities of adults they know and how people co-operate and depend on each other for help, goods and services, at home, in the school and local community,
  - some of the many influences upon their identity, *for example, from their family, their school and the neighbourhood, and from sports and musical activities they are involved in,*
  - the need to respect and take care of the natural and made environment around them, the link between the environment and their health and some of the rules for maintaining a healthy environment,
  - how conflict can arise over the use of the environment and ways in which such conflicts might be avoided;

## Information Technology

- enter weather or other geographical information, such as modes of transport to school, using a simple data handling package to create simple block graphs or pictograms;
- use computer adventure games, simulations or remote control toys to acquire directional language and skills *such as up, down forward, backward, above, below.*

## Introduction to Geographical Skills

The following geographical skills should be developed and reinforced, for the most part as an integral part of work undertaken to implement the thematic content.

Pupils should have opportunities to:

- a use **positional and directional language to aid location**, for example, pupils could use terms such as *up, down, forward, backward, left or right*, to locate objects in the classroom or follow directions in school;
- b **draw and use simple picture maps, not to scale**, for example, pupils could
  - draw a simple picture map of their classroom or playground;
  - follow a simple route in school, based on arrows on a teacher-drawn map;
- c use a simple plan or map with the help of a simple key, for example, pupils could
  - use plans of the school to develop map skills using colour coded keys and direction;
  - find places and features on a plan or map using a key of symbols;
- d **explore a map of the world to identify land and sea and to locate their own country**, for example, pupils could
  - find the British Isles on a globe and/or map of the world;
  - use simple maps to locate and name the countries of the British Isles;
- e use **N, S, E, W as directions**, for example, pupils could, with a direction arrow given on a map, indicate directions to and from places on the map;
- f **develop their observation and recognition skills**, for example, pupils could talk about what they see, hear and smell during a ramble near the school or as part of a school trip;
- g **extract information from a variety of sources to find out about people and places in the local area and other lands**, for example, pupils could describe people and places using photographs;
- h **record and present information in drawings, writing, tables, diagrams or simple graphs, using information technology as appropriate**, for example, pupils could
  - draw simple frequency tables to represent data for modes of transport used for pupil journeys to school;
  - make a simple computer bar chart;
  - use teacher-given data to complete or draw simple graphs to represent seasonal changes in the weather;
- i **make simple measurements using non-standard units and progress to the use of standard units**, for example, pupils could measure the length of the playground in paces or measure their desktop in centimetres.

# 1

## KEY STAGE

### Programme of Study GEOGRAPHY

## Homes and Buildings

Pupils should have opportunities to learn about:

- a the main features of their home and school, *for example, pupils could*
  - *investigate the main features of their own home, such as the number of rooms and their different uses;*
  - *investigate the number of rooms in the school and their different uses;*
  - *know their own address, their school address and some of the street and road names in the local area;*
  - *compare the size and shape of some of the houses in the local area;*
- b the variety of different buildings in the local area and their purposes, *for example, pupils could*
  - *find out what some buildings and spaces in the local area are used for, such as, the library, post office, bank, church, park;*
  - *find out about different types of shops and the range of goods available in them;*
  - *talk about the differences between features of town and countryside;*
- c similarities and differences between homes and buildings in the local area and the wider world, *for example, pupils could*
  - *find out about the types of homes in other lands, such as those in hot and cold countries;*
  - *compare the shape of buildings and what they are made of with buildings at home, and suggest reasons for the similarity or difference;*
  - *use a map of the world to locate places studied.*

## Jobs and Transport

Pupils should have opportunities to learn about:

- a some of the jobs people do, for example, pupils could
- talk about the work which has to be done to run and maintain a home during the day and throughout the year;
  - find out about the work of people who help in school, such as, the teacher, caretaker, secretary, lollipop person;
  - find out about the main types of work in the local area;
- b some of the goods and services people need, for example, pupils could
- discuss the goods and services we use every day;
  - choose an essential product, such as milk or bread, and find out about the work involved in making and delivering it;
  - draw a simple picture diagram of the journey of the chosen product;
  - choose an essential service, such as the post, and find out about the journey of a letter between two destinations;
- c some of the means of transport used for the movement of people and goods, for example, pupils could
- find out about the different ways pupils travel to school;
  - talk about busy roads and quiet roads in the area, traffic hazards and places and ways of crossing roads safely;
  - find out about other means of transport people use to travel to work, to go on holiday or to transport goods;
  - use a simple map to show holiday locations and journeys pupils in the class have made;
  - find out about the emergency services, such as police, fire, ambulance, coastguard and mountain rescue, the transport they use and the jobs they do.

# 1

## KEY STAGE

### Weather

Pupils should have opportunities to learn about:

- a the weather in their local area, *for example, pupils could*
  - *talk about and record daily weather using pictures, their own simple drawings and appropriate pictorial symbols;*
  - *observe and record weather over periods of time using appropriate simple symbols;*
- b changes in weather through the seasons, *for example, pupils could*
  - *compare weather records and make simple drawings to represent seasonal changes in the weather;*
  - *observe seasonal changes in the landscape or changes in a deciduous tree or the habits of hibernating animals;*
- c how weather affects peoples' lives, *for example, pupils could*
  - *consider differences in winter and summer weather and how it affects the clothes worn, play activities, different landscape scenes;*
  - *talk about changes in the weather and how it affects the jobs of people such as farmers, sailors and builders;*
- d the weather in other places, *for example, pupils could find out about how weather in other places differs from that in their own area and how it affects the lives of the people living there.*

## The Natural Environment

Pupils should have opportunities to learn about:

- a **materials in the natural environment**, for example, pupils could find out about natural materials in the local environment, such as sand, soil, plants, water, wood or shells, and talk about their use;
- b **some common landscape features**, for example, pupils could recognise, from pictures, landscape features such as sea, rivers, hills, lakes, mountains, beach;
- c **some plants and animals from their local area**, for example, pupils could
  - name and describe some plants and animals found in the local environment, such as native trees, squirrels and frogs;
  - identify some animals that hibernate or migrate, such as hedgehogs, squirrels and frogs;
  - find out how people's actions can affect plants and animals, for example, by cutting down trees or taking away hedgerows;
  - talk about the importance of trying to preserve the environment for plants and animals;
- d **some plants and animals from other lands**, for example, pupils could
  - find out about lions, tigers, camels, polar bears, penguins, cacti, palm trees, fir trees;
  - locate on a map where some animals live, for example, the polar regions.

# Attainment Target and Level Descriptions for Geography

# 1

KEY STAGE

Geography has one attainment target entitled 'Geographical Knowledge, Understanding and Skills'. The level descriptions, therefore, cover the subject as a whole.

Level Descriptions  
**GEOGRAPHY**

# 1

## KEY STAGE

### Level Descriptions GEOGRAPHY

### GEOGRAPHICAL KNOWLEDGE, UNDERSTANDING AND SKILLS

Pupils should develop a breadth and depth of geographical knowledge, skills in geographical enquiry, an ability to understand geographical issues and to communicate their understanding in a variety of forms.

#### LEVEL 1

Pupils identify and talk about a limited range of places and features observed in the local neighbourhood and observe and talk about changes in the weather from season to season. They express views about what they like or dislike about the environment around them. They begin to use simple directional language *such as up, down, forward, backwards*, and attempt to describe orally simple picture maps not to scale. They illustrate understanding through talking, drawing and asking questions.

#### LEVEL 2

Pupils recognise and describe some common landscape features in the environment or from photographs and drawings. They describe, in simple sentences and/or by drawings, a limited range of features and processes from the programme of study which has been discussed in class. They offer some reasons why we need to care for the environment. They help organise data generated by the teacher into pictograms, simple block graphs using objects or simple computer databases to make the graphs. They follow a route on a simple map using directional language, *such as left and right*, and draw and describe simple picture maps not to scale.

#### LEVEL 3

Pupils describe some common landscape features in terms of size and shape and compare some major features and conditions they have learned about from the local area and the wider world. They show basic understanding of a limited range of processes they have discussed in class. They recognise that the use or disposal of some resources can sometimes present a problem for the environment and express simple views about issues. They draw simple plans and maps not to scale and use and follow North, South, East and West as directions. They help collect simple data and represent it on a simple bar chart or computer database.

#### LEVEL 4 (for comparison purposes only)

Pupils describe and compare a range of features and places and offer simple explanations for the relationships between some of them. They recognise that there may be different views about geographical issues and describe two main viewpoints relating to an issue they have studied. They use a wider range of basic geographical skills, *for example, they identify some familiar features on a map using a simple key*. They collect, measure and record information and present and explain it in written form and in simple graphs, databases or diagrams.

# KEY STAGE 1

## Contents

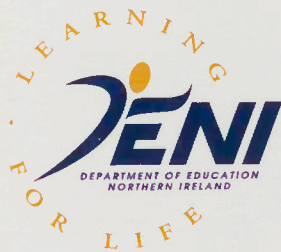
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Programme of Study for Physical Education  
at Key Stage 1

1

Attainment Target and Level Descriptions for  
Physical Education

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PHYSICAL EDUCATION

# Programme of Study for Physical Education at Key Stage 1

# 1

KEY STAGE

## Introduction

The early years are crucial in laying the foundations of physical competency and positive attitudes to physical activity. Pupils at this key stage should experience a variety of activities which develop a wide range of skills. A sense of fun, enjoyment and achievement should pervade all activities.

At the beginning of Key Stage 1, much activity will be exploratory play in which pupils, individually, with a partner, or in a small group, respond to suggestions of the teacher, or to the stimuli and challenges provided by music, space or apparatus. With guidance, the play will become more structured and lead to the development of skills.

Pupils should be allowed time to develop confidence, both as individuals and members of a group. They should learn to listen and respond to guidance from the teacher, and to talk about their experiences in the physical education lesson.

Although presented in discrete activity areas, the programme of study in the early years should be taught frequently as integrated lessons, using various movement themes in different contexts. As pupils develop skills in the areas of physical education, lessons should focus on developing skills in these specific areas.

## Contribution to Educational (Cross-curricular) Themes

The programme of study promotes the objectives of Education for Mutual Understanding (EMU), Cultural Heritage and Health Education. EMU can be promoted through the sections of the programme of study relating to 'Attitudes' and 'Understanding', as pupils will have opportunities to develop positive attitudes to physical activity and to learn to co-operate when working in pairs and groups. Cultural Heritage can be promoted through dance where pupils should have opportunities to listen to and move in response to different stimuli and accompaniment, *for example, music, traditional rhymes, songs, poems and stories*. Health Education can be promoted through the sections of the programme of study relating to 'Health-related Physical Education' and 'Safe Practice' where pupils should have opportunities to understand how physical activity can lead to a healthy lifestyle.

## Attitudes

To develop positive attitudes, pupils should:

- a experience a sense of fun, success and enjoyment in all activities;
- b develop confidence in physical activity, both as individuals and as members of groups;
- c develop a sense of fair play, sharing and co-operation.

# 1

KEY STAGE

## Understanding

To promote understanding of all activities, pupils should have opportunities to:

- a answer questions about how they move;
- b demonstrate their understanding of instructions through physical responses;
- c talk about their experiences and those of others in the physical education lessons;
- d develop skills and ideas by participating in whole class, group, partner and individual activities.

## Health-related Physical Education

To promote physical activity and healthy lifestyles, pupils should:

- a understand the reasons for changing for physical activity;
- b experience warm-up and cool-down exercises;
- c recognise the effects of activity on the body, including sweating, faster heartbeat, and being out of breath;
- d understand the need for rest after exercise;
- e be aware of the relationship between exercise and physical well-being.

## Safe Practice

To ensure safe practice, pupils should:

- a listen to and respond readily to instructions and signals within established routines;
- b recognise and follow relevant rules and safety procedures for different activities;
- c understand the safety risks of wearing inappropriate clothing, footwear and jewellery;
- d lift, carry, place, use and store equipment safely.

## Athletics

Athletics at Key Stage 1 incorporates activities which may also be developed in dance, games and gymnastics.

Pupils should have opportunities to:

- a experience
  - **running activities**, for example, running into spaces using different speeds and directions; running round hoops on the floor; running in pairs in formation or shadowing partner; chasing games;
  - **jumping activities**, for example, jumping to have both feet off the ground from standing or running positions; jumping to land inside hoops placed on the floor, jumping out of hoops to show a shape in the air; jumping onto or off low benches; performing jumping patterns with a partner; jumping along a mat from a standing position;

- *throwing activities, for example, throwing bean bags to land in hoops or to strike targets; throwing using different hands; throwing from under legs or over shoulder; throwing for partner to catch;*

b measure performance in simple athletic activities, towards the end of the key stage.

## Dance

At Key Stage 1 dance should encourage pupils to use simple movements and gestures as a means of expression and communication.

Pupils should have opportunities to:

- use different parts of the body to explore the space around them and to move using simple actions, *for example, walking, running, hopping and creeping;*
- listen to and move in response to different stimuli and accompaniment, *for example, voice, music, percussion, nursery rhymes, action songs, poems, stories, and art work;*
- move in a controlled manner, at different speeds and in different directions, using different levels in space, (high, low), and different strengths (heavy, light);
- perform simple steps and movements to given rhythms and musical phrases;
- create and remember a simple movement sequence using a variety of stimuli.

## Games

At Key Stage 1, games should provide opportunities for pupils to work with a variety of equipment and to develop individual skills leading to co-operative play.

Pupils should have opportunities to:

- learn movement skills relevant to games, including running, stopping, jumping, chasing, dodging and skipping;
- learn handling, hitting and kicking skills using a variety of equipment;
- take part in simple games involving individual and co-operative play;
- make use of space and outwit an opponent while playing simple games.

## Gymnastics

At Key Stage 1, gymnastics should be concerned primarily with the introduction and development of body management skills. Pupils should explore these skills, firstly on the floor, and then progress to using apparatus.

Pupils should have opportunities to:

- explore a range of movement skills, including travelling, jumping and landing, rolling, climbing, transferring weight, balancing;
- develop body awareness through movement variations, *for example, stretched/curled, wide/narrow, on/off, over/under, fast/slow, up/down, forwards/backwards/sideways;*
- form simple sequences by linking movements.

# Attainment Target and Level Descriptions for Physical Education

1

KEY STAGE

Physical Education has one attainment target entitled: Planning, Performing and Evaluating in Physical Education. The level descriptions, therefore, cover the subject as a whole.

Level Descriptions  
PHYSICAL EDUCATION

# 1

## KEY STAGE

### PLANNING, PERFORMING AND EVALUATING IN PHYSICAL EDUCATION

Pupils should develop an ability to perform and plan, with competence, a range of skills in a variety of progressively challenging contexts. They should learn to make informed judgements about their own performance and that of others in a range of physical activities. They should be able to adapt, modify and improve performance.

#### LEVEL 1

*Pupils understand instructions and perform simple movements safely. They are aware of reasons for changing for physical activity.*

*Pupils are confident in exploring different ways of moving. They begin to show control in ways of moving such as travelling, jumping, balancing, climbing, dodging. They respond to stimuli and instructions.*

#### LEVEL 2

*Pupils begin to share equipment and space and to follow safety procedures. They observe and talk about what they and others do. They recognise the effects of activity on the body and understand the need for rest after exercise. They handle and store apparatus safely.*

*Pupils run and jump with confidence and with control. They begin to control apparatus by handling, striking, kicking and throwing. They show increasing body awareness using movement themes such as shape and direction. They perform simple patterns to rhythmic accompaniment.*

#### LEVEL 3

*Pupils co-operate in small groups and begin to display a sense of fair play. They observe and answer questions about the movements of themselves and others. They carry, place and use equipment with care and safety. They show an awareness of the relationship between exercise and physical well-being.*

*Pupils show poise, control and co-ordination in the performance of movement. They create and remember simple sequences and perform them in response to various stimuli. They begin to use simple tactics to outwit an opponent in simple games. They begin to measure performances in running, jumping and throwing activities.*

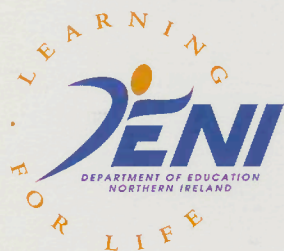
#### LEVEL 4 (for comparison purposes only)

*Pupils co-operate in groups in the solving of movement problems, displaying a sense of fair play. They know about the relationship between physical exercise and good health and the need for warm-up and cool-down activities. They observe and comment on the movements of themselves and others and begin to recognise good performance. They select, transport, use and store equipment safely.*

*Pupils use efficient techniques in running, jumping and throwing. They move with poise, control and co-ordination in response to a variety of stimuli, both individually and in groups. They are competent in the movements, techniques and strategies of small-sided games. They are confident and safe in water and begin to use recognised swimming strokes.*

# KEY STAGE 1

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Text printed on a tinted background indicates statutory requirements. The examples printed in *italics* serve to illustrate the programmes of study and are non-statutory.

# Programme of Study for Art and Design at Key Stage 1

# 1

KEY STAGE

## Introduction

The fundamental aim of the art and design curriculum is to develop pupils' artistic potential and aesthetic sensitivity to the visual and tactile elements of the world in which they live. Art and Design has one attainment target which embodies the key experiences of investigating and realising. All pupils should have opportunities to investigate ideas and materials and to realise their intentions in ways which integrate these key experiences.

Art and design activities at Key Stage 1 should be enjoyable. They should provide pupils with opportunities to be imaginative and creative through structured play, and through working individually, in groups and as a whole class. Art and design activities should develop pupils' visual and spatial awareness and support the development of their manipulative skills. They should also promote pupils' self-esteem and social skills.

As pupils progress through the key stage and develop manipulative skills, they should be given opportunities to undertake more focused art and design activities in two and three dimensions.

## Contribution to Educational (Cross-curricular) Themes

This Programme of Study promotes the objectives of Education for Mutual Understanding (EMU) and Cultural Heritage. It does so by requiring pupils to play and work collaboratively in their investigating and realising activities. It encourages pupils to develop awareness of themselves in relation to members of their class and families.

Pupils are required to investigate their immediate environment and to begin to understand the differences between the natural and man-made elements within it. They are also required to talk about their investigations and realisations and express thoughts and feelings about their own and other people's work. *For example, they could examine locally produced images, symbols and objects, explore how they were made and speculate about the materials used.*

# 1

## KEY STAGE

### INVESTIGATING AND REALISING IN ART AND DESIGN

Pupils should be made aware of safe practice when involved in investigating and realising activities, and when using art and design materials and tools.

Investigating and realising activities include:

- **exploring and experimenting**, for example, making prints on wet sand, shaping clay or dough, or arranging shapes into patterns;
- **selecting and sorting**, for example, materials and objects collected from the garden, printed materials, or two and three dimensional craft and design objects;
- **observing and recording**, for example, making paintings of trees and flowers following a nature walk;
- **making**, for example, making two and three dimensional pictures and objects arising from their investigating activities;
- **talking about what they have noticed or examined, what they have made, and what they think and feel about their own and other people's work.**

Pupils' experiences in investigating and realising should, over the duration of the key stage, enable them to:

- use art and design materials creatively and imaginatively, and with increasing control;
- talk about their work and how it was made;
- develop an awareness of
  - **colour**, for example, by being able to recognise colours and how they might be mixed,
  - **line**, for example, by drawing with a range of different kinds of materials and tools,
  - **shape and space**, for example, by creating their own pictures and by looking carefully at shapes and their position in pictures and paintings,
  - **form**, for example, by collecting, sorting and making three dimensional objects,
  - **texture and pattern**, for example, by feeling and making rubbings or impressions of different surfaces and by identifying patterns in natural and made objects;
- **become familiar with a range of art, design and craft works**, for example, paintings, prints, photographs, sculptures, ceramics, textiles, graphic designs or architecture **from the past and present, and from different cultures.** Pupils should have access to appropriate resources, for example, books, prints, photographs, slides, videos or other technology such as CD-ROM, which will enable them to view and experience the work of artists, designers and craftworkers.

The following investigating and realising requirements should be implemented within the context of the activities outlined under materials, tools and processes.

Pupils should have opportunities to:

- a explore and respond to direct sensory experiences, and to memory and imagination;
- b observe and record aspects of their school and home environments;
- c experiment with and use a range of materials, tools and processes;
- d talk about their own and other people's work, *for example, how they have made their work and what they think and feel about other people's work;*
- e talk about the work of artists, designers and craftworkers, *for example, their ideas and how they represented them in their work;*
- f use resource and reference materials to develop ideas, *for example, a collection of objects or photographs;*
- g use colour, line, texture, shape, form and pattern in two and three dimensional work.

### **Materials, Tools and Processes**

Pupils should have opportunities to:

- a paint and draw, *for example, using paints, fingers, brushes, pencils, pens and chalk;*
- b experiment with paint, *for example, thick and thin paint and how it can be applied to a variety of surfaces, and ways of lightening and darkening colours;*
- c discover the variety of marks which can be made by a range of drawing and painting materials and tools;
- d make prints, *for example, using objects and monoprinting techniques;*
- e make random and repeat prints on a variety of surfaces, *for example, on different types of paper or fabrics;*
- f work with textiles, *for example, using a variety of fabrics and yarns, collage work, decorating with paints and fabric crayons, and using simple straight stitches;*
- g explore the qualities of malleable materials, *for example, shaping and decorating dough and/or clay by pinching, pulling, pressing, rolling and modelling, and by using objects to create surface patterns or textures;*
- h make three dimensional structures by assembling, arranging and joining a variety of materials, *for example, card, papers and found materials, and by joining them with glue or tape.*

# Attainment Target and Level Descriptions for Art and Design

# 1

KEY STAGE

Art and design has one attainment target entitled: Investigating and Realising in Art and Design. The level descriptions, therefore, cover the subject as a whole.

Level Descriptions  
ART AND DESIGN

# 1

## KEY STAGE

### INVESTIGATING AND REALISING IN ART AND DESIGN

Pupils should develop their ability to investigate the external world and the world of their own thoughts, ideas and imaginations, and to research, analyse and appraise a wide variety of references and resources, including the work of artists, designers and craftworkers. They should develop knowledge, skills and understanding in the use of the visual elements to enable them to express and communicate their ideas in two and three dimensions, and to appraise and evaluate their own work and that of others.

#### LEVEL 1

*Pupils respond to the visual or tactile qualities of simple materials and of their immediate environment. They talk about their work, express ideas and feelings through pictures and models, and show some control of the media they use.*

#### LEVEL 2

*Pupils show some understanding and control of simple techniques and use them in two and three dimensional work. They combine visual and tactile elements in simple ways which reflect their observations, imagination and memory. They talk about their own and other people's work.*

#### LEVEL 3

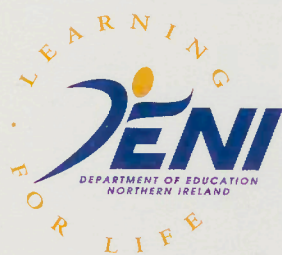
*Pupils experiment with a range of materials, tools and processes when recording observations and responding to imagination and memory. They experiment with methods adopted by artists, designers and craftworkers and produce finished pieces of work in two and three dimensions. They talk about their ideas and intentions and are able to make suggestions for change. They describe their own and other people's work.*

#### LEVEL 4 (for comparison purposes only)

*Pupils collect materials to stimulate their ideas, and show understanding and control in their use of two and three dimensional materials and media. They show some skill in combining the visual and tactile elements when recording their observations and working from imagination and memory. They discuss and make comparisons between their own and other people's work.*

# KEY STAGE 1

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Text printed on a tinted background indicates statutory requirements. The examples printed in *italics* serve to illustrate the programmes of study and are non-statutory.

MUSIC

# Programme of Study for Music at Key Stage 1

# 1

KEY STAGE

## Introduction

The fundamental aim of the music curriculum is to develop pupils' musical ability. All pupils are potentially musical. Music has one attainment target which is defined through the key experiences of making and responding to music. All pupils should have experiences in both making and responding to music.

Musical activity at Key Stage 1 should be enjoyable. Pupils should have opportunities to be imaginative and creative through structured play and by participating in simple musical activities as a class and in groups. Musical activities should develop pupils' aural awareness and support the development of communication skills. They should also promote the development of pupils' self-esteem and social skills.

## Contribution to Educational (Cross-curricular) Themes

This programme of study promotes the objectives of Education for Mutual Understanding (EMU) and Cultural Heritage. It does so by requiring pupils to collaborate and to share ideas and resources when making and responding to music. Pupils are also required to respond to a variety of short pieces of music. *For example, they could explore and talk about the ways in which their own culture is expressed or influenced by music.*

The processes involved in composing and performing activities provide a focus for heightening awareness of self and the immediate environment.

# 1

## KEY STAGE

### MAKING AND RESPONDING TO MUSIC

Pupils should explore and investigate the range of sounds available within the classroom. They should have opportunities to use the sounds they discover, and those they make using simple instruments, in imaginative and creative ways. They should also have opportunities to play musical games, to sing and to use simple classroom instruments to accompany singing.

Pupils should listen carefully to, and think and talk about, the kinds of sounds they create and those they hear within and beyond the classroom. They should have opportunities to hear a variety of short pieces of music and to respond imaginatively and in ways which develop their verbal and non-verbal communication skills.

Pupils' experiences of making and responding to music should, over the duration of the key stage, enable them to develop:

- an understanding of the elements of music in relation to
  - loud sounds, quiet sounds and silence (dynamics),
  - fast music and slow music (tempo/pace),
  - long sounds and short sounds (duration),
  - high sounds and low sounds (pitch),
  - the characteristics of the sounds they make and hear, *for example, ringing, buzzing, clicking* (timbre),
  - single sounds and combined sounds (texture);
- an awareness of
  - **pulse and rhythm**, *for example, marching to appropriate music and beating/clapping the rhythm of words in a rhyme or song,*
  - **repeated patterns in music**, *for example, rhythms of words or parts of tunes in their songs,*
  - **contrast**, *for example, between loud/quiet, fast/slow, long/short, high/low and single/combined sounds;*
- increasing control of the sounds they make when singing, playing and using sound imaginatively and creatively.

The making and responding to music requirements are carried out within the context of the following composing, performing and listening activities. While one or more of these activities may provide the main focus for a lesson, or part of a lesson, the three are interdependent. Pupils should be encouraged to perceive their inter-relatedness.

#### **Composing** (using sound creatively)

Pupils should have opportunities to:

- a play with sound;
- b explore and investigate ways of making sounds, *for example, using the voice to imitate the sound of wind or using paper or a tambourine to create a rustling sound;*

- c develop memory skills and musical spontaneity, *for example, by playing echo games or question and answer games;*
- d create simple sound effects using single sounds, *for example, to illustrate particular words in rhymes and stories;*
- e select sounds in response to a stimulus, *for example, a series of sounds to illustrate part of a poem, story or song;*
- f select and use sounds to express mood and atmosphere, *for example, sad, happy, scary, excited, a calm/stormy sea;*
- g draw pictures and patterns to represent the sounds and effects they create.

### **Performing** (singing and playing simple instruments)

Pupils should have opportunities to:

- a join in singing rhymes and simple songs;
- b sing a variety of simple songs developing some control of words, expression, breathing and singing in tune;
- c play simple instruments on their own and to accompany singing, *for example, to create simple sound effects;*
- d develop manipulative control in playing simple instruments, *for example, rhythm sticks, tambourine, chime bars, xylophone;*
- e develop an awareness of pulse and rhythm when singing and playing instruments, *for example, by playing echo games or question and answer games using simple rhythms;*
- f develop an awareness of simple features in songs and accompaniments which they sing and play, *for example, repetition and contrast.*

### **Listening and Responding** (to their own and others' music-making)

Pupils should have opportunities to:

- a respond to rhymes and songs by using appropriate actions, movement or gesture;
- b respond imaginatively to a variety of short pieces of music;
- c talk about the sounds they make within the classroom and those they hear in the wider environment, *for example, in terms of loud/quiet, long/short, high/low, and by describing the sounds imaginatively;*
- d develop an understanding of fast/slow, loud/quiet, long/short and high/low, *for example, by listening and moving to short pieces of music;*
- e develop an awareness of pulse, *for example, by listening to their own heartbeats, by moving to music and by clapping;*
- f recognise and classify sounds, *for example, metal/wooden sounds and sounds made by hitting/scraping/shaking;*
- g think and talk about the features and effects of the music they create, perform and listen to.

# Attainment Target and Level Descriptions for Music

# 1

KEY STAGE

Music has one attainment target entitled: Making and Responding to Music. The level descriptions, therefore, cover the subject as a whole.

Level Descriptions  
MUSIC

# 1

## KEY STAGE

### MAKING AND RESPONDING TO MUSIC

Pupils should develop the composing, performing and listening skills, knowledge and understanding to enable them to make their own music and to respond, with understanding, to music from a range of styles and cultural traditions.

#### LEVEL 1

*Pupils explore sounds and join in simple music-making activities. They focus attention on sound and respond to short pieces of music.*

#### LEVEL 2

*Pupils select sounds to create simple effects and participate in a range of group music-making activities. They communicate their understanding of loud/quiet and fast/slow, and respond appropriately to short pieces of music.*

#### LEVEL 3

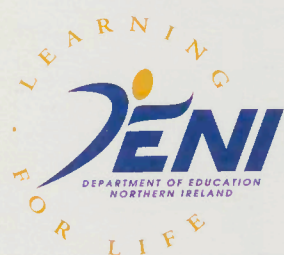
*Pupils use sound to create mood and atmosphere, and draw pictures and patterns to represent their music. They perform simple music with awareness of the need for control and expression. They communicate their understanding of long/short and high/low and participate in discussions about the music they make and hear.*

#### LEVEL 4 (for comparison purposes only)

*Pupils compose short pieces of music which express their ideas and feelings. They perform technically simple music with control and expression. They communicate their awareness of simple structural and expressive devices in the music they make and hear.*

# KEY STAGE 1

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**IRISH** (in Irish Speaking Schools)

# Programme of Study for Irish (in Irish Speaking Schools) at Key Stage 1

# 1

KEY STAGE

Programme of Study  
IRISH (in Irish Speaking Schools)

## General Introduction

Language by its very nature is multifocused. All curricular areas are infused with language activities. Language is the dominant medium through which experiences and activities are presented to the pupils; pupils explore and investigate these experiences and activities; pupils record and communicate their thoughts, understanding, opinions and emotions about these experiences and activities.

Listening, understanding, talking, reading and writing should not be regarded as discrete areas which are developed separately from one another or without reference to each other.

Language, oral and written, formal and informal, and as an individual and collective activity, is an essential and inevitable ingredient of all activities within the classroom situation. This natural link between the three attainment targets should be taken account of and built upon at all times.

## LISTENING, UNDERSTANDING AND TALKING

### Introduction

Oral language skills are the foundation for the development of the more formal aspects of reading and writing skills. However, the conditions which affect the development of the first language, usually English, and the second language are not always the same and the school which is teaching through Irish must take account of those conditions. In the early years of Key Stage 1, Irish requires the provision of an extended period of time directed almost exclusively at oral language development. It involves activities where the main emphasis is on basic language acquisition rather than on the enrichment and extension of a language which is already developed to a considerable degree. Under these circumstances, the teacher is obliged to focus consciously on the requirements for the development of basic language competence throughout all aspects of the curriculum. This is a major challenge because it requires systematic and conscious planning. Language activities must have a specific and planned focus at all times, even in the situation where the teacher is involved in the development of other non-language specific areas.

To be successful, the language environment of the classroom must provide a wide range of relevant activities, stimulate the pupil's interest and motivation, take account of the stages within the second language acquisition process, consolidate and extend the pupil's increasing competence and promote an informed supportive role for parents.

The earliest second language experiences of the pupil are directed largely at the development of their receptive skills - their ability to comprehend. The ability to listen is a crucial factor in this process. While a pupil's ability to listen for the purposes of comprehension is influenced by maturity, levels of interest and social skills, it is also enhanced by the use of appropriate levels of language by the teacher and a wide range of visual and contextual clues. Practical experience in all language-associated activities is crucial. As the pupil moves from a purely receptive role into a more productive role in the language acquisition process, practical interaction of the pupil in language activities must be sustained.

In the early years of Key Stage 1, until the pupils' ability to express themselves in the second language is adequate, it is the pupils' use of the first language that gives information with regard to those aspects of language development which relate to personality, confidence, social skills and social interaction with others, along with their ability to reflect, think and articulate about experiences and activities in which they are involved.

### Presentation of the Programme of Study

While these detailed requirements have been set out under specific headings, it must be remembered that the processes and activities incorporated within the headings are not discrete but inter-relate and interact.

### Progression

During the early stages of Key Stage 1, there are two languages in use in the Irish-medium school. The teacher will use Irish with the pupils. By and large at the beginning the pupils will use English with the teacher and they will use English with their peers, who themselves are also using English. At this point pupils, therefore, function as listeners in relation to the target language (i.e. Irish) and as listeners and speakers in relation to their first language. During this period, until their spoken Irish has reached an adequate standard, the pupils' comprehension of Irish, as they participate in stories, games, mathematical and scientific activities and other experiences within the curriculum, will tend to be indicated by responses they give in English. This is an inevitable part of the language-learning process for English-speaking pupils in an Irish-medium school. As competence in Irish grows, the pupils' dependence on English decreases.

The pupils' innate skills as listeners, along with their experiences and practice as listeners, will all have had a significant influence on the level of Irish that the pupils have acquired at any given point. These skills will continue to influence their development.

In the Irish-medium school, where English is the pupil's first language, there is a definite progression to be seen in the type and complexity of language to which pupils respond. In the early years of Key Stage 1, language directed at the pupils will involve restricted register, much repetition and extensive dependence on visual and contextual aids. Language production skills emerge gradually - from the first simple word or phrase incorporated into a primarily English context to the fairly even mixture of Irish and English, to the pupils' capacity to use all Irish, or nearly all Irish, in any given situation by the end of this Key Stage.

Within the context of this programme of study, pupils should have opportunities to progress:

- **from** listening and understanding **towards** listening, understanding, and speaking within the classroom situation;
- **from** using English interspersed with basic words, phrases and sentences in Irish **towards** using Irish with teachers and peers in the classroom and then in spontaneous activities;
- **from** using simple Irish in structured situations **towards** using a variety of sentence patterns and tenses;
- **from** using recognisable basic Irish pronunciation **towards** developing a grasp of the most common pronunciations characteristic of Irish;
- **from** talking about simple matters and feelings **towards** asking pertinent questions and describing classroom events.

## Pupils with Special Needs

It is important to recognise the particular problems of pupils with learning difficulties. They need extra encouragement, help and support at all times, and language activities should be based firmly on the first-hand experiences of the pupils.

## Contribution to the Educational (Cross-curricular) Themes

The Irish Curriculum should, where appropriate, provide opportunities for pupils to use Listening, Understanding and Talking to explore and reflect on the content and issues associated with cross-curricular themes.

Through group work, role-plays, simulations etc, pupils should have opportunities, to talk about:

- themselves and others - their growth, their senses, their similarities and differences, their health and diet, personal hygiene, safety and avoidance of danger (CH, EMU, HE);
- adult figures significant to them within their immediate community (EMU, HE, CH);
- events important to them – nativity play, school concert and school outings (EMU, HE);

and

- to develop and apply their knowledge, understanding and skills of information technology and, in particular, to record and listen to their own speech and that of others, *for example, on an audio tape or video tape* (IT).

## Context

Arising from the development of a classroom environment in which pupils' ideas are encouraged and stimulated, pupils should have opportunities, based on practical experiences, to develop their talking, listening and understanding:

- as individuals;
- in pairs;
- as members of a group;
- as members of a class.

## Audience

In most instances, the issue of audience will arise from the context for the task. Pupils should have opportunities to listen, understand and talk:

- to the school community as a whole;
- to Irish speaking visitors to the school;
- when visiting outside the school situation.

**Purpose**

Talking, listening and understanding are developed through the social use of language and the tasks to which language is directed. Pupils should have opportunities to develop and extend the target language through participation in:

- discussions and conversations;
- asking and answering questions;
- giving directions and explanations;
- describing and informing others about their own work and experiences;
- expressing thoughts, emotions and opinions.

**Listening, Understanding and Talking Activities**

The confidence and competence which pupils exhibit in their use of language are influenced by the activity in which they are engaged and the purpose for which they are using language. Pupils should have opportunities to participate in a variety of listening, understanding and talking activities. These activities should include:

- a becoming involved in oral language activities throughout the curriculum;
- b listening to and responding to directions given by the teacher;
- c listening to and responding to a wide variety of stories based on personal experiences, imagination and literature;
- d listening to and responding to appropriate stories, rhymes and songs, and using these as a basis for art, drama and other expressive activities;
- e listening to and reciting poems, rhymes and songs;
- f participating in role-play and other drama activities;
- g expressing thoughts, opinions and feelings about personal experiences, stories, poems and curricular activities;
- h describing and discussing events, people, places and things, imaginary and real.

Within the context of these activities, pupils should develop the ability to:

- a understand and respond to basic oral communication;
- b communicate with a responsible adult in times of need;
- c take turns at talking and listening;
- d co-operate and share within pairs, groups and the whole class;
- e consider what and how they say things;
- f speak audibly and clearly and with reasonable pronunciation;
- g discuss patterns encountered in language, *for example, rhyming words, initial consonants*;
- h consolidate, extend and enrich language ability.

## READING

### Introduction

The development of reading skills is crucial in facilitating pupils' understanding and study of all areas of the curriculum. Pre-reading language experiences are an important and essential foundation for this programme of study. In the early stages of Irish-medium education in particular, considerable time is required to develop basic receptive and production skills in the target language. Extended periods should be spent on a range of pre-reading activities which not only focus on the specific requirements of the pre-reading situation but also stimulate and initiate a range of oral language activities.

The value and importance of reading should be demonstrated through the creation of a positive and stimulating atmosphere in the classroom and the provision of an environment which arouses the pupil's curiosity and interest. Pupils should feel at ease during their reading activities and, as their competence increases, the pleasure associated with reading should become a significant factor in their motivation. The good example, keen interest and energy of the teacher as a reader should be major sources of encouragement for the pupils as readers.

A wide range of various types of print and reading materials should be available to the pupils in the classroom. The teacher should provide a variety of reading activities and experiences for the pupils from which they will begin to develop their own likes and preferences in their choice of reading material.

Reading is perceived as a unit composed of three interdependent elements:

- decoding skills;
- understanding;
- enjoyment.

The pupils should have frequent opportunities to:

- increase their word store;
- use pictorial, contextual and phonic cues;
- become familiar with the sounds of letters/blends/syllables;
- become familiar with the names of the letters of the alphabet;
- become familiar with the most common phonetic patterns of the Irish language through
  - games, verses, songs, stories and art work;
- read at home and listen to other readers at home.

### Presentation of the Programme of Study

While these detailed requirements have been set out under specific headings, it must be remembered that the processes and activities incorporated within the headings are not discrete but inter-relate and interact.

# 1

KEY STAGE

Programme of Study  
IRISH (in Irish Speaking Schools)

# 1

KEY STAGE

Programme of Study  
IRISH (in Irish Speaking Schools)

## Progression

Within the context of this programme of study pupils should have opportunities to progress:

- **from** listening to stories and understanding that pictures and print convey meaning **towards** reading simple texts with a degree of understanding and fluency;
- **from** recognising letters, words and common phrases **towards** using a range of strategies to identify unfamiliar words;
- **from** expressing with help a literal understanding of texts **towards** expressing personal opinions and inferential understanding;
- **from** focusing on single words when reading **towards** reading fluently and with ease;
- **from** recognising the letters of the alphabet **towards** using simple dictionaries.

## Pupils with Special Needs

It is important to recognise the particular problems of pupils with learning difficulties. They need extra encouragement, help and support at all times and language activities should be based firmly on the first-hand experiences of the pupils.

## Contribution to the Educational (Cross-curricular) Themes

The Irish Curriculum should, where appropriate, provide opportunities for pupils to use Reading to explore and reflect on the content and issues associated with cross-curricular themes.

Through reading pupils should have opportunities to:

- read stories and poems about life situations appropriate to pupils in Key Stage 1 to facilitate discussions of feelings and emotions (CH, EMU, HE);
- develop, where appropriate, and apply their knowledge, skills and understanding of technology, *for example, search for and find information using a computer (IT).*

## Context

Arising from classroom experience, pupils should have opportunities to develop their reading in a variety of contexts, including working:

- as individuals, reading silently or aloud;
- in pairs;
- as members of a group;
- as members of a class;
- with the teacher;
- with parents and other adults.

**Range**

Pupils should have opportunities to read a variety of texts including:

- picture books and posters;
- songs, nursery rhymes, verses and poems;
- labels and signs in both the classroom and school environment;
- their own compositions;
- graded reading books;
- flash cards and games;
- picture dictionaries and personal dictionaries;
- suitable computer software;
- information books;
- fairy stories, mythology, folklore and contemporary literature;
- non-fiction materials, timetables, graphs and atlases;
- badges and greeting cards;
- comics.

**Purpose**

Pupils should have opportunities to read for a variety of purposes, including:

- amusement and enjoyment;
- learning in all areas of the curriculum and in the educational (cross-curricular) themes;
- locating information and following instructions;
- enriching their language.

**Audience**

Pupils should read for a variety of audiences, including:

- themselves and other pupils;
- the teacher;
- parents and other adults;
- visitors to the school;
- audiences outside the school.

# 1

KEY STAGE

Programme of Study  
IRISH (in Irish Speaking Schools)

## Reading Activities

Pupils should have opportunities to engage in a wide range of reading activities, including:

- a listening to and responding to stories, nursery rhymes, verses and songs;
- b discussing pictures, posters and picture books;
- c sorting and matching activities, sequencing activities, shape differentiation activities and jig-saws;
- d reading labels and signs in both the classroom and school environment or as a part of structured play in the house, in the shop or as an art activity;
- e reading their own stories and other pupils' stories;
- f reading and discussing graded texts;
- g discussing aspects of stories they have read or already know, considering characters, places, events and expressing an understanding through the media of art, music and drama;
- h following a text while listening to a tape-recording of the text;
- i sequencing the main events of the story with help from the teacher;
- j discussing the main points in a text and summarising with help from the teacher;
- k reading aloud and beginning to express feeling in their reading;
- l using phonic cues to read unfamiliar words;
- m using their personal dictionaries and other suitable dictionaries;
- n using factual material and resources;
- o beginning to use an index;
- p using the library regularly.

Within the context of these reading activities, pupils should develop the ability to:

- a recognise that print carries meaning;
- b recognise that texts are read from left to right and from the top of the page to the bottom;
- c acquire a sight vocabulary;
- d read unfamiliar words;
- e discuss a range of reading materials and show an awareness of inferential understanding and prediction;
- f enrich and improve their command of Irish;
- g use picture dictionaries, personal dictionaries and information books;
- h locate information with help and record the information simply.

## WRITING

### Introduction

From the beginning, writing should be an enjoyable experience. To foster this aspect of writing, the classroom atmosphere should be one in which pupils feel relaxed, accepted and affirmed and in which they succeed as writers.

Writing should develop gradually over a period of time. At the beginning any written work should reflect the work undertaken orally. Pupils who have had little exposure to the target language should be given the time and support needed to develop their oral language in preparation for writing. Sensitivity should be shown in developing pupils' confidence to write in the target language. Initially, pupils should be supported and encouraged in their ability to compose by allowing them to communicate orally to their teacher what they want to write. At this point, pupils whose first language is English, will be expressing their thoughts to teachers in English. However, in helping the pupils to express their thoughts in simple sentences, the teacher will speak in Irish. As their linguistic faculty and confidence increases, pupils should have opportunities to vary their use of the written language in an increasing number of different tasks and situations.

Pupils should understand the importance of writing as a means of communication. The early emphasis should be on conveying thoughts intelligibly and not so much on correct spelling and grammar. Gradually, more attention should be given to improving their use of language through the teacher working constructively on weaknesses displayed. It is important that teachers show sensitivity in correcting pupils' work.

The process of writing involves two aspects: the compositional and the secretarial. The compositional aspect includes the selection, ordering and organisation of ideas and the expression of feelings and opinions, while the secretarial aspect involves spelling, syntax, punctuation and handwriting. Whilst the meaning may be obscured if the secretarial aspect is neglected, it is the content and the form in which the content is expressed that is at the heart of the writing process.

Pupils should be able to see their teacher writing, sharing the process and the final outcome. Pupils should experience positive responses to their writing. Before, during and after their writing they should be supported by their teacher with advice and encouragement.

The classroom should actively facilitate writing. Pupils should have access to:

- a variety of writing tools and materials;
- a word processor;
- a word bank or store;
- a personal word book;
- simple reference resources;
- dictionaries.

Every opportunity should be taken to provide an audience for the pupils' work:

- on display boards in the classroom and in corridors;
- in booklets;

- in class and school magazines or newspapers;
- in anthologies;
- through competitions.

### **Presentation of the Programme of Study**

While these detailed requirements have been set out under specific headings, it must be remembered that the processes and activities incorporated within the headings are not discrete but inter-relate and interact.

### **Progression**

Within the context of this programme of study pupils should have opportunities to progress:

- **from** using a pencil with basic competence and showing some control over size and shape of letters **towards** producing handwriting that is accurately formed and consistent in size;
- **from** expressing ideas orally and writing simple phrases under the guidance of the teacher **towards** writing with some independence, showing a sense of structure and organisation in their writing, appropriate to the chosen form;
- **from** spelling recognisably most frequently used words and words that are important to them **towards** spelling them correctly.

### **Pupils with Special Needs**

It is important to recognise the particular problems of pupils with learning difficulties. They need extra encouragement, help and support at all times and language activities should be based firmly on the first-hand experiences of the pupils.

### **Contribution to the Educational (Cross-curricular) Themes**

The Irish Curriculum should, where appropriate, provide opportunities for pupils to use Writing to explore and reflect on the content and issues associated with cross-curricular themes.

Through writing, pupils should have opportunities to:

- make drawings and posters of themselves and others. Write captions about personal qualities, positive behaviour, hygiene, health and safety (CH, EMU, HE);
- develop and apply their knowledge, skills and understanding of information technology, *for example, use pictures, phrases and words to communicate and create their own short sequences of pictures, words and sounds (IT).*

### **Planning**

Pupils should be encouraged, when it is appropriate to the task, to plan their written work. The teacher has an important role in discussing their work with the pupils, helping them to organize their ideas and thoughts and to prepare an outline. Pupils should also have opportunities to discuss their work in pairs or groups.

## Purpose

Pupils should have opportunities to write for a variety of purposes, including:

- their own enjoyment and amusement;

and

- to express their thoughts and feelings;
- to develop their imagination;
- to narrate;
- to describe;
- to inform and explain;
- to report;
- to record findings.

## Context

Writing will arise from a variety of experiences including:

- first-hand experiences;
- structured play;
- role-play;
- language games, rhymes, riddles, word games, poems;
- the various areas of study and cross-curricular themes ;
- stories, nursery rhymes and poetry that they are reading and hearing;
- play or drama;
- audio-visual and visual aids, television and radio
  - visits and trips;
  - competitions;
  - software packages.

## Audience

Pupils should be aware of their audience when writing. They should write for a variety of audiences including:

- themselves;
- the teacher;
- the parent;
- other pupils;
- audiences outside the school.

# 1

KEY STAGE

Programme of Study  
IRISH (in Irish Speaking Schools)

## Range

Pupils should have opportunities to write in a variety of forms, including:

- labels;
- captions;
- stories;
- simple records of observations;
- descriptions of people or places;
- diaries;
- letters;
- poems;
- greeting cards and invitations, posters, notices and diagrams;
- recipes and lists.

Within a meaningful context or arising out of their own work, pupils should develop the ability to:

- a use the conventional ways of forming letter shapes in upper and lower case;
- b make use of the names and order of the letters of the alphabet;
- c spell recognisably a range of familiar and important words;
- d use some of the most common spelling patterns in Irish to enable them to spell new words;
- e use basic punctuation conventions including capital letters, full stops and question marks;
- f write correctly structured sentences and develop an understanding of more complex language use.

# Attainment Targets and Level Descriptions for Irish (in Irish Speaking Schools)

# 1

KEY STAGE

Irish has three attainment targets which relate directly to the sections of the programme of study as follows:

- Listening, Understanding, Talking;
- Reading;
- Writing.

Level Descriptions  
IRISH (in Irish Speaking Schools)

## LISTENING, UNDERSTANDING, TALKING

Pupils should develop the ability to express and communicate meaning in spoken language, listening to and interpreting what others say and matching style and response to audience, context and purpose.

### LEVEL 1

Pupils listen to the teacher and indicate an understanding of what is being said. While there may be a tendency to use English in their own speech, they also use words, phrases and complete sentences in Irish.

### LEVEL 2

Pupils show an ability to listen to others and participate in simple discussions. They describe events that have happened. They express their own opinions and feelings. In the formal context of the classroom, Irish predominates as the medium of communication.

### LEVEL 3

Pupils listen carefully to others. They participate in discussions asking relevant questions and responding to the ideas of others. Irish is used in spontaneous situations with their peers and is used consistently in the formal context of the class. Their competence in Irish demonstrates the development of increasing accuracy along with a greater variety in use of vocabulary, sentence patterns and verbs.

### LEVEL 4 (for comparison purposes only)

Children talk with confidence and express themselves clearly. Their ideas indicate a coherence and logic. In presenting their own ideas they can make some attempt at expressing and justifying their position and commenting on the contribution of others. They use a wider range of language and demonstrate a greater consolidation of language accuracy.

## READING

Pupils should develop the ability to read, understand and engage with various types of text for enjoyment and learning.

### LEVEL 1

Pupils indicate that they are developing an interest in and enjoyment of reading and they understand that pictures and print carry meaning. They recognise words and phrases that have relevance in the context of the classroom and can read a simple text based on them. They begin to recognise the names and sounds of letters.

### LEVEL 2

Pupils read simple texts and use basic strategies in attempting unfamiliar words. They demonstrate an awareness of the literal meaning of a text and begin to develop an understanding of inferential aspects of a text. They make simple predictions. They use their knowledge of the alphabet within a simple context.

### LEVEL 3

Pupils read familiar texts with consistent accuracy and begin to read with effect when reading aloud. They can make a simple summary and give an opinion on an event or character. With help, they can find a book which they require and locate relevant information.

### LEVEL 4 (for comparison purposes only)

Pupils read a range of material both fact and fiction. They summarise information confidently and with independence. They refer to both explicit and implicit meaning when discussing a text or article. There is a credible basis to their opinions and feelings. They can locate books and information with reasonable independence.

## WRITING

Pupils should develop the ability to make and shape text in order to communicate meaning in written language appropriate to the context, purpose, reader or audience.

### LEVEL 1

Pupils begin to write independently and with the help of the teacher begin to put shape and structure on simple ideas. They use simple sentences and words which arise from their reading experience. They demonstrate some control over the size and shape of letters.

### LEVEL 2

Children write independently, indicating, with help from the teacher, an ability to organise and structure their thoughts. They begin to spell the most basic high frequency words with accuracy. Handwriting is legible and they indicate an awareness of basic punctuation conventions.

### LEVEL 3

Pupils begin to use a variety of forms in their writing. There is a sense of coherence and logic in their work. They begin to extend their range of language. They spell high frequency words with reasonable accuracy. Handwriting is neat and legible and letters are consistent in size. They regularly demonstrate basic punctuation conventions.

### LEVEL 4 (for comparison purposes only)

The pupils use a variety of forms in writing based on a range of experiences. Writing shows confidence along with coherent structure and credible chronology in the events being described. They display a more extended range of language. Pupils are beginning to use basic drafting skills and spell high frequency words with consistent accuracy. They show that they are developing a clear consistent style of writing, joined or unjoined. Basic punctuation conventions are consistently in place and they show an awareness of the more complex punctuation conventions.

# KEY STAGE 2

## Characteristics of the Curriculum at Key Stage 2



Pupils at Key Stage 2 should build upon and develop the experiences provided at Key Stage 1. They should be encouraged to continue to develop socially and to take on a greater degree of responsibility, both individually and within groups.

At Key Stage 2, the emphasis should continue to be on the provision of quality learning experiences across all the Areas of Study. These learning experiences should also continue to be enjoyable and challenging; and should reflect the fact that pupils of this age can cope with more structured learning and with a greater range of ways of working. These experiences should aim to allow pupils to take greater responsibility for their own learning.

The curriculum should continue to provide material and activities that are both motivating and challenging. Pupils should be introduced to a wider range of contexts for learning, particularly through moving from more familiar to less familiar situations. They should be encouraged to show a greater degree of confidence in exercising their communication skills.

Through the experiences gained within Key Stage 2, pupils should be prepared for the challenges and opportunities which they will meet in the different environment of the post-primary school.

Education at Key Stage 2 should continue to foster the intellectual, social, emotional, physical, moral, cultural and spiritual development of pupils by:

- encouraging a growing self-confidence and independence;
- developing the skills necessary to enable pupils to participate as contributing members of groups;
- promoting positive attitudes to school and learning and developing in pupils the research and study skills they will need for academic success;
- using a range of strategies, including topic work, and the introduction of more structured approaches to learning in a wide range of contexts which are both meaningful and relevant;
- continuing to develop pupils' natural curiosity and stimulate their imagination;
- providing opportunities for exploration, investigation, problem-solving and decision-making;
- providing opportunities for pupils to continue to develop the fundamental skills of literacy, numeracy and oral communication, both through direct teaching and by the opportunities provided by other subjects and activities;
- developing a greater depth of subject knowledge, understanding and skills through a wider range of contexts, spanning all subjects in the curriculum;
- providing rich and varied contexts for developing skills, such as observing, organising, recording, interpreting and predicting, which are essential to learning in all subjects of the curriculum;
- providing opportunities for pupils to express their individual needs and to begin to make realistic choices.

# 2

KEY STAGE

## Using the Programmes of Study and the Level Descriptions for Key Stage 2

### Programmes of Study

#### Access to the Programmes of Study

Teachers should ensure that pupils have access to the breadth and depth of the programmes of study at levels and within contexts which are appropriate and relevant to their individual needs and abilities.

In order to meet the particular needs of some pupils and to ensure that learning experiences for these pupils are positive and meaningful, it may be necessary for teachers to select materials and/or activities from the programmes of study for Key Stages 1 or 3. When this is the case, it is important that such material and/or activities be presented in appropriate age and maturity-related contexts.

Pupils with physical or sensory difficulties should have access to appropriate non-visual or non-aural methods of communication, or to the technological aids which will facilitate communication and/or access to the activities outlined in the programmes of study. Pupils should have access to the time and support required to facilitate their use of aids and/or methods of communication.

#### Language Across the Curriculum

Teachers should be aware of the key role of language in learning. They should use opportunities provided within all the programmes of study to encourage the development of all four modes of language: talking, listening, reading and writing. Teachers should give attention to the quality of language and take opportunities to reinforce good practice in the use of language.

#### Equality of Opportunity

The programmes of study for each subject within the Northern Ireland Curriculum are designed to ensure equal access to a broad and balanced curriculum for all pupils. Teachers should make every effort to ensure that equality of opportunity is provided for both girls and boys in order that all pupils should have equal access to the full range of experiences across all subjects in the Northern Ireland Curriculum.

### Level Descriptions

#### Using the Level Descriptions

Level Descriptions have been set out for each subject. The programmes of study at Key Stage 2 cover up to Level 5 for the attainment target(s) in each subject. It is expected that the majority of pupils will be working at either Level 3 or 4 at the end of the Key Stage 2.

When judging a pupil's level of attainment, teachers are advised to select the level description which best fits the pupil's work over a period of time. This judgement should be verified by careful comparison of the selected level description with those immediately above and below it. For purposes of comparison only therefore, Level 6 level descriptions have been included. No Level 6 level descriptions have been included for comparison purposes for science and technology as the Key Stage 3 Curriculum has separate programmes of study for science and technology and design, and in relation to Irish, there are also no Level 6 level descriptions as this programme of study relates to primary schools only.

### Referencing

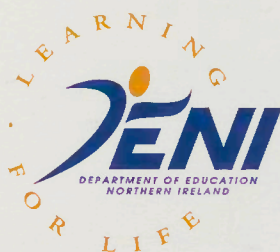
The lettering used throughout the programmes of study is for referencing purposes only. It does not necessarily identify strands, indicate a teaching sequence or hierarchy of knowledge, understanding and skills.

### Statutory Elements

Those elements which form part of the statutory requirements have been tinted. Other aspects which provide information or clarification have been left untinted. Examples are non-statutory and are printed in italics.

# KEY STAGE 2

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Text printed on a tinted background indicates statutory requirements. The examples printed in *italics* serve to illustrate the programmes of study and are non-statutory.

ENGLISH

# Programme of Study for English at Key Stage 2

# 2

KEY STAGE

Programme of Study  
ENGLISH

## TALKING AND LISTENING

### Introduction

Pupils should develop the ability to express and communicate meaning in spoken language, listening to and interpreting what others say and matching style and response to audience, context and purpose. Pupils unable to communicate by speech may use other means including the use of technology, signing, symbols or lip-reading as alternatives to talking and listening.

English should be considered in an holistic way, taking account of the integral nature of the attainment targets. Talking, listening, reading and writing extend across all areas of the curriculum. Talking and listening should sometimes be ends in themselves while at other times they may arise as preparation for and/or responses to reading and writing.

In order to promote and support the development of talking and listening, teachers should continue to create a classroom atmosphere in which pupils feel relaxed, accepted and affirmed. The classroom should be one in which talking and listening are central and where pupils' talk is valued.

The range of stimuli for talking and listening should come from a variety of sources. It should include pupils' own written work and that of their peers and teachers, as well as work from their own and other cultures. Pupils should be encouraged to see that tentative and exploratory talk is part of learning, that talking and listening matter, are work and are entertaining and enjoyable. They should present their ideas in ways which require an increasing awareness of audience and purpose.

Talking and listening skills are unique personal qualities of individuals and play a role in the interpersonal and social skills which all of us bring to life, learning and work. Pupils should also experience the fun of language. They should be supported in valuing their own and others' dialects and accents and in using, in appropriate contexts, the forms of speech which come to them naturally.

### Presentation of the Programme of Study

This programme of study will consolidate and extend the experiences of the earlier programme. While the requirements of the programme of study have been set out using headings, it should be recognised that the activities and processes identified within these headings inter-relate and interact and should not be seen as discrete.

### Progression

As pupils leave one key stage and enter another, teachers should take account of the attainment of pupils in talking and listening. The opportunities provided by teachers should enable pupils to progress throughout the key stage.

The progression statements below provide an outline framework to assist teachers in planning progression through the key stage. The statements identify progression opportunities from

Level 2 to Level 5. For those pupils working at Level 1 within Key Stage 2, teachers may refer to the progression statements within Key Stage 1 and for those pupils working at Level 6, teachers may refer to the progression statements within Key Stage 3. The progression statements are not a discrete checklist but are inter-related and interactive characteristics of attainment.

Within the context of this programme of study, pupils should progress:

- **from** engaging in conversation **towards** talking with confidence and listening with concentration;
- **from** using an appropriate vocabulary to express their ideas **towards** structuring and justifying their ideas;
- **from** showing an awareness of audience and purpose **towards** varying register appropriately;
- **from** including relevant details in their talk **towards** beginning to discuss their own and others' contributions in talk;
- **from** developing a role to some extent **towards** creating and developing a role in particular situations and for specific purposes.

### **Contribution to the Educational (Cross-curricular) Themes**

The English curriculum should, where appropriate, provide opportunities for pupils to use talking and listening to explore and reflect on the content and issues associated with the cross-curricular themes.

Pupils should have opportunities as individuals or in groups to:

- talk about how they have changed and matured from Key Stage 1, the factors which have influenced their self esteem, their awareness of their relationship with others at home, at school and in the community and the qualities and behaviour they associate with good health and good relationships (CH, EMU, HE);
- engage in role-play, simulations, decision-making and conflict situations and talk about how appropriate decisions, choices and actions should be arrived at and their consequences for others (EMU);
- develop and apply their knowledge, understanding and skills of information technology and, in particular, to record and listen to their own speech and that of others, *for example, on an audio tape or video tape (IT)*.

### **Context**

Pupils should have opportunities, arising from classroom and first-hand experience, to develop their talking and listening in a variety of contexts, taking account of:

- **time**, *for example, speaking first or second;*
- **place**, *for example, talking in playground and talking in class;*
- **circumstances**, *for example, accusing someone or being accused;*

and including

- working as individuals, for example, talk to others in the classroom about an amusing incident which occurred at home, in school or with friends;
- interacting with teacher during lessons;
- engaging in role-play and drama;
- participating in formal and informal discussions;
- interacting with other pupils in and out of the classroom.

### **Audience**

The audience in most situations will arise from the context for the task. The range of audiences should include:

- the teacher;
- a partner when working in pairs, for example, explain the outcomes of a mathematical investigation;
- members of a group, for example, a group discussion on environmental issues;
- members of a class;
- the wider school community;
- visitors to the school;
- people encountered on school visits, for example, a curator in the museum.

### **Purpose**

Pupils should engage in talking and listening for a variety of purposes, including:

- taking part in conversations and discussions, for example, discuss the behaviour and personal qualities of a character in preparation for drama or writing;
- discussing their work and personal interests with the teacher and other pupils;
- discussing topics involving attitudes, opinions and beliefs, for example, discuss some aspects of disagreement between themselves and others and some ways in which these may be resolved;
- preparing, asking and responding to questions, for example, as a group activity, compose a missing chapter for the class novel and dramatise it for the rest of the class;
- formulating, giving and responding to directions or instructions, for example, clarify what is meant during a discussion on the environment.

### **Talking and Listening Activities**

Pupils should have opportunities to engage in a range of talking and listening activities, including:

- a listening and responding to a range of fiction, poetry, drama, media texts, visual and audio-visual materials, for example, discuss the behaviour and attitudes of a character in a story;

- b improvising a scene based on experience, imagination, literature, media and curricular topics;
- c listening to live and media presentations for a specific purpose and discussing these with the teacher;
- d telling, retelling and interpreting stories based on memories, personal experiences, literature, imagination and the content of the curriculum, *for example, create their own school news bulletin, share their response to a book or poem they have read;*
- e describing and talking about real and imaginary experiences and about people, places, things or events, *for example, describe their feelings about a person whom they met during their holidays, tell about a dream they have had;*
- f taking part in group and class discussions for a variety of curricular purposes, sharing, responding to and evaluating ideas, arguments and points of view, using evidence or reasoning and justifying opinions, actions or proposals, *for example, discuss a number of ways of solving a problem in mathematics, giving and asking for reasons when trying to reach a conclusion in a group activity in science and technology;*
- g reading aloud a text which they have prepared, *for example, read a story which requires different voices for different characters;*
- h preparing and giving a short oral presentation to a familiar group or the class on personal interests or curricular topics and showing an awareness of audience, *for example, present to a group their ideas or information about an animal insect or bird, as part of a study on wildlife, using audio or visual media where appropriate;*
- i preparing and using questionnaires to seek information, views and feelings, *for example, plan and carry out an interview with adults well known to them for a history topic;*
- j talking with people in the community, *for example, during educational visits or visitors to the classroom;*
- k talking about the way they behave in groups, *for example, take turns as speakers, listen to other people's views, encourage others to participate in group discussions, and reflect on the roles within the group;*
- l showing an appreciation of a wide range of colloquial expressions.

### Expected Outcomes

In the context of these activities, pupils should develop the ability to:

- a express thoughts and feelings;
- b present ideas and information;
- c observe the conventions of discussion;
- d share and co-operate in pairs or group activities, *for example, take part in a group prediction activity based on their class novel;*
- e read aloud, inflecting appropriately, to emphasise the meaning of what is read;
- f use appropriate quality of speech and voice, speaking audibly and clearly, and begin to vary the register according to the purpose and audience;
- g comment on their own and others' talk.

## READING

### Introduction

Pupils should develop the ability to read, understand and engage with various types of text for enjoyment and learning. Pupils who need to do so may use non-sighted methods of reading such as Braille. Pupils physically unable to read aloud may use other means such as signing.

English should be considered in an holistic way, taking account of the integral nature of the attainment targets. Talking, listening, reading and writing extend across all areas of the curriculum. Reading may be an end in itself and it may also be used as preparation for talking, listening and writing.

Reading should be an enjoyable experience. It is a dynamic, creative and active process involving the reader making meaning from texts. The classroom should signal that reading is a valued activity and should create an attractive environment where pupils may read on their own or with others. It should provide an atmosphere in which pupils feel relaxed, accepted and affirmed and in which they succeed as readers.

Teachers-as-readers are a major source of encouragement to pupils-as-readers: it provides an enriching experience and increases motivation. When teachers share opportunities for silent reading with their classes, they become powerful examples of the link between reading for learning and reading for enjoyment. All pupils need support and confirmation reinforced by positive reading experiences and positive images of reading for pleasure.

Teachers should continue to encourage pupils to enjoy reading and provide opportunities to extend the range of their reading experiences. Enjoyable learning is fostered in a reading environment where curiosity is aroused, interest is generated and a sense of achievement is assured. Teachers can build on pupils' enthusiasm by offering a range of texts. This will help pupils to develop their own tastes and preferences and encourage a willingness to encounter new kinds of texts while becoming increasingly independent readers.

For those pupils for whom the process of reading does not run smoothly, any additional help with the techniques of decoding should always be placed in a meaningful context. It is invaluable to listen to pupils reading in order to provide each pupil with additional cues and strategies to be employed, to encourage pupils to correct their own errors and to promote understanding and enjoyment of the text.

Through listening, looking and talking, pupils should acquire significant concepts about the nature of print and the activity of reading. Listening to stories, engaging in shared reading and handling a range of picture, story and information texts will give pupils a wide range of experience.

Through a combination of shared reading, guided reading and independent reading, each pupil should:

- acquire a growing vocabulary of phrases and words which can be recognised on sight;
- use word identification strategies to cope with unfamiliar words in new texts.

# 2

KEY STAGE

Programme of Study  
ENGLISH

## Presentation of the Programme of Study

This programme of study will consolidate and extend the experiences of the earlier programme. While the requirements of the programme of study have been set out using headings, it should be recognised that the activities and processes identified within these headings inter-relate and interact and should not be seen as discrete.

## Progression

As pupils leave one key stage and enter another, teachers should take account of the attainment of pupils in reading. The opportunities provided by teachers should enable pupils to progress throughout the key stage.

The progression statements below provide an outline framework to assist teachers in planning progression through the key stage. The statements identify progression opportunities from Level 2 to Level 5. For those pupils working at Level 1 within Key Stage 2, teachers may refer to the progression statements within Key Stage 1 and for those pupils working at Level 6, teachers may refer to the progression statements within Key Stage 3. The progression statements are not a discrete checklist but are inter-related and interactive characteristics of attainment.

Within the context of this programme of study, pupils should progress:

- **from** reading with some independence **towards** reading independently;
- **from** reading aloud with some independence **towards** reading aloud, inflecting appropriately to assist meaning;
- **from** beginning to explore and appreciate meaning in a range of texts **towards** recognising and expressing explicit and some implicit meanings and attitudes in a range of texts;
- **from** showing some understanding of the way texts are structured **towards** an awareness of the writers' intentions and use of language and structure;
- **from** using alphabetical knowledge in personal word books **towards** retrieving and collating information from a range of sources;
- **from** beginning to give a personal response **towards** supporting such a response with reference to text(s).

## Contribution to the Educational (Cross-curricular) Themes

The English curriculum should, where appropriate, provide opportunities for pupils to use reading to explore and reflect on the content and issues associated with the cross-curricular themes.

Through reading, pupils should have opportunities to:

- read about people from other cultures, religion, race or social backgrounds (CH, EMU, HE);
- develop, where appropriate, and apply their knowledge, skills and understanding of information technology, search for and find information using a computer (IT).

## Context

Pupils should have opportunities, arising from classroom and first-hand experience, to develop their reading in a variety of contexts, including working:

- as individuals – silently and aloud;
- in pairs – engaged in shared and paired reading;
- as members of a group;
- as members of a class.

## Range

Pupils should have opportunities to engage with a range of texts, including:

- stories;
- their own and others' written work;
- poems and songs;
- plays;
- *non-fiction materials, for example, guide-books, textbooks, brochures, information leaflets, magazines, dictionaries, thesauri, atlases and encyclopaedias, teletext and other databases;*
- audio, visual and audio-visual materials.

The range should take account of the work of local/Irish authors.

## Purpose

Pupils should have opportunities to read for a variety of purposes, including reading:

- for their own amusement and enjoyment;
- to explore aspects of the different areas of study and cross-curricular themes;
- for information;
- to acquire and develop the skills necessary to locate information efficiently within texts, *for example, use search reading to contribute information to a poster presentation on healthy eating, use a search on a computer database to discover information about past residents in the local area;*
- to learn about themselves and others, *for example, learn about other places and people in the wider world.*

## Audience

Pupils should read for a variety of audiences, including:

- themselves;
- the teacher;
- parents;

- adults whom they know well;
- other pupils.

### Reading Activities

Pupils should have opportunities to engage in a wide range of reading activities, including:

- a listening to and understanding a range of texts, including those presented on tape, radio and/or television;
- b participating in shared reading experiences;
- c exploring stories and other texts with the teacher, using drama, art and discussion to focus on distinctive features, *for example, explore characters, places at home and in the wider world, objects, events and ideas;*
- d recreating stories and other texts through individual and group dramatisation, *for example, develop characters from stories using evidence from their reading;*
- e reading aloud to the class or teacher from familiar texts, including those composed by themselves, using inflection to assist meaning;
- f discussing and interpreting the texts they have read;
- g representing stories and information texts in a range of visual forms and diagrams, *for example, a labelled diagram in science and technology, a travel brochure for their area, planning and presenting a local news bulletin from information given;*
- h discussing features of language, *for example, words, phrases and sentences, and noting how words are spelled and constructed;*
- i justifying their responses logically, by inference, deduction and reference to evidence within the text, *for example, compare and contrast two characters in a story or history text;*
- j discussing and considering aspects of stories, *for example, themes, characters, plots, places, objects and events, paying attention to what is written and how it is expressed and beginning to make use of a vocabulary to discuss their reading;*
- k discussing texts, exploring the ways in which word meanings can be manipulated in order to persuade or amuse the reader or engage attention, *for example, puns, jokes, slogans, advertisements and word puzzles;*
- l reconsidering their initial response to texts in the light of insight and information which emerge subsequently from their reading.

### Expected Outcomes

In the context of these activities, pupils should develop the ability to:

- a respond with sensitivity to what they read;
- b discuss the intentions of the writer;
- c extend the range of their reading within and beyond the school environment and develop their own preferences;

- d keep records of some of the books they have read and comment on them occasionally to the teacher and others;
- e use the library and other resources, making effective use of organisational information to locate, select, evaluate and communicate information relevant to a particular task, *for example, a classification system, a catalogue, sub-headings, list of contents and indexes;*
- f begin to be aware of how different media present information, ideas and events in different ways, *for example, compare accounts in different newspapers of the same event;*
- g learn that different reading purposes require a variety of reading skills, *for example, reviewing, recalling, skimming and scanning;*
- h use a range of strategies to identify unfamiliar words in texts;
- i place themselves in someone else's position and extend their capacity for sympathy and empathy;
- j speculate on situations read about, predict what may happen or consider what might have happened had circumstances been different;
- k model their own writing on forms they have encountered in reading;
- l begin to think about how texts can be adapted to suit younger readers.

## WRITING

### Introduction

Pupils should develop the ability to make and shape text in order to communicate meaning in written language, appropriate to the context, purpose, reader and audience. The use of technological aids to produce written work is acceptable for those pupils who are dependent on such aids.

English should be considered in an holistic way, taking account of the integral nature of the attainment targets. Talking, listening, reading and writing extend across all areas of the curriculum. Pupils should realise that writing carries meaning and is a process that is valuable in itself but may also be undertaken in response to reading or as a result of talking and listening.

Writing should be an enjoyable experience. To foster this aspect, the classroom atmosphere should be one in which pupils feel relaxed, accepted and affirmed and in which they succeed as writers.

The process of writing involves the compositional aspect and the secretarial aspect. The compositional aspect includes the selection, ordering and organisation of ideas and the expression of feelings and beliefs while the secretarial aspect involves spelling, syntax, punctuation and handwriting. Whilst the meaning may be obscured if the secretarial aspect is neglected, ideas, expression and form are fundamental to writing.

The communication of meaning is central to writing. Success depends on the pupil having a clear understanding of the task in which they are engaged. Pupils must know why they are writing and for whom.

The pupil should be encouraged to appreciate that the writing process involves:

- decision-making – when the context (precise purpose and intended readership) is established;
- planning – when initial thoughts and a framework are recorded and sequenced;
- drafting – when initial thoughts are developed, evaluated and reshaped by expansion, addition or amendment.

Pupils should recognise that not all writing goes through all of these stages. Whilst it is not always appropriate to rework a piece of writing, opportunities should be given for drafting and redrafting, both independently and in groups. Successful drafting is dependent on the support, advice and encouragement offered by the teacher.

Pupils should be able to see their teacher writing and to share the writing process and the final outcome. They should have frequent and varied opportunities to write from their own experience for an agreed purpose and for a known readership. They should be helped to experience the enjoyment that comes from an increasing competence in their craft. They should be adding to their understanding of their own and others' writing and acquiring the vocabulary to express that understanding. Pupils should recognise the differences between spoken and written language. They should experience positive responses from their teacher to their writing, in conference when appropriate, and should be encouraged to develop a sense of pride in their accomplishments.

The classroom environment should actively facilitate writing. Pupils should have access to:

- a variety of writing tools, including word processors;
- dictionaries;
- thesauri.

Every opportunity should be taken to provide a readership for a pupil's work:

- on display boards;
- in corridors;
- in booklets;
- in class and school magazines or newspapers;
- in anthologies;
- through external competitions.

### **Presentation of the Programme of Study**

This programme of study will consolidate and extend the experiences of the earlier programme. While the requirements of the programme of study have been set out using headings, it should be recognised that the activities and processes identified within these headings inter-relate and interact and should not be seen as discrete.

### **Progression**

As pupils leave one key stage and enter another, teachers should take account of the attainment of pupils in writing. The opportunities provided by teachers should enable pupils to progress throughout the key stage.

The progression statements below provide an outline framework to assist teachers in planning progression through the key stage. The statements identify progression opportunities from Level 2 to Level 5. For those pupils working at Level 1 within Key Stage 2, teachers may refer to the progression statements within Key Stage 1 and for those pupils working at Level 6, teachers may refer to the progression statements within Key Stage 3. The progression statements are not a discrete checklist but are inter-related and interactive characteristics of attainment.

Within the context of this programme of study, pupils should progress:

- **from** writing with help where separate ideas are identified **towards** writing which is varied and interesting, conveying meaning clearly;
- **from** using basic vocabulary **towards** using more imaginative vocabulary;
- **from** writing with a sense of simple structure and organisation **towards** writing with clarity in a range of forms showing an awareness of audience;
- **from** spelling common and familiar words in a recognisable way **towards** spelling more complex words correctly;

- **from** using upper and lower case letters **towards** handwriting which is well-formed, swift and legible;
- **from** writing sentences punctuated with basic accuracy **towards** increasing proficiency in the use of syntax and punctuation.

### **Contribution to the Educational (Cross-curricular) Themes**

The English curriculum should, where appropriate, provide opportunities for pupils to use writing to explore and reflect on the content and issues associated with the cross-curricular themes.

Through writing, pupils should have opportunities to:

- discuss and write about issues of similarity and difference. Consider and write about issues arising from stereotypical images (CH, EMU);
- develop, where appropriate, and apply their knowledge, skills and understanding of information technology, *for example, use a word-processor to create and, with help, redraft, assemble text and graphics for a variety of purposes and audiences (IT).*

### **Planning**

Pupils should be encouraged, when it is appropriate to the task, to plan their written work. Such planning may be done through:

- discussion with the teacher;
- discussion with other pupils;
- gathering and organising ideas;
- preparing an outline;
- making notes.

### **Purpose**

Pupils should have opportunities to write for a variety of purposes, including:

- their own amusement and enjoyment;

and to

- express their thoughts, feelings and imaginings, *for example, compose a poem about their feelings on a special occasion;*
- inform and explain, *for example, write up the outcomes of a simple experiment;*
- describe;
- narrate;
- report, *for example, write a news report about a local event;*
- persuade;

- interpret data;
- express a point of view;
- give instructions.

### **Context**

Writing will arise from a variety of experiences and contexts, including:

- first-hand experience;
- responses to their reading;
- aspects of the various areas of study and cross-curricular themes if appropriate, *for example, drama, audio-visual and visual aids, television and radio, artefacts, visitors to the classroom, visits, entry to external competitions, software packages.*

### **Audience**

Pupils should know for whom they are writing and be aware of the needs of the particular audience. Pupils should be encouraged to demonstrate a sense of readership and write for a range of audiences, including:

- themselves;
- teachers;
- parents;
- adults whom they know well;
- peers;
- pupils in their own and other schools;
- audiences from outside the school.

### **Range**

Pupils should have opportunities to write in different forms and to develop control of the different conventions (layout, sequencing and structure) demanded by these forms. Their writing should include:

- stories, based on personal experience and books they have read or stories they have heard;
- creative and imaginative writing;
- diaries;
- poems;
- comic strips;
- letters;
- notes;

- descriptions;
- dialogues;
- reports;
- instructions.

Pupils should have opportunities to:

- a experiment with rhymes, rhythms, verse structure, all kinds of verbal play and dialect;
- b develop increasing competence in the use of the full stop, comma, question mark and exclamation mark;
- c discuss various features of layout in texts which they are reading, *for example, headlines or sub-headings and presentation of text in columns, so that they can use these features, when appropriate, within their own writing, for example, to add emphasis to key points or to create certain effects;*
- d use their knowledge of the alphabet to locate the correct spellings of words;
- e appreciate some of the differences between spoken and written language.

### Expected Outcomes

Pupils should have opportunities, within a meaningful context and arising out of their own work, to develop the ability to:

- a make expressive use of language when describing thoughts, feelings and imaginings;
- b present and structure ideas, information and opinions;
- c observe the different conventions and structures demanded by the various forms of writing;
- d recognise the function of the paragraph, noticing how it is used in texts that they are reading and using it in their own writing;
- e use appropriate words needed to discuss their writing, *for example, adverb, adjective, paragraph, tense, story-plan and plot;*
- f observe the conventions of writing, punctuation including grammar and syntax, *for example, use of the apostrophe to signal omission of a letter or ownership;*
- g use connectives and pronouns appropriately and avoid or reduce repetition and ambiguity in their writing;
- h spell, from memory, words that they use frequently in their writing;
- i apply strategies which enable them to spell unfamiliar words correctly;
- j locate the correct spellings of words that they need to use in their writing through dictionaries and pupils' thesauri;
- k set out and punctuate direct speech;
- l use a swift and legible style of handwriting.

# Attainment Targets and Level Descriptions for English

# 2

KEY STAGE

English has three attainment targets which relate directly to the sections of the programmes of study.

- Talking and Listening;
- Reading;
- Writing.

Level Descriptions  
ENGLISH

## TALKING AND LISTENING

Pupils should develop the ability to express and communicate meaning in spoken language, listening to and interpreting what others say, and matching style and response to audience, context and purpose. Pupils unable to communicate by speech may use other means including the use of technology, signing, symbols or lip-reading as alternatives to talking and listening.

### LEVEL 1

Pupils have something to say about matters of immediate and personal interest. In their talk they use a basic vocabulary and attempt to sequence words and ideas, conveying simple meaning adequately. They listen to what is being told or said to them by others and can usually respond appropriately.

### LEVEL 2

Pupils engage in conversation and show a willingness to talk and to listen. In their response to others they use appropriate vocabulary to express their ideas and understanding. They show some awareness of the needs of the audience by beginning to organise their ideas and by beginning to vary their use of register according to situation and purpose. Their talk will also include some relevant detail.

### LEVEL 3

Pupils listen with increasing concentration in a range of contexts. In discussion they make contributions and ask questions and show understanding of the main points. They begin to adapt what they say to the needs of the audience and to vary their use of register and detail. They structure and sequence their talk sufficiently to make their meaning clear.

### LEVEL 4

Pupils talk with increasing confidence and listen attentively in a range of contexts. They develop ideas, describe events and show the beginnings of an ability to explain their views and opinions. They comment on their own and others' contributions. They express and structure their ideas, thoughts and feelings appropriately for their audience. In discussion, they explore, develop and communicate ideas with clarity. They are responsive to others' ideas and views.

## READING

Pupils should develop the ability to read, understand and engage with various types of text for enjoyment and learning. Pupils who need to do so may use non-sighted methods of reading such as Braille. Pupils physically unable to read aloud may use other means such as signing.

### LEVEL 1

Pupils listen and respond to text with enjoyment and some understanding. Pupils show awareness that print and pictures carry meaning. They recognise letters, words and phrases, which have significance for them in a familiar text. Pupils recognise and name some of the letters of the alphabet. In all of these activities they will require support.

### LEVEL 2

Pupils read both silently and aloud a range of simple texts with some independence and understanding. They make simple predictions. They use, with help, a range of strategies, such as phonic, graphic, syntactic and contextual, to identify unfamiliar words. They demonstrate some knowledge of the alphabet in using personal word books and simple dictionaries and use simple reference materials.

### LEVEL 3

Pupils read aloud with some fluency from familiar material. They show some independence in using a range of strategies to identify unfamiliar words. They read silently and show understanding. In texts, they recognise some of the main points and can select some appropriate information to support what they say. In talking about texts they begin to use inference and deduction to explore and appreciate meaning. They use their knowledge of the alphabet to locate books and find information.

### LEVEL 4

Pupils read, independently, a range of texts and talk about interests and preferences. They show understanding of significant ideas, themes, events and characters and begin to make use of an appropriate vocabulary when referring to texts. They recount narrative and attempt to reconstruct text. Pupils recognise and express explicit meaning and begin to be aware of some implicit meaning and attitudes when making inferences and deductions. They locate and use ideas and information.

## WRITING

Pupils should develop the ability to make and shape text in order to communicate meaning in written language, appropriate to the context, purpose, reader and audience. At each level the use of technological aids by pupils who depend on them physically to produce their written work is acceptable.

### LEVEL 1

Under the guidance of the teacher, the pupils' writing conveys meaning through the use of pictures, symbols, words and phrases and some simple sentences. Pupils show some control over the size, shape and orientation of letters.

### LEVEL 2

Pupils compose with help, in a limited range of forms in which separate ideas can be identified. In their writing they show a sense of simple structure and organisation, on occasion using complete sentences. Common and familiar words are spelt in a recognisable way or are phonetically plausible. There is evidence of the use of upper and lower case letters.

### LEVEL 3

Pupils compose with some independence. Their writing is based on a range of experiences and uses a variety of forms. Writing shows a sense of structure appropriate to the chosen form and includes some supporting detail to make meaning clear to the reader. Their work is sometimes planned in collaboration with the teacher and/or their peers. Within the context of their writing, familiar and important words are spelt correctly and sentences are punctuated independently with basic accuracy. Handwriting is accurately formed and consistent in size.

### LEVEL 4

Pupils compose independently. The ideas are often sustained and developed, making use of appropriate detail and vocabulary to enhance meaning. The writing demonstrates an ability to use appropriate form and style and shows an awareness of audience. The pupils are beginning to use correct sentence punctuation to make meaning clear. The writing begins to show an awareness of syntax. Most regularly used words are spelt accurately. Planning for revision and redrafting of writing is done with some independence. Handwriting is swift and legible.

# Attainment Targets and Level Descriptions for English

# 2

KEY STAGE

English has three attainment targets which relate directly to the sections of the programmes of study.

- Talking and Listening;
- Reading;
- Writing.

Level Descriptions  
ENGLISH

## TALKING AND LISTENING

Pupils should develop the ability to express and communicate meaning in spoken language, listening to and interpreting what others say, and matching style and response to audience, context and purpose. Pupils unable to communicate by speech may use other means including the use of technology, signing, symbols or lip-reading as alternatives to talking and listening.

### LEVEL 5

Pupils talk with confidence and listen in a range of contexts. Their talk holds the interest of the audience as they begin to vary appropriately their use of register. In discussion they pay close attention to what others say, ask questions to develop ideas and structure their contributions to take account of others' views. They begin to develop the ability to justify and sustain argument and opinions. They discuss their own and others' contributions.

### LEVEL 6 (for comparison purposes only)

Pupils are beginning to adapt their talk to the demands of a range of different contexts and audiences with increasing confidence. Their talk engages the interest of the audience through the variety of its vocabulary and expression. Pupils take an active part in discussion, showing understanding of ideas and sensitivity to others. They are beginning to demonstrate an ability to plan, organise and present opinions, information and ideas competently. Pupils show an awareness of their own and others' use of register in their talk and in how they react to each other.

## READING

Pupils should develop the ability to read, understand and engage with various types of text for enjoyment and learning. Pupils who need to do so may use non-sighted methods of reading such as Braille. Pupils physically unable to read aloud may use other means such as signing.

### LEVEL 5

Pupils read a range of texts, talk and write about their interests and preferences, drawing on an increasing range of appropriate vocabulary. They recognise and express explicit and some implicit meanings and attitudes when making inferences and deductions. Pupils begin to talk about the perceived intentions of authors in texts and to give personal responses, supporting these with reference to the text. They retrieve and collate information from a range of sources.

### LEVEL 6 (for comparison purposes only)

Pupils read a range of texts, talk or write about interests and preferences, drawing on an increasingly appropriate vocabulary. In reading and discussing a range of texts, pupils identify different layers of meaning and comment on their significance. They give personal responses to texts, referring to aspects of language, structure, style and themes in justifying their views. They locate, evaluate and manage information effectively for research and presentation.

## WRITING

Pupils should develop the ability to make and shape text in order to communicate meaning in written language, appropriate to the context, purpose, reader and audience. At each level the use of technological aids by pupils who depend on them physically to produce their written work is acceptable.

### LEVEL 5

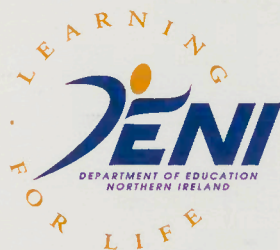
Pupils' writing is varied and interesting, conveying meaning clearly in a range of forms for different audiences and using a more formal style, where appropriate. Vocabulary choices are imaginative and words are used precisely. Syntax and punctuation are used with increasing proficiency and more complex words are spelt correctly. The pupils are increasingly independent in planning, revising and redrafting to improve accuracy and enhance meaning. Handwriting is swift and legible.

### LEVEL 6 (for comparison purposes only)

Pupils' writing often engages and interests the audience. Ideas are sustained, developed and show some originality. The use of vocabulary is varied and expressive. Language is used effectively across a range of forms, taking account of purpose, audience and task. Increasingly, syntax and punctuation are used to enhance meaning and most complex words are spelt correctly. Writing is logical and coherent, showing increasing confidence and competence. Independent planning, composing and revising of work improves accuracy, content and presentation. Handwriting is swift and legible.

# KEY STAGE 2

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Text printed on a tinted background indicates statutory requirements. The examples printed in *italics* serve to illustrate the programmes of study and are non-statutory.

**MATHEMATICS**

# Programme of Study for Mathematics at Key Stage 2

# 2

KEY STAGE

## Introduction

Key Stage 1 and Key Stage 2 should be seen as a continuum. Pupils will come to Key Stage 2 with a spread of mathematical ability and attainment and should be allowed to continue to learn at their own individual pace.

Time should be allowed for pupils to develop and consolidate their mathematical ideas using practical materials before moving on to more formal recording. They should be given opportunities to develop their skills in estimation and approximation and encouraged to make predictions in all areas of mathematics.

The sections of the programme of study interrelate. Processes in Mathematics should pervade the entire mathematics programme. Pupils should use and apply mathematics in practical tasks, in real-life situations and within mathematics itself.

## Mathematical Activities

Throughout the whole mathematics programme, pupils should be engaged in a wide range of purposeful activities. These activities should:

- involve pupils in different modes of learning, including playing, exploring and investigating, doing and observing, talking and listening, discussing and asking questions, reflecting, drafting, reading and recording;
- match the ability and stage of development of the pupil;
- include both independent and co-operative work;
- bring together different areas of mathematics;
- develop mental skills;
- use, where appropriate, pupils' own interests or questions, either as a starting point, or as further lines of development;
- be balanced between tasks which develop knowledge, skills and understanding and those which develop the ability to tackle problems;
- be balanced between those which are short in duration and those which have scope for development over an extended period;
- include those which have an exact result or answer and those which have many possible outcomes.

## Contexts for Learning

Pupils should have opportunities to develop and consolidate their knowledge, skills and understanding of mathematics through activities in various aspects of the curriculum, the environment, the everyday experiences of the classroom, home and wider world.

Programme of Study  
MATHEMATICS

## Communication in Mathematics

Pupils should communicate in oral, pictorial and written form. They should use and extend their mathematical language by discussing, describing, comparing and explaining all aspects of their mathematics, progressing from the use of informal personal language to effective use of appropriate mathematical language.

## Computation

The mental approach should be a pupil's first resort when a calculation is needed. The ability to adopt mental methods of calculation should be developed systematically as pupils acquire the basic arithmetical skills. They should be involved in regular, varied and imaginative activities through which they will:

- explore numbers and become aware of their properties and relationships;
- develop quick recall of basic number facts;
- use number facts in context;
- learn to make a reasonable estimate when dealing with larger numbers;
- discuss and develop their own personal methods of calculating.

Pupils should develop more standard forms of recording than those used earlier, as the need for mathematical notation and symbols is appreciated. In developing skills in pencil and paper calculation, pupils should have opportunities to develop their own personal ways of recording calculations. They should compare and discuss these, and ultimately refine and practise pencil and paper methods that are agreed and understood.

Pupils should use calculators in extended investigations in mathematical and real-life situations. When using a calculator, pupils should:

- explore how a calculator works through play and number games;
- appreciate the operations possible on a calculator and their proper order;
- check calculator results by making an estimate, by repeating the operation in a different order or by using a different operation;
- learn to interpret calculator results including rounding errors.

## Contribution to Educational (Cross-curricular) Themes

Pupils should be given opportunities, where appropriate, to develop and apply their knowledge, skills and understanding of information technology and to use calculators sensibly at a level appropriate to their ability.

They should have opportunities to use computer databases to store and process information and to produce and interpret a variety of graphical representations. They should be introduced to a programming language, *for example, LOGO*, to create pictures and patterns, and to generate mathematical shapes and designs.

Pupils should be given opportunities to extend their understanding of cultural heritage by considering the historical aspects of our number and measuring systems.

In handling data, pupils should use real data, *for example, data drawn from health, road safety and environmental statistics.*

## Resources

Throughout Key Stage 2, pupils should continue to use a wide variety of materials, games and tools to develop their mathematical skills and concepts. In addition to non-structured materials, structured apparatus should be used where appropriate. They should come to appreciate the special characteristics of these materials.

# 2

KEY STAGE

Programme of Study  
MATHEMATICS

## PROCESSES IN MATHEMATICS

### Using Mathematics

Pupils should have opportunities to:

- a appreciate the special characteristics of the materials and equipment they handle and so take increasing responsibility for selecting and using the materials and equipment required for their work;
- b select and use the mathematics appropriate to the current work, *for example, counting squares to find the shape with the greatest area;*
- c gather information for an activity, initially with help from the teacher; progress to identifying and obtaining the information needed to carry out their work, *for example, measure the dimensions of the classroom in order to draw a simple scale plan;*
- d plan and organise their work, learning to work systematically, *for example, draw all the possible arrangements of six squares in order to find which ones are nets of a cube;*
- e try different mathematical approaches to problems and look for ways to overcome difficulties;
- f develop their own mathematical strategies for solving problems, initially through discussion with the teacher, *for example, use trial and improvement methods; work backwards; make organised lists; simplify the task; look for patterns; review progress, making changes where necessary.*

### Communicating Mathematically

Pupils should have opportunities to:

- a understand and use the language of
  - number;
  - shape;
  - measures;
  - simple probability;
  - relationships, *for example, 'multiple of', 'factor of' and 'parallel to';*
- b interpret situations mathematically using appropriate symbols or diagrams, *for example*
  - % (percentage);
  - > (greater than);
  - < (less than);
- c discuss their work; compare their ideas and methods with others, *for example*
  - *when finding ways to measure the capacity of your lungs or the thickness of a magazine;*
  - *when investigating the number of children crossing the road to school in order to establish the need for a crossing patrol;*
- d record results, initially in a given format; choose the most appropriate format and use it to present information and results clearly; explain the reasons for their choice of presentation.

## Mathematical Reasoning

Pupils should have opportunities to:

- a recognise general patterns and relationships and make predictions about them;
- b ask and respond to open-ended questions; follow alternative suggestions;
- c explain their thinking;
- d understand general statements and investigate whether particular cases match them, *for example*
  - *odd number + even number = odd number;*
  - *the taller people are, the more they 'weigh';*
- e make a general statement based on evidence, *for example*
  - *from a road safety survey, most pupils are injured on the road between 3.00 and 4.00 in the afternoon;*
  - *all triangles will tessellate;*
- f check their results and consider whether they are reasonable, *for example, using inverse operations and estimating to find the approximate answer.*

## NUMBER

### Understanding Number and Number Notation

Pupils should have opportunities to:

- a read, write and order whole numbers, initially to 100 and progressing to using any whole number, understanding that the position of a digit signifies its value; use their understanding of place value to develop computational methods;
- b extend understanding of place value to include decimals, initially to one decimal place and then up to two decimal places; use this to multiply and divide numbers by 10, 100 and 1000;
- c estimate within calculations, initially with numbers within 100 and extending to all whole numbers; approximate numbers to the nearest 10 or 100; estimate and approximate to gain a feeling for the size of a solution to a problem, *for example, understand that  $32 \times 9$  is approximately  $30 \times 10$* ;
- d understand and use, in context, vulgar fractions, decimal fractions and percentages; understand the equivalence of simple fractions; explore the relationships between fractions and percentages, *for example, understand that half price is the same as 50% off*.

### Patterns, Relationships, and Sequences

Pupils should have opportunities to:

- a explore and predict patterns and sequences of whole numbers initially within 100 and extending to larger numbers, including counting in different sizes of step, doubling and halving numbers, finding multiplication patterns in the hundred square, predicting subsequent numbers in a sequence; follow simple sets of instructions to generate a sequence; devise rules for determining sequences;
- b understand and use multiples and factors and terms, including prime, square and cube; appreciate that multiplication and division are inverse operations;
- c interpret, generalise and use simple relationships expressed in numerical, spatial and practical situations, *for example, finding equivalent forms of two digit numbers; understanding square and triangular numbers*; understand and use simple function machines;
- d understand that a letter can stand for an unknown number, *for example,  $6 + a = 24$* .

### Operations and their Applications

Pupils should have opportunities to:

- a consolidate knowledge of addition and subtraction facts to 20; understand and use this knowledge to calculate quickly facts that they cannot recall; add mentally two two-digit numbers up to 100 and subtract mentally one two-digit number from another; know the multiplication facts to  $10 \times 10$ ; use these facts when solving problems;

- b engage in a range of activities to develop understanding of the four operations of number and their interrelationships; appreciate the use of brackets; develop a range of non-calculator methods of computation to include addition and subtraction with up to two decimal places and multiplication and division of decimals by whole numbers; use these operations to solve problems, using a calculator where necessary.

### **Money**

Pupils should have opportunities to:

- a understand and use the conventional way of recording money; use the four operations to solve problems;
- b estimate and approximate to gain a feeling for the size of a solution to a problem before carrying out a calculation;
- c interpret a calculator display in relation to money.

**MEASURES**

Pupils should have opportunities to:

- a develop skills in estimation of length, 'weight', volume/capacity, time, area and temperature through practical activities, using metric units where appropriate;
- b develop the language associated with a wider range of metric units and be confident with the terms metre, gram and litre, and their relevant prefixes of kilo, centi, milli;
- c appreciate important ideas about measurement including the continuous nature of measurement and the need for appropriate accuracy;
- d choose and use appropriate metric units and measuring instruments in a variety of situations, interpreting numbers on a range of measuring instruments, *for example, measure the perimeter of the playground to the nearest metre using a trundle wheel;*
- e understand the relationship between units, *for example, know that kilograms and grams are used to weigh food; convert from one metric unit to another, for example, know that 175 centimetres is 1.75 metres; use the four operations to solve problems, working with up to three decimal places, where appropriate;*
- f know the Imperial units still in common use including foot, yard, mile, pound and pint;
- g understand and use negative numbers in context, *for example, know that if the temperature rises during the day from  $-3^{\circ}\text{C}$  to  $4^{\circ}\text{C}$ , the temperature has risen by 7 degrees;*
- h understand the concept of perimeter and calculate the perimeter of simple shapes; find areas by counting squares and volumes by counting cubes; calculate areas and volumes of simple shapes in two and three dimensions;
- i understand and use scale in the context of simple maps and drawings, *for example*
  - *draw a simple plan of the classroom and know that one centimetre square represents one square metre;*
  - *calculate the actual distance as the crow flies between two places on a map using the scale of 1 cm to 1 km;*
- j know the units of measurement of time and the relationship between them;
- k recognise times on the analogue clock, including the hour, half and quarter hours, five minute intervals and one minute intervals; understand the relationship between the twelve and twenty-four hour clocks, including am and pm; read analogue and digital displays and understand the relationship between them; use timetables involving the twenty-four clock and perform simple calculations related to the timetables;
- l know the months of the year; explore calendar patterns.

## SHAPE AND SPACE

### Exploration of Shape

Pupils should have opportunities to:

- a use materials, *for example, geoboards, construction sets and paper*, to construct and handle a wide range of regular and irregular 2-D shapes; classify these through examination of angles and sides; look for line and rotational symmetries in practical situations; reflect shapes, *for example, by using a mirror*; use shapes to explore and create tessellations; name and describe common 2-D shapes including squares, rectangles, circles, triangles, hexagons and pentagons; begin to understand the meaning of congruence in 2-D shapes;
- b use materials, *for example, blocks, construction sets and cereal packets*, to construct various 3-D shapes; investigate the number of faces, edges and vertices on these shapes; name and describe common 3-D shapes including cubes, cuboids, cones, cylinders, spheres, triangular prisms and pyramids; use nets to explore the relationship between 2-D and 3-D shapes;
- c recognise geometrical properties and use these to solve problems.

### Position, Movement and Direction

Pupils should have opportunities to:

- a investigate practically,  $\frac{1}{4}$  turns,  $\frac{1}{2}$  turns and whole turns to understand the notion of angle in the context of turning; find right angles in 2-D and 3-D shapes in the environment; understand clockwise and anticlockwise; know the eight points of the compass; use a programmable device, *for example, a Roamer*, to extend understanding of movement and turning;
- b develop the language associated with line and angle, including vertical, horizontal, perpendicular, parallel, acute, obtuse and reflex;
- c recognise properties of acute, obtuse and reflex angles, *for example, know that an acute angle is less than a right angle and that a reflex angle is greater than two right angles*;
- d investigate angles in triangles, including scalene, right angle, equilateral and isosceles, and quadrilaterals including square, rectangle, rhombus, kite, parallelogram, trapezium; measure and draw angles to the nearest degree up to  $360^\circ$  with reasonable accuracy;
- e use co-ordinates to plot points and draw shapes in the first quadrant;
- f be introduced to a programming language *for example, LOGO*, and use it to create pictures and patterns and to generate mathematical shapes.

# 2

KEY STAGE

Programme of Study  
MATHEMATICS

**HANDLING DATA****Collect, Represent and Interpret Data**

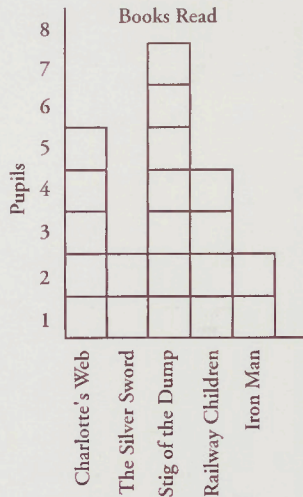
Pupils should have opportunities to:

- use data drawn from a range of meaningful situations, *for example, those arising in other subjects;*
- collect, classify, record, represent and interpret discrete numerical data, using graphs, tables and diagrams, including Venn, Decision tree and Carroll diagrams, pictograms, block graphs, bar charts, bar-line graphs and line graphs with the axis starting at zero (initially with given intervals), (for examples, see page 11); explain their work orally or through writing and draw conclusions;
- interpret tables and lists used in everyday life, *for example, those found in a catalogue or road safety accident report;* interpret a wide range of graphs and diagrams including a pie chart; create and interpret frequency tables, including those for grouped discrete data, *for example, birthdays;* use tallying methods, including the 5-bar gate;
- design an observation sheet and use it to record a set of data leading to a frequency table; collate and analyse the results; progress to designing and using a data collection sheet, interpreting the results;
- enter information in a database and interrogate it, using at least two criteria; use an appropriate computer package to produce a variety of graphical representations of data;
- understand, calculate and use the mean and range of a set of discrete data, *for example, calculating the mean score of two teams that have played different numbers of games in order to compare their performance.*

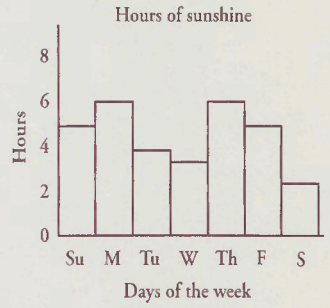
**Introduction to Probability**

Pupils should have opportunities to:

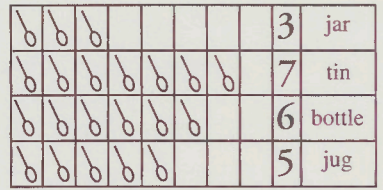
- become familiar with and use the language of probability including certain, uncertain, likely, unlikely, impossible and fair, by participating in games and other practical activities;
- understand possible outcomes of simple random events, *for example, that buttered toast will fall with either the buttered side up or the buttered side down;* understand that there is a degree of uncertainty about the outcome of some events, while others are certain or impossible, *for example, it is*
  - *certain to get dark tonight;*
  - *impossible for a person to turn into a fish;*
  - *uncertain whether or not it will rain tomorrow;*
- place events in order of 'likelihood'; understand and use the idea of 'fifty-fifty' or 'evens' and know whether events are more or less likely than this, *for example, know that if a die is thrown there is an equal chance of an odd or even number but the chance of getting a 5 is less than an even chance.*



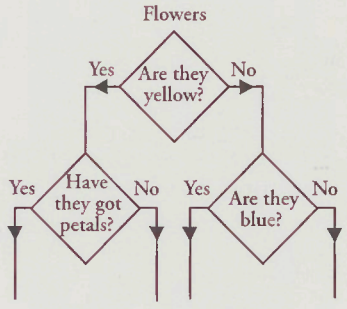
Block graph



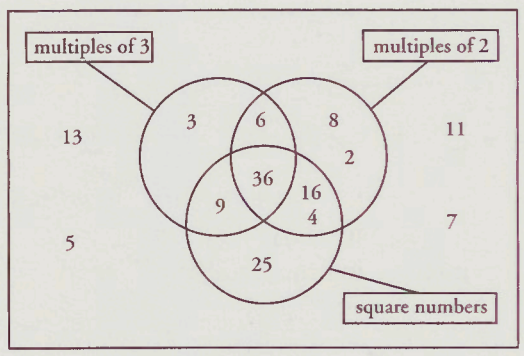
Bar chart



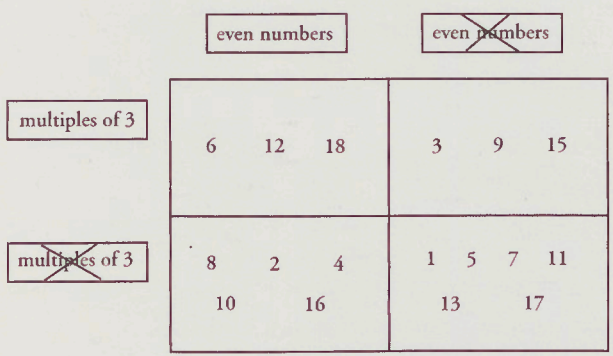
represents one spoonful  
Pictogram



Decision tree



Venn diagram

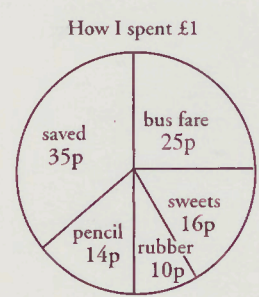


Carroll diagram

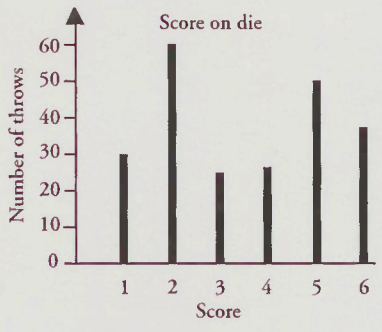
Number of passengers in cars passing the school

0 passengers			
1 passenger			
2 passengers			
3 passengers			
4 passengers			

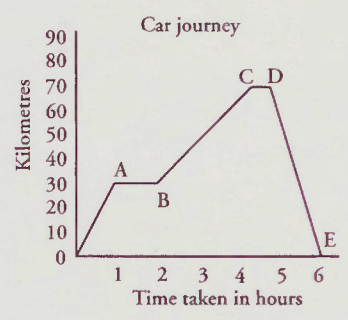
Frequency table



Pie chart



Bar-line graph



Line graph

# Attainment Targets and Level Descriptions for Mathematics

# 2

KEY STAGE

Mathematics at Key Stage 2 has five attainment targets which relate directly to the sections within the programmes of study:

- Processes in Mathematics;
- Number;
- Measures;
- Shape and Space;
- Handling Data.

Level Descriptions  
MATHEMATICS

## PROCESSES IN MATHEMATICS

Pupils should develop mathematical processes through practical tasks, real-life problems and investigations within mathematics itself.

### LEVEL 1

Pupils use materials provided under direction. They use mathematics as an integral part of classroom activities. They talk about their work in response to questions. They represent their work with objects or pictures. They begin to make simple predictions.

### LEVEL 2

Pupils select, with help, the materials and mathematics required for some classroom activities. They talk about their work, using appropriate mathematical language and represent their work using symbols and simple diagrams. They respond to open-ended questions.

### LEVEL 3

Pupils select and use the materials and mathematics appropriate for their work. They find ways to overcome difficulties that arise when they are solving problems. They begin to organise their work and work systematically. They use and interpret mathematical symbols and diagrams. They represent their work in a variety of ways and check it themselves. They discuss their mathematics and begin to explain their thinking.

### LEVEL 4

Pupils gather information required for a task. They begin to develop and use their own strategies for solving problems. They discuss their work and compare their ideas and methods with others. They present information and results in a clear and organised way, explaining the reasons for their choice of presentation. They understand general statements and investigate whether or not particular cases match them.

## NUMBER

Pupils should understand number, number notation, number operations - addition, subtraction, multiplication and division - and make use of appropriate methods of calculation. They should estimate and approximate in number. They should recognise and use patterns, relationships and sequences, and make generalisations. They should understand and use function machines and rules expressed in words.

### LEVEL 1

Pupils count, read, write and order whole numbers up to at least 10. They understand the conservation of number. They begin to make sensible estimates of small numbers of objects. They add and subtract up to 10 using real objects and use these skills to solve simple problems. They copy, continue and devise repeating patterns using real objects or pictures.

### LEVEL 2

Pupils read, write and order whole numbers up to at least 100 and begin to show some understanding of place value. They have good recall of number facts to 10 and add and subtract up to at least 20, using these skills to solve problems, including those that involve money. They explore and use addition and subtraction patterns up to 10 and use these patterns to understand the relationship between addition and subtraction.

### LEVEL 3

Pupils read, write and order whole numbers up to at least 1000 and use the knowledge that the position of the digit indicates its value. They approximate to the nearest 10 or 100. They use mental recall of number facts up to 20 and of the majority of multiplication tables up to  $10 \times 10$  in solving problems. They add and subtract money expressed in conventional notation up to £10. They solve problems involving addition, subtraction and multiplication (involving numbers up to 1000) and those that involve division in practical situations. They recognise and understand simple fractions which arise naturally, and their notation. They explain and predict number patterns within 100, including those in the 2, 5 and 10 times tables. They use function machines with one operation.

### LEVEL 4

Pupils understand and use numbers with up to two decimal places in relevant contexts. They add mentally two two-digit numbers and subtract mentally one two-digit number from another. In solving problems, they use a range of mental, written and calculator methods of computation involving the four operations. They recognise approximate proportions of a whole and use simple fractions to describe these. They understand that addition and subtraction are inverse operations and use this to check their results when solving problems. They explore and predict patterns and sequences of whole numbers, such as doubling and halving numbers. They understand number properties, such as multiple and factor. They understand and use simple rules expressed in words.

## MEASURES

Pupils should estimate and measure quantities and appreciate the approximate nature of measurement.

### LEVEL 1

Pupils measure and order objects using direct comparison and use appropriate language associated with length, 'weight', capacity and area. They sequence events and recognise 'special' times on the clock.

### LEVEL 2

Pupils use non-standard units to measure length, 'weight', capacity and area and understand the need for standard units. They know the most commonly used units in length, 'weight', capacity and time.

### LEVEL 3

Pupils use standard units to measure length, 'weight', capacity and time in a range of contexts. They read times on the analogue clock and the date from a calendar. They choose and use a range of units and instruments, interpreting, with reasonable accuracy, numbers on a range of measuring instruments.

### LEVEL 4

Pupils understand the relationship between metric units. They find perimeters of simple shapes, find areas by counting squares and find volumes by counting cubes. They begin to make sensible estimates using standard units in relation to everyday situations. They understand and use the twelve and twenty-four hour clocks.

## SHAPE AND SPACE

Pupils should recognise and use the properties of two-dimensional and three-dimensional shapes. They should recognise locations in the study of space.

### LEVEL 1

Pupils sort and make constructions with 2-D and 3-D shapes, using everyday language to describe their work. They use prepositions to state a position.

### LEVEL 2

Pupils sort 2-D and 3-D shapes in various ways and give reasons for sorting. They name common 2-D shapes. They understand right and left turns.

### LEVEL 3

Pupils name and describe common 2-D and 3-D shapes, using appropriate mathematical language. They identify lines of symmetry in simple 2-D shapes. They understand angle as a measurement of turn and recognise right angles in the environment.

### LEVEL 4

Pupils make simple 2-D and 3-D shapes. They understand and use language associated with line and angle. They know the eight points of the compass and understand the terms clockwise and anticlockwise. They use co-ordinates to plot points and draw shapes in the first quadrant.

## HANDLING DATA

Pupils should collect, record, process, represent and interpret data. They should understand and estimate simple probabilities.

### LEVEL 1

Pupils sort and classify objects and talk about the criterion they have used. They record their work using real objects or drawings.

### LEVEL 2

Pupils sort and classify objects for two criteria. They collect information and record it in simple tables, block graphs and diagrams. They interpret the information.

### LEVEL 3

Pupils extract and interpret information presented in simple tables and lists. They collect, display and interpret data in pictograms and bar charts in order to communicate information.

### LEVEL 4

Pupils collect, group and order discrete data with given class intervals. They represent and interpret data using a range of graphs, tables and diagrams. They construct and interpret pictograms where the symbol may represent a group of units. They interrogate a simple data base for one criterion. They understand and use simple vocabulary associated with probability, such as certain, uncertain, impossible, likely, unlikely and fair.

# Attainment Targets and Level Descriptions for Mathematics

# 2

KEY STAGE

Mathematics at Key Stage 2 has five attainment targets which relate directly to the sections within the programmes of study:

- Processes in Mathematics;
- Number;
- Measures;
- Shape and Space;
- Handling Data.

Level Descriptions  
**MATHEMATICS**

## PROCESSES IN MATHEMATICS

Pupils should develop mathematical processes through practical tasks, real-life problems and investigations within mathematics itself.

### LEVEL 5

Pupils identify and obtain information required to carry through tasks and solve mathematical problems. They explain their approach to the task. They present their work using symbols, words and diagrams. They check their results and consider whether these are reasonable. They make general statements based on evidence and give an explanation of their reasoning.

### LEVEL 6 (for comparison purposes only)

Pupils carry through substantial tasks with some given structure, modifying and refining strategies as they work. They identify and carry out the associated sub-tasks. They recognise and control some variables in the task with help where appropriate. They interpret, discuss and synthesise information which is in a variety of mathematical forms. They make generalisations with supporting arguments and make appropriate use of diagrams.

## NUMBER

Pupils should understand number, number notation, number operations - addition, subtraction, multiplication and division - and make use of appropriate methods of calculation. They should estimate and approximate in number. They should recognise and use patterns, relationships and sequences, and make generalisations. They should understand and use function machines and rules expressed in words.

### LEVEL 5

Pupils extend their understanding of the relationships between place values, using this to multiply and divide numbers with up to two decimal places by 10, 100 and 1000. They use the four operations with decimals to two places, multiplying and dividing by whole numbers only. Using their understanding of equivalence, they add and subtract simple fractions. They understand the relationship between simple fractions and percentages. They apply inverse operations or estimation using approximations in order to check solutions. They understand and use terms such as *square, cube and prime numbers*. They use a letter to stand for an unknown number. They follow sets of instructions to generate a sequence and determine possible rules for generating sequences.

### LEVEL 6 (for comparison purposes only)

Pupils understand and use decimals with up to three decimal places and approximate to two decimal places. They understand and use the equivalences between fractions, decimals and percentages, and calculate using ratios and percentages in relevant contexts. They understand and use order of precedence in numeral calculations, including the use of brackets. They use index notation to express powers of whole numbers. They understand and use the term square root. They understand and use basic conventions, simplification and substitution with an expression or formula. They understand and use formulae or linear equations expressed in symbolic form with whole number coefficients.

## MEASURES

Pupils should estimate and measure quantities and appreciate the approximate nature of measurement.

### LEVEL 5

Pupils understand and use scale in the context of maps and drawings. They calculate areas of squares, rectangles and right angle triangles and volumes of cubes and cuboids. They are familiar with the Imperial units still in common use. They convert one metric unit to another. They understand and use negative numbers in context. They use timetables involving the twenty-four hour clock.

### LEVEL 6 (for comparison purposes only)

Pupils calculate composite areas and volumes involving squares, rectangles, triangles, cubes and cuboids. They calculate the surface area of cubes and cuboids.

## SHAPE AND SPACE

Pupils should recognise and use the properties of two-dimensional and three-dimensional shapes. They should recognise locations in the study of space.

### LEVEL 5

Pupils understand congruence of 2-D shapes. They investigate properties of triangles and quadrilaterals and measure and draw angles up to  $360^\circ$  with reasonable accuracy. They draw nets to make simple 3-D shapes. They reflect a shape in a line.

### LEVEL 6 (for comparison purposes only)

Pupils recognise rotational symmetry, its order and centre. They know and use angle properties and symmetry properties of triangles and quadrilaterals. They classify and define types of quadrilaterals. They specify location by means of co-ordinates in all four quadrants. They understand and use language associated with the circle, such as *circumference, radius, diameter, sector, segments, arc and chord*. They construct triangles, using protractor, ruler and pair of compasses.

## HANDLING DATA

Pupils should collect, record, process, represent and interpret data. They should understand and estimate simple probabilities.

### LEVEL 5

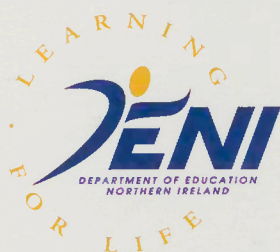
Pupils design and use a data collection sheet and interpret the results. They calculate and use the mean and range of discrete data. They construct and interpret simple line graphs. They interpret graphs and diagrams, including pie charts, and draw conclusions. They insert and interrogate data in a computer database. They place events in order of 'likelihood' and use appropriate words to identify chance, such as *fifty-fifty and evens*.

### LEVEL 6 (for comparison purposes only)

Pupils distinguish between and are able to find the mean, median, and mode of discrete data. They construct and interpret pie charts and conversion graphs. They know that the probability of an event is the number of desirable outcomes divided by the number of possible outcomes. They understand and use 0 and 1 as the limits of the probability scale.

# KEY STAGE 2

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Attainment Targets and Level Descriptions for Science and Technology	9



Text printed on a tinted background indicates statutory requirements. The examples printed in *italics* serve to illustrate the programmes of study and are non-statutory.

# Programme of Study for Science and Technology at Key Stage 2

# 2

KEY STAGE

## Introduction

Building on experiences gained in Key Stage 1, pupils should continue to be given opportunities to develop their skills, understanding and knowledge of science and technology. They should build on the working vocabulary that has been developed in Key Stage 1 and be encouraged to communicate with other pupils and their teachers through group and class discussions.

Pupils should be given opportunities to increase their awareness of the importance of both science and technology in everyday life. This understanding may arise from everyday experiences in school, at home and in the local environment.

Pupils should develop an awareness and an understanding of the need to conserve the natural environment. They should appreciate the need for the sensitive collection and care of living things that are used as the subject of any study of the environment.

Activities and experiences in science and technology may sometimes link into themes and topics incorporating other areas of the curriculum, and may be integrated with them, where appropriate.

It is important in science and technology that pupils are given opportunities to:

- solve problems;
- carry out investigations;
- make observations;
- ask and answer questions;
- present their ideas;
- plan independently;
- record observations;
- work methodically;
- interpret evidence;
- construct using a wide variety of materials;
- plan and adapt as they work;
- evaluate and revise their work;
- make suggestions for improvement;
- develop oral, written and graphic communication skills.

# 2

KEY STAGE

## Communication

During science and technology activities, pupils should be encouraged to use appropriate scientific language to communicate their ideas and findings to the teacher and other pupils. They should be encouraged to communicate by talking and listening, discussing, drawing, writing and making simple models and charts. These practical experiences should be supplemented as appropriate by using sources, *for example, books, charts, pictures, television and radio programmes, video resources, educational visits and the use of computers.*

## Progression

The programme of study for science and technology is set out under 2 attainment targets - Investigating and Making in Science and Technology and Knowledge and Understanding of Science and Technology.

Progression in science and technology requires pupils to develop, in parallel, both their skills in investigating and making and their knowledge and understanding. They should progress from activities centred on more familiar to less familiar situations and context.

The programme of study has been set out in strands with sub-headings to indicate progression. Within each of these sub-sections, the order of the material indicates a line of progression. It should not be felt, however, that this order should restrict the planning of teaching schemes.

## Technology

Elements of technology in Investigating and Making are identified by the use of (T). These elements should be integrated with work in science. When planning activities teachers should identify opportunities for technology from the Knowledge and Understanding strands - Materials and Physical Processes. There also may be opportunities for developing investigations in science from work in technology.

## Contribution to Educational (Cross-curricular) Themes

During science and technology activities pupils should have opportunities to engage in discussion and to undertake activities which fulfil the objectives of the cross-curricular themes. The opportunities listed in this section should not be treated as a check list to be covered but as illustrations of some of the ways in which the cross-curricular themes can be developed as an integral part of science and technology.

## Information Technology

Pupils should be given opportunities to develop and apply their knowledge, skills and understanding of information technology and in particular to collect, classify, enter and change information using a database, pose a question to retrieve information and to analyse their findings and present them in a variety of forms. They should also, where appropriate, be given opportunities to control a device using a sequence of commands.

## Health Education

Science provides pupils with opportunities to develop positive attitudes to keeping healthy through exercise, diet and personal hygiene. They should be made aware of the importance of safety and careful actions in all science and technology activities particularly when using equipment.

## EMU and Cultural Heritage

Pupils should have opportunities to develop an understanding of themselves and others by exploring similarities and differences between themselves and other children, and developing a sense of their own individuality. They should appreciate the environment around them, the need to take care of it and how human activities can upset the natural environment. They should consider how some toys and devices work and know that the technology which drives them has been developed over a period of time.

# 2

KEY STAGE

## INVESTIGATING AND MAKING IN SCIENCE AND TECHNOLOGY

Investigating and Making in Science and Technology is set out under three strands - Planning, Carrying Out and Making and Interpreting and Evaluating. Investigating and Making is central to the Knowledge and Understanding of Science and Technology. Activities in Investigating and Making should be introduced through the Knowledge and Understanding section of the programme of study.

Pupils should be encouraged to adopt safe practices when undertaking science and technology activities. They should be made aware of potential hazards and the appropriate actions necessary to avoid risks.

### Planning

Pupils should have opportunities to participate in practical activities which involve them in suggesting ideas for investigations and planning what to make.

Pupils should be given opportunities to:

- a recognise a fair test, for example, know that when testing the bounce of balls they must be dropped from the same height onto the same surface;
- b suggest ideas which can be investigated and make predictions, for example, find out which material is best for keeping ice cubes solid;
- c choose appropriate materials and components when planning what to make, for example, choose cartons, doweling, wheels and tape when planning how to make a toy vehicle (T);
- d suggest how to carry out a fair test, for example, know that when changing one factor and observing or measuring the effect of this change the other factors must be kept the same;
- e plan what they are going to make and talk about the materials and components they could use, for example, discuss ideas and decide how to construct a working model of a lighthouse taking into consideration the properties of the materials, the components to be used and the need for safe working procedures (T);
- f design a fair test, for example, in an investigation, find out which kitchen roll is best at soaking up water;

### Carrying Out and Making

Pupils should have opportunities to participate in practical activities which involve them in carrying out fair tests, recording results and constructing.

Pupils should be given opportunities to:

- a reinforce measuring skills using non-standard measures and progress to using standard measures, for example, use string to measure the distance travelled by a toy car;
- b develop manipulative skills using a range of materials and tools, for example, use scissors or snips to cut paper, card, straws or string (T);
- c record what they have done or observed using appropriate methods, for example, use a simple table to record substances which do/do not dissolve in water or record findings using a computer database;
- d make decisions about what, when and how to measure, for example, decide when comparing which is the best paper helicopter, either to measure the time taken for it to fall or to observe the direction of spin;

- e carry out a fair test;
- f make observations and measurements, taking account of the need for care and accuracy, *for example, know that when comparing how substances dissolve in water it is necessary to measure the amount of substance and water accurately;*
- g develop competence in the safe use of appropriate tools and techniques to cut, shape and join materials, *for example, use a low temperature glue gun to join wood (T);*
- h record findings choosing appropriate methods, *for example, use a computer database to record the height of pupils;*
- i construct working models which incorporate an energy source and which can be controlled, *for example, use syringes and tubing to make a working 'Jack in the Box', use a balloon to power a buggy, or use information technology to control a model they have made (T);*
- j carry out a fair test that they have designed and record results systematically in tables, *for example, devise a table to record the growth of plants.*

### Interpreting and Evaluating

Pupils should participate in practical activities which provide them with opportunities to develop further their skills in reporting, presenting and interpreting results and evaluating what they have made.

Pupils should be given opportunities to:

- a present their findings using appropriate methods, *for example, block graphs, labelled pictures, drawings, bar charts, pictograms or a simple written record;*
- b relate what happened to what they predicted;
- c talk about what they have made in terms of materials, colour, size or shape and make suggestions for improvement, *for example, talk to the teacher about how well their model vehicle moves and suggest how it might be improved by changing the size of the wheels (T);*
- d choose appropriate methods to present results and make a record of their conclusions, *for example, bar charts, graphs, database mapping diagrams or a written record which presents their own ideas;*
- e use results to draw conclusions or make comparisons, *for example, state that the warmer the water is the faster the sugar will dissolve;*
- f evaluate what they have made, in terms of appearance and fitness for purpose, and suggest improvements, *for example, suggest how they might improve a model windmill they have made (T);*
- g use results to identify patterns, *for example, state that Kitchen Roll A is best, followed by Kitchen Roll B, followed by Kitchen Roll C;*
- h evaluate a model that they have made bearing in mind their original intentions, *for example, test if a balloon powered buggy can travel the required distance (T).*

## KNOWLEDGE AND UNDERSTANDING OF SCIENCE AND TECHNOLOGY

Knowledge and Understanding of Science and Technology is set out under three strands - Living Things, Materials and Physical Processes.

### Living Things

#### Ourselves

Pupils should be given opportunities to:

- a find out about themselves, including how they grow, move and use their senses;
- b identify major organs, including brain, heart, lungs, stomach, liver, bladder, small and large intestines, kidneys, and place these organs on an outline of the human body;
- c learn about factors that contribute to good health including diet, exercise, hygiene and develop an awareness of the safe use of medicines and the harmful effects of tobacco, alcohol and other substances;
- d *develop an awareness of puberty-related changes, through discussion with the teacher or other professionals, for example, discuss with the teacher the changes that occur in their bodies during puberty;*
- e investigate how basic life processes including circulation, simple respiration and digestion relate in order to maintain healthy bodies, *for example, compare breathing and pulse rates before and after exercise;*
- f understand that humans have skeletons and muscles to support their bodies and help them move, *for example, make a hinged cardboard model of their joints.*

#### Animals and Plants

Pupils should be given opportunities to:

- a find out about other animals, including how they grow, feed, move and use their senses;
- b observe similarities and differences among animals and among plants;
- c discuss the use of colour in the natural environment, *for example, in camouflage, talk about how animals adapt to their surroundings;*
- d find out ways in which animal and plant behaviour is influenced by seasonal changes, *for example, find out about some trees losing their leaves in autumn, buds opening in spring or hibernation and migration in winter;*
- e investigate a local habitat, including the relationship between the animals and plants found there, and develop skills in classifying animals and plants by observing external features, *for example, classify minibeasts by observing the number of legs and note the conditions in which they were found;*
- f find out about the main stages in the life cycle of some animals including a butterfly and a frog, *for example, sequence pictures of the main stages of growth;*
- g investigate the conditions necessary for the growth of familiar plants including light, heat and water, *for example, place plants in different environments, varying the light, water and temperature and observe the results;*

- h learn about the life cycle of a flowering plant including how pollen is taken from the stamen into the stigma, fertilised in the ovule and a seed produced which is dispersed in a variety of ways;
- i order living things in a simple food chain and understand the dependency of one on the other, *for example, construct a food chain, such as grass/rabbit/fox.*

## Materials

### Properties

Pupils should be given opportunities to:

- a investigate similarities and differences in materials and objects and sort them according to their properties, *for example, sort plastics into those which are transparent and those which are opaque or sort fabrics into those which absorb water and those which are waterproof;*
- b find out about the origins of materials and learn that some are natural and others are manufactured, *for example, find out that wood is natural and plastic is manufactured;*
- c investigate the properties of materials and how these relate to their uses, *for example, investigate the strength of paper, or describe the different materials used in building a house;*
- d investigate the distinctive properties of solids, liquids and gases as exemplified by water, *for example, learn that solids have a definite shape and volume, that liquids have a definite volume but take the shape of containers and that gas will occupy the space available.*

### Change

Pupils should be given opportunities to:

- a investigate which everyday substances dissolve in water, *for example, find out that salt and sugar dissolve in water and rice and sand do not;*
- b know that when materials are changed this may be desirable or undesirable, *for example, find out that the change brought about by baking is desirable whereas the change brought about by rusting is undesirable;*
- c investigate the changes of state brought about by heating and cooling everyday substances, *for example, investigate the effect of heat on ice and water and the reverse process;*
- d relate changes of state to the water cycle;
- e understand that when new materials are formed, change is permanent, *for example, learn that plastics are made from oil, paper is made from wood and that these changes are permanent;*
- f investigate how rusting can be controlled, *for example, observe that the use of paints and oils (grease) will prevent rusting and protect iron.*

### Environment

- a find out how human activities create a variety of waste products, *for example, match waste products to the activity that created them;*
- b find out that some materials decay naturally while others do not, *for example, find out that fruit and leaves decay while aluminium cans and glass do not;*
- c understand that some waste materials can be recycled and that this can be of benefit to the environment, *for example, discuss the recycling of bottles, cans and paper.*

## Physical Processes

### Forces and Energy

Pupils should be given opportunities to:

- a find out about the range of energy sources used in school and at home, *for example, create a class database of methods used to heat their homes;*
- b find out the sources of energy in a variety of models and machines, *for example, find out the source of energy in a torch, land yacht or waterwheel, or make a model which incorporates an energy source;*
- c investigate how forces can affect the movement and shape of objects, *for example, describe what happens when different weights are placed on sponges;*
- d investigate the effect of friction on the movement of objects, *for example, carry out grip tests with shoes or blocks on a variety of surfaces;*
- e understand the differences between renewable and non-renewable energy resources and the need for fuel economy.

### Electricity

Pupils should be given opportunities to:

- a know about the safe use of mains electricity and its associated dangers;
- b construct simple circuits using components, such as switches, bulbs and batteries, *for example, light a bulb using two wires and a battery;*
- c investigate materials as to whether they are insulators or conductors, *for example, identify materials which can be used to complete a circuit;*
- d investigate the effects of varying current in a circuit to make bulbs brighter or dimmer, *for example, use two bulbs or two batteries to observe changes in brightness.*

### Sound

Pupils should be given opportunities to:

- a investigate how sounds are produced when objects vibrate, *for example, find out that vibrations caused by plucking an elastic band make sounds, or make instruments which produce sounds;*
- b investigate that sound travels through a variety of materials, *for example, recognise that sound travels through string in a string telephone and through metal when tapping pipes.*

### Light

Pupils should be given opportunities to:

- a explore how light passes through some materials and not others, *for example, use a torch to sort a variety of papers into those which allow light to pass through and those which do not;*
- b find out that when light travelling from a source does not pass through materials, shadows are formed, *for example, draw an object and the shadows formed when the light shines from different positions;*
- c investigate the reflection of light from mirrors and other shiny surfaces, *for example, observe images formed by a range of objects with reflective surfaces.*

# Attainment Targets and Level Descriptions for Science and Technology

# 2

KEY STAGE

Science and technology at Key Stage 2 has two attainment targets which relate directly to sections of the programme of study.

- Investigating and Making in Science and Technology;
- Knowledge and Understanding of Science and Technology.

Level Descriptions  
SCIENCE AND TECHNOLOGY

## INVESTIGATING AND MAKING IN SCIENCE AND TECHNOLOGY

Pupils should develop the skills that allow them to explore the world of science and technology. This work should take place in the context of activities that encourage their abilities to plan, make, carry out investigations, interpret results and communicate their findings in a variety of ways.

### LEVEL 1

Pupils observe familiar objects, materials and living things, and communicate their ideas about them. They talk about what they are going to make. They assemble and rearrange materials in simple constructions and talk about what they have made.

### LEVEL 2

Pupils observe and compare familiar objects, materials and living things. They ask questions related to their observations, predict what might happen and make a simple record of their observations and conclusions. They suggest ideas for making things and join materials in a variety of ways. They incorporate with assistance, movement into their constructions and talk about what they like or dislike about what they have made.

### LEVEL 3

Pupils suggest how ideas can be investigated and make predictions about what might happen. They use appropriate instruments to make measurements. They know when a test is fair and recognise why it is fair. They provide simple reasoned explanations for observations and measurements and record these in a variety of ways, such as writing, or using drawings or bar charts. They describe in sequence what they did and begin to identify patterns which emerge from their observations. They select and construct using a range of materials, components and construction kits. They explain their choice of materials and components, describe the success of what they have made and suggest improvements.

### LEVEL 4

Pupils carry out a fair test indicating factors which need to be kept constant. They make predictions about what they think will happen. They select and use appropriate apparatus and equipment to make a series of observations and measurements. They record and present their findings choosing appropriate methods such as diagrams, simple tables, graphs or a written record. They use results to draw conclusions related to their knowledge and understanding. They use their knowledge of the properties of materials to plan and construct and use with competence, appropriate tools and techniques to cut, shape and join materials. They evaluate what they have made, bearing in mind their original intentions.

## KNOWLEDGE AND UNDERSTANDING OF SCIENCE AND TECHNOLOGY

Pupils should take part in activities which develop their knowledge and understanding of:

- living things in the local environment;
- the properties of materials, of objects made from them and the way changes can effect materials;
- forces and energy, simple circuits and sources of sound and light.

### Living Things

#### LEVEL 1

Pupils talk about a variety of living things and sort them into animals and plants. They recognise and name external parts of the body, using words such as head or arm, and of plants, using words such as leaf or flower.

#### LEVEL 2

Pupils sort living things into groups using observable features such as number of legs or shape of leaf. They describe similarities and differences between themselves and others. They sequence the basic stages of human development and know what is required to keep healthy and safe.

#### LEVEL 3

Pupils use their knowledge of basic life processes such as growing, feeding, moving or using their senses to describe similarities and differences between living things. They provide simple explanations for changes affecting animal and plant behaviour such as seasonal changes or the use of colour in camouflage.

#### LEVEL 4

Pupils, through first hand experiences and using a range of resources, identify and classify locally occurring species of animals and plants using observable features. They relate them to the location in which they were found and describe the conditions necessary for their growth. They sequence the main stages of a life cycle such as that of a butterfly or a flowering plant. They name the major organs of the human body, such as brain, heart or lungs, and identify the position of these organs in the human body. They know the conditions necessary to keep healthy.

### Materials

#### LEVEL 1

Pupils talk about everyday materials such as paper, plasticine or sand, and sort everyday objects into groups such as paper, plastic or wood.

#### LEVEL 2

Pupils sort objects or materials into groups giving reasons for their choice of groupings using everyday terms such as hard, smooth or shiny. They describe what happens when some everyday substances such as chocolate or jelly are heated or cooled.

#### LEVEL 3

Pupils describe similarities and differences between materials and sort them according to their properties. They know that some everyday substances, such as sugar or salt, will dissolve in water. They know that there is a wide range of waste products and that materials such as wood decay naturally while others such as plastics do not.

#### LEVEL 4

Pupils use their knowledge and understanding of the properties of a range of materials to suggest why certain materials are suitable for specific purposes. They describe the changes of state in heating and cooling water. They know that products made from paper, glass or aluminium can be recycled.

### Physical Processes

#### LEVEL 1

Pupils talk about some appliances in the classroom and at home which use electricity, such as a television or a kettle. They identify in their immediate environment a variety of sound sources, such as a dog barking or footsteps, and light sources, such as the sun or a light bulb.

#### LEVEL 2

Pupils describe what happens when objects are pushed and pulled, using terms such as 'speeds up' or 'stops'. They describe how to make different sounds with a variety of objects. They know that some colours are more easily seen in the dark.

#### LEVEL 3

Pupils know that there are different sources of energy such as oil, gas or coal. They outline the dangers of the misuse of mains electricity and know how to use electrical appliances safely. They explain that sounds are produced by vibrations. They know that light does not pass through all materials.

#### LEVEL 4

Pupils describe how forces can affect the movement and shape of objects. They identify a range of energy sources, such as a battery for a torch. They describe how to construct simple circuits using terms such as switches, bulbs or batteries and identify materials as to whether they are insulators or conductors. They know how shadows are formed.

# Attainment Targets and Level Descriptions for Science and Technology

# 2

KEY STAGE

Science and technology at Key Stage 2 has two attainment targets which relate directly to sections of the programme of study.

- Investigating and Making in Science and Technology;
- Knowledge and Understanding of Science and Technology.

Level Descriptions  
**SCIENCE AND TECHNOLOGY**

## INVESTIGATING AND MAKING IN SCIENCE AND TECHNOLOGY

Pupils should develop the skills that allow them to explore the world of science and technology. This work should take place in the context of activities that encourage their abilities to plan, make, carry out investigations, interpret results and communicate their findings in a variety of ways.

### LEVEL 5

Pupils plan, carry out and explain the working of a fair test which is designed to answer a question that has arisen from their work in science and technology. They select a range of simple apparatus appropriate to the task and use it with precision and safety. They record results systematically and use their results to draw conclusions, identify patterns or make comparisons. They begin to explain their results and make written statements about patterns or conclusions derived from these results. Their conclusions, which they relate to scientific knowledge and understanding are consistent with the evidence obtained. They control the movement of a model they have made and test it in terms of reliability and strength.

## KNOWLEDGE AND UNDERSTANDING OF SCIENCE AND TECHNOLOGY

Pupils should take part in activities which develop their knowledge and understanding of:

- living things in the local environment;
- the properties of materials, of objects made from them and the way changes can effect materials;
- forces and energy, simple circuits and sources of sound and light.

### Living Things

#### LEVEL 5

Pupils describe the relationship between basic life processes *such as circulation, simple respiration and digestion* in maintaining healthy bodies. They know why humans have skeletons and muscles. They order living things in a simple food chain.

### Materials

#### LEVEL 5

Pupils know the distinctive properties of solids, liquids and gases as exemplified by water. They relate changes of state to the water cycle. They understand that when new materials are formed, the change is permanent. They know how rusting can be controlled.

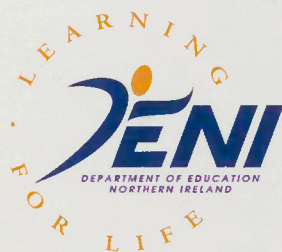
### Physical Processes

#### LEVEL 5

Pupils describe the effect of friction on moving objects. They know the differences between renewable and non renewable energy resources and the need for fuel economy. They describe the effect of varying current in a circuit to make bulbs brighter or dimmer. They describe what happens when light is reflected from mirrors and other shiny surfaces.

# KEY STAGE 2

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# HISTORY

# Programme of Study for History at Key Stage 2

# 2

KEY STAGE

## Introduction

The aim of history at Key Stage 2 is to develop, in broad outline, pupils' awareness of selected periods in the history of Ireland, Britain and the wider world and to provide opportunities to study related, or other chosen, topics in more depth.

The content of the programme of study is set out under:

- Historical Skills and Concepts; and
- Three Study Units, one in each year of the key stage,
  - Life in Early Times,
  - The Vikings,
  - Life in Victorian Times.

There is no requirement to study the units in the order in which they are presented. However, if this option is exercised, it will be necessary to ensure that the pupils have a full understanding of chronological order. Making links within and across the different study units will help pupils develop a chronological framework. At least one opportunity must be taken to allow pupils to investigate an aspect of history in their local area, either close to home, if possible, or elsewhere in Northern Ireland or Ireland. Suggestions for the development of a local dimension are provided in each of the units.

## Approaches to History at Key Stage 2

By providing opportunities to investigate a range of historical sources (including pictures, photographs, objects, artefacts, written sources, buildings and site visits, and museum reconstructions) pupils will begin to recognise the importance of evidence in piecing together our knowledge of the past and that it can be done in different ways.

By providing opportunities to look at history from different angles, such as the social and economic conditions of the periods, the cultural and religious beliefs of the people living then, their crafts, technological and scientific knowledge, pupils will begin to recognise that history comprises a variety of perspectives.

By providing opportunities to investigate periods from a variety of points of view, *for example, the monks and the Viking raiders, the Victorian rich and poor*, pupils will begin to recognise that there can be different views and interpretations of the past depending on the evidence and stand-point from which it is viewed or constructed.

Progression in history will also be achieved by:

- developing and reinforcing the following historical skills and concepts as an integral part of the work undertaken to deliver the historical content;
- increasing the range and depth of pupils' knowledge and understanding of the different periods and their ability to communicate this.

## Contribution to Educational (Cross-curricular) Themes

Throughout work relating to the programme of study, pupils should have opportunities to engage in discussion and to undertake activities which fulfil the objectives of the cross-curricular themes. In some cases the objectives of the themes overlap. For example, Education for Mutual Understanding (EMU), Cultural Heritage (CH) and Health Education have strands which relate to personal development and the environment. In such cases, the examples listed, and therefore associated subject work, will be contributing to more than one of the themes.

The opportunities listed in this section should not be treated as a check list to be covered, but as illustrations of some of the ways in which the cross-curricular themes can be highlighted or developed as an integral part of history-related activity.

Pupils should be given opportunities to:

### EMU/Cultural Heritage/Health Education

- understand and appreciate their own way of life, their environment and culture and that of others, and the interdependence of people by exploring
  - how their identity, way of life and culture has been shaped by influences from the local and wider world, and how Ireland is, and has been, interdependent with other parts of these islands and beyond through time, *for example, from earliest times, (farming, crafts); Viking migration and influences (language, settlement and trade); Victorian influences (industrial development, the built environment);*
  - the culture and lifestyle of people who are different from them in order to question and challenge stereotypes, *for example, that stone age people were not intelligent; that the Vikings wore horned helmets and were always violent and barbaric; that all Victorians exploited children;*
  - ways in which the use of natural resources through time has affected the local and global environment, *for example, industrialisation since Victorian times; conflict which has arisen in the past over the use of resources, for example, coal, and how conflict has been resolved, or compromises reached, for example, smokeless fuels, smokeless zones, control of industrial emissions;*
  - aspects of the way of life, health and hygiene of people through time which have changed or remained the same;
  - the work of people in the past who tried to improve the health of people and the environment, *for example, local enquiries into health and sanitary conditions in Belfast and the regulation of working conditions;*

### Information Technology

- use a word processor to write descriptions of people and ways of life;
- enter census or other information into a data base to present information in a variety of forms.

## Historical Skills and Concepts

Pupils should have opportunities to develop:

- a chronological awareness by
- using words or phrases related to the divisions of time, for example, pupils could use phrases such as early times, BC, AD, Viking times, Victorian times, century;
  - sequencing events and changes in the periods studied, for example, pupils could make a simple timeline of the period, marking major events and changes;
- b a sense of the past and a range and depth of knowledge and understanding, by identifying
- some of the characteristic features of past societies and some of the main events, for example, pupils could describe the main features of early Viking or Victorian society, such as the way people lived;
  - some similarities and differences between ways of life at different times, for example, pupils could identify how lifestyle differed within and across periods studied, such as between the old stone age and the new stone age;
  - some things which have changed and some things which have remained the same, for example, pupils could consider how basic tools remained the same but the material that they were made of differed;
  - some of the feelings people may have had at a time in the past, for example, pupils could consider how Irish monks viewed the Vikings or how the Victorian rich thought about the poor;
- c awareness of evidence, historical enquiry and interpretations by
- using sources of information appropriate to their age and ability to gain information about an aspect of the past, for example, pupils could use photographs or make visits to local museums to describe what life was like in early Viking or Victorian times;
  - recognising that sources sometimes offer different versions of the past, for example, pupils could compare how the monks described the Vikings in the Annals of Ulster with the images in Viking sagas;
  - extracting factual information from a range of appropriate sources to make obvious statements about the past, for example, pupils could use photographs and descriptions together to describe conditions in a workhouse;
  - talking about some of the different ways in which the past is represented, for example, pupils could talk about how films of the past and interpretive centres present a view or interpretation of the past which sometimes may not be totally accurate;
- d communication by
- describing orally, and in writing, the main events of a story organised in sentences, for example, pupils could tell the story of a Viking raid;
  - constructing basic historical narratives describing what happened organised in paragraphs, for example, pupils could give a description of life in a Victorian big house or workhouse.

## Life in Early Times

The unit should focus on the distinctive features of life in early times along with developments in human skills which led to the achievements of early people in Ireland and elsewhere and the impact which these had on their lifestyles.

Pupils should be given opportunities to investigate parts a, b and c of the unit:

- a Life in the Middle Stone Age
  - the basic essentials of life, shelter, food, clothing;
  - hunting and gathering;
  - implements and weapons;
- b Life in the New Stone Age
  - the spread of farming and settlement, taming of animals, cultivation of crops;
  - the development of pottery and tools;
- c one of the following topics
  - a local dimension linked to 'Life in Early Times', for example, pupils could investigate evidence of early settlement in their local area, or sites such as the Giant's Ring, Mount Sandal, Beaghmore Stone Circle or Navan Fort;
  - a topic linked to 'Life in Early Times', for example, pupils could investigate worship in early times, crafts in the Bronze and Iron Age, Ancient Egypt, Ancient Rome, the Celtic way of life;
  - a topic of their own choice unrelated to 'Life in Early Times', for example, pupils could investigate a topic based on individual interest, existing planning or resourcing; or
  - a local study of their own choice unrelated to 'Life in Early Times', for example, pupils could investigate an aspect of the community over a long period of time, such as, housing, work, education, place-names, surnames, or an aspect of the community over a short period of time, such as, an individual, a family, a building, an event.

## The Vikings

The unit should focus on the nature of Viking society in Scandinavia and the impact of Viking raiders and settlers on Ireland and elsewhere.

Pupils should be given opportunities to investigate parts a, b and c of the unit:

- a Viking way of life at home
  - homeland, farming, fishing, shipbuilding, trade, religion, clothes;
  - pressure on the land;
- b Viking expansion and settlement abroad
  - exploration, raiding, trading and settlements;
  - Viking impact on Early Christian Ireland;
- c one of the following topics
  - a local dimension linked to the Vikings, for example, pupils could investigate evidence of Viking activity or settlement in Ireland or Britain in areas such as Strangford Lough, Nendrum, Wood Quay/Dublin, Yorvik/York;
  - a topic linked to the Vikings, for example, pupils could investigate; Early Christian Ireland, Anglo-Saxon Society, Viking myths and legends, Viking legacy in the British Isles related to crafts, language, archaeological evidence, the Vikings in Northern America;
  - a topic of their own choice unrelated to the Vikings, for example, pupils could investigate a topic based on individual interest, existing planning or resourcing; or
  - a local study of their own choice unrelated to the Vikings, for example, pupils could investigate a topic based on an aspect of the community over a long period of time, such as housing, work, education, place-names, surnames, or an aspect of the community over a short period of time, such as an individual, a family, a building, an event.

# 2

KEY STAGE

## Life in Victorian Times

The unit should focus on the lives of people in both town and country at different levels of Victorian society in both Britain and Ireland, and some of the significant changes and developments of the Victorian era.

Pupils should be given opportunities to investigate parts a and b of the unit:

a Victorian life in town and country

- the Victorian poor;
- living and working conditions on farms and in factories;
- movement from country to town;
- the Victorian middle class;
- the Big House;

b one of the following topics

- a local dimension linked to 'Life in Victorian Times', for example, pupils could investigate evidence of Victorian times in their area, Victorian buildings, a 'big house', evidence of the Great Famine, a work house, exhibits and themes in local museums and folk parks;
- a topic linked to 'Life in Victorian Times', for example, pupils could investigate the Great Famine, emigration, inventions and technology, transport, education, leisure and pastimes;
- a topic of their own choice unrelated to 'Life in Victorian Times', for example, pupils could investigate a topic based on individual interest, existing planning or resourcing; or
- a local study of their own choice unrelated to 'Life in Victorian Times', for example, pupils could investigate an aspect of the community over a long period of time, such as housing, work, education, place-names, surnames, or an aspect of the community over a short period of time, such as, an individual, a family, a building, an event.

# Attainment Target and Level Descriptions for History

# 2

KEY STAGE

History has one attainment target entitled: Developing Knowledge, Understanding and Skills in History. The level descriptions, therefore, cover the subject as a whole.

Level Descriptions  
HISTORY

# 2

## KEY STAGE

### DEVELOPING KNOWLEDGE, UNDERSTANDING AND SKILLS IN HISTORY

Pupils should develop a chronological awareness and sense of the past, a range and depth of historical knowledge, and an ability to use historical sources and communicate their understanding in a variety of forms.

#### LEVEL 1

Pupils talk about aspects of stories and events from the past and describe what they see in photographs and objects. They begin to recognise obvious differences between past and present. They convey understanding through the use of pictures, symbols, words and phrases.

#### LEVEL 2

Pupils retell the main events from stories about the past and demonstrate their understanding through the use of simple drawings, words and phrases and some simple sentences. They describe obvious differences between past and present from photographs, objects or stories. They begin to use some of the vocabulary of time, *such as yesterday, today, tomorrow, long ago, then, now*. They undertake basic sorting and sequencing activities using pictures, objects or events from a story.

#### LEVEL 3

Pupils retell a story from the past. They begin to use words and phrases related to the divisions of time, *such as week, month, year, century*. They use sources, suited to their age and ability, to gain information about an aspect of a period being studied. They draw and describe pictures of a historical story, where appropriate, in sequence using simple sentences.

#### LEVEL 4

Pupils recall some facts and key events about individual periods from the Key Stage 2 or 3 Programme of Study and use some historical terms that arise within them. They extract factual information from sources suitable to their age to make obvious statements about the past. They construct basic historical narratives of what happened and attempt some reasoning.

#### LEVEL 5

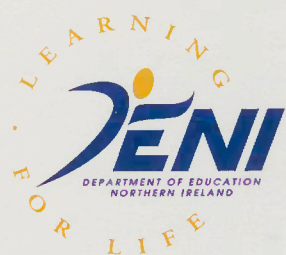
Pupils display some understanding of key events within a period from the Key Stage 2 or 3 Programme of Study and use an increasing number of historical terms and conventions that arise within them. They recognise that sources offer different versions of the past and can extract relevant information from a range of sources and interpretations to make basic deductions about the past. They begin to construct historical accounts which contain some accurate information related to the question set and which display some understanding and indicate simple causation.

#### LEVEL 6 (for comparison purposes only)

Pupils display a sound knowledge and understanding of individual periods from the Key Stage 3 Programme of Study and use significant dates and terms appropriately. They select and combine appropriate information from a range of sources and interpretations to answer significant questions. They suggest obvious reasons for different interpretations of events, personalities and changes. They write, with increasing independence, structured historical accounts containing accurate and relevant detail related to the question set and which attempt to offer explanations.

# KEY STAGE 2

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# Programme of Study for Geography at Key Stage 2

# 2

KEY STAGE

Programme of Study  
GEOGRAPHY

## Introduction

The study of geography at Key Stage 2 is about helping pupils to enjoy and appreciate the richness and diversity of the world around them by opening up and expanding their awareness of places, people, jobs, the weather and the environment, including the environment in and around the school. Where possible, pupils should have opportunities to engage in practical work in the school, its grounds, in the locality or on school visits to other areas, and to be involved in investigations, using books, photographs, slides, videos, broadcast materials and information technology as appropriate.

The Key Stage 2 Geography Programme of Study should provide a context for developing pupils' talking and listening, reading and writing and mathematical skills. Teachers should give attention to the quality of language and take opportunities to reinforce good practice.

The content of the programme of study is set out under the three broad headings below, and 'Geographical Skills', which should be developed and reinforced, for the most part as an integral part of the work undertaken to deliver the following thematic content:

- Weather;
- Where People Live and What People Do;
- The Environment.

## Approaches to Geography at Key Stage 2

There is no requirement to teach the programme of study in the order, or under the headings, in which it is set out. Geographical work should aim to integrate, where appropriate, aspects of the thematic content in the planning of:

- *Place studies, for example, of villages, towns or cities in Northern Ireland, Great Britain, Europe and other parts of the developed or developing world;*
- *Issues or topical events at home or abroad, such as shanty towns, rain forests, local pollution, a severe storm or a volcanic eruption; or*
- *Topics, for example, forests, water, the textile industry.*

Regardless of the approach adopted, geographical skills should be developed and reinforced, for the most part as an integral part of the work undertaken to deliver the thematic content, and pupils should have opportunities to:

- locate the events, issues and places they have encountered as part of their geography work; and
- make effective use of atlases, globes and a variety of maps and photographs to support their work.

## Requirements in Relation to the Study of Places and Issues

As a minimum requirement, pupils should have opportunities to investigate:

- at least one place in each of the following,
  - Northern Ireland,
  - the developed world, *for example, places in Europe, North America, Australia, New Zealand or the Far East, and*
  - the developing world, *for example, places in Africa, the Indian sub-continent or South America;*
- an issue at a local and/or global scale from different viewpoints, by addressing questions including,
  - What has happened and where?
  - Why and how has it happened?
  - What are the different views?
  - What action(s) should be taken and by whom?

## Contribution to Educational (Cross-curricular) Themes

Throughout work relating to the programme of study, pupils should have opportunities to engage in discussion and to undertake activities which fulfil the objectives of the cross-curricular themes. In some cases the objectives of the themes overlap, for example, Education for Mutual Understanding (EMU), Cultural Heritage and Health Education have strands which relate to personal development and the environment. In such cases, the examples listed, and therefore associated subject work, will be contributing to more than one of the themes.

The opportunities listed below should not be treated as a check list to be covered but as illustrations of some of the ways in which the cross-curricular themes can be highlighted and developed as an integral part of geography-related activity.

Pupils should be given opportunities to:

### EMU/ Cultural Heritage/ Health Education

- understand and appreciate their own way of life, their environment and culture and that of others and the interdependence of people by exploring,
  - how their identity, way of life and culture has been shaped by influences from the local and wider world, *for example, food and diet, goods and services, the influence of travel and television,*
  - some of the ways in which Northern Ireland is interdependent with other parts of these islands, *for example, way of life, transport and trade,*
  - the culture and lifestyle of people who are similar and different, *for example, in Europe or the developing world, in order to understand and respect others, and to question and challenge prejudice and stereotypes,*

- ways in which the local and global environment are interdependent, *for example, in the use of natural resources, such as water, wood, air, how damage to the local environment can affect the global environment, how conflict can arise over the use of resources, for example, trees, and how such conflict might be avoided, resolved, or compromises reached,*
- their own views, decisions and actions in relation to the environment and the need to accept personal responsibility for, and to reflect on the consequences of, different choices for themselves and others
- the work of some local agencies which work towards conserving the environment, *for example, Conservation Volunteers, RSPB, or promoting just development, for example, Oxfam or Trocaire;*

### Information Technology

- use a word processor to write descriptions of places and geographical features and processes;
- enter weather or other information, *for example, traffic flows past the school at different times of the day, into a database to present information in a variety of forms;*
- use simulations or remote control toys to acquire directional language and skills, make decisions and respond to the consequences of action, *for example, following a route on a map using left and right and/or North South, East, West.*

## Geographical Skills

The following geographical skills should be developed and reinforced, for the most part as an integral part of work undertaken to implement the thematic content.

Pupils should have opportunities to:

- a use photographs, plans and maps of different scales for different purposes, *for example, pupils could*
  - locate objects on a plan;
  - locate places or features on a map or photograph;
  - follow directions on a plan of the school or a map of their local area;
- b draw simple plans and maps without the use of scale, *for example, pupils could draw a plan of the classroom, playground or journey to school. (NB in line with the mathematics programme of study, it may be appropriate to use scale for pupils working at Level 5 in mathematics);*
- c use the eight points of the compass, *for example, pupils could use compass directions to describe a route followed on a map of the local area or an area visited as part of a school trip;*
- d use a key of Ordnance Survey symbols to identify some familiar features, *for example, pupils could identify roads, railways, churches, post offices and other familiar features on an OS map of the local area;*
- e use letter number co-ordinates and four figure grid references, *for example, pupils could locate features and places on maps with letter/number referencing;*
- f use a globe and the contents and index in an atlas to locate places, including the continents, oceans, equator, poles, countries and capitals of the British Isles and any other places studied;
- g observe, measure, record, present and discuss field work information and information from other sources (using information technology as appropriate), *for example, pupils could*
  - survey house types in the local area or traffic flows near school at different times of the day;
  - draw picture diagrams to represent the process involved in the production of a product, such as from potato to crisp or from cow to milk bottle.

## Weather

Pupils should have opportunities to learn about:

- a the collection, recording and explanation of data relating to the main elements of the weather, *for example, pupils could use a database to record and present data such as temperature, rainfall or wind strength/direction;*
- b some of the differences between places with contrasting weather conditions, *for example, pupils could find out about a place which experiences weather which is very different from ours, and some of the plants and animals which live there, such as*
  - *polar/tundra regions;*
  - *deserts;*
  - *tropical rain forests;*
- c the effects of weather on the lives of people here and elsewhere, *for example, pupils could investigate how weather affects aspects of life here and in another country such as*
  - *house types;*
  - *work such as farming, or recreational activities;*
- d the effects of extreme weather events upon the lives of people here and elsewhere, *for example, pupils could find out about the impact upon peoples' lives of an extreme weather event, such as*
  - *freak flooding in the British Isles compared with seasonal/monsoon flooding in places like Bangladesh;*
  - *freak storms at home compared with seasonal hurricanes in areas like the Caribbean;*
  - *drought as a result of warm summers in the British Isles compared with long term severe drought in parts of Africa.*

# 2

KEY STAGE

Programme of Study  
GEOGRAPHY

## Where People Live and What People Do

Pupils should have opportunities to learn about:

- a major similarities and differences between places, and why many or few people live there (by comparing a rural or urban area in Northern Ireland with a contrasting area in Europe or the wider world), for example, pupils could compare and contrast their local area with another area in terms of aspects, such as
  - location, altitude, availability of water, weather conditions;
  - size of settlements, number of inhabitants;
  - size, shape and use of buildings and the materials from which they are made;
  - the attractions and drawbacks of living there;
- b some of the different jobs people do to provide goods and services, for example, pupils could investigate
  - aspects of farming, forestry, fishing, or transport, or tourism;
  - the provision of services such as water/sewage or electricity;
- c stages in the preparation and journey of a product from raw materials to the consumer, for example, pupils could find out about the production and journey of a product, such as
  - apple juice and cheese in Northern Ireland;
  - flowers from Holland;
  - garments or carpets from SE Asia;
- d the effects of a natural disaster or lack of basic resources on a place and on peoples' lives, for example, pupils could find out about the impact of, and responses to
  - a recent earthquake or volcanic eruption (housing, transport, water and food supplies, health and hygiene);
  - lack of food or clean drinking water or proper housing and sanitation in parts of Africa, India or South America.

## The Environment

Pupils should have opportunities to learn about:

- a the location, size, shape and use of common landscape features, for example, pupils could identify in their own environment and/or from illustrations and videos, and talk about the location, size, shape and use of, landscape features such as hills, valleys, rivers, islands, cliffs, beaches, or other common features;
- b some of the plants and animals which live in a chosen habitat in Northern Ireland, for example, pupils could find out about some plants and animals associated with local environments, such as
- the school grounds;
  - the local park;
  - a local woodland;
  - a seashore;
  - a lake, river or pond;
  - a peat bog;
  - a protected area;
- c the importance and use of natural resources in Northern Ireland, for example, pupils could find out about the location and use of
- natural resources, such as, water, rock and timber;
  - resources which are imported, such as, coal, oil and tropical hardwood;
- d some of the ways in which people affect the environment both locally and globally, for example, pupils could investigate how people can affect the environment in a positive and negative way, such as
- pollution of land, water, or air;
  - quarrying and mining;
  - deforestation/land clearance;
  - planting trees/creating a pond;
  - protecting habitats and wildlife;
  - designating areas for environmental protection;
- e issues associated with conservation of the environment, for example, pupils could consider the benefit to the environment and the effects on peoples' lives of possible measures, such as
- recycling and clean-up activities;
  - efficient use of energy;
  - better use of public transport;
  - wider use of 'green' products and softwood timber.

# Attainment Target and Level Descriptions for Geography

Geography has one attainment target entitled 'Geographical Knowledge, Understanding and Skills'. The level descriptions, therefore, cover the subject as a whole.

# 2

KEY STAGE

Level Descriptions  
**GEOGRAPHY**

**GEOGRAPHICAL KNOWLEDGE, UNDERSTANDING AND SKILLS**

Pupils should develop a breadth and depth of geographical knowledge, skills in geographical enquiry, an ability to understand geographical issues and to communicate their understanding in a variety of forms.

**LEVEL 1**

Pupils identify and talk about a limited range of places and features observed in the local neighbourhood and observe and talk about changes in the weather from season to season. They express views about what they like or dislike about the environment around them. They begin to use simple directional language *such as up, down, forward, backwards*, and attempt to describe orally simple picture maps not to scale. They illustrate understanding through talking, drawing and asking questions.

**LEVEL 2**

Pupils recognise and describe some common landscape features in the environment or from photographs and drawings. They describe, in simple sentences and/or by drawings, a limited range of features and processes from the programme of study which has been discussed in class. They offer some reasons why we need to care for the environment. They help organise data generated by the teacher into pictograms, simple block graphs using objects or simple computer databases to make the graphs. They follow a route on a simple map using directional language, *such as left and right*, and draw and describe simple picture maps not to scale.

**LEVEL 3**

Pupils describe some common landscape features in terms of size and shape and compare some major features and conditions they have learned about from the local area and the wider world. They show basic understanding of a limited range of processes they have discussed in class. They recognise that the use or disposal of some resources can sometimes present a problem for the environment and express simple views about issues. They draw simple plans and maps not to scale and use and follow North, South, East and West as directions. They help collect simple data and represent it on a simple bar chart or computer database.

**LEVEL 4**

Pupils describe and compare a range of features and places and offer simple explanations for the relationships between some of them. They recognise that there may be different views about geographical issues and describe two main viewpoints relating to an issue they have studied. They use a wider range of basic geographical skills, *for example, they identify some familiar features on a map using a simple key*. They collect, measure and record information and present and explain it in written form and in simple graphs, databases or diagrams.

**LEVEL 5**

Pupils use an appropriate geographical vocabulary to describe and compare an increasing range of geographical features and places. They offer simple explanations of a range of processes at more than one scale. They demonstrate more detailed understanding of issues by recognising that there can be a range of points of view and suggest simple explanations for some of the different views held about an issue. They use a wider range of geographical skills *such as four-figure grid references, the eight points of the compass*, and they draw simple plans and maps to scale. They collect, read and present information from primary and secondary sources appropriately.

**LEVEL 6 (for comparison purposes only)**

Pupils use an increasing and appropriate geographical vocabulary to offer more detailed descriptions and explanations of a widening range of geographical processes at a variety of scales, *such as precipitation, manufacturing or pollution*. They recognise and describe some of the most significant economic, social and environmental dimensions of issues. They demonstrate increasing competence in map skills, *such as the measurement of straight line distances and the use of six-figure grid references*. They design and use appropriate data collection sheets and collect, present and explain data from both primary and secondary sources in a variety of forms. They undertake field work tasks and enquiries through secondary sources with increasing competence.

# KEY STAGE 2

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Text printed on a tinted background indicates statutory requirements. The examples printed in *italics* serve to illustrate the programmes of study and are non-statutory.

# Programme of Study for Physical Education at Key Stage 2

# 2

KEY STAGE

## Introduction

Building on the experiences gained during Key Stage 1, pupils should be given opportunities to develop their skills and apply them in more complex personal challenges. They should be given sufficient guidance to cope with these challenges. They should continue to experience success in order to reinforce a positive attitude to physical activity.

The exploratory approach should be continued but interspersed, more frequently, with guidance in order to achieve good quality performance in each of the areas of the programme of study. Pupils should be encouraged to discuss the physical education activities and to develop an understanding of them and their relationship to health and exercise in everyday life.

## Contribution to Educational (Cross-curricular) Themes

The programme of study promotes the objectives of Education for Mutual Understanding (EMU), Cultural Heritage and Health Education. EMU can be promoted through the sections of the programme of study relating to 'Attitudes' and 'Understanding', as pupils will have opportunities to develop positive attitudes to physical activity and to learn to co-operate when working in pairs and groups. Cultural Heritage can be promoted through dance where pupils should have opportunities to perform movement to stimuli, *for example, music, traditional street rhymes, poems and stories*, and to perform simple folk dances. Health Education can be promoted through the sections of the programme of study relating to 'Health-related Physical Education' and 'Safe Practice' where pupils should have opportunities to understand how physical activity can lead to a healthy lifestyle.

## Attitudes

To develop positive attitudes, pupils should:

- a continue to experience a sense of fun, success and enjoyment in all activities;
- b develop increased confidence in physical activity, both as individuals and as members of groups;
- c develop a sense of fair play, sharing and co-operation.

Programme of Study  
PHYSICAL EDUCATION

### Understanding

To promote understanding of all activities, pupils should have opportunities to:

- a select appropriate movements to fulfil set tasks;
- b observe and comment on their own movements and those of others and suggest ways of improving performance;
- c explore, with increasing guidance, a range of skills in athletics, dance, games, gymnastics and swimming;
- d recognise improvements in the quality of performance in set tasks;
- e extend skills and ideas by participating in whole class, group, partner and individual activities.

### Health-related Physical Education

To promote physical activity and healthy lifestyles, pupils should:

- a understand the reasons for changing for physical activity;
- b experience and understand the need for warm-up and cool-down exercises;
- c develop an understanding of the relationship between physical activity and good health;
- d be aware of the effects of exercise on the body;
- e know that opportunities to participate in physical activities exist in the local community.

### Safe Practice

To ensure safe practice, pupils should:

- a listen to, and respond readily to, instructions and signals within established routines;
- b recognise and follow relevant rules and safety procedures for different activities;
- c understand why particular clothing and footwear are worn for different activities;
- d understand the safety risks of wearing inappropriate clothing, footwear and jewellery;
- e lift, carry, place, use and store equipment safely.

## Athletics

Pupils should become involved in personal challenges and, through them, improve performances.

Pupils should have opportunities to:

- a practise and develop basic actions in:
  - running over short and longer distances and in relays;
  - jumping for height or length;
  - throwing for accuracy or distance using a variety of equipment;
- b measure, compare and improve their own performances.

## Dance

Pupils should develop previously learned movements as a means of communication and expression.

Pupils should have opportunities to:

- a develop more effective use of space levels, *for example, high, medium, low*, directions, speed, and strength, *for example, heavy/light*;
- b move with increased control, co-ordination and poise, using a variety of actions and gestures which communicate ideas and feelings;
- c create, practise and perform movement sequences, using a variety of stimuli, *for example, voice, music, percussion, traditional street rhymes, poems, stories and art work*;
- d structure dances with clear beginnings, middles and ends;
- e perform any simple folk dances.

## Games

Pupils should develop co-operation and team-work through involvement in a variety of small-sided, adapted and mini-games.

Pupils should have opportunities to:

- a develop control in running, jumping, changing speed, stopping and starting, with and without small equipment;
- b improve their skills of handling, hitting and kicking;
- c explore and understand common skills and principles, including attack and defence, in invasion, net/wall, and field/run-scoring games;
- d make up, play and refine their own games and explain the rules and scoring;
- e develop an understanding of, and play, small-sided, adapted and mini-games.

## Gymnastics

Pupils should extend their body management skills and improve the variety and quality of movement through practice on floor and apparatus.

Pupils should have opportunities to:

- a explore, practise and refine a range of movement skills, including travelling, flight, rolling, balancing, transferring weight, including weight on hands, twisting, turning and stretching;
- b explore, select, develop, practise, refine and repeat sequences of movement in response to set tasks;
- c emphasise changes of speed, direction and shape.

## Swimming

Pupils should become safe in water by developing basic swimming and personal survival skills through enjoyable activities which help to build up their confidence.

Pupils should have opportunities to:

- a learn safe practice when entering and leaving the water;
- b learn a range of water confidence practices and play simple games with and without buoyancy aids;
- c learn to swim on the front and on the back, leading towards recognised strokes;
- d learn water safety skills, including floating and treading water.

# Attainment Target and Level Descriptions for Physical Education

# 2

KEY STAGE

Physical Education has one attainment target entitled: Planning, Performing and Evaluating in Physical Education. The level descriptions, therefore, cover the subject as a whole.

Level Descriptions  
PHYSICAL EDUCATION

# 2

## KEY STAGE

### Level Descriptions PHYSICAL EDUCATION

## PLANNING, PERFORMING AND EVALUATING IN PHYSICAL EDUCATION

Pupils should develop an ability to perform and plan, with competence, a range of skills in a variety of progressively challenging contexts. They should learn to make informed judgements about their own performance and that of others in a range of physical activities. They should be able to adapt, modify and improve performance.

### LEVEL 1

*Pupils understand instructions and perform simple movements safely. They are aware of reasons for changing for physical activity.*

*Pupils are confident in exploring different ways of moving. They begin to show control in ways of moving such as travelling, jumping, balancing, climbing, dodging. They respond to stimuli and instructions.*

### LEVEL 2

*Pupils begin to share equipment and space and to follow safety procedures. They observe and talk about what they and others do. They recognise the effects of activity on the body and understand the need for rest after exercise. They handle and store apparatus safely.*

*Pupils run and jump with confidence and with control. They begin to control apparatus by handling, striking, kicking and throwing. They show increasing body awareness using movement themes such as shape and direction. They perform simple patterns to rhythmic accompaniment.*

### LEVEL 3

*Pupils co-operate in small groups and begin to display a sense of fair play. They observe and answer questions about the movements of themselves and others. They carry, place and use equipment with care and safety. They show an awareness of the relationship between exercise and physical well-being.*

*Pupils show poise, control and co-ordination in the performance of movement. They create and remember simple sequences and perform them in response to various stimuli. They begin to use simple tactics to outwit an opponent in simple games. They begin to measure performances in running, jumping and throwing activities.*

### LEVEL 4

*Pupils co-operate in groups in the solving of movement problems, displaying a sense of fair play. They know about the relationship between physical exercise and good health and the need for warm-up and cool-down activities. They observe and comment on the movements of themselves and others and begin to recognise good performance. They select, transport, use and store equipment safely.*

*Pupils use efficient techniques in running, jumping and throwing. They move with poise, control and co-ordination in response to a variety of stimuli, both individually and in groups. They are competent in the movements, techniques and strategies of small-sided games. They are confident and safe in water and begin to use recognised swimming strokes.*

### LEVEL 5

*Pupils participate confidently in all activities, individually and in groups. They understand the basic principles of performance such as how to maintain balance, the characteristics of good techniques and tactics. They suggest ways to improve the movements of themselves and others. They show an awareness of the effects of exercise on the body.*

*Pupils recognise improvements in running, jumping and throwing, and verify by measurement. They structure and perform dances, showing the use of space, shape and speed. They demonstrate skilful performance in co-operative and competitive activities. They plan and perform gymnastic sequences which use contrasts of speed, shape and levels. They have acquired some water safety skills. They are able to sustain activity for longer periods of time.*

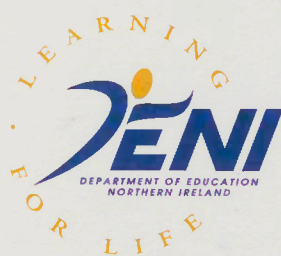
### LEVEL 6 (for comparison purposes only)

*Pupils make informed judgements about their own and others' performances and suggest improvements. They show an understanding of the benefits of exercise to health and understand the need for personal hygiene after exercise.*

*Pupils perform effectively a range of track and field events. They create movement sequences and perform dance steps with poise and control. They demonstrate controlled skills in different categories of games. Using a range of body movements, they perform complex gymnastic sequences on floor and apparatus. They swim with confidence, using the major recognised swimming strokes.*

# KEY STAGE 2

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ART AND DESIGN

# Programme of Study for Art and Design at Key Stage 2

# 2

KEY STAGE

## Introduction

The fundamental aim of the art and design curriculum is to develop pupils' artistic potential and aesthetic sensitivity to the visual and tactile elements of the world in which they live. Art and Design has one attainment target which embodies the key experiences of investigating and realising. All pupils should have opportunities to investigate ideas and materials and to realise their intentions in ways which integrate these key experiences.

At Key Stage 2, pupils should be encouraged to participate in, and enjoy, an expanding range of art and design activities. These should enrich pupils' sensory experiences, continue to develop imagination and creativity and promote pupils' self-esteem and social skills. Pupils should continue to work individually, in groups and, when appropriate, as a whole class. They should begin to exercise choice in the selection of materials, tools and techniques for recording their observations and expressing their ideas and feelings.

Investigating and realising activities should develop pupils' aesthetic awareness and skills in observing, recording and responding to visual aspects of the natural and made environment. They should also promote pupils' understanding and appreciation of the work of artists, designers and craftworkers.

## Contribution to Educational (Cross-curricular) Themes

This Programme of Study promotes the objectives of Education for Mutual Understanding (EMU) and Cultural Heritage. It does so by requiring pupils to work individually and collaboratively in their investigating and realising activities. It encourages pupils to understand and appreciate the differences between the natural and man-made elements of the environment. Pupils are required to discuss their investigations and realisations and to compare their own and other people's work. *For example, they could examine a range of work produced by local artists, designers and craftworkers; talk about their appearance, significance and function; compare them with those from another area or tradition and recognise similarities and differences.*

Investigating and realising activities should be undertaken in conjunction with the Information Technology (IT) resources which are available to help pupils create and manipulate images and text.

## INVESTIGATING AND REALISING IN ART AND DESIGN

Pupils should be made aware of safe practice when involved in investigating and realising activities and when using art and design materials and tools.

Investigating and realising activities include:

- exploring, experimenting and problem solving, *for example, with ways of modelling and decorating clay;*
- researching, *for example, different lettering styles found in magazines, newspapers and packaging as a reference for designing a class news-sheet;*
- observing and recording, *for example, making drawings of aspects of the natural and made environments;*
- expressing and representing their ideas through a range of materials and techniques, *for example, painting, modelling, printmaking or weaving;*
- talking and reviewing, *for example, describing their ideas, methods of working, and suggesting changes to their work;*
- making and modifying, *for example, making two and three dimensional pictures and objects arising from their investigating activities, and making changes to their work as it progresses;*
- discussing and commenting on their own and other people's work.

Pupils' experiences in investigating and realising should, over the duration of the key stage, enable them to:

- use an expanded range of art and design materials, tools and techniques creatively and imaginatively, and with increasing control;
- develop their ideas and the ability to review and modify their work;
- develop some understanding of
  - colour and tone, *for example, by experimenting with mixing and matching colours and with different methods of applying colour,*
  - line, *for example, by experimenting with the marks made by different qualities of leaded pencils, charcoal and chalk,*
  - shape and space, *for example, by investigating the effects of arranging similar/different shapes to produce pictures and patterns, or by experimenting with images and text on a computer,*
  - form, *for example, by experimenting with ways of making and presenting three dimensional objects,*
  - texture and pattern, *for example, by experimenting with ways of creating texture and surface details, and by investigating and recording patterns in the natural and made environments;*
- become familiar with a range of art, design and craft works, *for example, paintings, prints, photographs, sculptures, ceramics, textiles, graphic designs or architecture from the past and present, and from different cultures. Pupils should have access to appropriate resources and reference materials within and beyond the classroom, for example, books, prints, photographs, slides, videos, technology such as CD ROM, or visits to museums, workshops or galleries, which will enable them to view and experience the work of local, national and international artists, designers and craftworkers.*

The following investigating and realising requirements should be implemented within the context of the activities outlined under materials, tools and processes.

Pupils should have opportunities to:

- a explore and respond to direct sensory experiences, and to memory and imagination;
- b observe and record aspects of the natural and made environments, using a variety of materials, tools and processes;
- c experiment with and discover the characteristics of a range of two and three dimensional materials and processes, using these individually and in combination;
- d discuss and explain their ideas and work, and compare it to that of others;
- e develop some understanding of how artists, designers and craftworkers develop, express and represent their ideas;
- f collect, examine, select and use resource materials to inform thinking and contribute to the development of ideas;
- g use and combine colour, line, texture, shape, form and pattern in two and three dimensional work.

### **Materials, Tools and Processes**

Pupils should have opportunities to:

- a **paint and draw**, *for example, with different types of paints, brushes, pencils, pens, pastels, crayons, charcoal, and use a computer with appropriate software;*
- b **experiment with ways of applying paint**, *for example, using appropriate brushes for the consistency of paint, and using different kinds of brush strokes;*
- c **mix/match/change colours and apply to a variety of surfaces**, *for example, paper, card, fabric;*
- d **develop knowledge and understanding of the qualities of drawing and painting materials and tools;**
- e **design and make printing blocks**, *for example, by cutting or impressing patterns into vegetables, clay or polystyrene, or by adding materials to an existing block;*
- f **make single and repeat prints on different surfaces, using a range of techniques**, *for example, relief or monoprinting techniques on different papers and fabrics;*
- g **work with, decorate and join textiles**, *for example, through collage and stitching methods and by decorating fabrics with paints, dyes, fabric crayons, threads, yarns, beads or other accessories;*
- h **find out about and experiment with different ways of creating textiles**, *for example, weaving, knitting or felting processes;*
- i **work with clay and other malleable materials**, *for example, rolling, pinching, coiling, joining and decorating;*
- j **make three dimensional structures, selecting and using a variety of materials and joining techniques**, *for example, card, paper, balsa wood, plastic, polystyrene, papier mâché, plaster, wire and a range of adhesives.*

# Attainment Target and Level Descriptions for Art and Design

# 2

KEY STAGE

Art and design has one attainment target entitled: Investigating and Realising in Art and Design. The level descriptions, therefore, cover the subject as a whole.

Level Descriptions  
ART AND DESIGN

# 2

## KEY STAGE

### INVESTIGATING AND REALISING IN ART AND DESIGN

Pupils should develop their ability to investigate the external world and the world of their own thoughts, ideas and imaginations, and to research, analyse and appraise a wide variety of references and resources, including the work of artists, designers and craftworkers. They should develop knowledge, skills and understanding in the use of the visual elements to enable them to express and communicate their ideas in two and three dimensions, and to appraise and evaluate their own work and that of others.

#### LEVEL 1

*Pupils respond to the visual or tactile qualities of simple materials and of their immediate environment. They talk about their work, express ideas and feelings through pictures and models, and show some control of the media they use.*

#### LEVEL 2

*Pupils show some understanding and control of simple techniques and use them in two and three dimensional work. They combine visual and tactile elements in simple ways which reflect their observations, imagination and memory. They talk about their own and other people's work.*

#### LEVEL 3

*Pupils experiment with a range of materials, tools and processes when recording observations and responding to imagination and memory. They experiment with methods adopted by artists, designers and craftworkers and produce finished pieces of work in two and three dimensions. They talk about their ideas and intentions and are able to make suggestions for change. They describe their own and other people's work.*

#### LEVEL 4

*Pupils collect materials to stimulate their ideas, and show understanding and control in their use of two and three dimensional materials and media. They show some skill in combining the visual and tactile elements when recording their observations and working from imagination and memory. They discuss and make comparisons between their own and other people's work.*

#### LEVEL 5

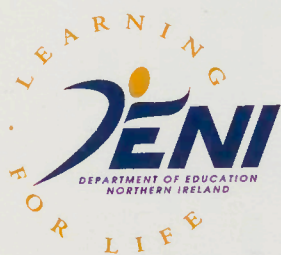
*Pupils collect and classify a range of reference and resource materials as a stimulus for developing ideas. They select and manipulate a variety of materials tools and processes and combine the visual and tactile elements in imaginative ways when realising their intentions through work in two and three dimensions. They make judgements about their own and other people's work.*

#### LEVEL 6 (for comparison purposes only)

*Pupils explore a range of reference and resource materials to enable them to establish and develop ideas and themes. They show control and understanding of the characteristics and qualities of a range of two and three dimensional materials, tools and techniques and of visual and tactile elements, by recording and responding, in a personal way, to aspects of the natural and made environments.*

# KEY STAGE 2

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MUSIC

# Programme of Study for Music at Key Stage 2

# 2

KEY STAGE

## Introduction

The fundamental aim of the music curriculum is to develop pupils' musical ability. All pupils are potentially musical. Music has one attainment target which is defined through the key experiences of making and responding to music. All pupils should have experiences in both making and responding to music.

At Key Stage 2, pupils should be encouraged to participate in, and enjoy, an expanding range of musical activities. These should develop their composing, performing and listening skills, and provide them with opportunities to exercise imagination and respond intuitively to a variety of stimuli. A mixture of individual, pair, small group and whole class activities, including opportunities for pupils to direct and rehearse their own work, should support the continued development of self-esteem and social skills.

## Contribution to Educational (Cross-curricular) Themes

This programme of study promotes the objectives of Education for Mutual Understanding (EMU) and Cultural Heritage. It does so by requiring pupils to work collaboratively and to share ideas and resources when making and responding to music. Pupils are also required to listen and respond to music in a variety of styles. *For example, they could begin to compare ways in which their own and other cultures are expressed or influenced by music. They could explore some of the shared and distinct musical traditions in Northern Ireland and the historical significance of some of the tunes and instruments. They could also begin to explore the musical links between different countries.*

The programme of study provides opportunities for the development of Information Technology (IT) skills, *for example, through the use of simple computer programs which control and record sounds and musical patterns.*

## MAKING AND RESPONDING TO MUSIC

Pupils should explore an extended range of sounds in order to create their own music and should investigate ways of preserving what they have created. They should sing and play accompaniments to different types of songs and develop skills in playing a wider range of instruments. Pupils who begin to play an orchestral instrument should be encouraged to use their developing skills within the classroom.

Pupils should make choices and provide reasons for their preferences during music-making activities. They should listen carefully to different kinds of music and describe and discuss what they hear happening in relation to the atmosphere and effects achieved. Pupils should also have opportunities to respond imaginatively and in other ways which are appropriate to the style and mood of the music.

Pupils' experiences of making and responding to music should, over the duration of the key stage, enable them to develop:

- an understanding of the elements of music, in relation to
  - variations in volume, including increasing and decreasing levels of sound, and silence (dynamics),
  - variations in speed, including getting faster and slower (tempo/pace),
  - patterns of longer and shorter sounds (rhythm/pulse/metre),
  - patterns of higher and lower sounds (melodic shape),
  - qualities of the sounds they make and hear, *for example, smooth/jagged, soothing/menacing (timbre),*
  - combinations of sound, *for example, melody and accompaniment (texture),*
  - repetition and contrast (ways of creating musical structures);
- an increasing ability to combine and use the elements of music to express their own ideas and feelings and to create mood and atmosphere;
- an awareness of the individual sound characteristics of common musical instruments, *for example, violin, guitar, tin whistle,* and how composers and performers use them to create effects and atmosphere.

The making and responding to music requirements are carried out within the context of the following composing, performing and listening activities. While one or more of these activities may provide the main focus for a lesson, or part of a lesson, the three are interdependent. Pupils should be encouraged to perceive their inter-relatedness.

### **Composing** (improvising and composing short pieces of music)

Pupils should have opportunities to:

- a create short stories and pictures told through sound, *for example, a walk by the river or a windy day;*

- b explore rhythm and pitch to create short musical patterns and accompaniments, *for example, rhythms based on their names or word patterns in songs, and melodic patterns using a simple computer program or melodic instrument;*
- c develop further, musical memory and musical spontaneity, *for example, by singing or playing from memory and by inventing musical 'conversations' using instruments or voices;*
- d create short pieces which explore and combine the elements of music, *for example, pieces based on repeated patterns, contrasts or gradations of pitch and/or volume and/or tempo;*
- e investigate ways of preserving what they have created, *for example, by using their own graphic symbols, or by recording it on tape or computer.*

### **Performing** (singing and using instruments)

Pupils should have opportunities to:

- a sing a variety of songs with increasing control and confidence and develop awareness of singing in parts, *for example, by singing simple rounds;*
- b play simple accompaniments to songs, *for example, short rhythmic or melodic patterns they have created;*
- c develop skills on a wider range of instruments, *for example, metallophone, tin whistle, recorder, guitar or available orchestral/electronic instruments;*
- d develop increasing control and understanding of ways in which the elements of music are used in the pieces they perform, *for example, variations in volume or speed and ways of communicating the mood of the music;*
- e play both by ear and from notations, *for example, by working out how to play parts of simple songs, and by reading from pupils' own symbols and other forms of notation.*

### **Listening and Responding** (to their own and others' music-making)

Pupils should have opportunities to:

- a listen to and discuss the music they have created, *for example, in terms of its beginning, middle and ending, or the use of instruments and effects created;*
- b respond imaginatively to an increasing range of short pieces in a variety of styles;
- c think about and discuss their songs and accompaniments, *for example, offering suggestions about performance or the appropriateness of the accompaniment;*
- d become familiar with the sounds of some common instruments and combinations of instruments, *for example, flute, violin, trumpet, different guitars, brass band, 'pop' group or Irish traditional group;*
- e discuss how the elements of music are used in pieces from different periods, styles and cultures, *for example, repetition, contrast, or the use of particular instruments or voices in folk, 'pop', 'classical', religious, or traditional music.*

# Attainment Target and Level Descriptions for Music

# 2

KEY STAGE

Music has one attainment target entitled: Making and Responding to Music. The level descriptions, therefore, cover the subject as a whole.

Level Descriptions  
MUSIC

# 2

## KEY STAGE

### MAKING AND RESPONDING TO MUSIC

Pupils should develop the composing, performing and listening skills, knowledge and understanding to enable them to make their own music and to respond, with understanding, to music from a range of styles and cultural traditions.

#### LEVEL 1

*Pupils explore sounds and join in simple music-making activities. They focus attention on sound and respond to short pieces of music.*

#### LEVEL 2

*Pupils select sounds to create simple effects and participate in a range of group music-making activities. They communicate their understanding of loud/quiet and fast/slow, and respond appropriately to short pieces of music.*

#### LEVEL 3

*Pupils use sound to create mood and atmosphere, and draw pictures and patterns to represent their music. They perform simple music with awareness of the need for control and expression. They communicate their understanding of long/short and high/low and participate in discussions about the music they make and hear.*

#### LEVEL 4

*Pupils compose short pieces of music which express their ideas and feelings. They perform technically simple music with control and expression. They communicate their awareness of simple structural and expressive devices in the music they make and hear.*

#### LEVEL 5

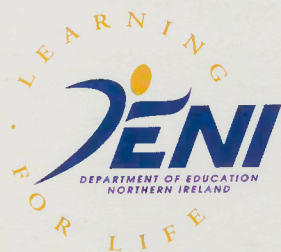
*Pupils compose short pieces based on simple structural and expressive devices and find ways of preserving their compositions. They perform with control and expression, both individually, and as members of a group. They communicate their understanding of simple structures in the music they make and hear, and show an awareness of differences in musical styles.*

#### LEVEL 6 (for comparison purposes only)

*Pupils show an awareness of style in their compositions and arrangements and preserve their work in appropriate ways. They perform and interpret more difficult music with control, accuracy and confidence. They are critically aware, and evaluate the music they make and hear.*

# KEY STAGE 2

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Text printed on a tinted background indicates statutory requirements. The examples printed in *italics* serve to illustrate the programmes of study and are non-statutory.

**IRISH** (in Irish Speaking Schools)

# Programme of Study for Irish (in Irish Speaking Schools) at Key Stage 2

# 2

KEY STAGE

Programme of Study  
IRISH (in Irish Speaking Schools)

## General Introduction

Language by its very nature is multifocused. All curricular areas are infused with language activities. Language is the dominant medium through which experiences and activities are presented to the pupils; pupils explore and investigate these experiences and activities; pupils record and communicate their thoughts, understanding, opinions and emotions about these experiences and activities.

Listening, understanding, talking, reading and writing should not be regarded as discrete areas which are developed separately from one another or without reference to each other.

Language, oral and written, formal and informal, and as an individual and collective activity, is an essential and inevitable ingredient of all activities within the classroom situation. This natural link between the three attainment targets should be taken account of and built upon at all times. This programme of study will consolidate and extend the experiences of the Key Stage 1 programme.

## LISTENING, UNDERSTANDING AND TALKING

### Introduction

Oral language skills are the foundation for the development of the more formal aspects of reading and writing skills. However, the conditions in the first language situation and the second language situation are not always the same, and the school which is teaching through a second language must take account of those conditions. In Key Stage 1, the main emphasis was on the acquisition of basic language competence rather than on language enrichment and extension. Even in Key Stage 2, although there is a greater emphasis on consolidation, enrichment and extension, the teacher must still focus on certain basic aspects of language acquisition and integrate that into the planning process at all times.

To be successful, the language environment of the classroom must provide a wide range of relevant activities which stimulate the pupil's interest and motivation, take account of the stages within the second language acquisition process, consolidate and extend the pupil's increasing competence and promote an informed supportive role for parents.

By Key Stage 2, oral competence in Irish is well developed. Comprehension approaches levels which are almost as high as that of their first language. Irish has become established as the dominant medium of communication used by the pupil. The maintenance of established language, along with the implementation of extension and enrichment strategies, are the main focus of all language activities at this point. However, hands on experience in all language associated activities remains crucial. At Key Stage 2, where the curriculum frequently assumes a more teacher focused delivery or where the more formal language activities of reading and writing play an increasingly important role, the teacher must take particular care that the practical interaction of the pupil in language activities is sustained.

# 2

## KEY STAGE

### Programme of Study IRISH (in Irish Speaking Schools)

## Presentation of the Programme of Study

While these detailed requirements have been set out under specific headings, it must be remembered that the processes and activities incorporated within the headings are not discrete but inter-relate and interact.

## Progression

By the latter stages of Key Stage 1 and throughout Key Stage 2, Irish has become the dominant means of communication used by the pupil at all times. At this point, they speak Irish to the teacher who responds in Irish, and Irish to their peers who also respond in Irish. They are now functioning as listeners and speakers in relation to the target language.

The pupils' innate skills as listeners, along with their experiences and practice as listeners, have all had a significant influence on the level of Irish that the pupils have acquired at any given point. These skills will continue to influence their development. However, pupils are no longer dependent on the restricted register, frequent repetition and extensive dependence on visual aids and contextual clues which was a characteristic of language activities in Key Stage 1. With some concessions, the language used by the teacher is like that used in a first language situation. Nevertheless, while pupils' comprehension at Key Stage 2 approaches levels which are almost as high as that of their first language, pupils' competence should not be over-estimated, even at the end of the Key Stage.

By Key Stage 2, basic production skills in Irish will be well established and Irish will be used by all pupils in most situations. Nevertheless, it is possible for English to re-emerge in some spontaneous social situations or when the pupils' grasp of Irish is inadequate for what they wish to express. Issues of audience, along with facility and clarity of expression, now begin to evolve.

Within the context of this programme of study pupils should have opportunities to progress:

- **from** always conversing with the teacher in Irish and usually conversing with their peers in Irish **towards** engaging in conversations in Irish in most situations with ease and confidence;
- **from** using a variety of sentence patterns and tenses not always with linguistic accuracy **towards** using more complex grammatical sentence patterns and constructions with some degree of accuracy;
- **from** beginning to demonstrate a grasp of the most common pronunciations characteristic of Irish **towards** displaying an awareness of all the common pronunciations characteristic of Irish;
- **from** showing an awareness of audience **towards** stimulating an audience through varying speech registers.
- **from** beginning to articulate their own opinions **towards** following the arguments of others in the context of debate.

## Pupils with Special Needs

It is important to recognize the particular problems of pupils with learning difficulties. They need extra encouragement, help and support at all times and language activities should be based firmly on the first-hand experiences of the pupils. At Key Stage 2, the needs of these pupils will necessitate a continuing focus on skills associated with listening, understanding and talking.

## Contribution to the Educational (Cross-curricular) Themes

The Irish Curriculum should, where appropriate, provide opportunities for pupils to use Listening, Understanding and Talking to explore and reflect on the content and issues associated with the cross-curricular themes.

Pupils should have opportunities as individuals or in groups to:

- talk about how they have changed and matured from Key Stage 1, the factors which have influenced their self esteem, their awareness of their relationship with others at home, at school and in the community and the qualities and behaviour they associate with good health and good relationships (CH, EMU, HE);
- engage in role-play, simulations, decision-making and conflict situations and talk about how appropriate decisions, choices and actions should be arrived at and their consequences for others (EMU);
- develop and apply their knowledge, understanding and skills of information technology and, in particular, to record and listen to their own speech and that of others, *for example, on an audio tape or video tape* (IT).

## Context

Arising from the development of a classroom environment in which pupils' ideas are encouraged and stimulated, pupils should have opportunities, based on practical experiences, to develop their talking, listening and understanding as:

- individuals;
- pairs;
- members within a group;
- members within a class.

## Audience

In most instances the audience will arise from the context for the task. In addition, pupils should have opportunities to talk and listen:

- to the wider school community;
- to Irish speaking visitors to the school;
- to visitors who are learning Irish;
- when visiting outside the school situation;

- when visiting within the local Irish-speaking community;
- when visiting Gaeltacht areas.

### **Purpose**

Talking, listening and understanding are developed through the social use of language and the tasks to which language is directed. They are further extended as the pupils use language to clarify, organize, articulate and present thoughts, feelings and opinions. Pupils should have opportunities to develop and extend the target language through participation in:

- discussions and conversations;
- discussing their work and experiences with the teacher and their peers;
- discussing topics involving attitudes, opinions, beliefs and feelings;
- preparing, asking and responding to questions;
- formulating, giving and responding to directions and instructions.

### **Listening, Understanding and Talking Activities**

The confidence and competence which pupils exhibit in their use of language is influenced by the activity in which they are engaged and the purpose for which they are using language. Pupils should have opportunities to participate in a variety of listening, understanding and talking activities. These activities should include:

- a listening to, understanding and responding to a range of fiction, poetry and drama, visual or audio-visual materials;
- b dramatising a scene based on personal experience, imagination, Irish literature, Irish programmes, when available, and curricular topics, where applicable;
- c listening to live and media presentations as a follow-up to discussions with the teacher;
- d telling or re-telling stories based on Irish mythology and folklore, folklore of other countries, Irish literature, personal memories and experiences, imagination and themes taken from curricular topics;
- e describing and discussing with empathy, events, people, places and things, real and imaginary;
- f discussing, as part of a group or within the class unit for a variety of curricular purposes, sharing, responding to and evaluating ideas, arguments and points of view;
- g preparing and giving a talk on a selected topic to a familiar group, sometimes using audio or visual clues, with help from the teacher, to enhance the audience's interest;
- h preparing and using questionnaires to seek opinions and feelings;
- i participating in activities which involve talking with Irish speakers from the local Irish-speaking Community and Ulster Gaeltacht;
- j showing an appreciation of some colloquial expressions and using them.

Within the context of these activities, pupils should develop the ability to:

- a share and co-operate in pairs or groups;
- b comment on their own talk and the talk of others;
- c observe the conventions of discussion;
- d speak clearly and audibly with reasonable phonetic skill;
- e engage audience interest.

# 2

KEY STAGE

Programme of Study  
IRISH (in Irish Speaking Schools)

## READING

### Introduction

The development of reading skills is crucial in facilitating the pupil's understanding and study of all areas of the curriculum. Pre-reading language experiences are an important and essential foundation for this programme of study. In the early stages of Irish-medium education, considerable time is required to develop basic receptive and production skills in the target language. Extended periods should be spent on a range of pre-reading activities which not only focus on the specific requirements of the pre-reading situation but also stimulate and initiate a range of oral language activities.

The value and importance of reading should be demonstrated through the creation of a positive and stimulating atmosphere in the classroom and the provision of an environment which arouses the pupils' curiosity and interest. Pupils should feel at ease during their reading activities and, as their competence increases, the pleasure associated with reading should become a significant factor in their motivation. The good example, keen interest and energy of the teacher as a reader should be major sources of encouragement for the pupils as readers.

A wide range of various types of print and reading materials should be available to the pupils in the classroom. The teacher should provide a variety of reading activities and experiences for the pupils from which they will begin to develop their own likes and preferences in their choice of reading material.

Reading is perceived as a unit composed of three interdependent elements:

- decoding skills;
- understanding;
- enjoyment.

The pupils should have frequent opportunities to:

- extend their sight vocabulary in relation to words and phrases;
- attempt words they do not recognise;
- practise the higher reading skills;
- use a range of reading strategies.

This programme of study should strengthen the link between home and school which was initiated in Key Stage 1, and the help and support of parents, which is necessary in Irish-medium education, should be continued.

### Presentation of the Programme of Study

While these detailed requirements have been set out under specific headings, it must be remembered that the processes and activities incorporated within the headings are not discrete but inter-relate and interact.

## Progression

Within the context of this programme of study pupils should have opportunities to progress:

- **from** using basic decoding strategies to read unfamiliar words **towards** using a range of decoding strategies in their reading.
- **from** conveying a degree of independence in their reading **towards** independent confident reading, which involves understanding, feeling and fluency.
- **from** showing inferential understanding and indicating personal opinions **towards** recognising and discussing the author's attitude across a range of texts.
- **from** beginning to understand the structure of a text **towards** recognising the effect and impact of language used by the author and expressing an opinion.
- **from** beginning to read with some degree of competence **towards** methods in reading a text to locate main points or supporting detail.
- **from** using a personal store of words or a simple dictionary **towards** locating information in a range of sources and recording it.

## Pupils with Special Needs

It is important to recognize the particular problems of children with learning difficulties. They need extra encouragement, help and support at all times and language activities should be based firmly on the first-hand experiences of the pupils. At Key Stage 2, the needs of these pupils will necessitate a continuing focus on basic reading skills.

## Contribution to the Educational (Cross-curricular) Themes

The Irish Curriculum should, where appropriate, provide opportunities for pupils to use Reading to explore and reflect on the content and issues associated with the cross-curricular themes.

Through reading, pupils should have opportunities to:

- read about people from other cultures, religion, race, or social backgrounds (CH, EMU, HE);
- develop, where appropriate, and apply their knowledge, skills and understanding of technology, search for and find information using a computer (IT).

## Context

Arising from classroom experience, pupils should have opportunities to develop their reading in a variety of contexts:

- as individuals, reading silently or aloud;
- in pairs;
- as members of a group;
- as members of the class;

- with the teacher;
- with parents and other adults.

### Range

Pupils should have opportunities to read across a variety of texts, including:

- picture books and posters;
- songs and verses;
- notices and signs in both classroom and school environment;
- pupil's own composition;
- graded reading books;
- flash cards and games;
- picture dictionaries and personal dictionaries;
- suitable computer software;
- information books;
- fairy stories, mythology, folklore and contemporary literature;
- non-fiction texts, timetables, graphs and atlases;
- badges and greeting cards;
- poetry;
- encyclopaedias;
- magazines, periodicals, newspapers and comics;
- drama.

### Purpose

Pupils should have opportunities to read for a variety of purposes, including:

- amusement and enjoyment;
- learning in all areas of the curriculum and in the cross-curricular themes;
- learning about themselves and life in general;
- enriching their Irish;
- locating information or following directions;
- developing study skills.

## Audience

Pupils should read for a variety of audiences including:

- themselves and other pupils;
- the teacher;
- parents and other adults;
- visitors to the school;
- audiences outside the school.

## Reading Activities

Pupils should have opportunities to engage in a wide range of reading activities, including:

- a reading their own compositions and the compositions of other pupils;
- b reading and discussing graded texts;
- c listening to and responding to stories, poems, jingles and songs, read live or recorded;
- d following a text while listening to it being read on tape;
- e reading a variety of literary genres in a suitable way and style;
- f summarizing or sequencing the main points in a text;
- g discussing in detail, aspects of texts, focusing on characters, places and events using both inference and deduction;
- h reading silently and independently without interruption for longer periods of time;
- i reading aloud using appropriate intonation and pausing;
- j taping themselves reading;
- k using advanced decoding strategies to read unfamiliar words and phrases;
- l using dictionary skills;
- m handling reference books and using indexes;
- n using a library;
- o keeping records of books they have read along with their opinions of them.

Within the context of these reading activities pupils should develop the ability to:

- a read a range of texts independently and respond to them in various forms;
- b use inference, deduction and evidence in a text to support their response;
- c predict what would happen or could happen if other conditions prevailed;

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## KEY STAGE

- d distinguish between fact and fiction;
- e improve and enrich their command of Irish;
- f widen their store of words, compound words and phrases which they readily recognise;
- g use a wide range of reading and decoding strategies in order to read text continuously;
- h locate relevant information, organize, evaluate and record it in various forms.

## WRITING

### Introduction

Writing should be an enjoyable experience. To foster this aspect of writing, the classroom atmosphere should be one in which pupils feel relaxed, accepted and affirmed and in which they succeed as writers.

Pupils should understand the importance of writing as a means of communication and should be given frequent and varied opportunities to write from their own experience, for an agreed purpose and for a known audience. Success depends on pupils having a clear understanding of the task. Emphasis should be on conveying thoughts intelligibly and an appeal should be made to pupils' imaginations and originality.

The process of writing involves two aspects, the compositional and the secretarial. The compositional aspect includes the selection, ordering and organisation of ideas and the expression of feelings and opinions, while the secretarial aspect involves spelling, syntax, punctuation, handwriting and grammar. Whilst the meaning may be obscured if the secretarial aspect is neglected, it is the content and the form in which the content is expressed that is at the heart of the writing process.

Pupils should begin to develop an awareness of the importance of the correct spelling and grammar and understand that good handwriting and presentation help to convey the message to the reader. Pupils should be encouraged to have a sense of pride in their work.

Pupils should be encouraged to appreciate that the writing process involves:

- decision making
  - the context, precise purpose and intended audiences established;
- planning
  - preliminary thoughts are organised and a basic outline devised;
- drafting
  - thoughts are developed, evaluated and reshaped by expansion or amendment.

Pupils should recognise that not all writing goes through all of these stages. While it is not always appropriate to rework a piece of writing, opportunities should be given for redrafting both with the teacher and independently, and on an individual basis and within groups. Successful drafting is very much dependent on the support, advice and encouragement offered by the teacher.

In redrafting, attention should be given to the form and layout of the work. Pupils should be given constructive and sensitive comments on their work and should receive the response of others to it. Pupils should be able to see their teacher writing, sharing the process and the final outcome. In redrafting, pupils should also be given opportunities to discuss and improve their style of writing and to enrich their use of language.

Teachers should be aware of the fact that oral and written skills are inter-related and that the characteristics of the pupils' spoken language will transfer to writing. This interaction is of particular concern in Irish medium education. Sensitivity should, therefore, be displayed in correcting pupils' writing. However, pupils should continue to be encouraged to enrich their

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Programme of Study  
IRISH (in Irish Speaking Schools)

use of the target language and to extend their vocabulary. More attention should be given to improving the pupils' target language through techniques such as redrafting and working constructively on weaknesses displayed in spelling, syntax and grammar.

The classroom should actively facilitate writing. Pupils should have access to a variety of writing tools and materials including:

- word processors;
- word banks;
- personal word books;
- simple reference materials;
- dictionaries;
- thesauri.

Every opportunity should be taken to provide an audience for the pupils' work:

- on display boards in the classroom and in corridors;
- in booklets and scrapbooks;
- in class and school magazines or newspapers;
- in anthologies;
- through competitions.

### **Presentation of the Programme of Study**

While these detailed requirements have been set out under specific headings, it must be remembered that the processes and activities incorporated within the headings are not discrete but inter-relate and interact.

### **Progression**

Within the context of this programme of study pupils should have opportunities to progress:

- **from** writing with help where separate ideas are identified **towards** writing which is varied and interesting and which uses some supporting detail to make the meaning clear;
- **from** using basic vocabulary **towards** using more imaginative vocabulary;
- **from** writing with a sense of simple structure and organisation **towards** writing which displays an increased awareness of form and audience;
- **from** spelling most common and familiar words in a recognisable way **towards** spelling them correctly;
- **from** handwriting which is consistent in size **towards** handwriting which is fluent, legible and accurately formed – joined or unjoined;
- **from** writing sentences which show accuracy in basic punctuation **towards** increasing proficiency in the use of syntax and punctuation.

## Pupils with Special Needs

It is important to recognize the particular problems of pupils with learning difficulties. They need extra encouragement, help and support at all times and language activities should be based firmly on the first-hand experiences of the pupils. At Key Stage 2, the needs of these pupils will necessitate a continuing focus on basic writing skills.

## Contribution to the Educational (Cross-curricular) Themes

The Irish Curriculum should, where appropriate, provide opportunities for pupils to use Writing to explore and reflect on the content and issues associated with the cross-curricular themes.

Through writing, pupils should have opportunities to:

- discuss and write about issues of similarity and difference. Consider and write about issues arising from stereotypical images (CH, EMU);
- develop, where appropriate, and apply their knowledge, skills and understanding of **information technology**, *for example, use a word-processor to create and, with help, redraft, assemble text and graphics for a variety of purposes and audiences (IT).*

## Planning

Pupils should be encouraged, when it is appropriate to the task, to plan their written work. The teacher has an important role in discussing their work with the pupils, helping them to organize their ideas and thoughts and to prepare an outline. Pupils should also have opportunities to discuss their work with individuals or groups.

## Purpose

Pupils should have opportunities to write for a variety of purposes, including:

- their own enjoyment and amusement; and
- to express their thoughts and feelings;
- to develop their imagination;
- to inform and explain;
- to describe;
- to narrate;
- to report;
- to persuade;
- to interpret data;
- to express a point of view;
- to give instructions.

## Context

Writing will arise from a variety of experiences, including:

- first-hand experiences;
- playing with language; rhymes, word games and composing poems;
- responses to their reading;
- the various areas of study and cross-curricular themes;
- drama;
- audio-visual and visual aids, television and radio;
- visitors to the classroom;
- visits and trips;
- competitions;
- software packages;
- artefacts.

## Audience

Pupils should know for whom they are writing and be aware of the needs of the particular audience. Pupils should be encouraged to demonstrate a sense of readership and write for a range of audiences, including:

- themselves;
- teachers;
- parents;
- pupils in their own and other schools;
- audiences from outside the school.

## Range

Pupils should have opportunities to write in different forms and to develop control of the different conventions (layout, sequencing and structure) demanded by these forms. Their writing should include the following:

- stories, based on personal experience and books they have read or stories they have heard;
- creative and imaginative writing;
- descriptions;
- diaries;
- poems;
- comic strips;

- recipes and lists;
- letters and notes;
- invitations, greeting cards, posters, notices and diagrams;
- dialogues;
- reports;
- articles in newspapers or school magazines.

Within a meaningful context or arising out of their own work, pupils should develop the ability to:

- a use a comfortable, well formed style of handwriting;
- b spell, from memory, words that they use frequently in their writing;
- c apply strategies which enable them to spell unfamiliar words;
- d use a personal or class dictionary to locate and check spelling of words that they need to use in their writing;
- e use the conventions of basic punctuation including the proper use of capital letters, full stops, question marks, exclamation marks, speech marks, commas and paragraphs;
- f construct and use compound words and some familiar prefixes and suffixes;
- g use certain grammatical terms including noun, adjective and verb;
- h apply the different conventions and structures demanded by various forms of writing, *for example, letter, description, report*;
- i avoid repetition and ambiguity in their writing;
- j consolidate and improve their use of syntax in the target language and to broaden and enrich vocabulary.

# Attainment Targets and Level Descriptions for Irish (in Irish Speaking Schools)

# 2

KEY STAGE

Irish has three attainment targets which relate directly to the sections of the programme of study as follows:

- Listening, Understanding, Talking;
- Reading;
- Writing.

Level Descriptions  
IRISH (in Irish Speaking Schools)

## LISTENING, UNDERSTANDING, TALKING

Pupils should develop the ability to express and communicate meaning in spoken language, listening to and interpreting what others say and matching style and response to audience, context and purpose.

### LEVEL 1

Pupils listen to the teacher and indicate an understanding of what is being said. While there may be a tendency to use English in their own speech, they also use words, phrases and complete sentences in Irish.

### LEVEL 2

Pupils show an ability to listen to others and participate in simple discussions. They describe events that have happened. They express their own opinions and feelings. In the formal context of the classroom, Irish predominates as the medium of communication.

### LEVEL 3

Pupils listen carefully to others. They participate in discussions asking relevant questions and responding to the ideas of others. Irish is used in spontaneous situations with their peers and is used consistently in the formal context of the class. Their competence in Irish demonstrates the development of increasing accuracy along with a greater variety in use of vocabulary, sentence patterns and verbs.

### LEVEL 4

Children talk with confidence and express themselves clearly. Their ideas indicate a coherence and logic. In presenting their own ideas they can make some attempt at expressing and justifying their position and commenting on the contribution of others. They use a wider range of language and demonstrate a greater consolidation of language accuracy.

### LEVEL 5

Pupils organise their thoughts and ideas effectively in a range of contexts and situations. They pay close attention to what others say. They show an ability to follow an argument and to evaluate a variety of opinions. They show an awareness of the need to motivate and stimulate audience interest.

## READING

Pupils should develop the ability to read, understand and engage with various types of text for enjoyment and learning.

### LEVEL 1

Pupils indicate that they are developing an interest in and enjoyment of reading and they understand that pictures and print carry meaning. They recognise words and phrases that have relevance in the context of the classroom and can read a simple text based on them. They begin to recognise the names and sounds of letters.

### LEVEL 2

Pupils read simple texts and use basic strategies in attempting unfamiliar words. They demonstrate an awareness of the literal meaning of a text and begin to develop an understanding of inferential aspects of a text. They make simple predictions. They use their knowledge of the alphabet within a simple context.

### LEVEL 3

Pupils read familiar texts with consistent accuracy and begin to read with effect when reading aloud. They can make a simple summary and give an opinion on an event or character. With help, they can find a book which they require and locate relevant information.

### LEVEL 4

Pupils read a range of material both fact and fiction. They summarise information confidently and with independence. They refer to both explicit and implicit meaning when discussing a text or article. There is a credible basis to their opinions and feelings. They can locate books and information with reasonable independence.

### LEVEL 5

Pupils read aloud confidently and clearly with appropriate expression and intonation. They summarise a text or article effectively. They express coherent opinions about characters and events, clearly and confidently, supporting their opinions with reference to the text and their own experiences. They can differentiate between fact and the personal opinion of the author. They begin to appreciate the use of language to heighten dramatic effect, create atmosphere and intensify feeling. They use a range of sources to locate and manage information effectively.

## WRITING

Pupils should develop the ability to make and shape text in order to communicate meaning in written language appropriate to the context, purpose, reader or audience.

### LEVEL 1

Pupils begin to write independently and with the help of the teacher begin to put shape and structure on simple ideas. They use simple sentences and words which arise from their reading experience. They demonstrate some control over the size and shape of letters.

### LEVEL 2

Children write independently, indicating, with help from the teacher, an ability to organise and structure their thoughts. They begin to spell the most basic high frequency words with accuracy. Handwriting is legible and they indicate an awareness of basic punctuation conventions.

### LEVEL 3

Pupils begin to use a variety of forms in their writing. There is a sense of coherence and logic in their work. They begin to extend their range of language. They spell high frequency words with reasonable accuracy. Handwriting is neat and legible and letters are consistent in size. They regularly demonstrate basic punctuation conventions.

### LEVEL 4

The pupils use a variety of forms in writing based on a range of experiences. Writing shows confidence along with coherent structure and credible chronology in the events being described. They display a more extended range of language. Pupils are beginning to use basic drafting skills and spell high frequency words with consistent accuracy. They show that they are developing a clear consistent style of writing, joined or unjoined. Basic punctuation conventions are consistently in place and they show an awareness of the more complex punctuation conventions.

### LEVEL 5

Pupils' writing is confident, competent and interesting. They use a range of forms and language is chosen to heighten the impact of writing. They are reasonably independent in redrafting work. They spell a range of words accurately. They have a legible and flowing style of handwriting. More complex conventions of punctuation are used regularly and appropriately.