

# Supporting the curriculum



These resources have been designed to support the delivery of curriculum subjects in England at Key Stage 2.



## England: DFE National Curriculum

### Subject

### Approach

#### PSHE

#### Core theme 1: Health and wellbeing Students should be taught:

- About good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings.
- About change and loss and the associated feelings (including moving home, losing toys, pets or friends).
- About the process of growing from young to old and how people's needs change.
- About people who look after them, their family networks, who to go to if they are worried and how to attract their attention, ways that students can help these people to look after them.

#### Core theme 2: Relationships Students should be taught:

- To communicate their feelings to others, to recognise how others show feelings and how to respond.
- To recognise how their behaviour affects other people.
- To offer constructive support and feedback to others.
- To identify their special people (family, friends, carers), what makes them special and how special people should care for one another.

#### Core Theme 3: Living in the wider world Students should be taught:

- To help construct, and agree to follow, group and class rules and to understand how these rules help them.
- That they belong to various groups and communities such as family and school.

#### English

#### Spoken Language – Years 3,4,5 Students should be taught to:

- Ask relevant questions to extend their understanding and knowledge.
- Articulate and justify answers, arguments and opinions.
- Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.
- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.
- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.
- Participate in discussions, presentations, performances, role play, improvisations and debates.
- Consider and evaluate different viewpoints, attending to and building on the contributions of others.



Subject	Approach
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**English  
(continued)**

**Reading – Years 3 and 4** Students should be taught to:

- Read books that are structured in different ways and for a range of purposes.
- Use dictionaries to check the meaning of words that they have read.
- Retrieve and record information from non-fiction.

**Years 5 and 6**

- (Continue) to read and discuss a wide range of fiction, non-fiction and reference books and text books
- Distinguish between statements of fact and opinion.
- Retrieve, record and present information from non-fiction.
- Explain and discuss their understanding of what they have read, including formal presentations and debates, maintaining a focus on the topic and using notes where necessary.

**Writing – Years 3 and 4** Students should be taught to:

- Plan their writing by discussing and recording ideas.

**Draft and write:**

- Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary.
- Organising paragraphs around a theme.
- Narratives, creating settings, characters and plot.
- Non-narrative material, using simple organisational devices.
- Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

**Years 5 and 6** Students should be taught to:

- Ask relevant questions and using different types of scientific enquiries, to answer them.  
Set up simple practical enquiries, comparative and fair tests.  
(using results) draw simple conclusions, make predictions. and raise further questions.

**Plan their writing by:**

- Identifying the audience for and purpose of the writing.
- Noting and developing initial ideas, drawing on reading and research where necessary.
- Consider how to use further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining].



## England: DFE National Curriculum

Subject	Approach
<b>Science</b>	<p><b>Years 3 and 4</b> Principle focus: to enable students to broaden their scientific view of the world around then ask their own questions about what they observe. Working scientifically:</p> <ul style="list-style-type: none"><li>■ Asking relevant questions and using different types of scientific enquiries to answer them.</li><li>■ Reporting on findings from enquires, including oral and written explanations displays or presentations of results and conclusions.</li></ul> <p><b>Year 5</b> Principle focus: to enable students to develop a deeper understanding of a wide range of scientific ideas. (Programme Of Study) – Animal including humans students should be taught:</p> <ul style="list-style-type: none"><li>■ To describe the changes as humans develop to old age.</li></ul>
<b>Art and Design</b>	<p><b>Design</b> Students should be taught to:</p> <ul style="list-style-type: none"><li>■ Use research and develop design criteria to inform the design of innovative, functional and appealing products that are fit for purpose, aimed at particular individuals or groups.</li></ul>
<b>Computing</b>	<p>Students should be taught to:</p> <ul style="list-style-type: none"><li>■ Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration</li><li>■ Use technology safely, respectfully and responsibly.</li></ul>