

Woodfield Community Primary School
Attainment target for KS2 (NNC 2014)

Please complete the objectives you have covered at the end of each topic by annotating with title of topic, date and year. This information needs to be passed to the next teacher to ensure coverage of the curriculum across Key Stage 2.

<p>Art and Design The national curriculum for art and design aims to ensure that all pupils:</p> <ul style="list-style-type: none"> ▪ produce creative work, exploring their ideas and recording their experiences ▪ become proficient in drawing, painting, sculpture and other art, craft and design techniques ▪ evaluate and analyse creative works using the language of art, craft and design ▪ know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. 							
to create sketch books to record their observations and use them to review and revisit ideas							
to improve their mastery of art and design techniques, including drawing , with a range of materials [for example, pencil, charcoal,							
to improve their mastery of art and design techniques, including painting .							
to improve their mastery of art and design techniques, including sculpture using a range of materials eg clay.							
great artists, architects and designers in history.							
<p>Computing The national curriculum for computing aims to ensure that all pupils:</p> <ul style="list-style-type: none"> ▪ can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation ▪ can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems ▪ can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems ▪ are responsible, competent, confident and creative users of information and communication technology. 							

design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts							
use sequence, selection, and repetition in programs; work with variables and various forms of input and output							
use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs							
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							
use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content							
<ul style="list-style-type: none"> select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information 							
use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.							
<p>Design and Technology The national curriculum for design and technology aims to ensure that all pupils:</p> <ul style="list-style-type: none"> develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users critique, evaluate and test their ideas and products and the work of others understand and apply the principles of nutrition and learn how to cook. 							

use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups							
generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design							
select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately							
select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities							
investigate and analyse a range of existing products							
evaluate their ideas and products against their own design criteria and consider the views of others to improve their work							
understand how key events and individuals in design and technology have helped shape the world							
apply their understanding of how to strengthen, stiffen and reinforce more complex structures							
understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]							
understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]							
apply their understanding of computing to program, monitor and control their products.							

Cooking and Nutrition							
understand and apply the principles of a healthy and varied diet							
prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques							
understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.							
<p>Geography The national curriculum for geography aims to ensure that all pupils:</p> <ul style="list-style-type: none"> ▪ develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes ▪ understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time ▪ are competent in the geographical skills needed to: <ul style="list-style-type: none"> ▪ collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes ▪ interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS) ▪ communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length. 							
locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities							
name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time							
identify the position and significance of latitude, longitude,							

Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)							
understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America							
describe and understand key aspects of: <ul style="list-style-type: none"> physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water 							
use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied							
use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world							
use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.							
History The national curriculum for history aims to ensure that all pupils: <ul style="list-style-type: none"> know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry' understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses 							

- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

changes in Britain from the Stone Age to the Iron Age							
the Roman Empire and its impact on Britain							
Britain's settlement by Anglo-Saxons and Scots							
the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor							
a local history study							
a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066							
the achievements of the earliest civilizations							
Ancient Greece							
a non-European society that provides contrasts with British history							
<p>Languages The national curriculum for languages aims to ensure that all pupils:</p> <ul style="list-style-type: none"> • understand and respond to spoken and written language from a variety of authentic sources • speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation • can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt • discover and develop an appreciation of a range of writing in the language studied. 							
listen attentively to spoken language and show understanding by joining in and responding							
explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words							
engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*							

<p>speak in sentences, using familiar vocabulary, phrases and basic language structures</p>							
<p>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</p>							
<p>present ideas and information orally to a range of audiences*</p>							
<p>read carefully and show understanding of words, phrases and simple writing</p>							
<p>appreciate stories, songs, poems and rhymes in the language</p>							
<p>broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p>							
<p>write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p>							
<p>describe people, places, things and actions orally* and in writing</p>							
<p>understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</p>							
<p>Music The national curriculum for music aims to ensure that all pupils:</p> <ul style="list-style-type: none"> perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations. 							
<p>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p>							
<p>improvise and compose music for a range of purposes using the inter-related dimensions of music</p>							

listen with attention to detail and recall sounds with increasing aural memory							
use and understand staff and other musical notations							
appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians							
develop an understanding of the history of music.							
P.E The national curriculum for physical education aims to ensure that all pupils: <ul style="list-style-type: none"> • develop competence to excel in a broad range of physical activities • are physically active for sustained periods of time • engage in competitive sports and activities • lead healthy, active lives. 							
use running, jumping, throwing and catching in isolation and in combination							
play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending							
develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]							
perform dances using a range of movement patterns							
take part in outdoor and adventurous activity challenges both individually and within a team							
compare their performances with previous ones and demonstrate improvement to achieve their personal best.							

Swimming and water safety

All schools must provide swimming instruction either in key stage 1 or key stage 2.

In particular, pupils should be taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations.