Northern Ireland Curriculum

The Northern Ireland Curriculum Primary

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CCEA wishes to thank the schools who willingly co-operated
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1.0_ INTRODUCTION

1.1_ THE REVISED NORTHERN IRELAND CURRICULUM

This document sets out the requirements of the revised Northern Ireland Curriculum (hereafter referred to as the Northern Ireland Curriculum) and is the starting point for planning a school curriculum that meets the needs of individual children. The revisions to the curriculum aim to retain the best of current practice while seeking to give greater emphasis to important elements, such as children's Personal Development and Mutual Understanding and the explicit development of Thinking Skills and Personal Capabilities.

The Northern Ireland Curriculum sets out the minimum requirement that should be taught at each key stage. Within these requirements, schools have a responsibility to provide a broad and balanced curriculum for all children and schools should aim to give every child the opportunity to experience success in learning and to achieve as high a standard as possible. Teachers, however, have considerable flexibility to make decisions about how best to interpret and combine the requirements so as to prepare young people for a rapidly changing world.

1.2_ STAGES OF THE PRIMARY CURRICULUM

The primary phase comprises:

The Foundation Stage:	Years 1 and 2
Key Stage 1:	Years 3 and 4
Key Stage 2:	Years 5, 6 and 7

1.3_ STRUCTURE OF THE PRIMARY CURRICULUM

The curriculum for the three stages is set out in six Areas of Learning. Although the Areas of Learning are set out separately teachers should, where appropriate, integrate learning across the six areas to make relevant connections for children. Teachers have considerable flexibility to select from within the learning areas those aspects they consider appropriate to the ability and interests of their pupils. The Areas are:

1 Language and Literacy (including Talking and Listening, Reading and Writing; schools are also encouraged to teach additional languages);

2 Mathematics and Numeracy (focusing on the development of mathematical concepts and numeracy across the curriculum);

3 The Arts (including Art and Design, Drama and Music);

4 The World Around Us (focusing on the development of knowledge, skills and understanding in Geography, History and Science and Technology);

5 Personal Development and Mutual Understanding (focusing on emotional development, social skills, learning to learn, health, relationships and sexuality education and mutual understanding in the local and global community);

6 Physical Education (focusing on the development of knowledge, skills and understanding through play and a range of physical activities).

1.4_ PROVIDING EQUALITY OF OPPORTUNITY AND ACCESS FOR ALL

This access statement outlines how teachers can modify the Northern Ireland Curriculum as necessary to provide all children with relevant and challenging work.

Schools have a responsibility to provide a broad and balanced curriculum for all children and schools should aim to give every pupil the opportunity to experience success in learning and to achieve as high a standard as possible.

The Statutory Curriculum is the starting point for planning a school curriculum that meets the needs of individual pupils. The Northern Ireland Curriculum sets out the minimum requirement that should be taught at each key stage. The Thinking Skills and Personal Capabilities Framework allows teachers to teach the knowledge, skills and understanding in ways that suit individual pupils' ability.

Teachers will be aware that pupils have different experiences, interests and strengths, which will influence the way in which they learn. In planning curriculum and assessment activities, teachers should be aware of the requirements of the equal opportunities legislation and the Special Educational Needs and Disability Order (SENDO) and should have high expectations for all pupils, including pupils with special educational needs, pupils with disabilities, pupils from all social and cultural backgrounds, pupils of different ethnic groups including travellers and those from diverse linguistic backgrounds.

Approaches to learning and teaching should provide suitably challenging opportunities for all pupils to take part in lessons fully and effectively and should allow all pupils to achieve. For pupils with special educational needs teaching should take account of the type and extent of the difficulty experienced by the pupil. For pupils whose attainments fall significantly below the levels expected at a particular key stage, degrees of differentiation of tasks and materials appropriate to the age and requirements of the pupil will be necessary. For pupils whose attainments significantly exceed the expected levels of attainment during a particular key stage, teachers will need to plan suitably challenging work by extending the breadth and depth of study across Areas of Learning.

In planning to meet the needs of all pupils, teachers may need to:

- use teaching approaches appropriate to different learning styles;
- use a range of organisational approaches, such as setting, grouping or individual work, to ensure that individual needs are properly addressed;
- vary content and presentation so that it matches the learning needs of particular pupils;
- use a range of activities and contexts for work and allow a variety of interpretations and outcomes;
- allocate sufficient time for children to complete tasks;
- use accessible texts and materials that suit children's age and level of learning;
- plan work which builds on interests and cultural diversity;
- plan the pace of work so that all children will have the opportunity to learn effectively and achieve success;
- plan challenging work for those whose ability and understanding are in advance of their peer group;
- provide support by using ICT, video or audio materials, dictionaries and other suitable aids;
- enable the fullest possible participation of pupils with disabilities, including those with medical needs, to access physical activities and extra-curricular activities with appropriate support, aids or adaptations. Many pupils with disabilities can learn alongside their peers with little need for additional resources beyond the aids or equipment they use as part of their daily lives.

1.5_ WHOLE CURRICULUM AIM AND OBJECTIVES

Aim
The Northern Ireland Curriculum aims to empower young people to develop their potential and to make informed and responsible choices and decisions throughout their lives.

Objectives
The learning opportunities provided through the Northern Ireland Curriculum should help young people to develop as:

Individuals	Contributors to Society	Contributors to the Economy and Environment
Throughout the primary stages teachers should help children to: • develop self-confidence, self-esteem and self-discipline; • understand their own and others' feelings and emotions; • develop the ability to talk about how they feel; • develop their motivation to learn and their individual creative potential; • listen to and interact positively with others; • explore and understand how others live; **(Personal and Mutual Understanding)** • have an understanding of healthy eating and the importance of exercise; • develop positive attitudes towards an active and healthy lifestyle, relationships, personal growth and change; • become aware of key issues which affect their physical, social and mental well-being and that of others; • develop an awareness of their own personal safety; **(Personal Health)** • develop an awareness of right and wrong; • develop an awareness of how their actions can affect others; • understand that values, choices and decisions should be informed by a sense of fairness; • take responsibility for their actions; • develop tolerance and mutual respect for others; **(Moral Character)** • develop a sense of awe and wonder about the world around them. **(Spiritual Understanding)**	Throughout the primary stages teachers should help children to: • become aware of some of their rights and responsibilities; • become aware of some of the issues and problems in society; • contribute to creating a better world for those around them; **(Citizenship)** • develop an awareness and respect for: - the different lifestyles of others; - similarities and differences in families and people in the wider community; • understand some of their own and others' cultural traditions; • be aware of how we rely on each other; **(Cultural Understanding)** • be aware of, and use, information available to us through all sorts of media; • become aware of the potential impact of media in influencing our personal views, choices and decisions; **(Media Awareness)** • become aware of the imbalances in the world around us, at both a local and a global level; • become aware of the potential impact of developments upon the lives of others. **(Ethical Awareness)**	Throughout the primary stages teachers should help children to: • develop literacy, numeracy and ICT skills; • develop their aptitudes, abilities and creativity; • be willing to expand their learning and performance throughout their lives; • work independently and as a member of a team; • develop perseverance, initiative and flexibility; • be willing to take calculated risks when appropriate; • use critical and creative thinking to solve problems and make decisions; • identify the main reasons why people set up their own business. **(Employability)** • learn to manage their money and build up savings; • interpret information in order to make informed choices as consumers; • develop an understanding of the importance of using resources carefully in the classroom; • develop an awareness of some environmental issues; **(Economic Awareness)** • appreciate the environment and their role in maintaining and improving it; • understand how actions can affect the environment. **(Education for Sustainable Development)**

1.6_
WHOLE CURRICULUM SKILLS AND CAPABILITIES

At the heart of the curriculum lies an explicit emphasis on the development of skills and capabilities for lifelong learning and for operating effectively in society. Through opportunities to engage in active learning contexts across all areas of the curriculum, children should progressively develop:

Cross-Curricular Skills:
- Communication
- Using Mathematics
- Using Information and Communications Technology

Thinking Skills and Personal Capabilities:
- Thinking, Problem-Solving and Decision-Making
- Self Management
- Working with Others
- Managing Information
- Being Creative

Further guidance will be made available for schools before reporting of these skills becomes statutory in 2009/2010.

1.6_1
COMMUNICATION across the curriculum

Communication is central to the whole curriculum. Children should be able to communicate in order to express themselves socially, emotionally and physically, to develop as individuals, engage with others and contribute as members of society.

Children should be given opportunities to engage with and demonstrate the skill of communication and to transfer their knowledge about communication concepts and skills to real-life meaningful contexts across the curriculum.

The modes of communication include talking and listening, reading and writing. However, effective communication also includes non-verbal modes of communication, wider literacy and the use of multimedia and ICT technologies which may combine different modes. Children are therefore encouraged to become effective communicators by using a range of techniques, forms and media to convey information and ideas creatively and appropriately.

The requirements for Communication are set out below.

Across the curriculum, at a level appropriate to their ability, pupils should be enabled to develop skills in:

TALKING AND LISTENING

Pupils should be enabled to:
- listen to and take part in discussions, explanations, role-plays and presentations;
- contribute comments, ask questions and respond to others' points of view;
- communicate information, ideas, opinions, feelings and imaginings, using an expanding vocabulary;
- structure their talk and speak clearly so that ideas can be understood by others;
- adapt ways of speaking to audience and situation;
- use non-verbal methods to express ideas and engage with the listener.

READING

Pupils should be enabled to:

- read a range of texts* for information, ideas and enjoyment;
- use a range of strategies to read with increasing independence;
- find, select and use information from a range of sources;
- understand and explore ideas, event and features in texts*;
- use evidence from texts* to explain opinions.

** Texts refer to ideas that are organised to communicate and present a message in written, spoken, visual and symbolic forms.*

WRITING

Pupils should be enabled to:

- talk about, plan and edit work;
- communicate information, meaning, feelings, imaginings and ideas in a clear and organised way;
- develop, express and present ideas in a variety of forms and formats, using traditional and digital resources, for different audiences and purposes;
- write with increasing accuracy and proficiency.

1.6_2
USING MATHEMATICS across the curriculum

'Using Mathematics' is the skill of applying mathematical concepts, processes and understanding appropriately in a variety of contexts. Ideally these should be in relevant real life situations that require a mathematical dimension. Children are likely to acquire and consolidate their mathematical knowledge, concepts and skills within the Area of Learning for Mathematics and Numeracy. However, they should be given opportunities to transfer their understanding, as appropriate, to other contexts across the curriculum. Children can demonstrate their mathematical knowledge, understanding and skills in a variety of ways to communicate, manage information, think critically, solve problems and make decisions.

The requirements for Using Mathematics are set out below.

Across the curriculum, at a level appropriate to their ability, pupils should be enabled to:

- choose the appropriate materials, equipment and mathematics to use in a particular situation;
- use mathematical knowledge and concepts accurately;
- work systematically and check their work;
- use mathematics to solve problems and make decisions;
- develop methods and strategies, including mental mathematics;
- explore ideas, make and test predictions and think creatively;
- identify and collect information;
- read, interpret, organise and present information in mathematical formats;
- use mathematical understanding and language to ask and answer questions, talk about and discuss ideas and explain ways of working;
- develop financial capability;
- use ICT to solve problems and/or present their work.

1.6_3
USING INFORMATION AND COMMUNICATIONS TECHNOLOGY across the curriculum

Information and Communications Technology across the curriculum has the potential to transform and enrich pupils' learning experiences and environments. It can empower pupils, develop self-esteem and promote positive attitudes to learning. Additionally, the creative use of ICT has the potential to improve pupils' thinking skills, providing them with opportunities to become independent, self-motivated and flexible learners.

Pupils should develop the skills of Using ICT by engaging in meaningful research and purposeful activities set in relevant contexts. They should use ICT to handle and communicate information, solve problems, pose questions and take risks. They should process, present and exchange their ideas and translate their thinking into creative outcomes that show an awareness of audience and purpose. They should also use ICT to collaborate within and beyond the classroom, to share and exchange their work and to exhibit and showcase their learning.

Across the curriculum, at a level appropriate to their ability, pupils should develop their ICT skills to:

Explore

Pupils should be enabled to:
- access and manage data and information;
- research, select, process and interpret information;
- investigate, make predictions and solve problems through interaction with digital tools;
- understand how to keep safe and display acceptable online behaviour.

Express

Pupils should be enabled to:
- create, develop, present and publish ideas and information using a range of digital media;
- create information and multimedia products using a range of assets.

Exchange

Pupils should be enabled to:
- communicate using a range of contemporary methods and tools;
- share, collaborate, exchange and develop ideas digitally.

Evaluate

Pupils should be enabled to:
- talk about, review and make improvements to work, reflecting on the process and outcome;
- consider the sources and resources used.

Exhibit

Pupils should be enabled to:
- manage and present their stored work;
- showcase their learning across the curriculum.

1.6_4
THINKING SKILLS AND PERSONAL CAPABILITIES

Personal skills and capabilities underpin success in all aspects of life and the Northern Ireland Curriculum aims to foster these explicitly so that children are helped to develop self management skills and the ability to interact effectively with others. Thinking skills are tools that help children to go beyond the acquisition of knowledge to search for meaning, apply ideas, analyse patterns and relationships, create and design something new and monitor and evaluate their progress.

Teachers should help children to develop thinking skills and personal capabilities by focusing on the following areas.

The Statutory Requirements for Thinking Skills and Personal Capabilities are set out below in bold. Suggestions are in plain text.

Children should be given worthwhile experiences across the curriculum which allow them to develop skills in:

THINKING, PROBLEM-SOLVING AND DECISION-MAKING, such as:

- sequencing, ordering, classifying, making comparisons;
- making predictions, examining evidence, distinguishing fact from opinion;
- making links between cause and effect;
- justifying methods, opinions and conclusions;
- generating possible solutions, trying out alternative approaches, evaluating outcomes;
- examining options, weighing up pros and cons;
- using different types of questions;
- making connections between learning in different contexts.

SELF MANAGEMENT, such as:

- being aware of personal strengths, limitations and interests;
- setting personal targets and reviewing them;
- managing behaviour in a range of situations;
- organising and planning how to go about a task;
- focusing, sustaining attention and persisting with tasks;
- reviewing learning and some aspect that might be improved;
- learning ways to manage own time;
- seeking advice when necessary;
- comparing own approach with others and in different contexts.

WORKING WITH OTHERS, such as:

- listening actively and sharing opinions;
- developing routines of turn taking, sharing and co-operating;
- giving and responding to feedback;
- understanding how actions and words effect others;
- adapting behaviour and language to suit different people and situations;
- taking personal responsibility for working with others and evaluating own contribution to the group;
- being fair;
- respecting the views and opinions of others, reaching agreements using negotiation and compromise;
- suggesting ways of improving their approach to working collaboratively.

MANAGING INFORMATION, such as:

- asking focused questions;
- planning and setting goals, breaking a task into sub-tasks;
- using own and others' ideas to locate sources of information;
- selecting, classifying, comparing and evaluating information;
- selecting most appropriate method for a task;
- using a range of methods for collating, recording and representing information;
- communicating with a sense of audience and purpose.

BEING CREATIVE, such as:

- seeking out questions to explore and problems to solve;
- experimenting with ideas and questions;
- making new connections between ideas/information;
- learning from and valuing other people's ideas;
- making ideas real by experimenting with different designs, actions, outcomes;
- challenging the routine method;
- valuing the unexpected or surprising;
- seeing opportunities in mistakes and failures;
- taking risks for learning.

1.7_ APPROACHES TO LEARNING AND TEACHING

Children learn best when learning is interactive, practical and enjoyable. Teachers will make use of a wide range of teaching methods, balancing whole class, group and individual activities, to engage children in effective learning. In the Foundation Stage children should experience much of their learning through well planned and challenging play. Self-initiated play helps children to understand and learn about themselves and their surroundings. Motivation can be increased when children have opportunities to make choices and decisions about their learning, particularly when their own ideas and interests are used, either as starting points for learning activities or for pursuing a topic in more depth.

It is important that children:

- have secure relationships with peers and adults in a positively affirming environment which supports their emotional development and which is sensitive to their growing self-esteem and self-confidence;
- have opportunities to be actively involved in practical, challenging play-based learning in a stimulating environment, which takes account of their developmental stage/needs (including those with learning difficulties and the most able children) and their own interests/experiences;
- have opportunities to initiate play which capitalises on intrinsic motivation and natural curiosity;
- have choice and exercise autonomy and independence in their learning, and where they are supported in taking risks in their efforts to succeed;
- are given equality of opportunity to learn in a variety of ways and in different social groupings;
- are actively involved in planning, carrying out and reflecting on their work;
- are supported by trained, enthusiastic and committed professionals who work in partnership with parents and carers and where appropriate, professionals in other fields, to ensure that all achieve their full potential.

Intrinsic to this is a recognition of the importance of process based learning, as opposed to product based, outcome driven learning, with observation based assessment, carried out in a unobtrusive way, as an ongoing and integral part of the learning and teaching process.

In order to develop children's skills and capabilities across the whole curriculum, teachers will need to provide frequent opportunities for pupils to think and do for themselves. To help foster good thinking habits and develop more independent learners, teachers may find it helpful to utilise a simple 'Plan, Do, Review' process, which integrates and fosters children's skills and capabilities.

Plan, for example:

- Clarifying tasks;
- Generating ideas;
- Designing ways of approaching tasks or problems.

Do (carry out the plan and communicate findings), for example:

- Finding and analysing relevant information;
- Creating, trialling or testing out possible solutions;
- Making decisions;
- Drawing conclusions;
- Presenting ideas, opinions or outcomes.

Review (both the process and outcomes of their work and their learning), for example:

- Evaluating progress throughout and make improvements when necessary;
- Reflecting on their thinking and the learning;
- Transferring thinking and learning to other contexts.

1.8_ PLANNING FOR COHERENCE AND PROGRESSION

Children learn best when learning is connected. Although the curriculum has been set out under six Areas of Learning, further integration is encouraged to help children better understand the links between the different aspects of learning.

In the Foundation Stage teachers have considerable flexibility to interpret the Areas of Learning to suit the needs, interests and abilities of the children. Throughout the Foundation Stage, children need to be closely observed so that:

- teaching builds from where the children are;
- children's needs and interests lead the learning;
- appropriate support can be given to those children who require it;
- children are motivated and their learning challenged;
- children have high expectations of themselves;
- information can be shared with parents.

At Key Stages 1 and 2, to assist teachers in managing and making connections, each Area of Learning contains a paragraph highlighting the links to the rest of the curriculum. A range of Ideas for Connecting Learning (ICLs) are being developed to exemplify how the statutory requirements may be met using a cross-curricular approach.
Each Area of Learning also sets out how teachers should seek to build on children's earlier learning. Teachers should work together at a whole school level to ensure:

- the overall programme of learning in any one year group, and across the key stages, is broad and balanced;
- there is continuity and progression in children's learning;
- the planning identifies clearly the knowledge, skills and understanding the children are expected to acquire;
- the curriculum is planned to take account of the children's differing stages of development, abilities and attainment to ensure individual needs are met;
- there is careful assessment of children's progress and evaluation of children's responses to inform future planning.

Progression frameworks for the Whole Curriculum Skills and Capabilities are being developed to support teachers in their planning and in making judgements about pupil progress. These progression frameworks may be used by teachers as a professional tool to plan, guide, describe and report on progression in broad terms.

1.9_ ASSESSMENT FOR LEARNING

Assessment is an integral part of the learning process. Through ongoing integrated assessment, teachers build a comprehensive picture of the progress and learning needs of each child in order to plan future work and ultimately improve learning. Improvement in learning is enhanced by taking account of any information that is available about a child's progression in learning to date. Assessment for Learning encourages:

- the active involvement of children in their own learning by:
  - sharing learning intentions with children;
  - developing their awareness of the skills and knowledge that are being developed;
  - developing their awareness of the strategies they employ in their learning.
- the provision of effective feedback to children (recognising the profound influence this can have on motivation and self-esteem, both of which are crucial influences on learning);
- the development of children's ability for peer and self assessment by helping them to:
  - review and evaluate their own and others' work;
  - set their own goals following effective questioning and feedback;
  - understand how to improve.
- the use of outcomes of assessment to inform future teaching and learning.

A varied range of assessment techniques should be used as an integral part of the learning and teaching process, not just at the end of a lesson or topic. Teachers should select techniques that best suit the nature of the work being assessed and the purpose of the assessment at the particular time, for example:

- observation;
- class discussion;
- oral, written, visual presentations or physical demonstrations;
- independent or group tasks;

- project work;
- homework;
- diagnostic and/or standardised tests.

Evidence from these activities should be used to help teachers:

- identify strengths and areas for improvement;
- plan the next stages of learning;
- make summative judgements at a particular point in time, for example, at the end of a topic, unit of work or the end of each year.

2.0_ FOUNDATION STAGE

INTRODUCTION

Young children come to school from a variety of different backgrounds, having had a range of diverse learning experiences at home and for most, some form of pre-school education. The Foundation Stage aims to build on these learning experiences by providing children with an appropriate learning programme to develop their dispositions to learn and to provide them with the skills and competencies they will need to succeed in school and future life. The Foundation Stage also endorses good early years practice where teachers have more flexibility in terms of what they teach. This flexibility allows teachers to follow the interests of the children, encouraging them to see links in their learning and to appreciate that the skills they learn in one area can be applied elsewhere.

CHARACTERISTICS OF THE FOUNDATION STAGE

At the outset it is important to emphasise that the Foundation Stage reflects the existing good practice already firmly established in Northern Ireland schools. The Programme of Study (1996) outlined the Characteristics of the Curriculum at Key Stage 1 and the Foundation Stage seeks to endorse these elements of sound educational practice by providing a learning environment which best meets the needs of young children.

The Programme of Study (1996) stated that Key Stage 1 teachers should:
'provide opportunities for pupils to develop the skills they will need to become confident and independent,'

therefore;
'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 contexts 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 and subjects.'

It goes on to state that education at Key Stage 1 should foster the intellectual, social, emotional, physical, moral and spiritual development of pupils by:

- enabling them to work and play together harmoniously;
- promoting positive attitudes to school and learning;
- providing opportunities for them to learn in a practical way;
- using, to the full, opportunities provided by 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 of the curriculum;
- providing rich and varied contexts for developing skills, such as observing, investigating, organising, recording, interpreting and predicting, which are essential to learning in all subjects of the curriculum.

This guidance should be used in conjunction with:

Together Towards Improvement and Improvement through Self-evaluation (ETI, 2003)

The Reflective Teacher (ETI, 2005)

The Characteristics of the Curriculum at the Foundation Stage (The Revised N.I. Primary Curriculum 2006/07).

Key Stages 1 and 2 – The Northern Ireland Curriculum Programmes of Study and Attainment Targets (DENI 1996).

THE AIMS OF THE FOUNDATION STAGE

The Northern Ireland Curriculum aims to empower young people to develop their potential and make informed and responsible choices and decisions throughout their lives. The Foundation Stage aims to provide a learning programme which will:

- promote children's personal development;
- promote positive attitudes and dispositions to learning;
- promote children's Thinking Skills and Personal Capabilities;
- encourage creativity and imagination;
- enable children to develop physical confidence and competence;
- develop children's curiosity and interest in the world around them;
- enable children to communicate in a variety of ways;
- motivate children to develop literacy and numeracy skills in meaningful contexts.

THE PRINCIPLES UNDERPINNING THE FOUNDATION STAGE

Young children learn best when learning is interactive, practical and enjoyable for both children and teachers.

Children learn best when they:

- have opportunities to be actively involved in practical, open-ended and challenging learning experiences that encourage creativity;
- have opportunities to initiate experiences that capitalise on their individual interests and curiosities;
- are actively involved in planning, reviewing and reflecting what they have done;
- are enabled to express themselves by creating images, sounds, movements, structures and invented stories;
- are involved in play that is challenging, takes account of their developmental stage and needs and builds on their own interests and experiences;
- work in stimulating environments and have access to a range of resources;
- develop secure relationships with peers and adults;
- have choice and exercise autonomy and independence in their learning, and are encouraged to take risks.

Learning is supported by adults when:

- early years practitioners are committed, sensitive, enthusiastic and interact effectively to challenge children's thinking and learning;
- planning is collaborative, holistic, child focused and informed by observations of learning;
- assessment is ongoing, formative and integral to learning and teaching. It is observation based, informs planning and is carried out in an unobtrusive way;
- practitioners manage the introduction and effective use of resources;
- positively affirming environments are created to support children's emotional, social and physical development;
- the importance of process based rather than outcome driven learning is acknowledged;
- practitioners and parents/carers work in partnership to ensure children achieve their full potential;
- a multi-professional approach exists and practitioners access the expertise of other professionals;
- children are made aware of their progress by receiving positive feedback and suggestions for improvement;
- they reflect on their practice and are engaged in professional development.

THE CURRICULUM IN THE FOUNDATION STAGE

The statutory curriculum in the Foundation Stage is set out under the following Areas of Learning:

- **Language and Literacy** including Talking and Listening, Reading and Writing;
- **Mathematics and Numeracy** including Number, Measures, Shape and Space, Sorting and Pattern and Relationships;
- **The Arts** including Art and Design, Music and Drama;
- **The World Around Us** including Geography, History and Science and Technology;
- **Personal Development and Mutual Understanding** including Personal Understanding and Health and Mutual Understanding in the Local and Wider Community;
- **Physical Development and Movement** including Athletics, Dance, Games and Gymnastics.

Religious Education is a compulsory part of the Northern Ireland Curriculum. Schools have to provide RE in accordance with the core syllabus that was drawn up by the four main Christian Churches in Northern Ireland and specified by the Department of Education.

Note
Although Areas of Learning are set out separately teachers should integrate learning to enable children to make appropriate connections.

2.1_ LANGUAGE and LITERACY

Literacy focuses on developing each child's ability to understand and use language, both spoken and written, as an integral part of learning in all areas. The development of these skills enables children to interact effectively in the world around them, to express themselves creatively and to communicate confidently, using the four modes of communication (Talking and Listening, Reading and Writing) and a variety of skills and media.

Language and Literacy should be considered in a holistic way, taking account of the integral nature of Talking and Listening and Reading and Writing which extend across all Areas of Learning.

Children come to school with their own experiences of using language, both oral and written, in the home, pre-school setting and local community. These skills should be valued and used as a starting point for further development. The role of the adult is to encourage interaction and promote communication as a tool for learning. Teachers should observe children's development and use the information gathered to plan future learning experiences.

Schools are also encouraged to teach additional languages. Second language learning improves children's communication and literacy skills, enabling them to develop their aural and visual memory and encouraging them to become clear and confident speakers as well as attentive listeners. Children are helped to develop a greater understanding of how language works by exploring the similarities and differences between their mother tongue and the second language. Moreover, learning a second language serves to consolidate ideas, concepts and skills already taught in other Areas of Learning and when combined with elements from the areas of Personal Development and Mutual Understanding and The World Around Us, can help to create a meaningful and real context in which to develop children's inter-cultural understanding.

Oral language development is central to a child's development and involves more than the growth of vocabulary. Oral language is used to communicate with people, to share and release feelings, to give and obtain information and to understand ideas and develop thoughts.

The language which children bring to school should be valued and used as a starting point for further development so that they can be helped to communicate confidently with adults and other children, expressing their own needs, thoughts and feelings.

Children's listening and communication skills are fostered as they talk with adults and as they play and work with other children. By using carefully chosen comments and open questions and by listening attentively to children talking together, adults can assist children in their thinking and help to build their confidence in the use of language. By developing children's awareness of sounds within the environment and patterns within words, adults provide children with tools for future reading and writing.

Children should have opportunities, arising from classroom and other first hand experiences, to develop their talking and listening in a range of contexts and for a variety of purposes, for example, to describe their needs and experiences, to ask and answer questions, to take part in conversations, to talk about stories, poems or rhymes, to explain and to make predictions. They should be encouraged to listen to and talk to peers and adults during play and as they carry out activities in every Area of Learning. They should be given opportunities to express their thoughts and feelings and present ideas and information to others in a group or to the whole class. Role-play and drama will provide opportunities for children to become aware of and use other forms of communication including body language, facial expression and gesture.

The statutory requirements for Talking and Listening are set out below in bold.

Teachers should enable children to develop knowledge, understanding and skills in:

ATTENTION AND LISTENING SKILLS through:

- **listening to a wide range of stories, poems, songs and music;**
- **following instructions;**
- **identifying environmental sounds;**
- **repeating familiar phrases/sound sequences;**
- **recalling sequence and detail.**

PHONOLOGICAL AWARENESS through:

- **responding to a steady beat;**
- **identifying words in phrases and sentences;**
- **identifying syllables;**
- **identifying and generating rhymes;**
- **identifying and manipulating phonemes.**

SOCIAL USE OF LANGUAGE through:

- observing modelled behaviours;
- understanding non-verbal signals;
- talking with adults and other pupils;
- initiating and joining in conversations in pairs or groups;
- working in different groupings;
- adopting or assuming a role relevant to context.

LANGUAGE AND THINKING through:

- talking about experiences, pictures and stories;
- talking about their work, play and things they have made;
- naming;
- recalling;
- sequencing;
- predicting;
- asking and answering questions;
- describing;
- explaining;
- sharing their thoughts, feelings and ideas with different audiences;
- taking part/contributing to group oral language activities.

AN EXTENDED VOCABULARY through:

- listening and responding to adults and peers;
- an immersion in the language of books, both fiction and non-fiction;
- focused experiences to introduce or generate vocabulary.

PROGRESSION

As pupils progress through the Foundation Stage they should be enabled to:

- express themselves with increasing clarity and confidence, using a growing vocabulary and more complex sentence structure;
- understand and use social conventions in conversations and pupil initiated interactions;
- initiate and sustain conversations with adults and peers in the classroom;
- retell stories, events or personal experiences in sequence with reasonable detail;
- answer questions to give information and demonstrate understanding;
- ask questions to find information or seek an explanation;
- offer reasons to support opinions given;
- listen with increasing attentiveness and for longer periods of time;
- listen to and carry out increasingly complex instructions.

READING

Children should be encouraged to develop a love of books and the disposition to read. As stories are read to them by adults and older children, they should see the reader as a role model. Children should have opportunities to listen to a range of interesting and exciting fiction, non-fiction, poetry and rhymes, retell familiar stories and share a wide range of books with adults and other children. Opportunities should be given to browse in the book corner and use books to find information. As children begin to realise that print has meaning and that reading can make sense of print, they should be encouraged to develop a curiosity about words, how they sound, the patterns within words and how they are composed. Through sharing and using books, children should become familiar with letters and their shape and sound.

Reading experiences should be informal and enjoyable, with children learning in an environment where print is all around them, for example, in captions, labels and instructions. Children should have access to a wide range of reading materials throughout the day, for example, menus, catalogues, fiction, non-fiction, comics, magazines, on-screen text, personalised books, class books, and books related to areas of play. They should have regular opportunities as a whole class, in small groups and individually to see modelled reading and to participate in shared reading. As they move through the Foundation Stage they should have opportunities to read individually or in small groups with teacher guidance.

The statutory requirements for Reading are set out below in bold. Examples are in plain text and italics.

READING

Through modelled, shared and guided reading sessions pupils should be enabled to:

- **read with some independence;**
- **read a range of texts including digital texts and those composed by themselves and others;**
- **sequence stories in reasonable detail using appropriate language;**
- **use word structure to develop reading;**
- **develop auditory discrimination and memory;**
- **develop visual discrimination and memory;**
- **share a range of books with adults/other pupils;**
- **know how to handle and care for books;**
- **understand and use some language associated with books,** for example, *cover, spine, author, illustrator;*
- **select and use books for specific purposes;**
- **develop concepts of print;**
- **listen to a range of stories, poems and non-fiction texts read to them by adults/other pupils.**

PROGRESSION

As pupils progress through the Foundation Stage they should be enabled to:

- **understand that words are made up of sounds and syllables and that sounds are represented by letters (phoneme/grapheme awareness);**
- **recognise different types of text and identify specific features of some genres;**
- **read and follow simple instructions;**
- **use a range of reading cues with increasing independence and begin to self-correct;**
- **read on sight some words in a range of meaningful contexts;**
- **begin to read with expression in response to print variations and punctuation,** for example, *sounding surprised, sounding angry, stopping at a full stop;*
- **use extended vocabulary when discussing text, retelling stories or in their emergent writing;**
- **make links between personal experience and the text,** for example, *'My cousin broke my chair.';*
- **make and give reasons for predictions;**
- **understand the purpose of and use environmental print;**
- **browse and choose books for a specific purpose.**

WRITING

In order to help children experience and understand the purposes of writing, they should have opportunities to talk about why people write and be given opportunities to experiment with their own written communication (emergent/experimental writing). They should have opportunities throughout the day to write for their own purposes using a range of writing materials such as pens, pencils, crayons and paint. They should be encouraged to 'read' their own writing and have this writing valued. As the teacher writes in a range of situations, children should see him/her as a role model.

Where teachers have observed that children are at the appropriate stage of development and have chosen to use adult writing as a model, help should be given to those children in the formation of letters. On occasions, some children may choose to copy this writing but they should not be asked to do so.

As children begin to write with more competence, they should be helped to express their ideas clearly using their increased vocabulary and knowledge of sentence structure. Teachers should provide specific modelling of the writing process through a range of writing forms for different purposes and audiences. Through shared writing and with teacher support for individuals, children will have opportunities to write in increasingly conventional ways.

Throughout the school day, children should have access to a stimulating writing area with a variety of tools and media. They should have opportunities to use digital media to express their ideas. They should be encouraged to 'write' during play and in every Area of Learning. They should have regular opportunities, as a whole class, in small groups or individually, to see modelled writing and to participate in shared writing. As they progress they should have opportunities to write individually or in small groups with teacher guidance.

The statutory requirements for Writing are set out below in bold. Examples are in plain text and italics.

WRITING

Through modelled, shared and guided writing sessions pupils should be enabled to:

- **distinguish between drawing and writing;**
- **talk about the ideas represented in their drawings;**
- **understand that writing is a means of communication and can be used for different purposes,** for example, *writing messages for others to read;*
- **share their writing with others;**
- **see themselves and the teacher as 'writers';**
- **observe the teacher modelling specific writing strategies;**
- **use ICT to present and communicate their ideas.**

PROGRESSION

As pupils progress through the Foundation Stage they should be enabled to:

- **write without prompting and make decisions about how and what they will write,** for example, *a story caption for a model, a label for a picture, an order in the café, a sentence about a topic or shopping lists;*
- **use rhymes, poems and patterned stories as models for structuring their own writing;**
- **write in a range of genres with teacher guidance,** for example, *a simple report on an animal following a visit to the farm, a story or a poem;*
- **begin to problem solve how to write using sound/symbol correspondence as the first strategy;**
- **begin to show evidence of sequence in recount and instructions;**
- **use a wide range of vocabulary in their writing;**
- **begin to demarcate sentences;**
- **begin to use capital letters for the pronoun 'I', for names and at the start of a sentence;**
- **show increased control over formation of lower and upper-case letters, size and spacing.**

2.2_ MATHEMATICS and NUMERACY

Children will acquire early mathematical concepts through activities that involve sorting, matching, comparing, classifying, and making patterns and sequences in a variety of contexts. These activities should involve children in playing, exploring and investigating, doing and observing, talking and listening, and asking and answering questions.

As the development of mathematical language is of fundamental importance, talking about work has a high priority in the early years. Through engaging in a wide variety of activities, children should understand mathematical language and then begin to use the language to talk about their work. Children should begin to develop their skills in mental mathematics during counting activities, by playing games and through daily classroom routines. They should begin to estimate and make simple predictions in all areas of mathematics. Teachers should observe children's development and use the information gathered to plan future learning experiences.

Mathematical activities should be presented through contexts that have a real meaning for children and provide opportunities for them to investigate their ideas. Children should have opportunities to develop their understanding through guided mathematical activities, including open-ended tasks, as well as activities in other Areas of Learning, their everyday routines and experiences of the classroom, their home and the world around them. They should develop much of their early mathematical understanding during play, where the activities provided offer opportunities for them to estimate size, weight, capacity, length and number, and also allows them to explore ideas related to number, shape, pattern, size, order, and relationships. They should have opportunities to identify and use numbers they meet in everyday life and in counting games, songs, rhymes and stories.

Children should have opportunities to explore and use a wide variety of materials including natural, man-made and scrap materials, and one/two/three property materials. Through handling these materials, they should gain confidence in the use of them and begin to appreciate their special characteristics. Children should explore a range of computer packages to enhance their understanding of mathematics.

The statutory requirements for Mathematics and Numeracy are set out below in bold. Examples are in plain text and italics.

Teachers should enable children to develop knowledge, understanding and skills in:

NUMBER

UNDERSTANDING NUMBER

Pupils should be enabled to:

- **count a variety of objects,** for example, *number of cups, apples, crayons;*
- **develop an understanding of one-to-one correspondence and come to appreciate that the size of a set is given by the last number in the count;**
- **investigate different ways of making sets for a given number within 5/10;**
- **match numerals to sets;**
- **order numerals and sets within 5/10;**
- **develop an understanding of conservation of number within 5/10;**
- **understand in counting activities that 'none' is represented by zero;**
- **explore ordinal number,** for example, *first, second, third, last, between, by completing practical activities;*
- **explore the number that comes after, before, between a given number;**
- **carry out simple mental calculations,** for example, *1 more than/less than within 10; 2 more than/less than within 10;*
- **extend, when appropriate, understanding of number beyond 10.**

COUNTING AND NUMBER RECOGNITION

Pupils should be enabled to:

- **count in the context of number rhymes, jingles and stories;**
- **count forwards in ones within 5/10 from different starting points;**
- **count backwards in ones within 5/10 from different starting points;**
- **recognise numerals up to 5/10;**
- **state, without counting, quantities within 5;**
- **make a sensible guess of quantities within 10;**
- **explore numbers relevant to their everyday lives,** for example, *the number of children allowed to play in the sand, telephone numbers, house number;*
- **extend, when appropriate, counting in ones and recognition of numbers beyond 10;**
- **extend activities to include counting in 2s, 5s and 10s.**

UNDERSTANDING MONEY

Pupils should be enabled to:

- **use money in various contexts;**
- **talk about things that they want to spend money on;**
- **understand the need to pay for goods;**
- **become familiar with coins in everyday use;**
- **talk about different ways we can pay for goods,** for example, *cash, cheque, credit/debit card;*
- **use their number skills in shopping activities.**

MEASURES

Pupils should be enabled to:

- **compare two objects of different length/weight/capacity/area; understand and use the language of comparison,** for example, *longer/shorter, heavier/lighter, holds more/less, covers more/less, covers more/less surface;*
- **order three objects of different length, weight, capacity, area; talk about the ordering using appropriate language,** for example, *heaviest/lightest, covers the most/least surface;*
- **find an object of similar length, weight, capacity, area; talk about their findings in terms of 'just about the same' length, weight, capacity, area;**
- **begin to explore the notion of conservation of length, weight, capacity in practical situations, engage in discussion about their observations;**
- **choose and use, with guidance, non-standard units to measure length/capacity/weight; talk about their work;**
- **sequence two or three familiar events,** for example, *those associated with school routines;*
- **talk about significant times on the clock,** for example, *lunch time, home time;*
- **compare two intervals of time, talk about their observations in terms of took longer/shorter time;**
- **explore time patterns,** for example, *morning afternoon, evening, days of the week;*
- **choose and use, with guidance, non-standard units to measure time; talk about their work.**

SHAPE AND SPACE

Pupils should be enabled to:

- **explore and talk about shapes in the environment,** for example, *shapes of leaves, containers, windows;*
- **build and make models with 3D shapes; create pictures and patterns with 2D shapes;**
- **investigate and talk about the properties of shapes,** for example, *those that roll/do not roll, those with straight edges/curved edges;*
- **sort collections of shapes in several ways; describe the arrangements;**
- **describe and name common 3-D and 2-D shapes;**
- **explore body space through different types of movement,** for example, *curling and stretching, falling forwards/backwards;*
- **explore movement through space during indoor and outdoor play activities;**
- **understand and use a range of positional words,** for example, *in front of, behind, across, beside, between;*
- **explore movement using programmable devices,** for example, *Pixie;*
- **follow/give directions from/to a partner for simple movements,** for example, *two steps forward, one step backwards.*

SORTING

Pupils should be enabled to:

- explore freely properties of a range of materials and one/two/three property collections, respond to questions about the arrangements;
- sort collections of random materials, for example, *cutlery, collections of autumn fruits, sorting boxes and talk about the arrangements;*
- sort for one criterion using one-property materials, talk about the arrangement;
- sort for one criterion using two-property collections, re-sort for the second criterion, explain their work;
- sort for one criterion using three/four-property collections, find the various possibilities, explain their work;
- partition sets into subsets in preparation for exploring components of number.

PATTERNS AND RELATIONSHIPS

Pupils should be enabled to:

- investigate and talk about pattern in the environment, for example, *tiles, windows, wall paper, art prints, clothes, brick walls;*
- copy a simple pattern, for example, *green cube, blue cube, green cube..., shell, pebble, shell...;*
- continue a simple pattern;
- create patterns, for example, *when making a necklace for teddy, when printing;*
- explore pattern in number, for example, *setting out a number of objects in twos;*
- discover the components of numbers within 5/10 by investigating different ways of partitioning sets into subsets practically, talk abut the outcomes;
- understand the concept of addition by combining sets of objects to find 'how many';
- match objects in real contexts, for example, *cup to saucer, knife to fork;*
- compare sets by matching objects/counting objects to understand the terms 'more than', 'less than', 'the same';
- investigate the relationship between addition and subtraction in practical situations.

PROGRESSION

As pupils progress through the Foundation Stage they should be enabled to:

- use appropriate mathematical language and symbols;
- sort and re-sort materials, recording the outcomes in a variety of ways;
- talk about data represented in simple block graphs, tables and diagrams;
- understand the conservation of number;
- count forwards and backwards from different starting points;
- recognise numbers to at least 20;
- carry out mental calculations such as 1 more/less than up to 20, doubles up to 10 and mentally add and subtract within 10;
- understand that 'teen' numbers are made up of 10 plus another number;
- begin to measure using non-standard units;
- talk about the properties of 3-D and 2-D shapes using appropriate mathematical language;
- be involved in solving practical problems.

2.3 THE ARTS

Children's creative, expressive and physical development is closely linked with all aspects of their learning. They should be given opportunities to explore and share their thoughts, ideas and feelings through a variety of art and design, music, movement, dance, dramatic and role-play activities. Through taking part in a range of well-planned activities, children's fine and gross motor skills will develop, they will gain confidence in what they can do and this will help build their self-esteem.

In developing children's creativity in all aspects of the arts, the emphasis should be on the process, the children's enjoyment and the learning that is taking place, rather than on the finished product. Teachers should observe children's development and use the information gathered to plan future learning experiences.

ART AND DESIGN

Art and Design is a natural means of communication and learning for children. It helps them to think through their ideas, to develop visual, spatial and tactile awareness and investigative and manipulative skills. Through the freedom of play, and elements of colour, line, tone, shape, form, texture and pattern children explore and extend their imagination and experience of the world. Through the handling of objects and materials, children begin to understand their properties.

Children come to school having experienced a range of drawing/painting activities in the home and/or in a pre-school setting. Many will also have made models and handled malleable materials. These experiences should be built on, with children having opportunities to take part in a broad range of art and design activities. During these activities, children are likely to find satisfaction in the manipulation of the material alone rather than producing an outcome. Emphasis should, therefore, focus on the enjoyment of the task and the self-expression and learning that takes place during the experience, rather than on the finished products.

A very important element of the art and design process is allowing children to observe, make choices and decisions, investigate, problem solve and talk about their own and others' work, including the work of real artists, designers and craft workers. They should be encouraged to value their own work, as well as the work of others, and begin to understand that everyone's work is unique.

Time needs to be available for children to explore, develop and explain their ideas. Over time, a progressive introduction to the handling of art and design tools, materials and processes will enable children to express their ideas more fully, and will contribute to the extension of their visual vocabulary and their ability to communicate.

Children should have opportunities to be imaginative and creative through play, working individually, in groups and as a whole class. During play, children should have opportunities to explore and create in a space where they can return at different times to complete or modify their work. Planned activities should be relevant to children's interests and experiences and, where possible, should make connections to other curricular areas. Contexts for children's exploration should include memory and imagination, living things, environments, artefacts and objects.

The statutory requirements for Art and Design are set out below in bold and examples are in plain text and italics.

Art and Design:

Pupils should be enabled to:

OBSERVE AND RESPOND TO THINGS SEEN, HANDLED, REMEMBERED AND IMAGINED

For example, children should have opportunities to:

- look at a range of natural and man-made objects, exploring and getting to know the characteristics of what is seen by close observation and touch. Make comments on what has been seen and handled, for example, *by sorting a collection of sea shells into different types;*
- recall experiences of the visual world and imaginative worlds when talking about memories, reminiscences, fiction, fantasies and dreams, for example, *talk about what has been seen when visiting places on holiday;*
- visualise objects, environments, places and entities, for example, *talk about what a character from a story might look like;*
- use thoughts and ideas as the basis for visual work, for example, *talk about the intended meaning of a personal drawing.*

INVESTIGATE AND TALK ABOUT COLOURS, LINES, SHAPES, TEXTURES AND PATTERNS

For example, children should have opportunities to:

- work with the visual elements to explore and create visual outcomes, talk about and comment on what they produce, for example, *mix and apply paint using a paintbrush;*
- explore the range of circumstances where visual elements might be encountered such as: drawing, painting, printmaking, modelling, selecting, arranging, classifying, for example, *look at pictures and spot colours and shapes within them;*
- experiment with media and processes and identify when and where different approaches generate marks which show properties of line, shape, texture, pattern etc., for example, *point to colours, shapes, etc. within their own work.*

LOOK AT, AND RESPOND TO A PIECE OF WORK BY ARTISTS, DESIGNERS, ILLUSTRATORS OR CRAFT WORKERS

For example, children should have opportunities to:

- view examples of art, design and craft in reproductions and at first hand when taking part in museum visits or working with practitioners visiting the classroom, for example, *take part in activities as part of a classroom visit by an artist;*
- talk about what they have seen, giving personal responses and offering individual interpretations or reactions, for example, *say what they have liked best within a range of examples used as stimulus material;*
- use what they have seen as a stimulus or starting point for individual ideas and personal interpretations, for example, *base a personal drawing on a trip to a visitor attraction such as an aquarium.*

EXPLORE AND USE A WIDE RANGE OF MATERIALS AND PROCESSES

For example, children should have opportunities to:

- select and work with traditional and digital media. Make drawings, paintings and three dimensional objects, for example, *over the course of a year, work with a variety of media and equipment;*
- work at a range of sizes and scales, for example, *produce small scale drawings in a workbook, and larger paintings or collages as part of a group construction;*
- experiment with the mark-making properties of media such as charcoal, graphite, ink, felt-tip pens, tempera or poster paints, for example, *have access to a good range of drawing, painting and other media, including digital media;*
- revisit media on a number of occasions to progressively acquire familiarity and confidence in handling tools and equipment, for example, *have time to go back and rework their products, repeat activities which either failed to satisfy intentions, or which proved successful and are favoured;*
- use modelling or construction to make three-dimensional work, for example, *work with clay to model shapes and obtain textures by impression.*

CREATE AND DEVELOP IDEAS USING COLOURS, LINES, SHAPES, TEXTURES AND PATTERNS

For example, children should have opportunities to:

- work on individual and group projects so as to develop responses over time; negotiating and adapting ideas in the course of the work, for example, *make a paper and card construction which is added to and developed over several sessions;*
- explore the properties of a range of two and three-dimensional media, for example, *take the time to investigate how a range of different media behave without the need to have an end product in mind;*
- talk about the various components which have been incorporated within personal and group responses, such as colours, shapes and patterns, for example, *talk about the personal meanings which have arisen in the course of making work, explaining the significance of components and the reasons for their inclusion and position.*

TALK ABOUT OWN AND OTHER PUPILS' WORK AND HOW THE WORK WAS MADE

For example, children should have opportunities to:

- reflect on the experiences of making work, making comments in relation to their own work, for example, *describe the process of making a piece of work;*
- talk about work produced by other pupils, comparing their own products with what others have achieved, for example, *watch what others in the group are doing and adapt what they see being done within their own work.*

PROGRESSION

As pupils progress through the Foundation Stage they should be enabled to:

- use senses to explore real things, developing the capacity for focusing attention to detail;
- use direct experiences, memory and imagination to observe and respond to the world;
- begin to use visual language to describe what has been examined and observed, for example, *the colours and textures of a leaf;*
- begin to appreciate the visual qualities in the natural and made environment;
- value own and other pupils' work, for example, *talk about something they like about another's work;*
- talk about the processes involved in creating own work;
- look at, explore and talk with some confidence about works of art, craft and design;
- explore and discover qualities of various materials in order to make choices and to create their own unique pictures and structures;
- begin to develop a range of skills using materials, tools and processes (drawing, painting, printmaking, textiles, malleable materials and three-dimensional construction).

MUSIC

Musical activity provides children with the opportunity to explore feelings and express themselves in ways that support or go beyond verbal communication. Music provides a context for developing creativity, self-confidence and self-esteem through the key activities of making and responding to music. Music helps children to learn to listen, to distinguish between sounds and to respond to pulse and rhythm. These are extremely important elements in children's overall development.

All children will have experienced some form of music at home, in the community and, for most, in a pre-school setting. These experiences should be built on, with children continuing to have opportunities to listen to and make music. They should be involved in listening, singing, moving rhythmically and expressively to music, and making their own music by using vocal and body sounds, by tapping, shaking and scraping everyday objects and by using simple percussion instruments. Their contributions to music-making should be valued.

Children should have opportunities to be involved in musical activities as a whole class, in groups, individually and during play. During play, children should be able to choose to explore and create sounds in a music corner. Planned activities should be relevant to the children's interests and experiences and may relate to other learning areas.

The statutory requirements for Music are set out below in bold and examples are in plain text and italics.

Pupils should be enabled to:

WORK CREATIVELY WITH SOUND

For example, children should have opportunities to:

- explore vocal/body sounds, for example, *by using high voice/low voice, whispering, tapping knees, stamping feet;*
- explore methods of making sounds, for example, *by tapping, scraping, shaking, using a wide variety of everyday objects and simple classroom percussion instruments, tuned and untuned;*
- talk about the sounds they make and hear, using appropriate language, for example, *high/low, long/short, fast/slow;*
- use the music corner to explore and create sounds, for example, *playing matching and sequencing games, sorting sounds into sets of wooden, skin or metal;*
- choose sounds to create effects or add atmosphere to parts of a story;
- talk about sounds they hear in the environment and imitate some of these sounds, for example, *bird song or warning sounds such as a car horn or a smoke alarm;*
- make sounds represented by pictures, for example, *hand = clap and foot = stamp.*

SING AND PERFORM WITH SIMPLE INSTRUMENTS

For example, children should have opportunities to:

- listen to, join in and remember a range of rhymes, simple songs and singing games;
- take part in singing activities as a class, group or individual;
- sing in a range of formal and informal situations throughout the day.

LISTEN AND RESPOND TO THEIR OWN AND OTHERS' MUSIC-MAKING

For example, children should have opportunities to:

- listen to a variety of music, responding to the beat using appropriate actions, for example, *nodding head, tapping foot, clapping hands, marching;*
- listen to and respond imaginatively to short pieces of music, for example, *by choosing to sway, tip-toe, stride, stretch, curl.*

PROGRESSION

As pupils progress through the Foundation Stage they should be enabled to:

- **be aware of and perform a steady beat;**
- **distinguish between loud/quiet sounds, high/low sounds, long/short sounds, fast/slow music;**
- **listen to and repeat simple rhythms;**
- **make music,** for example, *by using vocal and body sounds and by tapping, shaking and scraping simple percussion instruments;*
- **watch and respond to start/stop signals;**
- **value own and others' contributions in the team aspect of music making and performing.**

DRAMA

Play is the essence of drama and when children play, drama happens. As children grow the drama becomes more structured, organised and they become more skilled in the activities of improvisation, acting, mime and movement until play becomes "the play" as the performance in theatre. From the child at play to the actor in performance, everyone has the basic human capacity to pretend to be someone or something else. Drama is a powerful and effective way of learning and has much to offer in enriching the curriculum for children. Through drama children can express their inner-most thoughts, ideas and feelings, in a safe environment, in both verbal and non-verbal ways. Through improvisation, mime, movement and role play they can recreate and invent situations at home, in school, in the community or in their imagination. They can visit new worlds, meet characters, share feelings, make decisions and solve problems. For example, in making a decision to play the role of the giant, a child can learn more about the effect of power over others rather than by reading about it. As they imagine being at the North Pole, or on a deserted beach, or in a magical forest, they also begin to use appropriate language, voice, movement, gesture and facial expression to express their thoughts and emotions.

Children learn naturally by acting out roles as parents and as other people from their community. They come to school having explored a range of role-play situations and these experiences need to be extended during dramatic play to allow them to express their own thoughts, ideas, feelings and concerns. The situations can be enhanced and stimulated by providing children with clothes and props such as hats, cloaks, glasses, a walking stick or a telephone. Puppets can also help children to act out scenarios and stories.

Taking part in drama contributes to the development of children's self-esteem and confidence, as well as enhancing their oral language skills. It helps children to learn about themselves and the world around them and also contributes to their social and emotional development as they experience and act out different situations. The emphasis in all activities should be on enjoyment and the learning that is taking place.

Opportunities should arise throughout the day for children to communicate through drama, for example, during play-based/activity-based learning, story and rhyme time, shared reading and circle time. Children should have opportunities to work as individuals, in pairs, in small groups and as a whole class.

The statutory requirements for Drama are set out below in bold and examples are in plain text and italics.

Pupils should be enabled to:

EXPRESS THEIR THOUGHTS IDEAS AND FEELINGS

For example, children should have opportunities to:

- respond to the teacher telling stories and exploring emotions, for example, *using puppets or soft toys;*
- discuss possible scenarios, for example, *what made Humpty Dumpty fall off the wall? Should Mr Greedy go on a diet? How can we help Mrs Wishy Washy keep her animals out of the mud?*

DEVELOP THEIR CREATIVITY THROUGH IMAGINATIVE PLAY

For example, children should have opportunities to:

- enter into an imaginary world for example, *travelling in a spaceship, visiting a beach in winter, going through an imaginary door into the Queen of Hearts garden, playing in the Selfish Giant's garden, going on a bear hunt;*
- understand the difference between pretence and reality within specific contexts for example, *using an imaginary magic mirror with the teacher as queen or the teacher as bus-driver using chairs as seats on the bus going to the sea-side, taking a trip on a flying carpet to Topsy Turvy land.*

ENGAGE IN DRAMATIC PLAY TO EXTEND THE LEARNING

For example, children should have opportunities to:

- assume roles during dramatic play, for example, *pupils become involved in a local supermarket where they take on the roles of cashier, assistants or customers, builders constructing a house, guests at a wedding;*
- see the teacher in role, for example, *as a patient in the hospital or as Jack returning from selling the cow, asking the pupils to question him.*

TAKE PART IN A RANGE OF DRAMA GAMES AND STRATEGIES

For example, children should have opportunities to:

- enjoy and co-operate in games, for example, *'Who am I ?', mirror images, charades, grandmother's footsteps, musical statues, fruit salad bowl, number shapes, group alphabet, sculptor and the sculpture;*
- freeze a moment of action as it is happening, for example, *when they hear thunder, when the three bears discover that baby bear's chair is broken, when the woodcutter discovers the wolf in grandma's cottage;*
- make a tableau for example, *watching a firework display, going on holiday, meeting someone famous;*
- see the teacher in role for example, *looking after a baby left on the doorstep, leading a tour around an art gallery, as the president of a foreign country.*

PROGRESSION

As pupils progress through the Foundation Stage they should be enabled to:

- **co-operate during role-play, negotiate roles, agree rules and act out scenarios;**
- **express thoughts, ideas, feelings and imagination with confidence in a range of dramatic contexts using verbal and non-verbal language;**
- **adopt and sustain a role.**

2.4_ THE WORLD AROUND US

Children are naturally curious and often ask profound questions about themselves and the nature of the world around them. The purpose of this Area of Learning is to help children explore and find age appropriate answers to some of these big questions. Before starting school, they will have had opportunities to explore their world in the home, pre-school setting and the local area. These experiences should be valued and children's natural curiosity should be fostered and extended.

Children should have opportunities to use their senses in order to develop their powers of observation, their ability to sort and classify, explore, predict, experiment, compare, plan, carry out and review their work. In the Foundation Stage they should also have opportunities to investigate the world they live in. These experiences are likely to include:

- asking questions about why things happen;
- looking closely at similarities, differences, patterns and change;
- talking about topics which arise naturally from children's own experiences;
- exploring and examining photographs, objects and other items;
- listening to stories that introduce a sense of time;
- developing an awareness of aspects of the environment;
- talking and finding out about past and present events in their own lives, and in those of their families and others.

Skills and concepts should be developed during play and other planned activities/topics and these should be relevant to the children's interests and experiences. Teachers should observe children's development and use the information gathered to plan future learning experiences.

The statutory requirements for The World Around Us are set out below in bold.

Teachers should enable children to develop knowledge, understanding and skills in relation to:

INTERDEPENDENCE

Pupils should be enabled to explore:

- **Who am I?**
- **What am I?**
- **Am I the same as everyone else?**
- **What else is living?**
- **How do living things survive?**

PLACE

Pupils should be enabled to explore:

- **Where do I live?**
- **How have I changed over time?**
- **What is in my world?**
- **What is beyond my world?**
- **How has this place changed?**

MOVEMENT AND ENERGY

Pupils should be enabled to explore:

- **How do things move now and in the past?**
- **Why do things move?**
- **How do things work?**
- **Why do people and animals move?**
- **Where do things move?**
- **Where do people and animals move to?**
- **What sources of energy are in my world?**
- **How and why are they used?**

CHANGE OVER TIME

Pupils should be enabled to explore:

- **How do things change?**
- **What kind of changes happen, have happened or might happen?**
- **How can we make change happen?**

PROGRESSION

As pupils progress through the Foundation Stage they should be enabled to:

- show curiosity about the living things, places, objects and materials in the environment;
- identify similarities and differences between living things, places, objects and materials;
- understand that some things change over time;
- understand that different materials behave in different ways, have different properties and can be used for different purposes;
- understand that some materials change if kept in different conditions;
- understand that materials can be joined/assembled in different ways;
- be aware of the local natural and built environment and their place in it;
- know some of the jobs that are carried out by different people in the local community;
- be able to sequence familiar events;
- be aware of different lifestyles;
- understand the need to respect and care for themselves, other people, plants, animals and the environment;
- understand and use positional and directional language, as well as simple maps and drawings;
- be aware of everyday uses of technological tools and know how to use some of these safely.

2.5_ PERSONAL DEVELOPMENT and MUTUAL UNDERSTANDING

Children entering primary school will come from a range of settings and will have experienced a variety of relationships with others. Most children will have had the opportunity to play and mix with other children of the same age in a pre-school playgroup or nursery while some may have had little social contact other than in the family with siblings. It is important that children's social and emotional development prior to coming to school is recognised and built on during the early years. Children should continue to be encouraged to form relationships with adults and other children, and to develop their self-esteem and confidence. They should learn to work co-operatively in the classroom and beyond. They should be given opportunities to talk about their feelings and emotions, and begin to understand how their actions can affect the feelings of others.

Dispositions develop from an early age and are affected by feelings. By the time children enter school their dispositions will have been influenced by their pre-school experiences. Teachers should foster children's dispositions to learn by providing a varied and enjoyable curriculum which takes account of their interests. They should help children to progress and achieve by nurturing their motivation, perseverance, curiosity and creativity, by encouraging them to problem solve, and by giving them time for reflection. To help children to become independent learners, teachers should provide opportunities which allow them to experiment, to make judgements, to choose activities and to express ideas.

Children need to respect themselves and learn to respect others. Teachers should help children to become aware of the world beyond their immediate environment and to learn about others from a basis of tolerance, respect and open-mindedness. They should encourage them to understand similarities and respect differences in people in the local and wider community.

When implementing Personal Development and Mutual Understanding schools should give priority to the needs of the child and provide a variety of activity-based learning experiences in support of these needs. They should ensure that each child feels valued.

Personal Development and Mutual Understanding in the Foundation Stage should be implemented at a level appropriate for children entering school and form the foundation for future learning in Key Stages 1 and 2. Teachers should observe children's development and use this information to plan future learning experiences.

The variety of learning opportunities should be provided during play and in planned activities/topics in all curricular areas. Books and puppets can help to support children's emotional development, for example, by introducing important issues such as fairness, by allowing children to explore their own feelings and by introducing characters with different emotions. Topics should be introduced so that all children have the opportunity to participate in group or whole class discussions. Much of the discussion may take place within circle time or after a story, game, video or other stimulus has been provided. Children should be given opportunities to act out situations and so learn how they might respond to similar circumstances in real life.

The statutory requirements for Personal Development and Mutual Understanding are set out below in bold. Examples are in plain text and italics.

Teachers should enable children to develop knowledge, understanding and skills in:

PERSONAL UNDERSTANDING AND HEALTH

Pupils should be enabled to explore:

- **themselves and their personal attributes;**
- **their own and others' feelings and emotions;**
- **their dispositions and attitudes to learning;**
- **the importance of keeping healthy and how to keep safe in familiar and unfamiliar environments.**

MUTUAL UNDERSTANDING IN THE LOCAL AND WIDER COMMUNITY

Pupils should be enabled to explore:

- **their relationships with family and friends;**
- **their responsibilities for self and others;**
- **how to respond appropriately in conflict situations;**
- **similarities and differences between groups of people;**
- **learning to live as a member of a community.**

In fulfilling the requirements above teachers should provide a balance of experiences across the two strands; opposite are suggestions from which teachers may wish to select.

Strand 1: **Personal Understanding and Health**

Children should have opportunities to explore:

Self-Awareness

- Exploring who they are, for example, *their physical attributes;*
- Recognising what they can do, for example, *their personal skills such as dressing themselves, using a knife and fork, their physical skills such as running, jumping, skipping, cutting, threading;*
- Identifying their favourite things, for example, *their favourite stories, TV programmes, foods, activities in school, their likes and dislikes;*
- Recognising what makes them special, for example, *their own characteristics, things that make them different from their brothers/sisters/friends.*

Feelings and Emotions

- Beginning to recognise how they feel, for example, *when they are happy, sad, angry, afraid, lonely;*
- Developing ways of expressing how they feel, for example, *orally, using facial expressions, through their behaviour;*
- Knowing what to do if they feel sad, lonely, afraid or angry and when it is important to tell others about their feelings, for example, *when someone is making them anxious or unhappy they should talk to a safe adult;*
- Realising what makes their friends feel happy or sad, for example, *when they do not share with others;*
- Recognising how other people feel when they are happy, sad, angry, lonely, for example, *observing their facial expressions, behaviour, listening to them.*

Health and Safety

- Being aware of how to care for his/her own body in order to keep it healthy and well, for example, *by talking about which foods are healthy, by talking about the importance of regular exercise and physical activity, the need for rest and adequate sleep;*
- Recognising and practising basic hygiene skills, for example, *hand washing before meals and after going to the toilet, hygienic eating habits, developing basic skills in dressing himself/herself;*
- Realising that growth and change are part of the process of life and are unique to each individual, for example, *physical: increase in shoe size; social: being able to take turns; intellectual: what I can do for myself;*
- Exploring appropriate personal safety strategies and identifying situations that are safe, and those where personal safety may be at risk, for example, *knowing own name and address, knowing who to seek help from, knowing when to say 'yes' or 'no' to friends or adults , how accidents might be prevented at home, in school, on the farm or in the water;*
- Beginning to realise the importance of road safety, for example, *understand that roads can be very dangerous and that there are safer places to play, there are special people who help us cross roads, it is best to hold hands with a known adult when near or when crossing a road, know how to behave safely in cars and buses, learn about the Green Cross Code;*
- Understanding that many substances can be dangerous, for example, n*ever touch, taste or smell unknown substances, the importance of not taking medicines belonging to others;*
- Knowing the safety rules that apply when taking medicines.

Strand 2: **Mutual Understanding in the Local and Wider Community**

Children should have opportunities to explore:

Relationships with Families

- Finding out about their own families, for example, *their immediate and extended family, special people in their lives, roles within the family, what the family do to make them feel happy, sad, angry;*
- Talking about what families do together, for example, *family mealtimes, shopping activities, what members of the family do for each other;*
- Beginning to recognise how they relate to adults and other children, for example, *by building friendships, learning to co-operate, share and take turns, by taking the lead and by knowing when to ask for help.*

Relationships in School and the Community

- Realising why it is necessary to have rules in the classroom and the school, for example, *to ensure that everyone is treated equally and fairly, for safety;*
- Developing a sense of what is fair;
- Beginning to take responsibility for what they say and do;
- Beginning to recognise similarities and differences in families and the wider community, for example, *gender, race, disability, ethnic/cultural background;*
- Understanding that everyone is of equal worth and that it is acceptable to be different;
- Beginning to understand the interdependent nature of the class/school community and themselves as participant members;
- Raising awareness of their attitudes to others in the school community;
- Celebrating special occasions, for example, birthdays, weddings.

Children should have opportunities to explore their learning dispositions, including for example:

- Learning to focus attention, concentrate and remember by taking part in a variety of activities which reflect the way they learn, for example, *repeating simple sound sequences, playing memory games, learning action songs, recalling detail from a picture, identifying objects in a 'feely bag', using puppets to create interest and empathy, providing opportunities for sustained play;*
- Being encouraged to develop a positive attitude to learning, for example, *by being enthusiastic about taking on a new challenge, by not being afraid to 'have a go', by persevering with a task and taking pride in its completion, by trying different ways to solve a problem.*

PROGRESSION

As pupils progress through the Foundation Stage they should be enabled to:

- **express a sense of self-awareness;**
- **show some self-control and express their own feelings and emotions appropriately;**
- **show a positive attitude to learning;**
- **adopt healthy and hygienic routines and understand how to keep safe;**
- **form good relationships with adults and other pupils;**
- **show independence and know when to seek help;**
- **show respect when working and playing together and recognise the need for rules;**
- **recognise similarities and differences in families and the wider community;**
- **be familiar with the interdependent nature of the class/school community.**

2.6_ PHYSICAL DEVELOPMENT and MOVEMENT

Children enjoy indoor and outdoor play where they experience a sense of fun and success. Physical play, such as running, jumping, climbing, skipping, hopping, balancing, rocking and rolling, throwing and catching, hitting and kicking, helps children to develop balance, control and co-ordination as well as an appreciation of distance and speed. During physical play children can be encouraged to observe things from different perspectives, for example, as they hang upside down, look at things from the top of a slide or from under a bench. Play situations provide ideal opportunities for children to create their own movement sequences and simple games. During these activities, children make decisions, refine performance and improve their movement skills.

Children enter primary school having had a range of movement experiences in the home, pre-school settings and the local community. They will have begun to develop their control, co-ordination, manipulation and will have some awareness of space. The development of the fundamental movement skills needs to be nurtured, not only because they are important for the child's long-term health and well-being, but because they support the child's physical development.

Physical Development and Movement is about experiencing and developing a range of fundamental movement skills that will improve co-ordination, locomotion, control, balance and manipulation. In addition, physical development helps children gain confidence and self-esteem and enables them to feel the benefits of being healthy and active. Through taking part in physical activities, children should begin to develop an understanding of safe practices, the relationship between physical activity and good health in everyday life and the importance of changing for physical activities. They should develop social skills such as turn taking, sharing, co-operating and negotiating, and values such as trust, fairness and respect for others.

Movement is linked to emotional development, for example, as children express their feelings by skipping for joy or stamping to show anger. Outdoor play has an important role in the emotional development of children where they are free to run, shout and play exuberantly. Here they can express a wide range of emotions and begin to experience the satisfaction of solving physical problems, and problems that arise when working or playing with others.

In order to develop fine motor skills, children should have opportunities to use a range of tools, for example, scissors, pencils, crayons, paint brushes and pens. They should work with construction materials, jigsaws, beads, pegs and peg-boards and other small apparatus, pouring, building, threading, screwing and unscrewing, where appropriate. They should work with malleable materials by poking, squeezing, patting, rolling, pinching and twisting them.

Children should be encouraged to take care of themselves and their environment by, for example, brushing up sand, tidying away toys and taking off and putting on their jumpers, coats and shoes. Teachers should observe children's development and use the information gathered to plan future learning experiences which promote the development and consolidation of the fundamental movement skills.

Children should have opportunities to take part in daily physical activities, either indoors or outdoors. These activities should comprise physical play and regular, frequent planned sessions of physical education. Planned activities should provide opportunities for children to work individually, in pairs and in small groups. Children should be encouraged to be creative and imaginative during play and other planned physical activities which may relate to other Areas of Learning, for example, mathematics, language and literacy, music, drama.

The statutory requirements for Physical Development and Movement are set out below in bold. Examples are in plain text and italics.

Teachers should enable children to develop knowledge, understanding and skills in:

ATHLETICS

Pupils should be provided with opportunities for activities and physical challenges enabling them to learn, understand and develop the core skills of running, jumping and throwing in a co-operative context.

DANCE

Pupils should be given opportunities to respond to a variety of stimuli and the use of body movements to communicate ideas and express feelings.

GAMES

Pupils should be taught to develop games skills through a range of activities and using a variety of equipment.

GYMNASTICS

Pupils should be taught to explore, create, practice and improve body management skills.

PHYSICAL DEVELOPMENT AND MOVEMENT

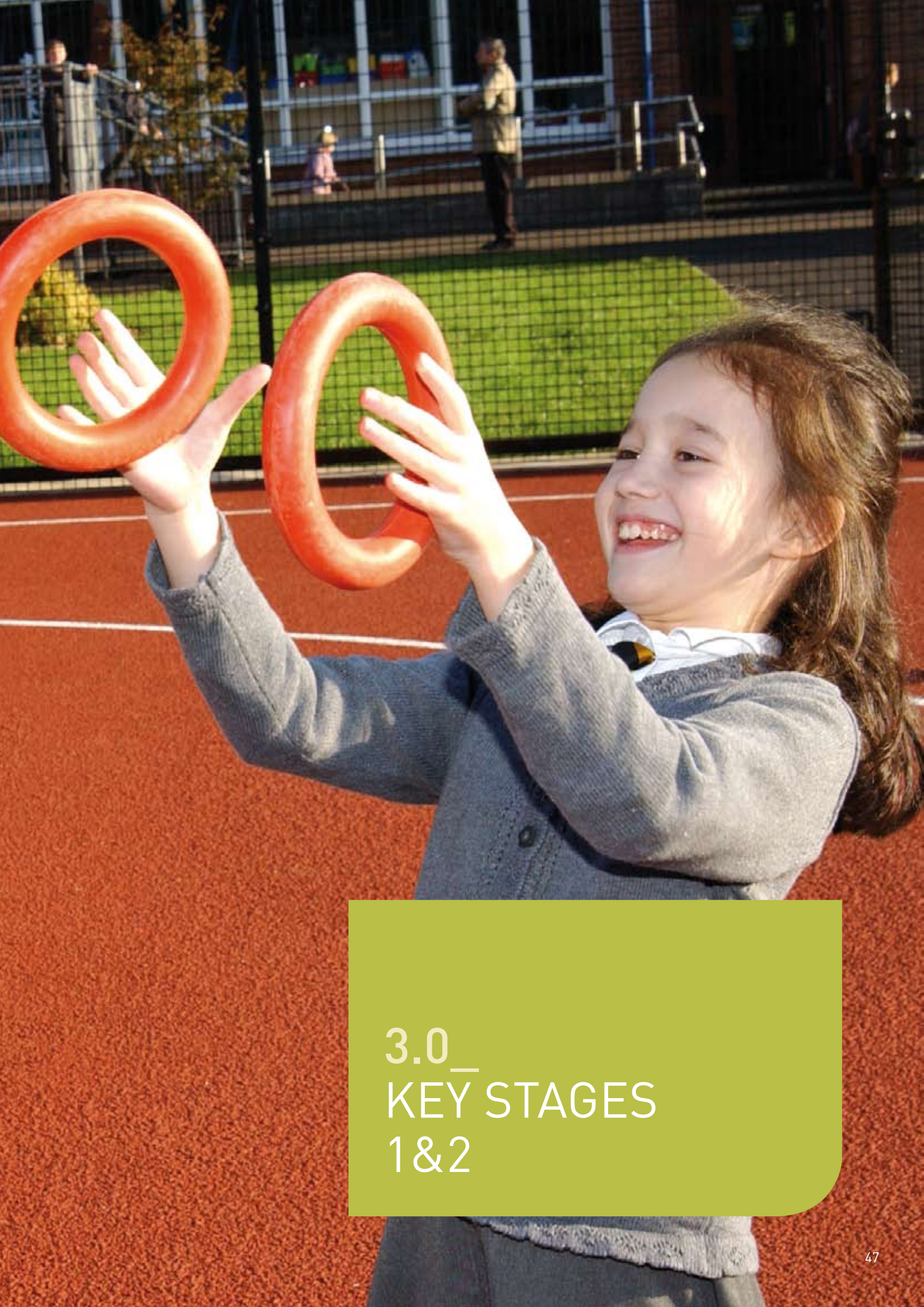
Pupils should be enabled to:

- listen to and follow simple instructions/rules;
- take part in warm-up and cool-down activities;
- experiment with different ways of moving and exploring personal and general space;
- develop confidence, imagination and some understanding of safety through participating in a range of movement activities, for example, *running, starting and stopping, hopping, dodging, chasing, jumping and landing, skipping, rolling, climbing, swinging, turning, balancing and transferring weight;*
- develop body awareness through varying body movements in relation to shape, levels, pathways (straight/curved), directions, speed;
- use a range of small equipment to develop skills of rolling, pushing, patting, throwing, catching, aiming, hitting, kicking and passing;
- play/create/modify simple games, for example, *working individually, in pairs or small groups;*
- listen and respond to a range of stimuli, for example, *voice, music, percussion, action songs, nursery rhymes, stories, poems, pictures;*
- explore, refine and improve simple movements, for example, *different ways of travelling;*
- create, practise, improve and perform simple movement sequences which have a clear beginning, middle and end, for example, *skip/turn/freeze, travel on hands/feet, balance/sideways roll;*
- use a range of movement vocabulary to discuss actions;
- observe, describe and copy what others have done;
- lift, carry, place and store equipment safely, with adult assistance where appropriate.

PROGRESSION

As pupils progress through the Foundation Stage they should be enabled to:

- move with control and co-ordination, for example, *in running, jumping, climbing;*
- move with confidence, imagination and safety;
- show an awareness of personal and general space;
- respond appropriately to instructions and to stimuli;
- travel, showing changes of speed, direction and level;
- develop controlled movement, understanding positional language;
- create, remember and perform simple movement sequences;
- use a range of small and large equipment appropriately;
- handle small tools, objects, construction and malleable materials safely and with increasing control;
- use appropriate language to talk about ideas, feelings and movements of themselves and others;
- begin to understand the importance of warm-up and cool-down activities before and after exercise;
- begin to understand the importance of physical activity for good health and the reasons why it is important to dress appropriately for physical activity;
- be aware of the effects of exercise on their bodies.



3.0_ KEY STAGES 1&2

INTRODUCTION

Children at Key Stages 1 and 2 should build and develop the experiences provided at the Foundation Stage. Continued emphasis should be placed on personal, social and emotional development as well as an explicit emphasis on the development of skills in Communication, Using Mathematics, Using ICT and Thinking Skills and Personal Capabilities. Children should be provided with opportunities to develop these skills through a range of worthwhile, challenging, relevant and enjoyable learning experiences.

Learning at Key Stages 1 and 2 should continue to foster the intellectual, social, emotional, physical, cultural, moral and spiritual development of children by:

- providing opportunities for children to continue to develop the transferable skills of Communication, Using Mathematics, Using ICT and Thinking Skills and Personal Capabilities through the opportunities provided;
- developing self-confidence and self-esteem;
- developing the skills necessary to enable children to participate as contributing members of groups;
- providing opportunities for children to engage in exploration, problem-solving and decision-making;
- promoting, in children, positive attitudes to learning to help them make informed and responsible choices and decisions;
- continuing to develop children's creativity;
- using a range of strategies, including thematic approaches, in a wide range of contexts which are worthwhile, challenging, relevant and enjoyable;
- developing a greater depth of knowledge, understanding and skills through a wide range of contexts;
- providing opportunities for children to express their individual needs and to make realistic choices.

3.1_ LANGUAGE and LITERACY

Literacy focuses on developing each child's ability to understand and use language as an integral part of learning in all areas in order to interact effectively with the world around them, to express themselves creatively and to communicate confidently (through talking and listening, reading and writing) using a variety of skills and media. Language and Literacy are fundamental prerequisites for thinking, learning and interacting in personal, social and work contexts throughout life. Literacy is therefore a key to learning as well as a key to enjoyment and personal growth.

Second language learning improves children's communication and literacy skills, enabling them to develop their aural and visual memory and encouraging them to become clear and confident speakers as well as attentive listeners. Children are helped to develop a greater understanding of how language works by exploring the similarities and differences between their mother tongue and the second language. Moreover, learning a second language serves to consolidate ideas, concepts and skills already taught in other areas of the curriculum and, when combined with elements from the areas of Personal Development and Mutual Understanding and The World Around Us, can help to create a meaningful and real context in which to develop children's inter-cultural understanding.

Language and Literacy should be considered in a holistic way, taking account of the integral nature of the areas of Talking and Listening, Reading and Writing which extend across all areas of the curriculum.

LANGUAGE AND LITERACY ACROSS THE CURRICULUM

Language and Literacy may be developed through the contexts of:

Mathematics and Numeracy	by using mathematical language to express ideas and explain thinking; by reading and interpreting numerical data in factual reports and newspapers and by using ICT;
The Arts	by talking, listening, reading and writing about their own work and the work of others in Art and Design and Music; by using role-play, Drama, Dance and ICT to further enhance their work;
The World Around Us	by talking and listening, reading and writing about all aspects of The World Around Us and using role-play, drama and ICT;
Personal Development and Mutual Understanding	by talking and listening, reading and writing and using ICT in exploring Personal Development and Mutual Understanding issues;
Physical Education	by understanding, interpreting and using a range of movement vocabulary as a stimulus for movement and by using ICT in exploring and developing Physical Education issues.

BUILDING ON CHILDREN'S EARLIER EXPERIENCES

Children's language is central to their ability to communicate in relationships and learning, to understand ideas and to order, explore and refine their thoughts. The Foundation Stage builds upon the experiences and understanding of language brought from the home and local community. This language will have been valued and encouraged so that children can express their own needs, thoughts and feelings. Children will also have been encouraged to develop an enthusiasm for stories, books and rhymes. Through sharing books with adults it is hoped a curiosity for words will have developed and that children will be familiar with the letters and their shape and sound.

APPROACH

Key Stage 1

Children should be given the opportunity to listen and respond appropriately and effectively to a range of stimuli, including multimedia. They should be helped to speak clearly, with clear pronunciation and intonation, appropriate to the needs of their listeners. They need to learn to use language in imaginative ways. They should be helped to structure their talk, using it to develop and clarify their thinking.

Children should be helped to develop confidence in reading using a range of methods. They should be given opportunities to develop their confidence and independence through enjoyable reading experiences that will help them develop individual tastes and preferences and make sense of what they read.

Children need to see the value of writing. They should learn to communicate meaning through enjoyable writing activities. They should be given opportunities to express themselves in writing, both creatively and factually, using both traditional and digital resources. They should be encouraged to develop as independent writers, learning over time to use conventional spelling, punctuation, grammatical organisation and handwriting that is legible.

Key Stage 2

Children should be given opportunities to build on the knowledge, understanding and skills acquired at Key Stage 1. They should be helped to develop the ability to listen and respond in a range of contexts, thinking about what has been said and the language used, and to speak coherently and confidently for a variety of purposes and audiences. They should also be given opportunities to develop their ability to communicate and capture the interest of listeners.

They should be given opportunities to read for different purposes, developing strategies for researching, understanding, managing and refining information from traditional and digital sources. They should be encouraged, through stimulating and fun activities, to read widely for enjoyment and information. Over time, with praise and encouragement, they should have opportunities to engage independently with more challenging and lengthy texts including those in digital format, whilst reflecting, analysing and discussing the meaning of the text.

Children should develop the ability to manage and communicate information effectively in their writing in order to produce more demanding, imaginative and factual texts including those in digital format. They should, over time, use a wider range of vocabulary choice, sentence structures and punctuation in their writing for a range of audiences. They should be helped to develop both the compositional and secretarial aspects of writing through planning, drafting, redrafting, presenting and evaluating their work.

PROGRESS IN LEARNING

The progression statements below provide an outline framework to assist teachers in planning progression through the key stages. They cover attainment within Key Stages 1 and 2. They are not a discreet checklist, but are inter-related and interactive characteristics of attainment.

TALKING AND LISTENING

During Key Stages 1 and 2 most pupils should progress:

- *from* listening attentively for reasonable periods of time *to* listening with concentration and asking questions to develop understanding;
- *from* listening to and carrying out two or three part instructions *to* listening to, clarifying and carrying out complex instructions;
- *from* being able to express themselves with growing clarity and confidence, using a personal vocabulary and a recognisable sentence structure *to* engaging the interest of the audience by using vocabulary, register of language and detail appropriately, to present ideas and achieve effects;
- *from* understanding and using social conventions in conversations and child initiated interactions *to* recognising the different uses of formal and informal language and dialect;
- from communicating ideas and feelings in simple activities *to* working co-operatively and communicating effectively with others in a variety of more complex activities;

- from being able to retell stories, events or personal experiences in sequence with reasonable detail *to* retelling stories, events and experiences keeping to the point and adapting and structuring contributions logically to suit the needs of the audience and purpose;
- from offering reasons to support opinions given *to* collaborating with others, explaining and justifying views and opinions.

READING

During Key Stages 1 and 2 most pupils should progress:

- *from* recognising different types of text *to* expressing interests in and preferences for certain texts;
- *from* beginning to read aloud with expression in response to print variations and punctuation *to* reading aloud, inflecting appropriately to assist meaning;
- *from* talking about their own experiences and feelings to understand text *to* showing some awareness of empathy by reflecting the thoughts and feelings of the characters;
- *from* giving reasons for their predictions *to* justifying their responses by inference, deduction or reference to evidence within the text;
- *from* choosing books for a specific purpose *to* using a range of sources to find, select and use ideas and information to investigate a topic;
- *from* retelling and sequencing texts in reasonable detail, using appropriate language *to* reflecting, analysing and discussing the meaning of texts;
- *from* using a range of reading cues with increasing independence and beginning to self-correct *to* reading independently.

WRITING

During Key Stages 1 and 2 most pupils should progress:

- *from* using texts such as poems, stories and instructions as models for their own writing *to* relating own experiences and reflecting on ideas, thoughts, feelings and imaginings;
- *from* beginning to show evidence of sequence in recounts and instructions *to* structuring and presenting ideas and information logically and coherently;
- *from* using a widening range of vocabulary in their writing *to* using more imaginative and increasingly precise vocabulary;
- *from* demonstrating some awareness that written language can be more formal than spoken language *to* writing with clarity in a range of forms showing an awareness of appropriate audience;
- *from* beginning to write in sentences *to* showing increasing proficiency in the use of syntax, spelling and punctuation;
- *from* talking about what they are going to write and demonstrating reasonable independence when writing *to* planning, revising and redrafting work to improve meaning, with some independence;
- *from* showing reasonable control over the formation of upper and lower case letters, size and spacing *to* handwriting that is well-formed, swift and legible.

KEY STAGE 1

The Statutory Requirements for Language and Literacy are set out in bold below. Examples are in plain text and italics.

Teachers should enable pupils to develop knowledge, understanding and skills in:

- **Talking and Listening**
- **Reading**
- **Writing**

TALKING AND LISTENING

Pupils should be enabled to:

- **participate in talking and listening in every area of learning,** for example, *discuss how they should behave when they are near roads, discuss the benefits of a healthy lifestyle;*
- **listen to, respond to and explore stories, poems, songs, drama, and media texts through the use of traditional and digital resources and recreate parts of them in a range of expressive activities,** for example, *make pictures or models of some characters or places from a poem or story, dramatise the story of Finn McCool;*
- **listen to, interpret and retell, with some supporting detail, a range of oral and written texts,** for example, *talk and ask questions about a character they liked in a story;*
- **tell their own stories based on personal experiences and imagination,** for example, *talk about an event they have witnessed and describe how they and others reacted;*
- **listen to and respond to guidance and instructions,** for example, *a practical mathematics activity;*
- **take turns at talking and listening in group and paired activities,** for example, *explain the rules of a game;*
- **take part in a range of drama activities to support activity based learning across the curriculum,** for example, *take the role of an adult or child and discuss topics such as staying up late or how we should behave on a school bus;*
- **express thoughts, feelings and opinions in response to personal experiences, imaginary situations, literature, media and curricular topics and activities,** for example, *respond to an educational broadcast, discuss car parking near their school;*
- **present ideas and information with some structure and sequence,** for example, *talk about and record information about their graph or picture;*
- **think about what they say and how they say it,** for example, *change their voice when reading a story;*
- **speak audibly and clearly, using appropriate quality of speech and voice,** for example, *when dramatising a poem or story;*
- **devise and ask questions to find information in social situations and across the curriculum;**
- **read aloud from a variety of sources, including their own work, inflecting appropriately to emphasise meaning,** for example, *read their own stories to other classes;*
- **recognise and talk about features of spoken language, showing phonological awareness,** for example, *rhyming words.*

READING

Pupils should be enabled to:

- participate in modelled, shared, paired and guided reading activities;
- read, and be read to from a wide selection of poetry and prose;
- read with some independence for enjoyment and information;
- read, explore, understand and make use of a range of traditional and digital texts;
- retell, re-read and act out a range of texts, representing ideas through drama, pictures, diagrams and ICT, for example, *recreate characters or events in activities such as drama;*
- begin to locate, select and use texts for specific purposes;
- research and manage information relevant to specific purposes, using traditional and digital sources, and present their findings in a variety of ways;
- use a range of comprehension skills, both oral and written, to interpret and discuss texts;
- explore and begin to understand how texts are structured in a range of genres, for example, *represent a sequence of events from a story*;
- explore and interpret a range of visual texts;
- express opinions and give reasons based on what they have read;
- begin to use evidence from text to support their views, for example, *predicting, inferring and deducing*;
- read and share their own books of stories and poems including the use of digital resources;
- build up a sight vocabulary;
- use a range of strategies to identify unfamiliar words;
- talk with the teacher about ways in which language is written down, identifying phrases, words, patterns or letters and other features of written language;
- recognise and notice how words are constructed and spelt.

WRITING

Pupils should be enabled to:

- participate in modelled, shared, guided and independent writing, including composing on-screen;
- understand and use a range of vocabulary by investigating and experimenting with language, for example, *word games, riddles and rhymes*;
- talk about and plan what they are going to write;
- begin to check their work in relation to specific criteria;
- write without prompting, making their own decisions about form and content;
- write for a variety of purposes and audiences;
- express thoughts, feelings and opinions in imaginative and factual writing;
- organise, structure and present ideas and information using traditional and digital means;
- understand some of the differences between spoken and written language;
- use a variety of skills to spell words in their writing, for example, *apply spelling rules such as 'i' before 'e', recognise and use simple spelling patterns such as 'light'*;
- spell correctly a range of familiar, important and regularly occurring words, for example, *look, come, after;*
- develop increasing competence in the use of grammar and punctuation, for example, *use full stops, question marks and commas in their writing*;
- use a legible style of handwriting, for example, *begin to join letters*.

KEY STAGE 2

The Statutory Requirements for Language and Literacy are set out in bold below. Examples are in plain text and italics.

Teachers should enable pupils to develop knowledge, understanding and skills in:

- **Talking and Listening**
- **Reading**
- **Writing**

TALKING AND LISTENING

Pupils should be enabled to:

- **listen and respond to a range of fiction, poetry, drama and media texts through the use of traditional and digital resources,** for example, *discuss the behaviour and attitudes of a character in a story, discuss responses to a Road Safety TV advertisement*;
- **tell, retell and interpret stories based on memories, personal experiences, literature, imagination and the content of the curriculum,** for example, *create their own school news bulletin, share their responses to a book or poem they have read*;
- **participate in group and class discussions for a variety of curricular purposes,** for example, *give and ask for reasons when trying to reach a conclusion in a group activity;*
- **know, understand and use the conventions of group discussion,** for example, *take turns as speakers, listen to other people's views, encourage others to participate in group discussions*;
- **share, respond to and evaluate ideas, arguments and points of view and use evidence or reason to justify opinions, actions or proposals;**
- **formulate, give and respond to guidance, directions and instructions;**
- **participate in a range of drama activities across the curriculum;**
- **improvise a scene based on experience, imagination, literature, media and/or curricular topics;**
- **describe and talk about real experiences and imaginary situations and about people, places, events and artefacts,** for example, *talk about a dream they have had*;
- **prepare and give a short oral presentation to a familiar group, showing an awareness of audience and including the use of multimedia presentations,** for example, *present to a group their ideas or information about an animal, insect or bird, as part of a study on habitat, using digital technology where appropriate*;
- **identify and ask appropriate questions to seek information, views and feelings,** for example, *plan and carry out an interview with adults well known to them*;
- **talk with people in a variety of formal and informal situations,** for example, *during educational visits or visitors to the classroom*;
- **use appropriate quality of speech and voice, speaking audibly and varying register, according to the purpose and audience,** for example, *participate in a class play*;
- **read aloud, inflecting appropriately, to express thoughts and feelings and emphasise the meaning of what they have read,** for example, *talk about an idea they have*;
- **recognise and discuss features of spoken language, including formal and informal language, dialect and colloquial speech.**

READING

Pupils should be enabled to:

- participate in modelled, shared, paired and guided reading experiences;
- read, explore, understand and make use of a wide range of traditional and digital texts;
- engage in sustained, independent and silent reading for enjoyment and information;
- extend the range of their reading and develop their own preferences;
- use traditional and digital sources to locate, select, evaluate and communicate information relevant for a particular task, for example, *a classification system, a catalogue, list of contents and indices and the internet*;
- represent their understanding of texts in a range of ways, including visual, oral, dramatic and digital, for example, *a labelled diagram, a travel brochure, a local news bulletin, digital presentation or web page*;
- consider, interpret and discuss texts, exploring the ways in which language can be manipulated in order to affect the reader or engage attention, for example, *puns, jokes, slogans, advertisements and word puzzles;*
- begin to be aware of how different media present information, ideas and events in different ways, for example, *compare accounts in different newspapers*;
- justify their responses logically, by inference, deduction and/or reference to evidence within the text, for example, *compare and contrast two characters in a story or history text*;
- reconsider their initial response to texts in the light of insight and information which emerge subsequently from their reading;
- read aloud to the class or teacher from prepared texts, including those composed by themselves, using inflection to assist meaning;
- use a range of cross-checking strategies to read unfamiliar words in texts;
- use a variety of reading skills for different reading purposes, for example, *reviewing, recalling, skimming and scanning*.

WRITING

Pupils should be enabled to:

- participate in modelled, shared, guided and independent writing, including composing on-screen;
- discuss various features of layout in texts and apply these, as appropriate, within their own writing, for example, *heading and sub headings and presentation of text in columns to add emphasis to key points or to create certain effects*;
- experiment with rhymes, rhythms, verse structure and all kinds of word play and dialect;
- write for a variety of purposes and audiences, selecting, planning and using appropriate style and form;
- use the skills of planning, revising and redrafting to improve their writing, including that which they have composed digitally;
- express thoughts, feelings and opinions in imaginative and factual writing, for example, *compose a poem about their feelings on a special occasion*;
- use a variety of stylistic features to create mood and effect;
- begin to formulate their own personal style;
- create, organise, refine and present ideas using traditional and digital means, combining text, sound or graphics, for example, *create a digital presentation*;
- understand the differences between spoken and written language;
- use a variety of skills to spell words correctly;
- develop increasing competence in the use of grammar and punctuation to create clarity of meaning;
- develop a swift and legible style of handwriting.

3.2_ MATHEMATICS and NUMERACY

Numeracy is the development and application of mathematics across the curriculum and in real life situations. Skills in numeracy should help children to make informed and responsible choices and decisions throughout their lives. Throughout primary school, children should engage in a wide range of purposeful activities which should involve them in different modes of mathematical learning, including playing, exploring and investigating, doing and observing, talking and listening, asking questions, reflecting, drafting, reading and recording.

Numeracy is a life skill used in making everyday decisions and in virtually every work context. We use skills in numeracy to plan our time, handle money, manage our own budgets, organise our homes and carry out DIY tasks. We are often confronted with data, frequently statistical, through television, radio and the press. Increasingly, adults are required to use numeracy skills in the workplace.

Mathematical ideas should be introduced to children in meaningful contexts. Teachers should create a well-resourced and stimulating environment where children learn through taking part in oral work and a wide range of practical activities, including games, to develop and consolidate their learning. Activities should be balanced between tasks which develop knowledge, skills and understanding, and those which develop the ability to apply mathematical learning and solve problems. Children should be encouraged to use their knowledge of mathematical language to talk about their work and explain their findings. Teachers should encourage children to persevere with tasks, so gaining confidence in what they can do and developing a positive attitude towards mathematics.

The sections of the programme for Mathematics and Numeracy inter-relate. Processes in Mathematics should pervade the entire programmes involving children in using and applying mathematics in practical tasks, real-life problems and within Mathematics itself.

MATHEMATICS AND NUMERACY ACROSS THE CURRICULUM

Mathematics and Numeracy should be developed and applied across the curriculum, for example:

Language and Literacy	by reading and interpreting statistical data and by discussing mathematical ideas; planning work, explaining thinking, presenting outcomes and evaluating work;
The Arts	by seeing and hearing patterns and by observing and making shapes; by developing musical notation skills; through creating pictures and models;
The World Around Us	by interpreting statistical data and using it to solve problems using measurement, shape, space and estimation in the world around them;
Personal Development and Mutual Understanding	by using statistical data to inform personal and social decisions; by knowing what they can do in mathematics and persevere and work with confidence;
Physical Education	by using number, shape and space, measures and data to enhance the quality and variety of movements, to measure and record performance and to collect, analyse and interpret data, for example, pulse rates.

BUILDING ON CHILDREN'S EARLIER EXPERIENCES

Children will have developed a range of mathematical skills and understanding at home, in the community and in the Foundation Stage. They will also have some understanding of mathematical concepts and be able to use some mathematical language to describe their work.

Children should be allowed to continue to learn at their own individual pace and given time to develop and consolidate their understanding of mathematics. In the early years they will have developed and applied much of their mathematical skills during play. They should continue to be involved in play activities which allow them to develop and apply their mathematical understanding in practical contexts.

APPROACH

Key Stage 1

Children should be engaged in a wide range of purposeful activities which:

- involve different modes of learning;
- consolidate and extend their learning;
- include both independent and co-operative learning;

- bring together different areas of mathematics;
- are balanced between those that are short in duration and those that can be developed over a longer period of time.

Children should be given opportunities, on a regular basis, to develop their skills in mental mathematics, to estimate and approximate, and to investigate and make simple predictions in all areas of mathematics and in the wider curriculum. Use should be made of the immediate environment and the world around them to extend children's knowledge of mathematics.

Children should be given opportunities to use ICT to support and enhance their mathematics. They should be given worthwhile experiences in a range of ICT including graphing packages, databases, programmable devices and calculators.

Key Stage 2

Children should be engaged in a wide range of purposeful activities which:

- involve different modes of learning;
- consolidate and extend their learning;
- include both independent and co-operative learning;
- bring together different areas of mathematics;
- develop mental skills;
- are balanced between those that are short in duration and those that can be developed over an extended period of time;
- include those that have an exact result or answer and those that have many possible outcomes.

Children should develop more standard forms of recording than those used earlier. In developing skills in pencil and paper calculation, children should have opportunities to develop their own personal ways of recording. They should compare and discuss these, and ultimately refine and practise pencil and paper methods that are agreed and understood.

Children should use calculators in extended investigations in mathematics and in real-life situations. They should explore how a calculator works, appreciate the operations possible on a calculator and their proper order, check calculator results by making an estimate, by repeating the operations in a different order or by using a different operation and learn to interpret calculator results.

Children should use ICT to investigate, analyse, present and interpret information, to discover patterns and relationships and to solve problems. A range of ICT should be used to support and enhance their mathematics, including databases and programmable devices. Opportunities should also be given for children to use Logo and spreadsheets to help develop critical thinking and problem-solving skills.

PROGRESS IN LEARNING

Progression within the various areas of Mathematics is exemplified in the revised Lines of Development which have been produced by CCEA in collaboration with the Education and Library Boards. These Lines of Development demonstrate the conceptual development within Mathematics and may be used to assist teachers in producing their schemes of work.

Key Stage 1

Time should be allowed for children to develop and consolidate their mathematical ideas using practical materials before moving on to more formal methods of recording. Children 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.

Key Stage 2

Throughout Key Stage 2, children should continue to use a wide variety of materials, games, tools and ICT resources to develop and consolidate their mathematical skills and concepts. They 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.

KEY STAGE 1

The statutory requirements for Mathematics and Numeracy are set out in bold below.

Teachers should enable pupils to develop knowledge, understanding and skills in:

- **Processes in Mathematics**
- **Number**
- **Measures**
- **Shape and Space**
- **Handling Data**

PROCESSES IN MATHEMATICS

Making and Monitoring Decisions

Pupils should be enabled to:

- **select the materials and mathematics appropriate for a task;**
- **develop different approaches to problem-solving;**
- **begin to organise their own work and work systematically.**

Communicating Mathematically

Pupils should be enabled to:

- **understand mathematical language and be able to use it to talk about their work;**
- **represent work in a clear and organised way, using symbols where appropriate.**

Mathematical Reasoning

Pupils should be enabled to:

- **recognise simple patterns and relationships and make predictions;**
- **ask and respond to open-ended questions;**
- **explain their way of working;**
- **know ways to check their own work.**

NUMBER

Understanding Number and Number Notation

Pupils should be enabled to:

- count, read, write and order whole numbers, initially to 10, progressing to at least 1000;
- understand the empty set and the conservation of number;
- understand that the place of the digit indicates its value;
- make a sensible estimate of a small number of objects and begin to approximate to the nearest 10 or 100;
- recognise and use simple everyday fractions.

Patterns, Relationships and Sequences in Number

Pupils should be enabled to:

- copy, continue and devise repeating patterns;
- explore patterns in number tables;
- understand the commutative property of addition and the relationship between addition and subtraction;
- understand the use of a symbol to stand for an unknown number;
- understand and use simple function machines.

Operations and their Applications

Pupils should be enabled to:

- understand the operations of addition, subtraction, multiplication and division (without remainders) and use them to solve problems;
- know addition and subtraction facts to 20 and the majority of multiplication facts up to 10 x 10;
- develop strategies for adding and subtracting mentally up to the addition of two two-digit numbers within 100.

Money

Pupils should be enabled to:

- recognise coins and use them in simple contexts;
- add and subtract money up to £10, use the conventional way of recording money, and use these skills to solve problems;
- talk about the value of money and ways in which it could be spent, saved and kept safe;
- talk about what money is and alternatives for paying, for example, *cheque book, debit card, credit card;*
- decide how to spend money.

MEASURES

Pupils should be enabled to:
- understand and use the language associated with length, weight, capacity, area and time;
- use non-standard units to measure and recognise the need for standard units;
- know and use the most commonly used units to measure in purposeful contexts;
- make estimates using arbitrary and standard units;
- choose and use simple measuring instruments, reading and interpreting them with reasonable accuracy;
- sequence everyday events; know the days of the week, months of the year and seasons; explore calendar patterns;
- recognise times on the analogue clock and digital displays;
- understand the conservation of measures.

SHAPE AND SPACE

Exploration of Shape

Pupils should be enabled to:
- sort 2-D and 3-D shapes in different ways;
- make constructions, pictures and patterns using 2-D and 3-D shapes;
- name and describe 2-D and 3-D shapes; recognise reflective symmetry;
- explore simple tessellation through practical activities.

Position, Movement and Direction

Pupils should be enabled to:
- use prepositions to state position;
- understand angle as a measure of turn; understand and give instructions for turning through right angles;
- recognise right-angled corners in 2-D and 3-D shapes;
- know the four points of the compass;
- use programmable devices to explore movement and direction.

HANDLING DATA

Collecting, Representing and Interpreting Data

Pupils should be enabled to:
- sort and classify objects for one or two criteria and represent results using Venn, Carroll and Tree diagrams;
- collect data, record and present it using real objects, drawings, tables, mapping diagrams, simple graphs and ICT software;
- discuss and interpret the data;
- extract information from a range of charts, diagrams and tables;
- enter and access information using a database.

KEY STAGE 2

The statutory requirements for Mathematics and Numeracy are set out in bold below.

Teachers should enable pupils to develop knowledge, understanding and skills in:

- **Processes in Mathematics**
- **Number**
- **Measures**
- **Shape and Space**
- **Handling Data**

PROCESSES IN MATHEMATICS

Making and Monitoring Decisions

Pupils should be enabled to:

- **take increasing responsibility for selecting and using the materials and the mathematics required for their work;**
- **identify and obtain the information required for a task, suggesting appropriate sources to find the information;**
- **plan and organise their work, learning to work systematically;**
- **develop a range of strategies for problem-solving, looking for ways to overcome difficulties.**

Communicating Mathematically

Pupils should be enabled to:

- **understand mathematical language and use it to discuss their work and explain their thinking;**
- **compare their ideas and methods of working with others;**
- **interpret situations mathematically using appropriate symbols or diagrams;**
- **present information and results clearly.**

Mathematical Reasoning

Pupils should be enabled to:

- **recognise general patterns and relationships and make predictions about them;**
- **ask and respond to open-ended questions and explain their thinking;**
- **understand and make general statements;**
- **check results and consider whether they are reasonable.**

NUMBER

Understanding Number and Number Notation

Pupils should be enabled to:

- count, read, write and order whole numbers;
- develop an understanding of place value to include up to two decimal places, use this to multiply and divide numbers by 10 and 100;
- estimate and approximate to gain an indication of the size of a solution to a calculation or problem;
- understand and use vulgar fractions, decimal fractions and percentages and explore the relationships between them;
- understand and use negative numbers in context.

Patterns, Relationships and Sequences in Number

Pupils should be enabled to:

- explore and predict patterns and sequences of whole numbers, follow and devise rules for generating sequences;
- understand and use multiples and factors and the terms prime, square and cube, appreciate inverse operations;
- interpret, generalise and use simple relationships expressed in numerical, spatial and practical situations, understand and use simple function machines;
- understand that a letter can stand for an unknown number.

Operations and their Applications

Pupils should be enabled to:

- develop strategies to add and subtract mentally;
- know the multiplication facts up to 10 x 10;
- engage in a range of activities to develop understanding of the four operations of number, appreciate the use of brackets, add and subtract with up to two decimal places, multiply and divide decimals by whole numbers, use these operations to solve problems.

Money

Pupils should be enabled to:

- use the four operations to solve problems involving money;
- discuss the value of money, how to keep money safe, ways in which goods can be paid for and the need for budgeting;
- be able to plan and think ahead in terms of saving and spending money, prioritise spending with a limited supply of money, understand how to access best buys;
- discuss foreign currency including the Euro.

MEASURES

Pupils should be enabled to:
- develop skills in estimation of length, weight, volume/capacity, time, area and temperature;
- appreciate important ideas about measurement including the continuous nature of measurement and the need for appropriate accuracy;
- understand the relationship between units and convert one metric unit to another, use the four operations to solve problems;
- calculate perimeter and the areas and volumes of simple shapes;
- understand and use scale in the context of simple maps and drawings;
- recognise times on the analogue and digital clocks and understand the relationship between the 12 and 24-hour clocks, use timetables.

SHAPE AND SPACE

Exploration of Shape

Pupils should be enabled to:
- construct a range of regular and irregular 2-D shapes, classify these through examination of angles and sides, recognise line and rotational symmetry, reflect shapes in a line, explore tessellations, name and describe common 2-D shapes, begin to understand congruence in 2-D shapes;
- construct 3-D shapes, investigate the number of faces, edges and vertices on these shapes, name and describe common 3-D shapes, explore the relationship between 2-D and 3-D shapes.

Position, Movement and Direction

Pupils should be enabled to:
- understand the notion of angle in the context of turning, recognise right angles, understand clockwise and anti-clockwise, know the eight points of the compass, use Logo to understand movement and turning, be introduced to a programming language and use it to create pictures and patterns and to generate shapes;
- develop language associated with line and angle, recognise properties of acute, obtuse and reflex angles, investigate angles in triangles and quadrilaterals, measure and draw angles up to 360°;
- use co-ordinates to plot and draw shapes in the first quadrant.

HANDLING DATA

Collecting, Representing and Interpreting Data

Pupils should be enabled to:

- collect, classify, record and present data drawn from a range of meaningful situations, using graphs, tables, diagrams and ICT software;
- explain their work orally and/or through writing and draw conclusions;
- interpret a wide range of tables, lists, graphs and diagrams, create and interpret frequency tables, including those for grouped data;
- design and use a data collection sheet, interpret the results, enter information in a database or spreadsheet, and interrogate and interpret the results;
- understand, calculate and use the mean and range of a set of discrete data.

Introduction to Probability

Pupils should be enabled to:

- become familiar with and use the language of probability;
- understand possible outcomes of simple random events, understand that there is a degree of uncertainty about the outcome of some events while others are certain or impossible;
- place events in order of 'likelihood';
- understand and use the idea of 'evens' and know whether events are more or less likely than this.

3.3 THE ARTS

Creativity is developed through every area of the curriculum. Art and Design, Drama and Music provide rich opportunities for developing creativity, allowing children to express their ideas, feelings and interpretations of the world in diverse ways, through pictures, sound, drama and dance. From a young age children should be involved in a wide range of activities that continue to develop their imagination and natural curiosity, and that allow them to express and share their thoughts, ideas and feelings with confidence. The greater the encouragement to express themselves freely through Art and Design, Drama and Music the greater likelihood there is that children's individuality, imagination and creativity will blossom.

The purpose of The Arts within the primary curriculum is, therefore, to provide opportunities for children to develop:

- their curiosity, imagination and creativity;
- their self-confidence and self-esteem;
- their artistic, musical and kinaesthetic abilities, including gross and fine motor skills;
- verbal and non-verbal modes of expression;
- an appreciation of the beauty and wonder of the world around them;
- their ability to make informed choices and decisions;
- an awareness of other cultures.

THE ARTS ACROSS THE CURRICULUM

Art and Design, Drama and Music each have distinct roles in developing children's artistic, musical and kinaesthetic talents and intelligences. They also present different modes of learning which are integral to children's development. They contribute to and enhance other areas, for example:

Language and Literacy	by encouraging children to talk and write about their own Art and Design and Music and respond to that of others using appropriate language and some specialised vocabulary;
The Arts	by exploring shape and space, position and movement, patterns and relationships; by creating and interpreting musical ideas from symbolic representation;
The World Around Us	by encouraging children to observe and interpret their environment, past and present; record and represent their learning visually and through sound, movement, drama and dance;
Personal Development and Mutual Understanding	by focusing on aesthetic and emotional development, developing social skills through group work and finding a range of ways to express and communicate feelings;
Physical Education	by using The Arts as a stimulus for developing a range of movement skills.

APPROACH

The programme for The Arts at Key Stages 1 and 2 is set out in three strands, Art and Design, Drama and Music. Children should experience a range of enjoyable and challenging arts activities. They should have opportunities to think and respond creatively in a variety of contexts. Activities offered should be relevant to children's interest and experiences. Knowledge, skills and understanding should be developed through a broad and balanced range of experiences and, where possible, connections should be made across the strands and to other Areas of Learning.

All activities must be taught within a safe environment and children must be made aware of safe practice at all times.

ART AND DESIGN

BUILDING ON CHILDREN'S EARLIER EXPERIENCES IN ART AND DESIGN

Much of children's early Art and Design activities will have been through exploratory play in which they respond to the world around them and the work of others. During the Foundation Stage, play will become more structured and lead to the development of skills. During Key Stages 1 and 2 continued involvement in direct sensory experience will develop children's visual, spatial and tactile awareness and manipulative skills and promote their self-esteem and confidence. A progressive introduction to the handling of art and design tools, materials and processes will enable children to express their ideas more fully through colour, line, shape, space, form, pattern and texture. Some children will be satisfied by the manipulation of the material alone rather than the production of an outcome, and emphasis therefore, should be on enjoyment and self-expression rather than on the finished product. Time, therefore, needs to be available for children to explore, develop, talk about and explain their ideas.

PROGRESS IN LEARNING

Careful planning will help ensure that children experience variety and progression in their Art and Design experiences. Most children should make progress in skills from Key Stage 1 into Key Stage 2:

- *from* observing and recording first hand experiences and responding to memory and imagination *to* being able to collect, examine, select and use resource material to contribute to the development of ideas;
- *from* exploring shape, colour, tone, form, space, texture and pattern *to* being able to use these visual elements to express ideas;
- *from* talking about their work and how it was made *to* beginning to explain their work in more detail, discussing difficulties and suggesting modifications;
- *from* looking at, enjoying and appreciating the work of artists *to* examining the content and methods used in an artist's work and using this information to extend those ideas;
- *from* experimenting with a range of media *to* being selective in the use of media in order to express personal ideas and responses.

KEY STAGE 1

The Statutory Requirements for Art and Design are set out below in bold. Examples are in plain text and italics.

Pupils should be enabled to:

INVESTIGATE AND RESPOND TO DIRECT SENSORY EXPERIENCE; INCLUDING VISUAL, VERBAL, SPATIAL AND TACTILE DIMENSIONS, MEMORY AND IMAGINATION, for example:

- look at a range of natural and man-made objects, exploring and getting to know the characteristics of what is seen by close observation, touch and recording. Talk about what has been seen and handled, for example, *by sorting a collection of sea shells into different types and taking rubbings of the various textures*;
- bring to mind experiences of the visual world and imaginative worlds when talking about memories, reminiscences, fiction, fantasies and dreams, for example, *talk about what makes a favourite place special*;
- visualise and describe objects, environments, places and entities, for example, *talk about and draw what a character from a story might look like*;
- use individual thoughts and ideas as the starting point for visual work, for example, *make a personal drawing based on a memory or recent experience*.

LOOK AT AND TALK ABOUT RESOURCE MATERIAL TO STIMULATE THEIR OWN IDEAS, for example:

- produce individual and group visual work so as to develop responses over time; contributing to the development of ideas in the course of the work, for example, *make a display featuring each group's favourite piece of work, selected and updated weekly*;
- exploit the visual properties of a range of two and three-dimensional media, for example, *select from a range of possible approaches a technique best suited to match individual intentions and level of confidence, such as choosing cut and stick collage when crisp edges are desired*;
- comment on the visual elements within personal and group responses, such as colours, shapes and patterns, for example, *explain why particular colours have been chosen, explain what different shapes represent within a drawing*.

ENJOY AND APPRECIATE THE WORK OF ARTISTS AND DESIGNERS AND CRAFT WORKERS FROM THEIR OWN AND OTHER CULTURES; USE WHAT HAS BEEN VIEWED AS A STARTING POINT FOR THEIR OWN WORK, for example:

- view examples of art, design and craft in reproductions and at first hand when taking part in museum visits or working with practitioners visiting the classroom, for example, *record a visit to a museum or display through a series of drawings*;
- talk about what they have seen, giving personal responses and offering individual interpretations or reactions, for example, *say what they have liked best within a range of examples used as stimulus material and explain their choices*;
- react to what they have seen as a stimulus and use it as a starting point for individual ideas and personal interpretations, for example, *develop a sequence of images as a narrative documenting a significant event such as a festival, carnival or cultural occasion*.

EXPLORE THE VISUAL ELEMENTS OF COLOUR, TONE, LINE, SHAPE, FORM, SPACE, TEXTURE AND PATTERN TO EXPRESS IDEAS, for example:

- use the visual elements to explore and create visual outcomes, talk about and comment on what they produce, for example, *mix and apply paint using a paintbrush to achieve a particular personal intention such as a shape of a chosen colour*;
- explore examples of the occurrence of the visual elements within the natural and man-made worlds, for example, *look at pictures and point out colours, shapes and configurations within them, then apply similar pattern recognition to observation of the real world*;
- use media and processes to identify when and where different approaches generate marks which show properties of line, shape, texture, pattern etc, for example, *use colours, shapes, etc. with growing confidence within their own work*.

TALK ABOUT THEIR OWN AND OTHERS' WORK AND HOW IT WAS MADE, USE OBSERVATIONS TO IDENTIFY DIFFICULTIES AND SUGGEST MODIFICATIONS, for example:

- reflect on the experiences of making work, making evaluative comments in relation to their own work, for example, *explain, in their own terms, the sequence followed when making a piece of work*;
- discuss work produced with other pupils, comparing their own contributions to group activities with what others have achieved, for example, *elaborate on the various roles assumed and how each contributed to the overall success of the work*.

EXPERIMENT WITH A RANGE OF MEDIA, MATERIALS, TOOLS AND PROCESSES SUCH AS: DRAWING, PAINTING, PRINTMAKING, MALLEABLE MATERIALS, TEXTILES AND THREE-DIMENSIONAL CONSTRUCTION, for example:

- choose a favoured medium for the production of an image. Make drawings, paintings and three-dimensional objects, for example, *having identified favoured strategies, develop their use over the course of successive sessions leading to a finished piece*;
- work at a broad range of sizes and scales, and on a variety of supports, for example, *try out coloured and textured backgrounds, make work at hand-held, table-top and floor levels*;
- use the mark-making properties of media such as: charcoal, graphite, ink, felt-tip pens, tempera or poster paints to achieve a desired outcome. For example u*se mixed media, including digital media, to make a record of a journey*;
- revisit media on a number of occasions to progressively acquire familiarity and confidence in handling tools and equipment, for example, *produce a series of clay models which gradually increase in size or surface detail*;
- use modelling and construction techniques to make three-dimensional work, for example, *experiment with cutting, folding and joining methods to make a model building from thick paper or thin card*.

KEY STAGE 2

The Statutory Requirements for Art and Design are set out below in bold. Examples are in plain text and italics.

Pupils should be enabled to:

ENGAGE WITH OBSERVING, INVESTIGATING, AND RESPONDING TO FIRST HAND EXPERIENCES, MEMORY AND IMAGINATION, for example:

- look at a range of natural and man-made objects, exploring and investigating the characteristics of what is seen by close observation, touch and recording. Discuss what has been seen and handled, for example, *by sorting a collection of sea shells into different types and using various categories, make drawings of the shapes and details of what is seen, make a scan of a shell*;
- visualise experiences of the real world and imaginative worlds when talking about memories, reminiscences, fiction, fantasies and dreams, for example, *make a sketch map of an imaginary place*;
- visualise, describe and sketch objects, environments, places and entities, for example, *talk about and draw what a character from a story might look like, explaining the details included in the drawing*;
- take individual thoughts and ideas as the inspiration for visual work, for example, *make a scrapbook of cuttings, drawings and notes of a journey to a lost city*.

COLLECT, EXAMINE AND SELECT RESOURCE MATERIAL TO USE IN THE DEVELOPMENT OF IDEAS, for example:

- produce and record individual and group visual work so as to develop responses over time - giving attention to the development of ideas as the work progresses, for example, *take photographs documenting the completion of a project and use this record to explore how and when decisions were taken*;
- exploit the visual properties of a range of two and three-dimensional media with growing understanding, for example, *select a range of possible approaches, carry out experiments to decide which method is best suited to individual intentions and aptitudes, and proceed to realise the work in the chosen medium*;
- discuss the visual elements as they have been used within personal and group responses, for example, *explain the processes and procedures which have been followed during the course of making work, and consider their level of success*.

LOOK AT AND TALK ABOUT THE WORK OF ARTISTS, DESIGNERS AND CRAFT WORKERS FROM THEIR OWN AND OTHER CULTURES; APPRECIATE METHODS USED IN THE RESOURCE MATERIALS AND USE THEIR APPRECIATION TO STIMULATE PERSONAL IDEAS AND ENGAGE WITH INFORMED ART MAKING, for example:

- select a range of examples of art, design and craft from reproductions and at first hand when taking part in museum visits or working with practitioners visiting the classroom, for example, *record a visit to a museum or other display through a series of detailed and annotated drawings or digital photographs*;
- talk about and explain what they have seen, giving personal responses and offering individual interpretations and reactions, for example, *articulate their preferences from among a broad range of examples encountered as stimulus material and explain their choices, relate their experiences to the work of artists, designers and craft workers, past or present*;
- engage with what they have seen as stimulus materials and use them as starting points for individual and group ideas and interpretations, for example, *research and document a themed exhibition from another culture, such as the art of China, contribute to a group presentation on the chosen theme*.

DEVELOP THEIR UNDERSTANDING OF THE VISUAL ELEMENTS OF COLOUR, TONE, LINE, SHAPE, FORM, SPACE, TEXTURE AND PATTERN TO COMMUNICATE THEIR IDEAS, for example:

- use the visual elements with developing confidence to explore and create visual outcomes; talk about and comment on what they produce, for example, *use models and practice pieces when deciding how to make the tallest possible card construction of a freestanding tower*;
- recognise the occurrence of the visual elements within the natural and man-made worlds, for example, *describe the qualities of line, tone, shape, colour, texture, pattern etc. in a variety of circumstances*;
- use a range of media and processes with understanding of the properties of line, shape, texture, pattern for example, *creatively exploit colours, shapes, with growing confidence within their own work*.

EVALUATE THEIR OWN AND OTHERS' WORK AND HOW IT WAS MADE, EXPLAIN AND SHARE THEIR IDEAS, DISCUSS DIFFICULTIES AND REVIEW AND MODIFY WORK TO FIND SOLUTIONS, for example:

- evaluate the experiences of making work, making considered comments in relation to their own and others' work, for example, *explain the reasons why a particular sequence was followed when making a piece of work;*
- discuss and evaluate work produced in co-operation with other pupils, comparing their own contributions to group activities with what other group members have achieved, for example, *explain the various roles and how they were allocated, consider how each contributed to the overall success of the work, and how successful the strategies adopted have proved to be*.

USE A RANGE OF MEDIA, MATERIALS, TOOLS AND PROCESSES SUCH AS: DRAWING, PAINTING, PRINTMAKING, MALLEABLE MATERIALS, TEXTILES AND THREE-DIMENSIONAL CONSTRUCTION, SELECTING WHICH IS APPROPRIATE IN ORDER TO REALISE PERSONAL IDEAS AND INTENTIONS, for example:

- extend their repertoire of favoured media for the production of an image. Make drawings, paintings and three-dimensional objects using a range of techniques and approaches, for example, *incorporate scanned or photographic images into a mixed media construction such as using scanned and printed eyes to stick on to a model dinosaur*;
- work using a broad range of sizes and scales, and on a variety of supports, selecting the format appropriate to intentions, for example, *use larger scales when wanting to record detail and smaller scales when working quickly to capture movement or fleeting effects*;
- appreciate how to use the mark-making properties of media such as charcoal, graphite, ink, felt-tip pens, tempera or poster paints to achieve a desired outcome, for example, *select a grainy surface and soft medium such as charcoal to capture effects such as fur or liquid and a smooth surface with a medium allowing precise control such as pen and ink when recording fine detail*;
- continuously expand familiarity with media so as to build confidence in handling tools and equipment, for example, *produce a series of drawings which explore the properties of a group of objects when seen from a number of angles and which are realised at a variety of scales using several different media*;
- use modelling and construction techniques to make three-dimensional work, for example, *choose the medium appropriate to intentions when planning how best to realise ideas*.

Music

BUILDING ON CHILDREN'S EARLIER EXPERIENCES IN MUSIC

In the Foundation Stage children will have had the opportunity to participate in a range of musical activities. Many children will also have experienced some form of music in the home. Their intuitive response to music should be built upon by encouraging them to participate in an expanding range of musical activities through an explorative and experimental approach designed to develop their musical potential and ability for creative and critical thought and expression. Music, at this stage, should involve the children in simple ways of making their own music and in responding to the music they hear. They should be encouraged to compose and perform their own music and to listen to a variety of different types and styles of music. Their response to music may also take place within the context of dance or drama.

In addition to developing aural awareness and communication skills, engaging in musical activities should enhance children's self-esteem and heighten their awareness of themselves and their immediate environment. A sense of enjoyment should be fostered, along with the development of social skills and confidence in their music-making, both as individuals and members of a group.

PROGRESS IN LEARNING

Through experiences of making and responding to music children should develop:

- *increasing* ability to combine and use the elements of music to express their own ideas and feelings and to create mood, atmosphere and contrast;
- *increasing* control of the sounds they make when singing (words, expression, breath control and singing in tune) and playing simple percussion instruments (manipulative control);
- *increasing* awareness and understanding of the elements of music in relation to:
  - loud sounds, quiet sounds and silence *progressing* to variations in volume, including increasing/decreasing levels of sound (dynamics);
  - fast music and slow music *progressing* to variations in speed, including getting faster and slower (tempo/pace);
  - long sounds and short sounds (duration) *progressing* to patterns of longer and shorter sounds (rhythm) over a steady beat, including repeated rhythmic patterns;
  - high sounds and low sounds (pitch) *progressing* to patterns of higher and lower sounds (melodic shape), including repeated melodic patterns;
  - characteristics of the sounds they make and hear *progressing* to qualities of sounds they make and hear, including the sound characteristics of common musical instruments (timbre);
  - single sounds and combined sounds *progressing* to combinations of sounds (texture), including melody and accompaniment.

KEY STAGE 1

The Statutory Requirements for Music are set out below in bold. Examples are in plain text and italics.

Pupils should be enabled to:

WORK CREATIVELY WITH SOUND BY INVESTIGATING, EXPERIMENTING, SELECTING AND COMBINING SOUNDS TO EXPRESS FEELINGS, IDEAS, MOOD AND ATMOSPHERE, for example:

- investigate and experiment with ways of making sound, for example, *using available digital resources, creating sound effects for the stories they read and hear, imitating sounds in the local environment and sounds in the home;*
- select sounds in response to a stimulus and to express mood and atmosphere, for example, *a high, quiet sound to represent a mouse, a loud, low sound to represent an elephant, sad/happy, scared/excited sounds to express feelings or to be used as part of drama and dance activities*;
- draw pictures and patterns to represent the sounds and effects they create.

SING AND PERFORM WITH SIMPLE INSTRUMENTS TO DEVELOP VOCAL AND MANIPULATIVE CONTROL, for example:

- sing a variety of simple songs, for example, *rhymes and songs about themselves and their family, animals, birds, machines, action songs and counting songs*;
- play simple instruments on their own and to accompany singing.

LISTEN AND RESPOND TO THEIR OWN AND OTHERS' MUSIC-MAKING, THINKING AND TALKING ABOUT SOUNDS, EFFECTS AND MUSICAL FEATURES IN MUSIC THAT THEY CREATE, PERFORM OR LISTEN TO, for example:

- think and talk about the sounds and effects they have created and imagined and those they hear in the local environment;
- think and talk about simple features in songs they sing and music they listen to;
- use appropriate actions or movement, for example, *through dance and drama*, in response to music they perform and listen to;
- listen to appropriate music and talk about the sounds in relation to loud/quiet, high/low, fast/slow and long/short.

KEY STAGE 2

The Statutory Requirements for Music are set out below in bold. Examples are in plain text and italics.

Pupils should be enabled to:

WORK CREATIVELY WITH SOUND BY CREATING MUSICAL STORIES, PICTURES, PATTERNS, CONVERSATIONS, ACCOMPANIMENTS AND BY INVESTIGATING WAYS OF PRESERVING THE MUSIC THEY HAVE CREATED, for example:

- create stories and pictures through sound, for example, *using voices, instruments and other sound sources, including available musical technology*;
- create short musical patterns or musical conversations, for example, *between two instruments, and accompaniments,* for example, *to accompany singing or as a basis for drama and dance activities*;
- investigate ways of preserving the music they have created, for example, *by developing graphic scores or using recording technology*.

SING AND PERFORM WITH SIMPLE INSTRUMENTS FROM MEMORY, BY EAR OR FROM NOTATION TO DEVELOP VOCAL AND INSTRUMENTAL SKILLS, for example:

- sing a variety of songs and simple rounds, for example, *songs from different countries and cultures*;
- develop performing skills on a wider range of instruments and play simple accompaniments to songs;
- play from memory, by ear or from notation.

LISTEN AND RESPOND TO THEIR OWN AND OTHERS' MUSIC-MAKING, THINKING ABOUT, TALKING ABOUT AND DISCUSSING A VARIETY OF CHARACTERISTICS WITHIN MUSIC THAT THEY CREATE, PERFORM OR LISTEN TO, for example:

- discuss and make suggestions about their own and others' music-making;
- respond imaginatively, for example, *through movement, drama, dance*, to a wider range of music in a variety of styles and media;
- think and talk about the sound characteristics of some common instruments and the kinds of music they play;
- think and talk about the elements of music and how they are used in music from different styles and cultures.

Drama

BUILDING ON CHILDREN'S EARLIER EXPERIENCES IN MUSIC

In the Foundation Stage, children will have engaged in a variety of play activities which provide opportunities for them to try out many roles. The provision of activities of a social nature such as the home or hospital corner, which provides clothes and props, will allow pupils to develop in a range of situations. However, they must also have opportunities to develop their imaginative and creative skills by responding to unknown situations and exploring what it might be like, for example, to be in a forest in winter, find treasure underwater, be the first travellers to visit Mars. The planning of activities which centre on construction and small world resources, natural materials such as sand, water, bricks and other malleable and tactile materials also provides an excellent focus for imaginative play and stimulation for going on imaginative journeys and developing creative pathways.

During Key Stages 1 and 2, children will begin to refine their skills of understanding and analyse, compare and discuss their feelings with others. Their observation skills will become more structured in script work and polished improvisation. Vocal and movement skills will become more sophisticated in terms of audience and evaluation skills will become more focussed on negotiation, co-operation and sharing.

PROGRESS IN LEARNING

Through experiences of making and appraising, children should develop:

- *from* listening and responding as individuals *to* discussing feelings and thoughts with others in order to make meaning;
- *from* using basic narrative in play *to* creating negotiated responses to social and emotional issues using polished improvisation, sequences of mime or movement, acting and a range of drama strategies;
- *from* using spontaneous vocal and movement responses *to* developing chosen approaches to achieve appropriate reactions from an audience;
- *from* talking about their work *to* explaining and justifying their approach and chosen style.

The development of drama should also take place within the context of music and dance and be developed alongside experience of using art and design skills.

KEY STAGE 1

The Statutory Requirements for Drama are set out below in bold. Examples are in plain text and italics.

DRAMA

Pupils should be enabled to:

- **develop their understanding of the world by engaging in a range of creative and imaginative role-play situations on their own and with others, and responding in role to the dramatic play of others and to the teachers in role;**
- **explore a range of cultural and human issues in a safe environment by participating in dramatic activity and sharing ideas with others;**
- **develop a range of drama strategies including freeze frame, tableau and hot seating;**
- **develop dramatic skills appropriate to audience, context, purpose and task by using simple props to suggest character, and by using symbols and images to develop action and make meaning.**

In fulfilling the statutory requirements set out in bold teachers should provide a balance of experiences. Below are suggestions from which teachers may wish to select.

- Creating situations in an imaginative way on their own and with others, for example, *building snowmen at the North Pole or looking for butterflies in a secret garden*;
- Responding in role to the dramatic play of others and to the teacher in role, for example, *pupil in role as car driver who has had an accident responds politely to the questions of the teacher as a policeman or on an imaginary journey, organising a group activity involving co-operation such as erecting a tent on a jungle expedition*;
- Using a simple prop to suggest character or action, for example, *using a crown to suggest a king and a chair to suggest a throne or a pencil to suggest a flute and a ruler to suggest a baton to conduct music*;
- Participating in dramatic activity and sharing ideas with others, for example, *taking part in a group activity where someone has lost their purse or wallet and needs help to find it or someone is blamed in the wrong for breaking a window*;
- Taking on a role and work with others in an imaginary context, for example, *taking on the role of a market trader selling vegetables or space travellers encountering aliens*;
  Using symbols and images to make meaning, for example, *using a fist to suggest anger, a torch to suggest it is dark or a stretch of blue material to suggest a river*.

KEY STAGE 2

The Statutory Requirements for Drama are set out below in bold. Examples are in plain text and italics.

DRAMA

Pupils should be enabled to:

- **develop their understanding of the world by engaging in a range of creative and imaginative role-play situations;**
- **explore a range of cultural and human issues in a safe environment by using drama to begin to explore their own and others' feelings about issues, and by negotiating situations both in and out of role;**
- **develop a range of drama strategies including freeze frame, tableau, hot seating, thought tracking and conscience;**
- **develop dramatic skills appropriate to audience, context, purpose and task by exploring voice, movement, gesture and facial expression through basic exploration of a specific role, and by structuring dramatic activity to make meaning clear for a chosen audience.**

In fulfilling the statutory requirements set out in bold teachers should provide a balance of experiences. Below are suggestions from which teachers may wish to select.

- Exploring issues creatively through use of drama, for example, *exploring the theme of family relationships using a story from a book or a cartoon (The Simpsons, for instance) as a stimulus for improvisation;*

- Explore voice, movement, gesture and facial expression through basic exploration of a specific role, for example, *taking on the role of Lucy/Edmund from The Tales of Narnia, Hagrid from Harry Potter, Herod in a nativity play, The Queen in Snow White, Willie Wonka from Charlie and the Chocolate Factory;*

- Structuring dramatic activity to make meaning clear to a chosen audience, for example, *using a series of freeze frames to tell the story of Cinderella or present a short chat show interview for the class;*

- Using drama to begin to explore their own and others' feeling about issues, for example, *using thought tracking to explore different feelings of people on a football terrace during a match or use tableau to explore different aspects of the bully in a bullying incident;*

- Negotiating situations, in and out of role, for example, exploring the implications of restoring a haunted house with children in role as antique *dealers, builders, architects or ghosts, debating the siting of a refuse disposal plant with children in role as lawyers, councillors, town planners and members of the public.*

3.4_ THE WORLD AROUND US

Children are naturally curious and often ask profound questions about themselves and the nature of the world around us. The purpose of this Area of Learning is to help children explore and find age appropriate answers to some of these big questions from the perspectives of geography, history and science and technology.

The purpose of learning about The World Around Us within the Northern Ireland Curriculum is to provide opportunities for children to develop:

- self-confidence and self-esteem in expressing and sharing their thoughts and ideas and developing an appreciation of the beauty and wonder of the world;
- an awareness of themselves and their place in the world, as well as of other places, cultures and the environment;
- an awareness of Information and Communication Technology and its impact on society and the world around them.

THE WORLD AROUND US ACROSS THE CURRICULUM

Flexibility has been built in to allow teachers to connect the elements of geography, history and science and technology where appropriate. Where possible links should be made with the other Learning Areas:

Language and Literacy	by researching and expressing opinions and ideas about people and places in the world around us, past, present and future;
Mathematics and Numeracy	by exploring different ways of solving problems by collecting, formulating and interpreting numerical data and by exploring shape and patterns occurring naturally in the environment;
The Arts	by observing recording and representing their work through Art and Design, Drama and Music;
Personal Development and Mutual Understanding	by developing insights into their own talents, thoughts and feelings and by comparing and contrasting the experiences and feelings of other people in other places and times;
Physical Education	by exploring how the body works and by finding out about and accessing facilities in the local and wider community.

APPROACH

At Key Stages 1 and 2, The World Around Us is presented as four inter-related strands that connect learning across geography, history and science and technology. When planning topics, teachers should ensure that opportunities are provided for children to develop their skills in Communication, Using Mathematics, Using ICT and their Thinking Skills and Personal Capabilities. At all stages children should be encouraged to become active participants in the learning process. Teachers should involve children in the choice of topics that interest them and, where possible, learning should be connected to current events in the world around them. Teachers should ensure that, where appropriate, aspects of the other Areas of Learning should be integrated.

All activities must be taught within a safe environment and children must be made aware of safe practice at all times.

BUILDING ON CHILDREN'S EARLIER EXPERIENCES

Many children will have experienced some pre-school provision. In the Foundation Stage they will have had opportunities to investigate the world they live in. These experiences are likely to have included:

- asking questions about why things happen;
- looking closely at similarities, differences, patterns and change;
- talking about topics which arise naturally from children's own experiences;
- exploring and examining photographs, objects and other items;
- listening to stories that introduce a sense of time;
- developing an awareness of aspects of the environment;
- talking and finding out about past and present events in their own lives and in those of their families and others.

PROGRESS IN LEARNING

The development of knowledge and understanding is important in its own right. When planning for progression teachers should consider:

- the relevance of knowledge selected;
- the breadth and depth of knowledge appropriate to the age and ability group;
- the understanding that is intended.

Careful planning by schools will help to ensure that children experience continuity and progression throughout the programme. A spiral approach to The World Around Us is recommended so that concepts, knowledge, and skills are introduced in Key Stage 2 without undue repetition or significant gaps and are reinforced throughout the key stage in a variety of contexts. Teaching should provide opportunities for children as they move through Key Stages 1 and 2 to progress:

- *from* making first hand observations and collecting primary data *to* examining and collecting real data and samples from the world around them;
- *from* identifying similarities and differences *to* investigating similarities and differences, patterns and change;
- *from* recognising a fair test *to* designing and carrying out fair tests;
- *from* using everyday language *to* increasingly precise use of subject specific vocabulary, notation and symbols;
- *from* developing a sense of place using maps to locate places *to* using resources such as atlases, maps and digital sources to identify and describe places and environments investigated;
- *from* using tools, components and materials to design and make *to* combining, designing and making skills and techniques with knowledge and understanding in order to present solutions;
- *from* sequencing events and objects on a time line in chronological order *to* developing a sense of change over time and how the past has affected the present.

KEY STAGE 1

The Statutory Requirements for The World Around Us are set out in bold below.

Through the contributory elements of History, Geography and Science and Technology, teachers should enable pupils to develop knowledge, understanding and skills in:

INTERDEPENDENCE

Pupils should be enabled to explore:

- **'me' in the world;**
- **how plants and animals rely on each other within the natural world;**
- **interdependence of people and the environment;**
- **the effect of people on the natural environment over time;**
- **interdependence of people, plants, animals and place.**

PLACE

Pupils should be enabled to explore:

- **how place influences plant and animal life;**
- **ways in which living things depend on and adapt to their environment;**
- **features of the immediate world and comparisons between places;**
- **change over time in local places;**
- **positive and negative effects of people on places.**

MOVEMENT AND ENERGY

Pupils should be enabled to explore:

- **sources of energy in the world;**
- **how and why people and animals move;**
- **changes in movement and energy over time.**

CHANGE OVER TIME

Pupils should be enabled to explore:

- **ways in which change occurs in the natural world;**
- **how people and places have changed over time;**
- **positive change and how we have a responsibility to make an active contribution.**

In fulfilling the statutory requirements teachers should provide a balance of experiences across geography, history and science and technology and to connect these where possible. Some suggestions, which teachers **may** wish to select from, have been set out opposite.

	Interdependence Possible Key Questions • Who am I? • What am I? • Am I the same as everyone else? • How do living things interact with each other in the environment? • How do living things survive?	**Place** Possible Key Questions • Where do I live? • How have we changed over time? • What is in my world? • Where is it in the universe? • How has this place changed?	**Movement and Energy** Possible Key Questions • How do things move now and in the past? • Why do things move? • How do things work? • Why do people and animals move? • Where do things move? • Where do people and animals move to? • What sources of energy are in my world? • How and why are they used?	**Change Over Time** Possible Key Questions • How do things change? • What kind of changes happen, have happened or might happen? • Can we stop unwanted changes? • How can we influence change?
Geography	The life of a child in a contrasting location, including similarities and differences, such as, homes, schools, events and celebrations. People who are important to us and the jobs they do. The goods and services we are familiar with. How people's actions can affect plants and animals.	Comparisons between the local area and a contrasting place, for example, *weather, transport, landscape features.* Our area, where we live, including, addresses, streets, road names in the local area and different types of buildings. Aspects of their own immediate world, including, different features of town and countryside. An issue in the local or contrasting environment, for example, *litter or speeding cars.*	Different types of transport associated with journeys we make, including busy and quiet roads and ways of crossing the road safely. The goods and services familiar to us, including the journey of a familiar product.	Aspects of change that have occurred over time in the local area, for example, *seasonal change or changes that might improve aspects of the local area, such as, recycling.*
History	Myself at different ages. My family, parents and grandparents. People who helped us in the past. The history of human spaceflight.	Differences between my life now and lives of people in the past. People from the past in the local and wider community. Historical sites and old buildings in the locality. People and places from the past in the local and wider community. Different buildings and their features now and in the past, for example, *schools and homes.* What do older people remember about the area in the past? Stories about people from the past.	Different types of transport now and in the past. How goods and services have changed over time. Journeys made in the past. Memories of older people about their past.	How the area and community have changed over time. Reasons for changes in the locality now and in the past.
Science and Technology	How we grow, move and use our senses, including similarities and differences between ourselves and other children. The variety of living things in the world and how we can take care of them. Some living things that are now extinct.	The range of materials used in my area. Sounds in the local environment. How animals use colour to adapt to their natural environment. Animals that hibernate and the materials they use.	The use of electricity as an energy source and the importance of using it safely. Animals that migrate. The importance of light in our everyday lives. Different sources of light, for example, *traffic lights, candles or stars.* Devices that push, pull and make things move. Design and make simple models.	The effect of heating and cooling some everyday substances. Changes in the local natural environment, including how they can affect living things.

KEY STAGE 2

The Statutory Requirements for The World Around Us are set out in bold below.

Through the contributory elements of History, Geography and Science and Technology, teachers should enable pupils to develop knowledge, understanding and skills in:

INTERDEPENDENCE

Pupils should be enabled to explore:

- how they and others interact in the world;
- how living things rely on each other within the natural world;
- interdependence of people and the environment and how this has been accelerated over time by advances in transport and communications;
- the effect of people on the natural and built environment over time.

PLACE

Pupils should be enabled to explore:

- how place influences the nature of life;
- ways in which people, plants and animals depend on the features and materials in places and how they adapt to their environment;
- features of, and variations in places, including physical, human, climatic, vegetation and animal life;
- our place in the universe;
- change over time in places;
- positive and negative effects of natural and human events upon a place over time.

MOVEMENT AND ENERGY

Pupils should be enabled to explore:

- the causes and effect of energy, forces and movement;
- causes that affect the movement of people and animals;
- how movement can be accelerated by human and natural events such as wars, earthquakes, famine or floods;
- positive and negative consequences of movement and its impact on people, places and interdependence.

CHANGE OVER TIME

Pupils should be enabled to explore:

- how change is a feature of the human and natural world and may have consequences for our lives and the world around us;
- ways in which change occurs over both short and long periods of time in the physical and natural world;
- The effects of positive and negative changes globally and how we contribute to some of these changes.

In fulfilling the statutory requirements teachers should provide a balance of experiences across geography, history and science and technology and to connect these where possible. Some suggestions, which teachers **may** wish to select from, have been set out under geography, history and science and technology.

	Interdependence Possible Key Questions • Who are we? • What are we? • Are we all the same? • How do we behave? • How do our bodies work? • How do living things interact with each other in the environment? • How do living things survive?	**Place** Possible Key Questions • Where do we live? • How have we changed over time? • What is in our world? • Where is it in the universe? • How has our world changed?	**Movement and Energy** Possible Key Questions • How do things move now and in the past? • Why do things move? • How do things work? • Why do people and animals move? • Where do things move? • Where do people and animals move?	**Change Over Time** Possible Key Questions • How do things change? • What kind of changes happen, have happened, might happen? • Can we stop unwanted changes? • How can we influence change?
Geography	How we are interdependent with other parts of Europe and the wider world for some of our goods and services, including jobs associated with the journey of a product from raw material to consumer. Some of the ways people affect/ conserve the environment both locally and globally. How we might act on a local or global issue. Local habitats, for example, *woodland, lake, river, seashore, protected area or pond.*	Comparisons between people and places, for example, *location, size, resources, lifestyles, housing, transport or education.* Weather in the local area compared to places that experience very different weather conditions. The effects of a lack of basic resources on a place and on people's lives.	The effect of extreme weather conditions here and in the wider world, including the affect on people and places. Occupations and measures adopted to ensure the safe movement of people and goods on roads, railways. The range of transport used to move people, animals and other objects from one place to another.	Travelling to school at different times of the year and in different types of weather. How change can create conflict through the exploration of local issues, for example, *traffic congestion.* The consequences of change through investigating global issues, for example, *rainforest destruction or light pollution.*
History	Ways in which the use of natural resources through time has affected the local and global environment, for example, *industrialisation since Victorian Times.* Technological change and the impact of inventors and inventions over time. Reasons for and effects of historical events, for example, *the Great Famine in Ireland or the World Wars.*	Places then and now and how our identity, way of life and culture has been shaped by influences from the local and wider world. Origins and traditions of our own and other cultures, for example, *Harvest, Christmas, St Patrick's Day, Hanukkah or Divali.*	Movement of people in the past, for example, *Romans, Celts, Vikings, Irish emigrants, Explorers or from country to town.* The impact of raiders and settlers in Ireland and elsewhere, for example, *Viking expansions and settlement and how modes of transport have influenced settlements.* Voyages of exploration in the past, present and future, for example, from *Columbus to Apollo and into the future.*	Comparing an aspect of the community over a long period of time, for example, *farming, working, shopping or changes in transport and passenger safety.* The life of a famous person, family or building in the past. Some of the characteristics of past societies and distinctive features of life in the past. How the world has changed over time. An aspect of the local or wider community over a short period of time, for example, *The Story of The Titanic.*

(table continued overleaf)

	Interdependence Possible Key Questions • Who are we? • What are we? • Are we all the same? • How do we behave? • How do our bodies work? • How do living things interact with each other in the environment? • How do living things survive?	**Place** Possible Key Questions • Where do we live? • How have we changed over time? • What is in our world? • Where is it in the universe? • How has our world changed?	**Movement and Energy** Possible Key Questions • How do things move now and in the past? • Why do things move? • How do things work? • Why do people and animals move? • Where do things move? • Where do people and animals move?	**Change Over Time** Possible Key Questions • How do things change? • What kind of changes happen, have happened, might happen? • Can we stop unwanted changes? • How can we influence change?
Science and Technology	The relationship between animals and plants in a habitat. The main stages in the lifecycle of some living things. Plants and plant growth. Technology challenges of living in Space, for example, *how to survive in Space.*	Where the major organs are located in the body. That humans have skeletons to protect major organs, support their bodies and help them move. Why materials are chosen for their use.	How forces can affect the movement and distance objects can travel, for example, *the benefits of wearing a seatbelt or rockets.* How sound travels and light shines through some materials. How knowledge in science supports technological inventions, for example, *robots in Space.* The uses of energy in a variety of models and machines and ways in which energy is used to create movement, for example, *pneumatics and hydraulics.* Design and make models. The effects of adding components to simple circuits.	The formation of shadows and how they change. How animal or plant behaviour is influenced by seasonal change. How some materials can change or decay while others do not, such as fossil formation. How waste can be reduced, reused or recycled and how this can be beneficial. Changes that occur to everyday substances, for example, *when dissolved in water or heated and cooled.* Changes of state in the water cycle. Obvious changes that occur in lifecycles.

3.5_ PERSONAL DEVELOPMENT and MUTUAL UNDERSTANDING

Personal Development and Mutual Understanding focuses on encouraging each child to become personally, emotionally, socially effective, to lead healthy, safe and fulfilled lives and to become confident, independent and responsible citizens, making informed and responsible choices and decisions throughout their lives.

The purpose of Personal Development and Mutual Understanding as a separate Area of Learning within the primary curriculum is to provide the opportunity for specific attention to be given to emotional development, health and safety, relationships and the development of moral thinking, values and action.

Personal Development and Mutual Understanding also has implications beyond the curriculum for school ethos, the pastoral care system, the school's discipline policy and relationships within the school and beyond. Through Personal Development and Mutual Understanding children can develop:

- self-confidence and self-esteem as individuals and a spiritual appreciation of their uniqueness;
- insights into their own emotions, attitudes and moral values and how they are formed;
- understanding of the benefits and the importance of a healthy lifestyle;
- insights into society, other cultures and the environment, our interdependence and the need for mutual understanding and respect;
- their ability to use these insights to contribute to relationships, family life, the local and global community and the environment;
- an awareness of the immense value of personal and interpersonal skills in future life and employment contexts.

PERSONAL DEVELOPMENT AND MUTUAL UNDERSTANDING ACROSS THE CURRICULUM

Personal Development and Mutual Understanding can contribute to and enhance other Areas of Learning, for example:

Language and Literacy	by developing a vocabulary to discuss emotions and feelings through talking and listening, reading, writing, drama and role-play;
Mathematics and Numeracy	by using statistical data to inform Personal Development and Mutual Understanding issues;
The Arts	by focusing on aesthetic and emotional development, developing social skills through group work and finding a range of ways of communicating and expressing feelings and emotions through Art and Design, Music, and Drama;
The World Around Us	by developing insights into their own talents, thoughts and feelings and by comparing and contrasting these with the experiences and feelings of people in other places and times using local and appropriate global examples;
Physical Education	by developing self-esteem, confidence and an understanding of the relationship between physical activity and good health; by working with others and developing an understanding of fairness and treating them with respect.

APPROACH

As Personal Development and Mutual Understanding is very much about the development of values and attitudes, it is extremely important that children have an opportunity to develop these naturally as a consequence of their investigations and guided critical reflection on issues. Learning should therefore be active, with children being encouraged to investigate issues for themselves, to suggest solutions and to make decisions based on what they have learned.

Teachers should select issues on the basis of the children's needs and the challenges and pressures they may face in society. It is recognised that some of the issues in Personal Development and Mutual Understanding are sensitive and may require teachers to call upon outside agencies to assist in tackling issues with confidence.

As Strand 2 of Personal Development and Mutual Understanding focuses on aspects of the local and wider community, children should have experiences of activities involving the investigation and exchange of ideas about a local community issue, especially those reflecting cultural difference, in at least one of the following ways:

- within the school, involving, for example, relevant visits and visitors to school;
- joint work between schools, involving, for example, shared educational visits, residential experiences, fieldwork activities or international contact.

BUILDING ON CHILDREN'S EARLIER EXPERIENCE

The activities in the Foundation Stage aim to enhance the emotional development of children, their understanding of themselves and their relationships with others. The Foundation Stage builds upon the child's own experiences and understanding from home, pre-school and community. Even though children are at an early stage of their development, a few examples of issues at the global scale will encourage their critical thinking.

In the Foundation Stage, children will have been given frequent opportunities to enhance their self-esteem and confidence by making choices and decisions and working co-operatively with others in the classroom. Children should continue to have these opportunities throughout Key Stages 1 and 2.

PROGRESS IN LEARNING

Careful planning by schools will help to ensure that children experience continuity and progression throughout the programme. In Personal Development and Mutual Understanding children should be provided with opportunities through Key Stages 1 and 2 to progress:

- *from* learning about themselves as individuals and exploring their own feelings and emotions *to* becoming more aware of others, learning more about how they interact with others and impact on their feelings and behaviour;
- *from* having a positive attitude about themselves and their learning *to* developing strategies to improve their learning;
- *from* learning about the different options for a healthy, safe lifestyle and how we grow *to* respecting their own body and keeping it safe and healthy by making the right choices;
- *from* becoming aware of the relationships they have with their family, friends and others in school and in the local community *to* an appreciation and understanding of other cultures in the local and wider community.

The Programme for Personal Development and Mutual Understanding is set out in two strands:

- **Personal Understanding and Health;**
- **Mutual Understanding in the Local and Wider Community.**

KEY STAGE 1

The minimum content for Personal Development and Mutual Understanding is set out in bold below. Examples are in plain text and italics.

Teachers should enable pupils to develop knowledge, understanding and skills in:

PERSONAL UNDERSTANDING AND HEALTH

Pupils should be enabled to explore:

- **their self–esteem and self-confidence;**
- **their own and others' feelings and emotions and how their actions affect others;**
- **positive attitudes to learning and achievement;**
- **strategies and skills for keeping themselves healthy and safe.**

MUTUAL UNDERSTANDING IN THE LOCAL AND WIDER COMMUNITY

Pupils should be enabled to explore:

- **initiating and developing mutually satisfying relationships;**
- **responsibility and respect, honesty and fairness;**
- **constructive approaches to conflict;**
- **similarities and differences between people;**
- **developing themselves as members of a community.**

In fulfilling the requirements above teachers should provide a balance of experiences across the two strands; below are suggestions from which teachers may wish to select.

Strand 1: **Personal Understanding and Health**

Children should have opportunities to explore:

Self Awareness

- feeling positive about themselves, and developing an understanding of their self-esteem and confidence;
- becoming aware of their own strengths, abilities, qualities, their achievements, personal preferences and goals;
- beginning to recognise, name and manage their own feelings and emotions and that they are a natural, important and healthy part of a human being;
- beginning to recognise and manage the effects of strong feelings such as anger, sadness or loss;
- acknowledging that everyone makes mistakes, that attempts can fail or have disappointing outcomes but that this is a natural and helpful part of learning;
- recognising how they can develop and improve their learning.

Health, Growth and Change

- recognising and valuing the options for a healthy lifestyle, including the benefits of exercise, rest, healthy eating and hygiene;
- having respect for their bodies and those of others;
- being aware of the stages of human growth and development;
- recognising how responsibilities and relationships change as people grow and develop;
- understanding that medicines are given to make you feel better, but that some drugs are dangerous;
- understanding that if not used properly, all products can be harmful;
- being aware that some diseases are infectious and some can be controlled.

Keeping Safe

- knowing what to do or from whom to seek help when feeling unsafe;
- being aware of different forms of bullying and developing personal strategies to resist unwanted behaviour;
- exploring the rules for and ways of keeping safe on the roads, co-operating with adults who help keep us safe on roads, and how to travel safely in cars and buses;
- knowing about potential dangers and threats in the home and environment;
- developing simple safety rules and strategies to protect themselves from potentially dangerous situations;
- identifying ways of protecting against extremes of weather, for example *being safe in the sun and protecting yourself in freezing conditions.*

Strand 2: **Mutual Understanding in the Local and Wider Community**

Children should have opportunities to explore:

Relationships with Family and Friends

- examining the variety of roles in families and the contribution made by each member;
- being aware of their contribution to home and school life and the responsibilities that this can bring;
- knowing how to be a good friend;
- understanding that they can take on some responsibility in their family and friendship groups;
- being aware of who and what influences their views and feelings and behaviour at home;
- knowing what is fair and unfair and what they believe to be right or wrong;
  - identifying ways in which conflict may arise at home, and exploring ways in which it could be lessened, avoided or resolved.

Relationships at School

- identifying members of their school community and the roles and responsibilities they have;
- recognising the interdependence of members in the school community;
- being aware of how the school community interacts; how they listen and respond to each other and how they treat each other;
- being aware of who and what influences their views and feelings and behaviour at school;
- beginning to understand why and how rules are made in class, in the playground and at school;
- identifying ways in which conflict may arise at school and exploring ways in which it could be lessened, avoided or resolved.

Relationships in the Community

- appreciating ways we are similar and different, for example, *age, culture, disability, gender, hobbies, race, religion, sporting interests, abilities and work;*
- being aware of their own cultural heritage, its traditions and celebrations;
- recognising and valuing the culture and traditions of one other group who shares their community;
- discussing the causes of conflict in their community, and how they feel about it;
- being aware of the diversity of people around the world;
- identifying the people, jobs and workplaces in the community;
- realising that money can buy goods and services and is earned through work;
- understanding that rules are essential in an ordered community;
- understanding how their environment could be made better or worse to live in and what contribution they can make.

KEY STAGE 2

The minimum content for Personal Development and Mutual Understanding is set out in bold below. Examples are in plain text and italics.

Teachers should enable pupils to develop knowledge, understanding and skills in:

PERSONAL UNDERSTANDING AND HEALTH

Pupils should be enabled to explore:
- **their self-esteem, self-confidence and how they develop as individuals;**
- **their management of a range of feelings and emotions and the feelings and emotions of others;**
- **effective learning strategies;**
- **how to sustain their health, growth and well-being and coping safely and efficiently with their environment.**

MUTUAL UNDERSTANDING IN THE LOCAL AND WIDER COMMUNITY

Pupils should be enabled to explore:
- **initiating, developing and sustaining mutually satisfying relationships;**
- **human rights and social responsibility;**
- **causes of conflict and appropriate responses;**
- **valuing and celebrating cultural difference and diversity;**
- **playing an active and meaningful part in the life of the community and being concerned about the wider environment.**

In fulfilling the requirements above teachers should provide a balance of experiences across the two strands; below are suggestions from which teachers may wish to select.

Strand 1: **Personal Understanding and Health**

Children should have opportunities to explore:

Self Awareness
- developing self-awareness, self-respect and their self-esteem;
- knowing how to confidently express their own views and opinions in unfamiliar circumstances;
- identifying their current strengths and weaknesses;
- facing problems, trying to resolve and learn from them;
- examining and exploring their own and others' feelings and emotions;
- knowing how to recognise, express and manage feelings in a positive and safe way;
- recognising that feelings and emotions change at times of change and loss;
- developing an insight into their potential and capabilities;
- reflecting upon their progress and set goals for improvement;
- identifying and practicing effective learning strategies;
- being aware of their different learning styles and being able to identify how they learn best.

Health, Growth and Change
- understanding the benefits of a healthy lifestyle, including physical activity, healthy eating, rest and hygiene;
- recognising what shapes positive mental health;
- knowing about the harmful effects to themselves and others of tobacco, alcohol, solvents and other illicit and illegal substances;
- understanding that bacteria and viruses affect health and that risks can decrease when basic routines are followed;

- knowing how the body grows and develops;
- being aware of the physical and emotional changes that take place during puberty;*
- knowing how babies are conceived, grow and are born;*
- being aware of the skills for parenting and the importance of good parenting;*
- recognising how responsibilities change as they become older and more independent;
- knowing that AIDS is a prevalent disease throughout the world and is a major health issue for many countries.

Keeping Safe
- developing strategies to resist unwanted peer/sibling pressure and behaviour;
- recognising, discussing and understanding the nature of bullying and the harm that can result;
- becoming aware of the potential danger of relationships with strangers or acquaintances, including good and bad touches;
- recognising appropriate road use, how to best apply the Green Cross Code, how conspicuity reduces road collisions, passenger skills including boarding and disembarking from cars and home-school transport and how bicycles are best maintained and ridden;
- developing a pro-active and responsible approach to safety, for example, *at home, near water, on the internet, watching television, in school, on the farm, around equipment, in the sun, near fireworks;*
- knowing where, when and how to seek help;
- being aware of basic emergency procedures and first aid.

Strand 2: **Mutual Understanding in the Local and Wider Community**

Children should have opportunities to explore:

Relationships with Family, Friends and at school
- examining and exploring the different types of families that exist, the roles within them, and the different responsibilities;
- recognising the benefits of friends and families and finding out about sources of help and support for individuals, families and groups;
- exploring and examining what influences their views, feelings and behaviour;
- understanding the need for rules and that they are necessary for harmony at home and at school;
- exploring and examining the rules within their families, friendship groups and at school;
- recognising the importance of democratic decision-making and active participation at home and in the classroom;
- considering the challenges and issues that can arise at home, at school between friends and how they can be avoided, lessened, or resolved;
- examining ways in which conflict can be caused by words, gestures, symbols or actions.

Relationships in the Community
- knowing about aspects of their cultural heritage, including the diversity of cultures that contribute to Northern Ireland;
- recognising the similarities and differences between cultures in Northern Ireland, for example, *food, clothes, symbols and celebrations;*
- acknowledging that people differ in what they believe is right or wrong;
- recognising that people have different beliefs which shape the way they live;
- appreciating the interdependence of people within the community;
- knowing about the importance of democratic decision-making and involvement and the institutions that support it at a local level;
- developing an understanding of their role and responsibility as consumers in society;
- identifying the variety of groups, the roles and responsibilities that exist within the community;

* Decisions about whether or not these topics are taught should be agreed with parents and governors.

- considering the rights and responsibilities of members of the community;
- understanding that rules are essential in an ordered community and the need for different rules in different contexts;
- examining the effects of anti-social behaviour, for example, *bullying and racism;*
- appreciating how and why rules and laws are created and implemented.

Relationships with the Wider World

- developing an awareness of the experiences, lives and cultures of people in the wider world;
- recognising the similarities and differences between cultures, for example, *food, clothes, symbols, celebrations;*
- understanding that differences and similarities between people arise from a number of factors including cultural, ethnic/racial and religious diversity, gender and disability;
- appreciating the range of cultures and traditions in other countries;
- recognising how injustice and inequality affect people's lives;
- knowing about the range of jobs and work carried out by different people;
- knowing about the process and people involved in the production, distribution and selling of goods;
- examining the role of advertising at a local and or global level;
- exploring how the media present information.

3.6 PHYSICAL EDUCATION

The purpose of Physical Education as a separate area within the primary curriculum is to provide the opportunity for specific attention to be given to the physical development, health and well-being of children.

Through a broad and balanced Physical Education programme, children should develop their knowledge, understanding and skills, enabling them to participate and perform competently and confidently in a range of physical activities. All children should experience a sense of fun, enjoyment and achievement through a variety of progressively challenging and innovative activities. Physical Education provides rich opportunities for children to think in different ways, to be creative and imaginative, allowing them to express their feelings and interpretations through a variety of movement contexts. They should have opportunities to explore, plan, practise, improve, perform, evaluate and appreciate the performances of themselves and others.

Through regular and frequent participation in Physical Education, children should understand the benefits of physical activity and the relationship between physical activity and good health.

The school's extra-curricular programme should provide opportunities for all children to extend and develop skills and interests acquired during the Physical Education programme. Children should be aware of the opportunities to participate in physical activities in the local and wider community.

Through regular and frequent participation in Physical Education children can develop:

- fundamental movement skills that will improve body management, co-ordination, locomotion and manipulation (gross and fine motor skills);
- knowledge, skills and understanding in a range of physical activities and challenges;
- self-confidence and self-esteem as individuals and as a member of a team or group;
- positive attitudes and values towards physical activity;
- personal qualities such as taking responsibility, fairness, working with others and leadership;
- creative and critical thinking skills through a range of movement contexts;
- an understanding of the relationship between physical activity and good health;
- an awareness of safety in relation to space, equipment and others;
- the ability to make informed choices and decisions;
- an awareness and understanding of the immense value of the importance of being healthy in future life and employment contexts.

PHYSICAL EDUCATION ACROSS THE CURRICULUM

The development of physical abilities can positively impact on many other aspects of a child's learning and development. Physical Education can contribute to and enhance other areas of learning, for example:

Language and Literacy	by being able to listen to, describe, evaluate and appreciate movements, emotions and feelings, of themselves and others, and by using movement story books and texts as a stimuli for movement;
Mathematics and Numeracy	by using number, distance, direction, time, shape and space to improve variety and quality of movements and handling data and using ICT resources to inform progress, for example, athletics, health and fitness;
The Arts	by using the stimuli of Music, Art and Design and Drama to interpret, respond and move creatively and imaginatively;
The World Around Us	by discussing and investigating, in a range of ways, how the body works, for example, using ICT. By using their local and the global environment as a stimulus for learning and by raising awareness of sport and recreation facilities within their local community;
Personal Development and Mutual Understanding	by learning about how the body develops, respecting their own body and keeping it safe and healthy by making the right choices. Through working with and showing respect for others and by accepting and respecting differences in physical abilities.

APPROACH

The programme for Physical Education is presented in four activity areas for Key Stage 1 and five in Key Stage 2. Children should participate frequently and regularly and experience a range of enjoyable and challenging physical activities that develop and consolidate the full range of fundamental movement skills. They should have opportunities to think and respond creatively in a variety of movement contexts. The activities offered should provide opportunities for children to plan, practise, perform and evaluate the work of themselves and others. Knowledge, skills and understanding are developed through a broad and balanced range of experiences across the activity areas.

BUILDING ON CHILDREN'S EARLIER EXPERIENCE

The activities in the Foundation Stage aim to enhance the physical development of children, their understanding of themselves and their relationships with others. The Foundation Stage builds upon the child's own experiences and understanding from home, pre-school and community.

In the Foundation Stage children will have had opportunities to develop a range of fundamental movement skills using a wide range of small and large equipment, both indoors and outdoors. They will have begun to develop body awareness as well as an awareness of space in relation to others and in the physical environment in which they are working. They should be able to recognise and follow relevant rules and safety procedures. Through active participation they will have been given frequent opportunities to enhance their self-esteem and confidence and by making choices and decisions and working co-operatively with others. Children will have been given the opportunities to have fun, be creative and use their imagination, developing positive attitudes towards physical play and activities and the sense of freedom and achievement it brings. They will have begun to recognise the relationship between physical activity and good health. Children should continue to have these opportunities throughout Key Stages 1 and 2.

PROGRESS IN LEARNING

Careful planning by schools will help to ensure that children experience continuity, progression and achievement through a broad and balanced programme. In Physical Education children should be provided with opportunities through Key Stages 1 and 2 to progress:

- *from* simple movement explorations and performances *to* developing increasing competence, control, co-ordination and spatial awareness in a range of physical movement skills and being able to refine, extend and perform the skills with improved accuracy and consistency;
- *from* exploring and using a wide range of large and small equipment *to* using equipment appropriately and with increasing confidence and control;
- *from* sharing and playing co-operatively in small groups *to* working co-operatively and in playing competitively in a variety of physical activity situations;
- *from* recognising and following rules and safety procedures *to* being able to apply the rules and safety procedures in the appropriate context;
- *from* responding to a range of stimuli *to* developing their responses in movement by exploring, creating and performing movement phrases in response to different stimuli;
- *from* being able to talk about movements of themselves and others *to* being able to make decisions, observe, appreciate, discuss and evaluate the movements of themselves and others and recognise what makes a good performance;
- *from* understanding the reasons for changing for Physical Education *to* understanding the need to wear appropriate clothing and footwear for different activities;
- *from* experiencing a variety of warm up and cool down activities *to* understanding the reasons for warming up and cooling down;
- *from* being aware of the effects of exercise on the body *to* developing an understanding of the relationship between physical activity, good health and well-being.

KEY STAGE 1

The minimum content for Physical Education is set out below in bold. Examples are in plain text and italics.

Teachers should provide a balance of experiences across the activity areas of Athletics, Dance, Games and Gymnastics. All activities must be taught within a safe environment and children must be made aware of safe practice at all times.

Teachers should provide opportunities for pupils to develop knowledge, understanding and skills in:

ATHLETICS (The basis of running/jumping/throwing)

Pupils should be enabled to:

- **participate in fun activities and physical challenges enabling them to begin to learn, understand and develop the core skills of running, jumping and throwing individually and in a co-operative context, using a variety of equipment;**
- **practise simple running techniques in a variety of fun activities;**
- **practise jumping and throwing activities, initially from a stationary position progressing to a controlled run-up;**
- **measure performance in simple athletic activities.**

In fulfilling the statutory requirements set out in bold teachers should provide a balance of experiences. Below are suggestions from which teachers may wish to select.

Running/Walking

Children should have opportunities to explore/develop:

- spatial awareness;
- direction;
- speed/pacing;
- technique;
- over a variety of distances (for example, *short and long*);
- novelty/relay.

Jumping

Children should have opportunities to explore/develop:

- distance;
- height;
- direction;
- using a variety of take-offs and landings.

Throwing

Children should have opportunities to explore/develop:

- using a variety of equipment;
- progressive throwing activities at a range of targets in a controlled and safe environment;
- technique;
- accuracy;
- distance.

DANCE (Many of the dance activities can be linked directly to music and drama)

Pupils should be enabled to:

- **use different parts of the body to explore personal and general space and to move using simple actions;**
- **listen to, and move in response to, different stimuli and accompaniments,** for example, *verbal (music, poem, nursery rhyme, story, action words), visual, tactile, historical and cultural to create different types of dances;*
- **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, practise, remember and perform simple movement sequences;**
- **develop their movements progressively individually and in pairs.**

In fulfilling the statutory requirements set out in bold teachers should provide a balance of experiences. Below are suggestions from which teachers may wish to select.

Body Actions

Children should have opportunities to explore/develop:

- travelling, for example, *walking, running, hopping and creeping;*
- jumping;
- turning/spinning;
- gesture, for example, *expressing moods and feelings such as joy, anger and sadness;*
- stillness.

Space

Children should have opportunities to explore/develop:

- shape, for example, *wide, narrow, big, small and jagged;*
- pathways, for example, *straight and curved;*
- space awareness;
- directions;
- levels, for example, *high and low;*
- patterns of movement.

Dynamics

Children should have opportunities to explore/develop:

- time, for example, *fast/slow, accelerate/decelerate;*
- heavy/light, for example, *tip-toe, walk/march;*
- jerky/smooth.

Composition

Children should have opportunities to explore/develop:

- simple sequence of 2 or more linking actions;
- linking skills and actions in short movement sequences;
- sequences which show a clear beginning, middle and end;
- repeating and refining sequences;
- developing quality of movement/performance.

GAMES (Sending/Receiving/Travelling–many of the skills outlined are inter-changeable and transferable through all types of games)

Pupils should be enabled to:

- **practise and develop the skills of handling, hitting and kicking through a range of activities and using a variety of equipment;**
- **develop the skills relevant to games, including running, stopping, jumping and skipping;**
- **make use of space to outwit an opponent;**
- **take part in simple games involving individual and co-operative play.**

In fulfilling the statutory requirements set out in bold teachers should provide a balance of experiences. Below are suggestions from which teachers may wish to select.

Movement

Children should have opportunities to explore/develop:

- spatial awareness;
- walking;
- running;
- starting and stopping;
- jumping;
- chasing;
- dodging;
- sending/receiving.

Games Skills

Children should have opportunities to explore, practise, improve and apply:

- handling;
- hitting;
- kicking.

Types of Games

Children should have opportunities to progress through:

- target;
- court;
- striking/fielding;
- invasion.

Playing and Adapting Games

Children should have opportunities to use acquired skill to:

- explore/familiarise;
- invent/modify/devise rules;
- introduce simple rules;
- develop simple tactics;
- lead into mini-games.

GYMNASTICS (simple control and movement)

Pupils should be enabled to:

- **explore a range of movement skills, including travelling, jumping and landing, rolling, climbing, transferring weight, balancing;**
- **explore, practise and improve body management skills;**
- **form simple sequences by linking movements;**
- **progress from working individually to working in pairs;**
- **evaluate their movements and those of others.**

In fulfilling the statutory requirements set out in bold teachers should provide a balance of experiences. Below are suggestions from which teachers may wish to select.

Body Actions

Children should have opportunities to explore/develop:

- travel, for example, *feet, hands and feet, body parts*;
- jump and land, for example, *5 basic jumps progressing from floor to low apparatus involving safe landings;*
- balance, for example, *large body parts (patches), small body parts (points), reducing points from four down to two, one hand and one foot;*
- transfer of weight, for example, *rocking, rolling;*
- body shape, for example, *narrow, wide, curled, twisted*;
- climbing.

Variations in Movement

Extension is provided through using a combination of some or all of changes in:

- shape, for example, *small, narrow, wide, twisted, stretched, curled*;
- levels, for example, *high, medium, low, including low apparatus*;
- pathways, for example, *straight, curved, zigzag, follow lines, ropes, a letter from the alphabet*;
- direction, for example, *forward, backward, sideways, up and down*;
- speed, for example, *fast, slow, stop and start*.

Composition and Sequencing

Children should have opportunities to explore/develop:

- simple sequences, for example, *linking two or more actions such as travel and balance*;
- link short movements that show a clear beginning, middle and end, for example, *travel, balance and roll*;
- create and perform short simple sequences progressing to more fluent performances, for example, *4/5 actions such as travel, jump, taking weight on hands and roll.*

KEY STAGE 2

The minimum content for Physical Education is set out below in bold. Examples are in plain text and italics.

Teachers should provide a balance of experiences across the activity areas of Athletics, Dance, Games, Gymnastics and Swimming. All activities must be taught within a safe environment and children must be made aware of safe practice at all times.

Teachers should provide opportunities for pupils to develop knowledge, understanding and skills in:

ATHLETICS (The basis of running/jumping/throwing)

Pupils should be enabled to:

- **participate in activities and physical challenges to learn, understand and continue to develop the core skills of running, jumping and throwing in a co-operative and competitive context using a variety of equipment;**
- **progress from simple running, jumping and throwing activities towards becoming involved in more difficult personal challenges and through them, improving performance;**
- **practise running over short and long distances;**
- **practise jumping for height and distance;**
- **practise throwing activities for accuracy and distance from a stationary position to a controlled run-up;**
- **record and analyse personal performance in a variety of ways.**

In fulfilling the statutory requirements set out in bold teachers should provide a balance of experiences. Below are suggestions from which teachers may wish to select.

Running/Walking

Children should have opportunities to explore/develop:

- spatial awareness;
- direction;
- speed/pacing;
- technique;
- over a variety of distances for example, *short and long*;
- novelty/relay.

Jumping

Children should have opportunities to explore/develop:

- distance;
- height;
- direction;
- using a variety of take-offs and landings.

Throwing

Children should have opportunities to explore/develop:

- using a variety of equipment;
- progressive throwing activities at a range of targets in a controlled and safe environment;
- technique;
- accuracy;
- distance.

DANCE (Many of the dance activities can be linked directly to music and drama)

Pupils should be enabled to:

- **progress from using simple movements and gestures, towards developing these into a structured, sequenced and co-ordinated set of movements using variables such as space, direction and speed;**
- **develop their movements progressively individually, in pairs, in trios, small groups and larger groups;**
- **develop more effective use of space levels, directions, speed and strength;**
- **move with increased control, co-ordination and poise, using a variety of actions and gestures which communicate ideas and feelings;**
- **create, practise and perform movement sequences, using a variety of stimuli and to an audience;**
- **structure dances with clear beginnings, middles and ends;**
- **perform a selection of simple folk dances.**

In fulfilling the statutory requirements set out in bold teachers should provide a balance of experiences. Below are suggestions from which teachers may wish to select.

Body Actions

Children should have opportunities to explore/develop:

- travelling, for example, *walking, running, hopping and creeping;*
- jumping;
- turning/spinning;
- gesture, for example, *expressing moods and feelings such as joy, anger and sadness;*
- stillness.

Space

Children should have opportunities to explore/develop:

- shape, for example, *wide, narrow, big, small and jagged;*
- pathways, for example, *straight and curved;*
- space awareness;
- directions;
- levels, for example, *high and low;*
- patterns of movement.

Dynamics

Children should have opportunities to explore/develop:

- time, for example, *fast/slow, accelerate/decelerate;*
- heavy/light, for example, *tip-toe, walk/march;*
- jerky/smooth.

Composition

- simple sequence of two or more linking actions;
- linking skills and actions in short movement sequences;
- sequences which show a clear beginning, middle and end;
- repeating and refining sequences;
- developing quality of movement/performance.

GAMES (Sending/Receiving/Travelling–many of the skills outlined are inter-changeable and transferable through all types of games)

Pupils should be enabled to:

- **progress from developing individual skills and partner activities and games to suitable small-sided, adapted and mini-games through both co-operative and then competitive play;**
- **develop control in running, jumping, changing speed, stopping and starting, with and without small equipment;**
- **improve their skills of handling, hitting and kicking using a variety of equipment and progress from developing individual skills and partner activities and games to suitable small-sided adapted and mini games through both co-operative and then competitive play;**
- **develop an understanding of, and participate in, small-sided, adapted and mini games.**

In fulfilling the statutory requirements set out in bold teachers should provide a balance of experiences. Below are suggestions from which teachers may wish to select.

Movement

Children should have opportunities to explore/develop:

- spatial awareness;
- walking;
- running;
- starting and stopping;
- jumping;
- chasing;
- dodging;
- sending/receiving.

Games Skills

Children should have opportunities to explore, practise, improve and apply:

- handling;
- hitting;
- kicking.

Types of Games

Children should have opportunities to progress through:

- target;
- court;
- striking/fielding;
- invasion.

Playing and Adapting Games

Children should have opportunities to use acquired skill to:

- explore/familiarise;
- invent/modify/devise rules;
- introduce simple rules;
- develop simple tactics;
- lead into mini-games.

GYMNASTICS (simple control and movement)

Pupils should be enabled to:

- **extend their body management skills and improve the variety and quality of movement;**
- **progress from working individually to working in pairs, trios, small groups and whole groups;**
- **explore, practise and refine a range of movement skills, including travelling, flight, rolling, balancing, transferring weight, including weight on hands, twisting, turning and stretching.**

In fulfilling the statutory requirements set out in bold teachers should provide a balance of experiences. Below are suggestions from which teachers may wish to select.

Body Actions

Children should have opportunities to explore/develop:

- travel, for example, *feet, hands and feet, body parts*;
- jump and land, for example, *5 basic jumps progressing from floor to low apparatus involving safe landings;*
- balance, for example, *large body parts (patches), small body parts (points), reducing points from four down to two, one hand and one foot;*
- transfer of weight, for example, *rocking, rolling;*
- body shape, for example, *narrow, wide, curled, twisted;*
- climbing.

Variations in Movement

Extension is provided through using a combination of some or all of changes in:

- shape, for example, *small, narrow, wide, twisted, stretched, curled;*
- levels, for example, *high, medium, low, including low apparatus;*
- pathways, for example, *straight, curved, zigzag (follow lines, ropes, a letter from the alphabet);*
- direction, for example, *forward, backward, sideways, up and down;*
- speed, for example, *fast, slow, stop and start.*

Composition and Sequencing

Children should have opportunities to explore/develop:

- simple sequences, for example, *linking two or more actions such as travel and balance;*
- link short movements that show a clear beginning, middle and end, for example, *travel, balance and roll;*
- create and perform short simple sequences progressing to more fluent performances, for example, *4/5 actions such as travel, jump, taking weight on hands and roll.*

SWIMMING (at Key Stage 2)

Pupils should be enabled to:

- **develop basic swimming and personal survival skills;**
- **understand the importance of personal hygiene in relation to pool use;**
- **progress from using a swimming aid to developing their confidence and competence in being able to swim without the use of any aids using recognised swimming strokes.**

In fulfilling the statutory requirements set out in bold teachers should provide a balance of experiences. Below are suggestions from which teachers may wish to select.

Safety

- At pool side
- Entering pool
- Leaving pool
- Survival skills

Movement in Water

- Moving on or below surface
- Moving across water in a variety of ways
- Playing simple games
- Floating/Treading water
- Basic swimming strokes
- Controlled breathing technique

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