

Subject Co-ordinator's Toolkit.

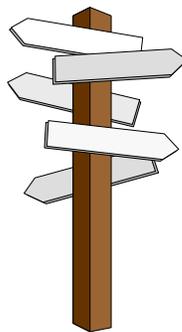


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Key Responsibilities of a Subject Co-ordinator

What does knowing include?

- Knowing about the subject – theory, methods, Programmes of study, Attainment targets, Ofsted and other expectations.
- Knowing about practice – what's expected, what actually happens.
- Knowing about resources – what you have in school, what you need, what's available, how to get them.
- Knowing about attainment – attainment in school, how this compares with what is expected.

What does supporting include?

- Supporting colleagues with planning, defining a curriculum policy, and drawing up a curriculum outline, identifying a scheme of work.
- Supporting teaching – demonstrating good practice, working alongside colleagues, providing advice.
- Supporting with information and opportunities for involvement – governors, non-teaching staff, parents and children.

What does monitoring include?

- Monitoring attainment – identifying trends, making comparisons, knowing about different groups, using benchmarks, setting and reviewing targets.
- Monitoring plans – comparing plans with expectations, checking for clarity of intended outcomes and checking for differentiation.
- Monitoring children's work – sampling.
- Monitoring teaching – observing, providing feedback, reporting on findings.

What does changing include?

- Building on existing good practice
- Overcoming any weaknesses
- Striving for continuous improvement.



What should be in a Curriculum Co-ordinator's file?

The file needs to be useful and appropriate for you and your school. Listed below are some possibilities. These could be used as the basis for discussion to agree key elements that must be included, or could just be used by individuals as an aide-memoir.

- 1. A copy of the school's current subject policy.
- 2. The relevant 'subject' part of the School Development Plan
- 3. The relevant 'subject' part of the latest Ofsted report.
- 4. An audit of curriculum management, plus a copy of the co-ordinator's action / development plan, list of jobs to do and when etc.
- 5. Resources
- 6. A copy of the scheme of work, e.g. QCA or school S.O.W. plus adaptations. A curriculum map showing when the units will be delivered in the year.
- 7. Copies of the Teacher's planning
- 8. Monitoring schedule and monitoring reports
- 9. Any assessment information that is useful to you as a co-ordinator – e.g. SATs results and analysis, other test results, teacher assessments.
- 10. A record of the budget set and expenditure against this, if relevant.
- 11. Any other useful notes and readings, e.g. co-ordinator's diary.



Development Plan for _____

200_ - 200_

Areas for Development	Activities	Organisational points	Lead/support personnel	Costs	Timescale	Success Criteria	Monitoring indicators	Review notes
<i>List the issues identified in the subject management audit</i>	<i>List of activities</i>	<i>Identify anything that will affect school organisation, e.g. release of staff; timetabling of hall etc.</i>	<i>Identify the person in charge of the initiative or development and anyone who will be in a supporting role. Include who will monitor the action and this may include Governors.</i>	<i>Provide approximate costs e.g. prices of books and equipment, cost of attending courses, cost of buying time (e.g. supply cover) in order to carry out your intentions.</i>	<i>When do you expect to see the results of your proposed development? Set realistic achievable timescales. Plan dates for monitoring and evaluation.</i>	<i>Identify the criteria by which you will know your targets have been achieved. Include the impact this will have on teaching, learning and standards.</i>	<i>How will you know that you are achieving what you planned to do.</i>	<i>Key judgments and points for further action.</i>

Development Plan for _____							200_ - 200_	
Areas for Development	Activities	Organisational points	Lead/support personnel	Costs	Timescale	Success Criteria	Monitoring indicators	Review notes

Development Plan (3 Years)

Broad aims	Personnel responsible	Timescale	Estimated costs	Notes

Subject co-ordinator action plan

Subject:	Name:	
Strategic Plan (200_ – 200_)		
Strategic objectives (200_ – 200_)		
Date	Action /target	Record of work
Autumn Term 200_		
Spring Term 200_		
Summer Term 200_		

Subject Co-ordinator Action Plan

Subject:	Name:	
<p>Long Term Plan (200_ - 200_ a 2-3 year timescale)</p> <p><i>Put your vision for your subject into words. What would you see around school, what would the children be doing if teaching and learning in your subject is excellent?</i></p>		
<p>Priorities (200_ – 200_, 1 year timescale)</p> <p><i>These are based on the subject audit and informed by any recent OFSTED report and Government initiatives. These priorities inform the school development plan and are governed by it.</i></p> <p><i>Make these priorities realistic – what can be achieved in a year? Does your subject have priority in the school development plan? What will your funding be?</i></p>		
Date	Action /target	Record of work
Autumn Term 200_	<p>List actions to be taken – keep it manageable!</p> <p><i>Balance work over the 3 terms.</i></p>	<p><i>Record staff meetings, information given to staff etc. while working towards completing planned action.</i></p>
Spring Term 200_		
Summer Term 200_	<p><i>Review action taken and plan for the forthcoming year.</i></p>	

Adaptations to the QCA scheme of work for Unit: _____.

Year group _____ Teacher _____ Term _____ Time allocation _____

Week	Section	Adaptations	Support	Extension	Assessment opportunity	Links to other subjects
Week beg..... Or the number of the week	Relates to sections in QCA – each row with learning objectives is one section.	<p align="center">Adapt activities in QCA to make them relevant and accessible to the children in your class.</p> <p>Consider</p> <ul style="list-style-type: none"> • How activities will break down into lessons • Resources in school • Visits and visitors • Children’s previous experiences • How to introduce activities • What questions to ask • How to bring in prior knowledge • Whether the activities need to be modified for particular children or groups of children <p>Note key additional resources</p>	<p>Adapted learning objective.</p> <p>Support systems e.g. how adults are to help, support with recording etc. best included at short term.</p>	<p>A question to extend learning</p>	<p>How will you know the children learned what you planned and are ready to move on?</p> <p>Could be a question linked to the L.O. Could include how will find assessment information i.e. Questioning, children’s books, formal assessment task etc.</p>	<p>Links with NC subjects.</p> <p>Include ICT, Multi-cultural, PSHE, citizenship</p>

Adaptations to the QCA scheme of work for Unit: _____.

Year group _____ Teacher _____ Term _____ Time allocation _____

Week	Section	Adaptations	Support	Extension	Assessment opportunity	Links to other subjects

Subject Management Audit - Help Sheet

Subject _____ Date _____

Aspect of management and co-ordination	Current situation
<p>1.Ensuring National Curriculum Coverage.</p> <ul style="list-style-type: none"> • Is there a scheme of work? • Does the scheme of work cover the programmes of study? • Does teachers' planning reflect the requirements of the scheme of work? 	<p style="text-align: center;"><i>Helpful Hints</i></p> <p><i>Is the QCA scheme of work used or is there a scheme of work developed by the school?</i></p> <p><i>Refer to the PoS. QCA SoW teacher guides contain a useful appendix relating elements of the PoS to units of work. Completing a more detailed, school specific checklist is a useful exercise. (See Appendix 2 .)</i></p> <p><i>Monitor medium-term planning.</i></p>
<p>2. Ensuring balance and breadth of curriculum.</p> <ul style="list-style-type: none"> • Is there a whole-school curriculum plan/map showing when each unit/topic is to be taught? • Is implementation of the curriculum map monitored? How and by whom? • Is there a subject specific matter relating to balance and breadth that needs to be monitored? • Is there some way for teachers to show what has been taught rather than just what has been planned? 	<p><i>Do teachers have clear guidelines as to which year and term each unit or topic is to be taught? Does this curriculum map link with units/topics planned for other subjects?</i></p> <p><i>Does medium-term planning show that staff are delivering the units/topics in the terms directed by the curriculum map?</i></p> <p><i>Consider if there are areas of your subject that you need to monitor. These areas may have been identified by an OFSTED inspection, be an issue for development in the school development plan or common areas of weakness (e.g. SC1, RE AT2 learning from Religion or using a range of sources for Historical enquiry).</i></p> <p><i>Can staff report back on how a unit/topic went? A short unit/topic evaluation completed at the end of the work by the class teacher can keep the subject co-ordinator informed about what went well, what needs to change for next year etc. (See section 'Supporting teacher's planning', for further guidance)</i></p>
<p>3. Ensuring consistency of practice.</p> <ul style="list-style-type: none"> • Is there a policy? • Are teacher assessments moderated? • Are there regular staff discussions to share good practice? • Are there opportunities for developing consistent classroom practice? • Are there opportunities to sample children's work? • 	<p><i>Is the policy up to-date? Have new members of staff received a copy? Does the policy refer to teaching and assessment approaches?</i></p> <p><i>Consider developing an assessment portfolio with staff to support consistency within school.</i></p> <p><i>For example observing colleagues, working alongside colleagues, demonstration lessons.</i></p> <p><i>Monitoring of children's work provides a useful in sight into delivery of the subject and standards of attainment.</i></p>

<p>4. Ensuring availability and deployment of resources.</p> <ul style="list-style-type: none"> • Are there efficient and effective ways for communicating resource needs and allocating funding? • Is there a suitable quality and quantity of resources? • Are resources available and accessible? • Is storage well organised? 	<p><i>Are there ways of 'booking' certain resources? Is there a system for staff to record when consumables have been used? Does the system ensure there will not be unnecessary duplication of resources?</i></p> <p><i>The resource section on the QCA units of work provides a quick checklist of what staff will require each term. A resource audit is a useful tool for subject co-ordinators planning future purchases and can be used to inform staff of the resources available.</i></p> <p><i>Is there a system for recording who has taken out resources?</i></p>
<p>5. Keeping up-to-date with developments.</p> <ul style="list-style-type: none"> • How is information about DATA and LIN courses made available? • Is the allocation of INSET places based on clear and declared criteria? • Is there an expectation that dissemination takes place after INSET? • Is there a staff library and are the books/periodicals up-to-date? • Are there associations relevant to your subject that would be valuable to join? 	<p><i>How are you informed of available courses?</i></p> <p><i>How can you obtain a place on a course? How can you encourage and arrange for staff to take up courses in areas related to your subject? Is allocation of courses identified by issues for development in the school development plan?</i></p> <p><i>Is this planned e.g. time given routinely during staff meetings?</i></p> <p><i>How are staff made aware of new purchases? How do staff see the LEA subject newsletters?</i></p>
<p>6. Monitoring attainment and progress.</p> <ul style="list-style-type: none"> • Are there clear procedures for assessing attainment? • Does the school have strategies for monitoring attainment and progress? • Where appropriate, are SATs results analysed to identify areas of weakness in the scheme of work? 	<p><i>Do staff know the procedures for recording attainment? At the end of a unit of work? At the end of the year? How is this recorded and passed on to the next teacher? (See Appendix 3 detailing Progression in knowledge, skills and understanding.)</i></p> <p><i>For example, scrutiny of pupil's work, school portfolio, use of teacher assessment results to identify progress, SATs analysis.</i></p> <p><i>Where common misconceptions or problems are identified is this related back to the curriculum provision?</i></p>

Subject Management Audit

Subject _____ Date _____

Aspect of management and co-ordination	Current situation	Issues for development	Co-ordinator/ SMT/ Head
<p>1.Ensuring National Curriculum Coverage.</p> <ul style="list-style-type: none"> • Is there a scheme of work? • Does the scheme of work cover the programmes of study? • Does teachers' planning reflect the requirements of the scheme of work? 			
<p>2. Ensuring balance and breadth of curriculum.</p> <ul style="list-style-type: none"> • Is there a whole-school curriculum plan/map showing when each unit/topic is to be taught? • Is implementation of the curriculum map monitored? How and by whom? • Is there a subject specific matter relating to balance and breadth that needs to be monitored? • Is there some way for teachers to show what has been taught rather than just what has been planned? 			
<p>3. Ensuring consistency of practice.</p> <ul style="list-style-type: none"> • Is there a policy? • Are teacher assessments moderated? • Are there regular staff discussions to share good practice? • Are there opportunities for developing consistent classroom practice? • Are there opportunities to sample children's work? 			

	Current Situation	Issues for development	Co-ordinator/ SMT/Head
<p>4. Ensuring availability and deployment of resources.</p> <ul style="list-style-type: none"> • Are there efficient and effective ways for communicating resource needs and allocating funding? • Is there a suitable quality and quantity of resources? • Are resources available and accessible? • Is storage well organised? 			
<p>5. Keeping up-to-date with developments.</p> <ul style="list-style-type: none"> • How is information about DATA and LIN courses made available? • Is the allocation of INSET places based on clear and declared criteria? • Is there an expectation that dissemination takes place after INSET? • Is there a staff library and are the books/periodicals up-to-date? • Are there associations relevant to your subject that would be valuable to join? 			
<p>6. Monitoring attainment and progress.</p> <ul style="list-style-type: none"> • Are there clear procedures for assessing attainment? • Does the school have strategies for monitoring attainment and progress? • Where appropriate, are SATs results analysed to identify areas of weakness in the scheme of work? 			

CLASSROOM OBSERVATION SCHEDULE

	STRENGTHS	AREAS TO DISCUSS	ACTION POINTS
<p>TEACHING SKILLS Secure knowledge/ understanding: High expectation/ challenge: Effective planning: Match - strategies/ organisation: Pupil management - good discipline; Effective use of time/ resources; Pace: Through assessment/ informs teaching: Effective use of home work:</p>			
<p>ORGANISATION OF LEARNING: Clarity of lesson/activity aims: Suitability of lessons/activity to age and ability of children: Relationship of lesson/activity to previous learning & future intentions: Suitability of activities in promoting desired learning outcomes: Use of resources: Balance of teaching styles & learning experiences: Pupils pride & involvement in their work: Marking and assessment procedures: Recording procedures:</p>			
<p>PUPIL'S LEARNING PROGRESS AND ATTAINMENT: Attitude to learning: Concentration: Good behaviour: Collaboration: Respect to others: Independence; Show/take initiative: Good relationships: Reference to National expectations: What pupils know, understand, can do: Refer to SEN, gender, ethnicity: Gains in knowledge/understanding: What did the pupils learn: Refer to SEN/IEP's:</p>			
<p>THE LEARNING ENVIRONMENT Maintenance of an effective learning environment: Purposeful displays of pupil's work & relevant material:</p>			

CLASSROOM OBSERVATION SCHEDULE

NAME OF TEACHER:	SCHOOL:
NAME OF OBSERVER:	DATE:
BACKGROUND INFORMATION: (eg, class size, year, SEN etc)	

CONTEXT: (one-off, part of a series, time, subject etc)

FOCUS OF OBSERVATION: (aspect of teaching or learning)

	STRENGTHS	AREAS TO DISCUSS	ACTION POINTS
PLANNING AND PREPARATION: Evidence of Planning: Relationship to SOW/POS: Work matched to pupil's age/ability:			
RELATIONSHIPS WITH PUPILS: Rapport with whole class: Rapport with individuals: Teacher characteristics with support learning:			
CLASSROOM TECHNIQUES AND MANAGEMENT: Organisation of room & resources prior to the lesson/activity: Clarity of instructions & organised start to lesson activity: Involvement of children & teacher during the lesson/activity: Organisation and timing of the end of the activity:			

CLASSROOM OBSERVATION SCHEDULE

Name of teacher:

School:

Date:

FOCUS OF OBSERVATION

PLANNING AND PREPARATION

Evidence of planning

Relationship to scheme of work/P.oS

Work matched to pupil's age/ability

RELATIONSHIP WITH PUPILS

Rapport with whole class

Rapport with the individuals

Teacher characteristics which support the learning

CLASSROOM TECHNIQUES AND MANAGEMENT

Organisation of room & resources prior to the lesson/activity

Clarity of instructions & organised start to lesson activity

Involvement of children & teacher during the lesson/activity

Organisation & timing of the end of the lesson/activity

Common Monitoring Techniques

	Lesson Observations	Monitoring Teacher Planning	Visiting Classrooms	Book Scrutiny
Purpose	First-handed observation of learning and teaching	To ensure that teachers are engaged in effective lesson preparation	To provide feedback on the classroom environment and the extent to which it facilitates learning	To monitor the quality of pupil written work
Benefits	To identify good practice. To provide feedback on areas of agreed focus. Quality assurance against Ofsted criteria.	Can take place outside of lesson time. Planning is highly influential on lesson quality. A focus for the implementation of many whole-school themes-clear objectives, differentiation, cross-curricular links etc. To highlight cross-team strengths/deficiencies in this area.	Can take place outside of lesson time. Possible to set up a more relaxed dialogue-seen as less threatening. Gives high-profile to an important influence on pupil learning	Can take place outside of lesson time. To assess the standard of work in comparison to national expectations. With a carefully chosen sample, the work of a wide range of students can be sampled (gifted/talented, those with SEN, boys, summer born.) To appreciate the extent to which planning and lesson delivery is impacting learning. Could be linked to a supplementary exercise that involves discussions with students.
Barriers to be Overcome	Time-intensive in lesson time, sometimes requiring cover. If observer is a co-ordinator (and not a senior member) lines of accountability can be weak. Sensitivity needs to be shown during feedback. Training required in observational techniques. Reticence/nervousness for the person being observed.	School expectations need to be clear-are teachers to produce individual lesson plans to supplement those for the medium term? If so how formal do these need to be? The teacher might not be directly responsible for the production of these medium term plans. Team leaders need to establish a good relationship with the teacher in order to "earn" the right to establish this kind of dialogue.	Whereas the team leader might feel that this strategy is "informal", the teacher might not view it this way! The status of the session (will notes be taken formal feedback given) needs to be made clear. A poor environment might be down to deficiencies in the school fabric that is outside the control of the teacher.	This technique does not facilitate an appreciation of lesson outcomes for all subjects. To work well, the background/prior attainment of the students needs to accompany the book work.
Support Needed	A whole-school commitment to the role of the co-ordinators in the observation process. A whole-school "commissioning" for co-ordinators to focus on a particular aspect of teaching/learning, i.e. maths, science investigations.	A whole-school commitment to this process, in particular a shared understanding about the responsibilities of a) the team and b) the teacher with respect to the production of planning documents.	A structure within which this "informal" visitation takes place. Whole-school guidance/expectations regarding classroom display/layout. Funding and/or classroom support to bring about changes. Good role models.	Once again, senior staff will need to set up a whole-school climate that allows the subject leader to undergo "intimate" monitoring of this nature. A whole-school procedure that results in a streamlined, focussed exercise.
Focus Questions	Do the lessons; Show clear evidence of planning? Show an appropriate rapport between teacher and pupil? Show that the teacher has a sound command of the subject matter? Demonstrate appropriate pace and challenge? Result in the achievement of clear learning objectives?	Do the plans; Identify clear learning objectives? Show differentiation and suggest an appropriate range of resources? Identify cross-curricular links? Show imaginative, inspiring activities that are realistic and relevant?	Do displays reflect the topic that is currently being taught? Is the environment stimulating? Is the classroom arranged to facilitate learning at appropriate levels? Can children access the resources easily and are these adequate/appropriate to the activity?	Is the marking purposeful and does it provide targets to help the child improve? Is the work of quality and meeting appropriately challenging but realistic targets for the child? Is planned work evidenced in student outcomes? Is there evidence of variety in work and teaching methods?

**CURRICLUM CO-ORDINATION
MONITORING AND EVALUATION**

Classroom Observation

Name: _____

Date: _____

Year Group: _____

Size of Class: _____

Focus of observation

Teaching:

Learning:

Attainment:

Progress:

Signed: _____ Curriculum Co-ordinator

_____ Class Teacher **Date:** _____

Co-ordinator _____ Subject _____

Named Governor if present _____

Observation of _____

Class _____ Teacher _____

Support Staff _____

Agreed Focus _____

Report of Observations

Action to be taken

(Classteacher) Signed _____ Date _____

(Observer) Signed _____ Date _____

ORGANISATION OF LEARNING

Clarity of lesson/activity aims

Suitability of lesson/activity to age
& ability of children

Relationship of lesson/activity to
previous learning & future intentions

Suitability of activities in promoting
desired learning outcomes

Use of resources

Balance of teaching styles &
learning experiences

Pupils pride & involvement
in their work

Marking & assessment procedures

Recording procedures

THE LEARNING ENVIRONMENT

Maintenance of an effective
working environment

Purposeful displays of pupils'
work & relevant material

TEACHER'S COMMENTS

Sample protocols for classroom observation

1. The observing teacher will be provided with:

- A prepared lesson plan (and how it fits into the weeks planning if appropriate)
- A description of the class
- Information about SEN pupils
- A description of how support staff are used

2. The observer should:

- agree the focus for the observation with the teacher before the day of the observation
- use the agreed recording and reporting formats
- be positive and open in the discussions following the lesson
- offer support and guidance (if necessary)
- provide dated written feedback for the class teacher of the points raised in the discussion as soon as possible, giving a copy to the headteacher / curriculum co-ordinator and retaining a copy in the co-ordinator's file.

3. Code of conduct during the observation.

- The observer will watch the lesson from an unobtrusive position making any necessary notes.
- The observer will not interfere with the teaching or interrupt the flow of the lesson in any way
- The observer will not talk to other observers during the lesson.

Remember, lesson observations are just one way of collecting and analysing data about standards of teaching and learning.

- Are there areas of strengths and weaknesses in teaching?
- Can specific links be made between pupil's progress and teaching?
- How far do teachers use assessment to identify targets for individual pupil progression? *

* From School Self-Evaluation: Sources of Evidence. School Self-Evaluation Guidance for Cumbrian Schools.

One example of using OFSTED issues to monitor actions taken and evaluate progress made.

This is simply constructed by listing areas for development and areas of strengths identified by OFSTED. Against this list actions taken are recorded and decisions can be made about further initiatives that need to be developed.

OFSTED Issues	Action as at 5 June 2002
<p>KS1</p> <ul style="list-style-type: none"> • Do not perform as well in comparison with national averages in AT 1 and Physical Processes. • No evidence that pupils can make predictions, fair test. • Little indication that ICT has been used in Science. • Lack of scientific learning objectives in some science lessons (topic based). <p>KS2</p> <ul style="list-style-type: none"> • Overall performance well below the national average. • Little evidence that children can predict, hypothesise, and identify elements of a fair test. • Little evidence that can set out results in a simple table form. • No evidence that have studied or discussed moral issues e.g. Pollution, insecticides. • Little evidence for Physical Processes e.g. Space and the Universe, Electricity, Forces and Sound. • Planning unsatisfactory. • Problems working independently in small groups and reporting back. • Differentiation – pupils given all the same work and lower attainers do not finish the work. • Marking unsatisfactory – unhelpful comments that pupils can not read <p>ICT</p> <ul style="list-style-type: none"> • Computers not working • No evidence of use <p>Assessment</p> <ul style="list-style-type: none"> • Little evidence of marked annotated work with reference to NC – need assessment portfolio <p>Role of co-ordinator</p> <ul style="list-style-type: none"> • No development plan • No costing of developments • Clear idea of strengths and weaknesses needed <p>Resources</p> <ul style="list-style-type: none"> • Activities limited by available resources • No planning strategy for renewal of resources • Not sufficient use of local environment 	<p><i>QCA scheme of work. Full and illustrative investigations identified – pupil entitlement established.</i></p> <p><i>Planning boards. Progression in investigative skills.</i></p> <p><i>Monitored planning. Raised issues – ongoing.</i></p> <p><i>QCA scheme of work introduction. Science objectives for each lesson.</i></p> <p><i>Yearly assessment being considered.</i></p> <p><i>Planning boards. Progression in AT1 skills. Implementation being monitored – work sampling.</i></p> <p><i>Planning boards.</i></p> <p><i>Autumn term issue.</i></p> <p><i>Monitored QCA provision and delivery of units.</i></p> <p><i>Monitoring planning – issues raised – ongoing.</i></p> <p><i>Planning boards = modelling work. Whole school issue.</i></p> <p><i>Planning monitored – issues raised – ongoing.</i></p> <p><i>New marking policy in place.</i></p> <p><i>Monitored in planning. Some issues addressed but more ongoing. NOF training.</i></p> <p><i>Portfolio Spring 2001</i></p> <p><i>Action plan in place</i></p> <p><i>- being implemented</i></p> <p><i>- monitoring of planning and children's work completed in June</i></p> <p><i>Equipment audit complete. Other resources soon. Next targets for action dealing with buying resources and setting-up a system for tracking and renewing.</i></p>

Sample Subject Co-ordinator's **Job Description**

In addition to the duties of a school teacher as set out in the School Teachers Pay and Conditions Document, your role will involve the following particular duties: -

1. To be responsible to the head teacher for the co-ordination of all **** work within the school.
2. To be responsible for writing and publishing policy in **** in consultation with the head teacher, staff and governors.
3. To be responsible for providing guidance through schemes of work for **** and assisting staff with their planning and delivery of the subject.
4. To be responsible for monitoring and evaluating the implementation of **** National Curriculum and the agreed policy of the school.
5. To control, evaluate and requisition materials and equipment for the teaching of **** within the confines of the school budget.
6. To attend INSET courses and be involved in the provision of school-based INSET for the teaching of ****.
7. To liase with other schools and agencies so ensuring up to date knowledge of current developments with regard to good primary practice in ****.
8. To promote parental interest and understanding.
9. To report to meetings of the governing body on matters related to the development of **** within the school curriculum.
10. To be responsible for monitoring/evaluating/disseminating policy/advice/support for health and safety issues relating to the above subject(s).

Sample Subject Co-ordinator's Job Description

This job description is structured to reflect the National Standards for Subject Leaders.

JOB TITLE

***** co-ordinator

JOB PURPOSE

To promote professional leadership and management for ***** within the school to secure high quality teaching, effective use of resources and the highest standards of learning and achievement for all pupils.

OBJECTIVES

(objectives against which performance can be assessed)

To ensure pupil entitlement to the national curriculum in *****

To raise continuously standards of pupil achievement in *****

To foster enjoyment and satisfaction in the study of ***** by pupils.

To enhance the teaching of *****

PRINCIPAL RESPONSIBILITY AREAS

- A Strategic development of *****
- B Teaching, learning and the curriculum.
- C Leading and managing staff
- D Managing resources

KEY TASKS

In addition to the duties of a school teacher as set out in the School Teachers Pay and Conditions Document, your role will involve the following particular duties: -

- A1 To establish a vision and development /action plan for the subject.
- A2 To establish, develop and implement policy and schemes of work for ***** in accordance with the requirements of the National Curriculum and of school policy and in line with recent inspection and research evidence.
- A3 To monitor and evaluate the effects of subject policies and plans.
- B1 To lead the teaching of ***** by example
- B2 To monitor and evaluate progress and achievement in ***** by all pupils identifying clear targets for improvement.
- C1 To develop effective working relationships with all teachers of *****, parents, senior managers and governors.
- C2 To lead professional development in *****
- C3 To work with others to ensure the teaching of ***** across the curriculum.
- D1 To establish, maintain and develop appropriate resources for the teaching of *****

A Possible Standard Format for Policies.

Front page to include:

- Name of key member of staff involved in the development of the policy
- Date policy formulated
- Date policy approved by full Governing Body
- Date of review

Main Headings:

- Philosophy/Rationale – the value of the subject in the child's education
- Link to Teaching and Learning Policy if appropriate
- Aims – what skills, knowledge and understanding the subject provides
- Organisation – how subject specific teaching and learning will be delivered
- The role of the co-ordinator – this can include the monitoring and evaluating role
- Assessment and record keeping procedures
- Special needs provision
- Equal opportunities
- Health and safety
- PSHE and citizenship
- Multicultural
- Cross reference to other policies

Last page to include:

- Updates recorded by the subject co-ordinator

Appendices include:

- Scheme of work
- List of resources
- Additional advice specific to the subject

Art and Design - Progression in Knowledge, skills and understanding

Early Learning Goal	Level 1	Level 2	Level 3	Level 4	Level 5
Exploring and developing ideas					
Observe and explore colour, texture, shape, form and space in two and three dimensions. Express and communicate their ideas, thoughts and feelings	Pupils respond to ideas.	Pupils explore ideas.	Pupils explore ideas and collect visual and other information for their work.	Pupils explore ideas and collect visual and other information to help them develop their work.	Pupils explore ideas and select visual and other information. They use this in developing their work, taking account of the purpose.
Investigating and making art, craft and design					
Explore colour, texture, shape, form and space in two or three dimensions. Respond in a variety of ways to what they see, hear, smell, touch and feel. Use imagination. Use widening range of materials and suitable tools.	They use a variety of materials and processes to communicate their ideas and meanings, and design and make images and artefacts.	They investigate and use a variety of materials and processes to communicate their ideas and meanings, and design and make images and artefacts.	They investigate visual and tactile qualities in materials and processes, and communicate their ideas and meanings, and design and make images and artefacts for different purposes.	They use their knowledge and understanding of materials and processes to communicate ideas and meanings, and make images and artefacts, combining and organising visual and tactile qualities to suit their intentions.	They manipulate materials and processes to communicate ideas and meanings and make images and artefacts, matching visual and tactile qualities to their intentions.
Evaluating and developing work					
Respond in a variety of ways to what they see, hear, smell, touch and feel. Respond by expressing likes and dislikes.	They describe what they think or feel about their own and others' work.	They comment on differences in others' work, and suggest ways of improving their own.	They comment on similarities and differences between their own and others' work, and adapt and improve their own.	They compare and comment on ideas, methods and approaches used in their own and others' work, relating these to the context in which the work was made. They adapt and improve their work to realise their own intentions.	They analyse and comment on ideas, methods and approaches used in their own and others' work, relating these to its context. They adapt and refine their work to reflect their own view of its purpose and meaning.
Knowledge and understanding					
Teaching should ensure that investigating and making includes exploring and developing ideas and evaluating and developing work. Knowledge and understanding should inform this process.					

Design and Technology–Progression in Knowledge, skills and understanding

Early Learning Goals	Level 1	Level 2	Level 3	Level 4	Level 5
Developing, planning and communicating ideas					
Express and communicate their ideas, thoughts and feelings.	Pupils generate ideas.	Pupils generate ideas based on their experience of working with materials and components.	Pupils generate ideas and recognise that their designs have to meet a range of different needs.	Pupils generate ideas by collecting and using information.	Pupils draw on and use various sources of information. They use their understanding of the characteristics of familiar products when developing their own ideas.
Use their imagination in design.	Their plans show that, with help, they can put their ideas into practice.	Pupils plan what to do next, based on their experience of working with materials and components.	They make realistic plans for achieving their aims. They think ahead about the order of their work.	They take users' views into account and produce step-by-step plans.	They work from their own detailed plans, modifying them where appropriate.
Express and communicate their ideas.	They use pictures and words to describe what they want to do.	They use models, pictures and words to describe their designs.	They clarify ideas when asked and use words, labelled sketches and models to communicate the details of their designs.	They communicate alternative ideas using words, labelled sketches and models, showing that they are aware of constraints.	They clarify their ideas through discussion, drawing and modelling. They use their understanding of the characteristics of familiar products when communicating their own ideas.
Working with tools, equipment, materials and components to make quality products					
Select the tools and techniques they need to shape, assemble and join materials they are using. Handle tools, objects, construction and malleable materials safely and with increasing control.	They use tools and materials with help, where needed.	They select appropriate tools, techniques and materials, explaining their choices.	They choose appropriate tools equipment, materials, components and techniques. They use tools and equipment with some accuracy.	They select and work with a range of tools and equipment with some accuracy.	They work with a range of tools, materials, equipment, components and processes with some precision.
Build and construct with a wide range of objects.	They explain what they are making and which tools they are using.	They use tools and assemble, join and combine materials and components in a variety of ways.	They use tools and equipment to cut and shape materials and to put together components	They work with a variety of materials and components with some accuracy, paying attention to quality of finish and to function.	They check their work as it develops and modify their approach in the light of progress.

Evaluating processes and products					
Build and construct with a wide range of objects, selecting appropriate resources, and adapting their work where necessary. Ask questions about how things work.	They talk about their own and other people's work in simple terms and describe how a product works.	They recognise what they have done well as their work progresses, and suggest things they could do better in the future.	They identify where evaluation of their products has led to improvements.	They identify what is working well and what could be improved.	They test and evaluate their products, showing that they understand the situations in which their designs will have to function and are aware of resources as a constraint. They evaluate their products and their use of information sources.
		They recognise what they have done well as their work progresses, and suggest things they could do better in the future.	They identify where evaluation of the design and make process has led to improvements.	They reflect on their designs as they develop, bearing in mind the way the product will be used.	They check their work as it develops and modify their approach in the light of progress.
Knowledge and understanding of materials and components					
Explore colour, texture, shape, form and space in two and three dimensions.	Recognise characteristics of familiar products				They use their understanding of the characteristics of familiar products when developing and communicating their own ideas.

Geography–Progression in Knowledge, skills and understanding

Early Learning Goals	Level 1	Level 2	Level 3	Level 4	Level 5
Geographical enquiry and skills					
<p>. Observe, find out about and identify features in the place they live and in the natural world. Find out about their environment and talk about those features they like and dislike.</p>	<p>Pupils show their knowledge, skills and understanding at a local scale. They express their views on features of the environment of a locality. They use resources that are given to them, and their own observations, to ask and respond to questions about places and environments.</p>	<p>Pupils show their knowledge, skills and understanding in studies at a local scale. They make observations of features. They express views on the environment of a locality. They carry out simple tasks and select information using resources that are given to them. They use this information and their own observations to help them ask and respond to questions about places and environments.</p>	<p>Pupils show their knowledge, skills and understanding in studies at a local scale. They describe, compare offer explanations and reasons. They express views and judgements about places and environments. They respond to a range of geographical questions.</p>	<p>Pupils show their knowledge, skills and understanding in studies of a range of places and environments at more than one scale and in different parts of the world. They recognise and describe geographical patterns and human and physical processes. They explain their own view and those of others. They suggest suitable geographical questions and use a range of geographical skills from the KS 2 or 3 PoS to help them investigate places and environments.</p>	<p>Pupils show their knowledge, skills and understanding in studies of a range of places and environments at more than one scale and in different parts of the world. They describe and begin to explain geographical patterns and human and physical processes. They explain their own views. They suggest relevant geographical questions and issues. Drawing on their knowledge and understanding, they select and use appropriate skills from the KS2 or 3 PoS to help them investigate places and environments.</p>
<p>. Talk about features.</p>	<p>They use resources that are given to them, and their own observations.</p>	<p>They select information using resources that are given to them. They begin to use appropriate geographical vocabulary.</p>	<p>They use skills and sources of evidence to respond to a range of geographical questions, and begin to use appropriate vocabulary to communicate their findings.</p>	<p>They use primary and secondary sources of evidence in their investigations and communicate their findings using appropriate vocabulary.</p>	<p>They select information and sources of evidence, suggest plausible conclusions to their investigations and present their findings both graphically and in writing.</p>

Knowledge and understanding of place					
Observe and identify features in the place they live and the natural world.	They recognise and make observations about physical and human features of localities.	They describe physical and human features of places. They show an awareness of places beyond their own locality.	They describe and compare the physical and human features of different localities. They are aware that different places may have both similar and different characteristics.	They begin to appreciate the importance of wider geographical location in understanding places.	They describe how physical and human processes can lead to similarities and differences in the environments of different places and in the lives of people who live there. They recognise some of the links and relationships that make places dependent on each other.
Knowledge and understanding of patterns and processes					
Observe and identify features in the place they live and the natural world.	They recognise and make observations about physical and human features of localities.	They recognise and make observations about those features that give places their character.	They offer explanations for the locations of some physical and human features.	They begin to recognise and describe geographical patterns. They recognise and describe physical and human processes. They begin to understand how these can change the features of places, and how these changes affect the lives and activities of people living there.	They describe and begin to explain geographical patterns and physical and human processes.
Knowledge and understanding of environmental change and sustainable development					
Find out about their environment and talk about features they like and dislike.	They express their views on features of the environment of a locality.	They express views on the environment of a locality and recognise how people affect the environment.	They recognise how people seek to improve and sustain environments.	They understand how people can both improve and damage the environment. They explain their own views and the views that other people hold about an environmental change.	They suggest explanations for the ways in which human activities cause changes to the environment and the different views people hold about them. They recognise how people try to manage environments sustainably.

History –Progression in Knowledge, Skills and Understanding

Early Learning Goals	Level 1	Level 2	Level 3	Level 4	Level 5
Chronological understanding					
Look closely at change	Pupils recognise the distinction between present and past in their own and other people's lives. They show their emerging sense of chronology by placing a few events and objects in order and by using everyday terms about the passing of time.	Pupils show their developing sense of chronology by using terms concerned with the passing of time, by placing events and objects in order, and by recognising that their own lives are different from the lives of people in the past.	Pupils show their developing understanding of chronology by their realisation that the past can be divided into different periods of time, their recognition of some of the similarities and differences between these periods, and their use of dates and terms.	(Chronological knowledge and understanding threads through the level descriptors in these levels.)	
Knowledge and understanding of events, people and changes in the past					
Find out about past and present events in their own lives and in those of their families and other people they know.	They know about and recount episodes from stories about the past.	They show knowledge and understanding of aspects of the past beyond living memory, and of some of the main events and people they have studied.	They show knowledge and understanding of some of the main events and changes.	Pupils show factual knowledge and understanding of aspects of the history of Britain and the wider world. They use this to describe characteristic features of past societies and periods, and to identify changes within and across different periods. They describe some of the main events, people and changes.	Pupils show increasing depth of factual knowledge and understanding of aspects of the history of Britain and the wider world. They use knowledge and understanding to describe features of past societies and periods and begin to make links between them. They describe events, people and changes.
		They are beginning to recognise that there are reasons why people in the past acted as they did.	They are beginning to give a few reasons for, and results of, the main events and changes.	They give some reasons for and the results of, the main events and changes.	They describe and make links between events and changes and give reasons for, and the results of, these events and changes.

Historical interpretation					
		They are beginning to identify some of the different ways in which the past is represented.	They identify some of the different ways in which the past is represented.	They show some understanding that aspects of the past have been represented and interpreted in different ways.	They know that some events, people and changes have been interpreted in different ways and suggest possible reasons for this.
Historical Enquiry					
Look closely at change. Ask questions about why things happen.	They find answers to some simple questions about the past from sources of information.	They observe or handle sources of information to answer questions about the past based on simple observations.	They use sources of information in ways that go beyond simple observation to answer questions about the past.	They are beginning to select and combine information from different sources.	Using their knowledge and understanding, pupils are beginning to evaluate sources of information and identify those that are useful for particular tasks.
Organisation and communication					
Use talk to organise and sequence events. Re-tell narratives in the correct sequence.	Pupils place a few events and objects in order and use everyday terms about the passing of time. Pupils recount episodes from the past.	Pupils use terms concerned with the passing of time – pupils place events and objects in order. They use sources of information to answer questions about the past.	Pupils identify some different ways in which the past is represented. They use sources of information in ways that go beyond simple observation.	They are beginning to produce structured work, making appropriate use of dates and terms.	They select and organise information to produce structured work, making appropriate use of dates and terms.

Music - Progression in Knowledge, skills and understanding

Early Learning Goals	Level 1	Level 2	Level 3	Level 4	Level 5
Controlling sounds through singing and playing – performing skills					
Sing simple songs from memory. Communicate using a variety of songs and musical instruments.	Pupils recognise and explore how sounds can be made and changed. They use their voices in different ways such as speaking, singing and chanting, and perform with awareness of others.	Pupils recognise and explore how sounds can be organised. They sing with a sense of the shape of the melody, and perform simple patterns and accompaniments keeping to a steady pulse.	Pupils recognise and explore the ways sounds can be combined and used expressively. They sing in tune with expression and perform rhythmically simple parts that use a limited range of notes.	While performing by ear and from simple notations they maintain their own part with awareness of how the different parts fit together and the need to achieve an overall effect.	They perform significant parts from memory and from notations with awareness of their own contribution such as leading others, taking a solo part and/or providing rhythmic support.
Creating and developing musical ideas – composing skills					
Use their imagination to express and communicate their ideas, thoughts and feelings by using a variety of songs and musical instruments.	They repeat short rhythmic and melodic patterns and create and choose sounds in response to given starting points.	They choose carefully and order sounds within simple structures such as beginning, middle, end, and in response to given starting points.	They improvise repeated patterns and combine several layers of sound with awareness of the combined effect.	They improvise melodic and rhythmic phrases as part of a group performance and compose by developing ideas within structures.	They improvise melodic and rhythmic material within given structures, use a variety of notations and compose music for different occasions using appropriate musical devices such as melody, rhythms, chords and structures.
Responding and reviewing – appraising skills					
Recognise and explore how sounds can be changed. . Match movements to music. Respond in a variety of ways to what they hear.	They respond to different moods in music and recognise well-defined changes in sounds.	Musical elements can be used to create different moods and effects. They improve their own work.	Make improvements to their own work, commenting on the intended effect.	They describe, compare and evaluate different kinds of music using an appropriate musical vocabulary. They suggest improvements to their own and others' work, commenting on how intentions have been achieved.	They analyse and compare musical features. They evaluate how venue, occasion and purpose affects the way music is created, performed and heard. They refine and improve their work.
Listening and applying knowledge and understanding					
Recognise repeated sounds. Listen with enjoyment and respond to music ,making up their own songs .	They identify simple repeated patterns and take account of musical instructions.	They represent sounds with symbols and recognise how the musical elements can be used to create different moods and effects.	They recognise how the different musical elements are combined and used expressively.	Pupils identify and explore the relationship between sounds and how music reflects different intentions.	Pupils identify and explore musical devices and how music reflects time and place.

Physical Education - Progression in Knowledge, skills and understanding

Early Learning Goals	Level 1	Level 2	Level 3	Level 4	Level 5
Acquiring and developing skills					
Move with confidence, imagination and in safety. Move with control and co-ordination. Travel around, under, over and through balancing and climbing equipment.	Pupils copy, repeat and explore simple skills and actions with basic control and co-ordination.	Pupils explore simple skills. They copy, remember, repeat and explore simple action with control and co-ordination.	Pupils select and use skills, action and ideas appropriately, applying them with co-ordination and control.	Pupils link skills, techniques and ideas and apply them accurately and appropriately. Their performance shows precision, control and fluency.	Pupils select and combine their skills, techniques and ideas and apply them accurately and appropriately, consistently showing precision, control and fluency.
Selecting and applying skills, tactics and compositional ideas					
Use their imagination in, dance. Express and communicate their ideas, thoughts and feelings through movement.	They start to link these skills and actions in ways that suit the activities.	They vary skills, actions and ideas and link these in ways that suit the activities. They begin to show some understanding of simple tactics and basic compositional ideas.	They show that they understand tactics and composition by starting to vary how they respond.	Their performance shows that they understand tactics and composition.	When performing, they draw on what they know about strategy, tactics and composition.
Evaluating and improving performance					
Show awareness of space, of themselves and of others.	They describe and comment on their own and others' actions.	They talk about differences between their own and others' performance and suggest improvements.	They can see how their work is similar to and different from others' work and use this understanding to improve their own performance.	They compare and comment on skills, techniques and ideas used in their own and others' work, and use their understanding to improve their performance.	They analyse and comment on skills and techniques and how these are applied in their own and others' work. They modify and refine skills and techniques to improve their performance.
Knowledge and understanding of fitness and health					
Use a range of small and large equipment. Importance of keeping healthy and those things which contribute. Recognise the changes that happen to their bodies when they are active.	They talk about how to exercise safely, and how their bodies feel during an activity.	The understand how to exercise safely, and describe how their bodies feel during different activities.	They give reasons why warming up before an activity is important, and why physical activity is good for their health.	They explain and apply basic safety principles in preparing for exercise. They describe what effects exercise has on their bodies, and how it is valuable to their fitness and health.	They explain how the body reacts during different types of exercise, and warm up and cool down in ways that suit the activity. They explain why regular, safe exercise is good for their fitness and health.

Programme of Study Checklist: Key stage 1. Art and Design Curriculum 2000

Topic title					
Programme of study					
Exploring and developing ideas					
1a Record from first-hand observation, experience and imagination, and explore ideas					
1b. Ask and answer questions about the starting points for their work, and develop their ideas					
Investigating and making art, craft and design					
2a. Investigate the possibilities of a range of materials and processes					
2b. Try out tools and techniques and apply these to materials and processes, including drawing					
2c. Represent observations, ideas and feelings, and design and make images and artefacts					
Evaluating and developing work					
3a. Review what they and others have done and say what they think and feel about it					
3b. Identify what they might change in their current work or develop in their future work					
Knowledge and understanding					
4a. Visual and tactile elements, including colour, pattern and texture, line and tone, shape, form and space					
4b. Materials and processes used in making art, craft and design					
4c. Differences and similarities in the work of artists, craftspeople and designers in different times and cultures					
Breadth of study					
During the key stage pupils should be taught the <i>Knowledge, skills and understanding</i> through:					
5a exploring a range of starting points for practical work					
5b working on their own, and collaborating with others, on projects in two and three dimensions and on different scales					
5c using a range of materials and processes					
5d investigating different kinds of art, craft and design.					

Programme of Study Checklist: Key stage 2. Art and Design Curriculum 2000

Topic title					
Programme of study					
Exploring and developing ideas					
1a. Record from experience and imagination, to select and record from first-hand observation and to explore ideas for different purposes					
1b. Question and make thoughtful observations about starting points and select ideas to use in their work					
1c. Collect visual and other information to help them develop their ideas, including using a sketchbook					
Investigating and making art, craft and design					
2a. Investigate and combine visual and tactile qualities of materials and processes and to match these qualities to the purpose of the work					
2b. Apply their experience of materials and processes, including drawing, developing their control of tools and techniques					
2c. Use a variety of methods and approaches to communicate observations, ideas and feelings, and to design and make images and artefacts					
Evaluating and developing work					
3a. Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them					
3b. Adapt their work according to their views and describe how they might develop it further					
Knowledge and understanding					
4a. Visual and tactile elements, including colour, pattern and texture, line and tone, shape, form and space, and how these elements can be combined and organised for different purposes					
4b. Materials and processes used in art, craft and design and how these can be matched to ideas and intentions					
4c. The roles and purposes of artists, craftspeople and designers working in different times and cultures					
Breadth of study					
During the key stage pupils should be taught the <i>Knowledge, skills and understanding</i> through:					
5a exploring a range of starting points for practical work					
5b working on their own, and collaborating with others, on projects in two and three dimensions and on different scales					
5c using a range of materials and processes including ICT					
5d investigating different kinds of art, craft and design in the locality and in a variety of genres, styles and traditions.					

Programme of Study Checklist: Key stage 1. Design and technology Curriculum 2000

Topic title					
Programme of study					
Developing, planning and communicating ideas					
1a. Generate ideas by drawing on their own and other people's experiences					
1b. Develop ideas by shaping materials and putting together components					
1c. Talk about their ideas					
1d. Plan by suggesting what to do next as their ideas develop					
1e. Communicate their ideas using a variety of methods, including drawing and making models					
Working with tools, equipment, materials and components to make quality products					
2a. Select tools, techniques and materials for making their product from a range suggested by the teacher					
2b. Explore the sensory qualities of materials					
2c. Measure, mark out, cut and shape a range of materials					
2d. Assemble, join and combine materials and components					
2e. Use simple finishing techniques to improve the appearance of their product, using a range of equipment					
2f. Follow safe procedures for food safety and hygiene					
Evaluating processes and products					
3a. Talk about their ideas, saying what they like and dislike					
3b Identify what they could have done differently or how they could improve their work in the future					
Knowledge and understanding of materials and components					
4a. Pupils should be taught about the working characteristics of materials					
4b. Pupils taught how mechanisms can be used in different ways					
Breadth of study					
During the key stage pupils should be taught the <i>Knowledge, skills and understanding through:</i>					
5a investigating and evaluating a range of familiar products					
5b focused practical tasks that develop a range of techniques, skills, processes and knowledge					
5c design and make assignments using a range of materials, including food, items that can be put together to make products, and textiles.					

Programme of Study Checklist: Key stage 2. Design and technology Curriculum 2000

Topic title					
Programme of study					
Developing, planning and communicating ideas					
1a. Generate ideas for products after thinking about who will use them and what they will be used for, using information from a number of sources, including ICT-based sources					
1b. Develop ideas and explain them clearly, putting together a list of what they want their design to achieve					
1c. Plan what they have to do, suggesting a sequence of actions and alternatives, if needed					
1d. Communicate design ideas in different ways as these develop, bearing in mind aesthetic qualities, and the uses and purposes for which the product is intended					
Working with tools, equipment, materials and components to make quality products					
2a. Select appropriate tools and techniques for making their product					
2b. Suggest alternative ways of making their product if first attempts fail					
2c. Explore the sensory qualities of materials and how to use materials and processes					
2d. Measure, mark out, cut and shape a range of materials, and assemble, join and combine components and materials accurately					
2e. Use finishing techniques to strengthen and improve the appearance of their product, using a range of equipment including ICT					
2f. Follow safe procedures for food safety and hygiene					
Evaluating processes and products					
3a. Reflect on the progress of their work as they design and make, identifying ways they could improve their product					
3b. Carry out appropriate tests before making any improvements					
3c. Recognise that the quality of a product depends on how well it is made and how well it meets its intended purpose					
Knowledge and understanding of materials and components					
4a. How the working characteristics of materials affect the ways they are used					
4b. How materials can be combined and mixed to create more useful properties					
4c. How mechanisms can be used to make things move in different ways					
4d. How electrical circuits, including those with simple switches, can be used to achieve results that work					
Breadth of study					
During the key stage pupils should be taught the <i>Knowledge, skills and understanding</i> through:					
5a. investigating and evaluating a range of familiar products, thinking about how they work, how they are used and the views of the people who use them					
5b. focused practical tasks that develop a range of techniques, skills, processes and knowledge					
5c. design and make assignments using a range of materials, including electrical and mechanical components, food, mouldable materials, stiff and flexible sheet materials and textiles.					

Programme of Study Checklist: Key stage 1. Geography Curriculum 2000

Topic title					
Programme of study					
Geographical enquiry and skills					
1a. Ask geographical questions					
1b. Observe and record					
1c. Express own views about people, places and environments					
1d. Communicate in different ways					
2a. Use geographical vocabulary					
2b Use fieldwork skills					
2c. Use globes, maps and plans at a range of scales					
2d. Use secondary sources of information					
2e. Make maps and plans					
Knowledge and understanding of place					
3a. Identify and describe what places are like					
3b. Identify and describe where places are					
3c. Recognise how places have become the way they are and how they are changing					
3d. Recognise how places compare with other places					
3e. Recognise how places are linked to other places in the world					
Knowledge and understanding of patterns and processes					
4a. Make observations about where things are located and about other features in the environment					
4b. Recognise changes in physical and human features.					
Knowledge and understanding of environmental change and sustainable development					
5a. Recognise changes in the environment					
5b. Recognise how the environment may be improved and sustained					
Breadth of study					
During the key stage, pupils should be taught the Knowledge, skills and understanding through the study of two localities:					
6a. The locality of the school					
6b. A locality <i>either</i> in the UK <i>or</i> overseas that has physical and/or human features that contrast with those in the locality of the school					
In their study of localities, pupils should:					
7a. Study at a local scale					
7b. Carry out fieldwork investigations outside the classroom					

Programme of Study Checklist: Key stage 2. Geography Curriculum 2000

Programme of study \ Topic title					
Geographical enquiry and skills					
1a. Ask geographical questions					
1b. Collect and record evidence					
1c. Analyse evidence and draw conclusions					
1d. Identify and explain different views that people, including themselves, hold about topical geographical issues					
1e. Communicate in ways appropriate to the audience					
2a. Use appropriate vocabulary					
2b. Use appropriate fieldwork techniques and instruments					
2c. Use atlases and globes, and maps and plans at a range of scales					
2d. Use secondary sources of information, including aerial photos.					
2e. Draw plans and maps at a range of scales					
2f. Use ICT to help in geographical investigations					
2g. Decision-making skills					
Knowledge and understanding of place					
3a. Identify and describe what places are like					
3b. The location of places and environments they study and other significant places and environments					
3c. Describe where places are.					
3d. Explain why places are like they are					
3e. Identify how and why places change and how they might change in the future					
3f. Describe and explain how and why places are similar to and different from other places in the same country and elsewhere in the world					
3g. Recognise how places fit within a wider geographical context and are interdependent					
Knowledge and understanding of patterns and processes					
4a. Recognise and explain patterns made by individual physical and human features in the environment					
4b. Recognise some physical and human processes and explain how these can cause changes in places and environments					

Programme of Study Checklist: Key stage 2. Geography Curriculum 2000

Knowledge and understanding of environmental change and sustainable development					
5a. Recognise how people can improve the environment or damage it, and how decisions about places and environments affect the future quality of people's lives					
5b. Recognise how and why people may seek to manage environments sustainably, and to identify opportunities for their own involvement					
Breadth of study					
During the key stage, pupils should be taught the Knowledge, skills and understanding through the study of two localities and three themes:					
Localities					
6a. A locality in the United Kingdom					
6b. A locality in a country that is less economically developed					
Themes					
6c. Water and its effects on landscapes and people, including the physical features of rivers and the processes of erosion and deposition that affects them					
6d. How settlements differ and change, including why they differ in size and character, and an issue arising from changes in land use					
6e. An environmental issue, caused by change in an environment, and attempts to manage the environment sustainably					
In their study of localities and themes, pupils should:					
7a. Study at a range of scales – local, regional and national					
7b. Study a range of places and environments in different parts of the world, including the United Kingdom and the European Union					
7c. Carry out fieldwork investigations outside the classroom					

Programme of Study Checklist: Key stage 1. History Curriculum 2000

Unit title					
Programme of study					
Chronological understanding					
1a. sequence					
1b. language					
Knowledge and understanding of events, people and changes in the past					
2a. Why people did things					
2a. Why events happened					
2a. What happened as a result					
2b. Differences between ways of life at different times					
Historical interpretation					
3. Different ways the past is represented					
Historical enquiry					
4a. Finding out from sources					
Artefacts					
Pictures/photographs					
Adults talking					
Written sources					
Buildings/sites					
4b. Asking and answering questions					
Organisation and communication					
5. Communicate in a variety of ways, talking, writing using ICT					
Breadth of study					
6a. Changes in the lives of family or others around them					
6b. Past beyond living memory local area or elsewhere in Britain.					
6c. Lives of significant men, women and children					
6d. Past events from history of Britain and wider world.					

Programme of Study Checklist: Key stage 2. History Curriculum 2000

Topic title								
Programme of study								
Chronological understanding								
1a place events, people, changes into periods of time								
1b use dates and appropriate vocabulary								
Knowledge and understanding of events, people and changes in the past								
2a. Characteristic features of periods and societies								
2b. Social, cultural, religious and ethnic diversity								
2c. Identify and describe reasons for and results of events and situations								
2d. Describe and make links between events and situations								
Historical interpretation								
3. Recognise the past is represented in different ways, give reasons for this								
Historical enquiry								
4a. Research from a range of sources of information including ICT								
4b. Ask and answer questions select and record information relevant to the focus of the enquiry								
Organisation and communication								
5a. Recall, select and organise historical information								
5b Use dates and historical vocabulary to describe the period studied								
5c. Communicate their knowledge and understanding in a variety of ways								
Breadth of study								
Local history study								
British history study	a)							
	b)							
	c)							
European history study								
World history study								

Programme of Study Checklist: Key stage 1. Music Curriculum 2000

Topic title					
Programme of study					
Controlling sounds through singing and playing – performing skills					
1a. Use their voices expressively by singing songs and speaking chants and rhymes					
1b. Play tuned and untuned instruments					
1c. Rehearse and perform with others					
Creating and developing musical ideas – composing skills					
2a. Create musical patterns					
2b. Explore, choose and organise sounds and musical ideas					
Responding and reviewing – appraising skills					
3a. Explore and express their ideas and feelings about music using movement, dance and expressive and musical language					
3b. Make improvements to their own work					
Listening, and applying knowledge and understanding					
4a. Taught to listen with concentration and to internalise and recall sounds with increasing aural memory					
4b. Taught how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised and used expressively within simple structures					
4c. Taught how sounds can be made in different ways and described using given and invented signs and symbols					
4d. Taught how music is used for particular purposes					
Breadth of study					
During the key stage, pupils should be taught the <i>Knowledge, skills and understanding</i> through:					
5a a range of musical activities that integrate performing, composing and appraising					
5b responding to a range of musical and non-musical starting points					
5c working on their own, in groups of different sizes and as a class					
5d a range of live and recorded music from different times and cultures					

Programme of Study Checklist: Key stage 2. Music Curriculum 2000

Topic title					
Programme of study					
Controlling sounds through singing and playing – performing skills					
1a. Sing songs, in unison and in two parts, with clear diction, control of pitch, a sense of phrase and musical expression					
1b. Play tuned and untuned instruments with control and rhythmic accuracy					
1c. Practise, rehearse and present performances with an awareness of the audience					
Creating and developing musical ideas – composing skills					
2a. Improvise, developing rhythmic and melodic material when performing					
2b. Explore, choose, combine and organise musical ideas within musical structures					
Responding and reviewing – appraising skills					
3a. Analyse and compare sounds					
3b. Explore and explain their own ideas and feelings about music using movement, dance, expressive language and musical vocabulary					
3c. Improve their own and others' work in relation to its intended effect					
Listening, and applying knowledge and understanding					
4a. Taught to listen with attention to detail and to internalise and recall sounds with increasing aural memory					
4b. Taught how combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised within musical structures and used to communicate different moods and effects					
4c. Taught how music is produced in different ways and described through relevant established and invented notations					
4d. Taught how time and place can influence the way music is created, performed and heard					
Breadth of study					
During the key stage, pupils should be taught the <i>Knowledge, skills and understanding</i> through:					
5a a range of musical activities that integrate performing, composing and appraising					
5b responding to a range of musical and non-musical starting points					
5c working on their own, in groups of different sizes and as a class					
5d using ICT to capture, change and combine sounds					
5e a range of live and recorded music from different times and cultures					

Programme of Study Checklist: Key stage 1. Physical Education Curriculum 2000

Topic title					
Programme of study					
Acquiring and developing skills					
1a. Explore basic skills, actions and ideas with increasing understanding					
1b. Remember and repeat simple skills and actions with increasing control and co-ordination					
Selecting and applying skills, tactics and compositional ideas					
2a. Explore how to choose and apply skills and actions in sequence and in combination					
2b. Vary the way they perform skills by using simple tactics and movement phrases					
2c. Apply rules and conventions for different activities					
Evaluating and improving performance					
3a. Describe what they've done					
3b. Observe, describe and copy what others have done					
3c. Use what they have learnt to improve the quality and control of their work					
Knowledge and understanding of fitness and health					
4a. How important it is to be active.					
4b. Recognise and describe how their bodies feel during different activities.					
Breadth of study					
During the key stage pupils should be taught the <i>Knowledge, skills and understanding through:</i>					
5. Dance activities, games activities and gymnastic activities.					
Dance activities					
6a. Use movement imaginatively, responding to stimuli, including music, and performing basic skills (e.g. travelling, being still, making a shape, jumping, turning and gesturing)					
6b. Change the rhythm, speed, level and direction of their movements					
6c. Create and perform dances using simple movement patterns, including those from different time and cultures					
6d. Express and communicate ideas and feelings					
Games activities					
7a. Taught to travel with, send and receive a ball and other equipment in different ways					
7b. Develop these skills for simple net, striking/fielding and invasion-type games					
7c. Play simple, competitive net, striking/fielding and invasion-type games that they and others have made, using simple tactics for attacking and defending					
Gymnastic activity					
8a. Perform basic skills in travelling, being still, finding space and using it safely, both on the floor and using apparatus					
8b. Develop the range of their skills and actions					
8c. Choose and link skills and actions in short movement phases					
8d. Create and perform short, linked sequences that show a clear beginning, middle and end and have contrasts in direction, level and speed.					

Programme of Study Checklist: Key stage 2. Physical Education Curriculum 200

Topic					
title					
Programme of study					
Acquiring and developing skills					
1a. Consolidate their existing skills and gain new ones					
1b. Perform actions and skills with more consistent control and quality					
Selecting and applying skills, tactics and compositional ideas					
2a. Plan, use and adapt strategies, tactics and compositional ideas for individual, pair, small-group and small-team activities					
2b. Develop and use their knowledge of the principle behind the strategies, tactics and ideas to improve their effectiveness					
2c. Apply rules and conventions for different activities					
Evaluating and improving performance					
3a. Identify what makes a performance effective					
3b. Suggest improvements based on this information					
Knowledge and understanding of fitness and health					
4a. How exercise affects the body in the short term					
4b. To warm up and prepare appropriately for different activities					
4c. Why physical activity is good for their health and well-being					
4d. Why wearing appropriate clothing and being hygienic is good for their health and safety					

Programme of Study Checklist: Key stage 2. Physical Education Curriculum 200

Breadth of study					
During the key stage pupils should be taught the <i>Knowledge, skills and understanding</i> through:					
5. Dance, games, gymnastic swimming activities and water safety, athletics and outdoor and adventurous activities.					
Dance activities					
6a. Create and perform dances using a range of movement patterns, including those from different times places and cultures					
6b. Respond to a range of stimuli and accompaniment					
Games activities					
7a. Play and make up small – sided and modified competitive net, striking / fielding and invasion games					
7b. Use skills and tactics and apply basic principles suitable for attacking and defending					
7c. Work with others to organise and keep the games going					
Gymnastic activity					
8a. Create and perform fluent sequences on the floor and using apparatus					
8b. Include variations in level, speed and direction in their sequences					
Swimming activities and water safety					
9a. Pace themselves in floating and swimming challenges related to speed, distance and personal survival					
9b. Swim unaided for a sustained period of time over a distance of at least 25 m					
9c. Use recognised arm and leg actions, lying on their front and back					
9d. Use a range of recognised strokes and personal survival skills					
Athletic activities					
10a. Take part in and design challenges and competitions that call for precision, speed, power or stamina					
10b. Use running, jumping and throwing skills both singly and in combination					
10c. Pace themselves in these challenges and competitions					
Outdoor and adventurous activities					
11a. Take part in outdoor activity challenges, including following trails, in familiar, unfamiliar and changing environments					
11b. Use a range of orienteering and problem – solving skills					
11c. Work with others to meet the challenges					

**Programme of Study Checklist: Key stage 1. Science Curriculum 2000
Breadth of study**

Topic title					
Programme of study					
During the key stage, pupils should be taught the Knowledge, skills and understanding through:					
1a. A range of domestic and environmental contexts that are familiar and of interest to them					
1b. Looking at the part science has played in the development of many useful things					
1c. Using a range of sources of information and data, including ICT-based sources					
1d. Using first-hand and secondary data to carry out a range of scientific investigations, including complete investigations.					
During the key stage pupils should be taught to:					
Communication					
2a. Use simple scientific language to communicate ideas and to name and describe living things, materials, phenomena and processes					
Health and safety					
2b. Recognise that there are hazards in living things, materials and physical processes, and assess risks and take action to reduce risks to themselves and others.					

Programme of Study Checklist: Key stage 1. Science Sc1 Scientific Enquiry Curriculum 2000

Topic title					
Programme of study					
Ideas and evidence in science					
1. Pupils should be taught that it is important to collect evidence by making observations and measurements when trying to answer a question.					
Investigative skills Pupils should be taught to:					
Planning					
2a. Ask questions and decide how they might find answers to them					
2b. Use first-hand experience and simple information sources to answer questions					
2c. Think about what might happen before deciding what to do.					
2d. Recognise when a test or comparison is unfair.					
Obtaining and presenting evidence					
2e. Follow simple instructions to control the risks to themselves and others					
2f. Explore, using the senses of sight, hearing, smell, touch and taste as appropriate, and make and record observations and measurements					
2g. Communicate what happened in a variety of ways, including using ICT					
Consider evidence and evaluating					
2h. Make simple comparisons and identify simple patterns or associations					
2i. Compare what happened with what they expected would happen, and try to explain it, drawing on their knowledge and understanding					
2j. Review their work and explain what they did to others					

Programme of Study Checklist: Key stage 1. Science Sc2 Curriculum 2000
Life processes and living things

Topic title					
Programme of study Pupils should be taught:					
Life processes					
1a. The differences between things that are living and things that have never been alive					
1b. That animals, include humans, move, feed, grow, use their senses and reproduce					
1c. To relate life processes to animals and plants found in the local environment.					
Humans and other animals					
2a. To recognise and compare the main external parts of the bodies of humans and other animals					
2b. That humans and other animals need food and water to stay alive					
2c. That taking exercise and eating the right types and amounts of food help humans to keep healthy					
2d. About the role of drugs as medicines					
2e. How to treat animals with care and sensitivity					
2f. That humans and other animals can produce offspring and that these offspring grow into adults					
2g. About the senses that enable humans and other animals to be aware of the world around them					
Green plants					
3a. To recognise that plants need light and water to grow					
3b. To recognise and name the leaf, flower, stem and root of flowering plants					
3c. That seeds grow into flowering plants					
Variation and classification					
4a. Recognise the similarities and differences between themselves and others, and to treat others with sensitivity					
4b. Group living things according to observable similarities and differences.					
Living things in their environment					
5a. Find out about the different kinds of plants and animals in the local environment					
5b. Identify similarities and differences between local environments and ways in which these affect animals and plants found there					
5c. Care for the environment.					

**Programme of Study Checklist: Key stage 1. Science Sc3 Curriculum 2000
Materials and their properties**

Topic title					
Programme of study Pupils should be taught to:					
Grouping materials					
1a. Use their senses to explore and recognise the similarities and differences between materials					
1b. Sort objects into groups on the basis of simple material properties					
1c. Recognise and name common types of material and recognise that some of them are found naturally					
1d. Find out about the uses of a variety of materials and how these are chosen for a specific uses on the basis of their simple properties					
Changing materials					
2a. Find out how the shapes of objects made from some materials can be changed by some processes, including squashing, bending, twisting and stretching					
2b. Explore and describe the way some everyday materials change when they are heated or cooled					

Programme of Study Checklist: Key stage 1. Science Sc4 Curriculum 2000
Physical processes

Topic title					
Programme of study Pupils should be taught:					
Electricity					
1a. About everyday appliances that use electricity					
1b. About simple series circuits involving batteries, wires, bulbs and other components					
1c. How a switch can be used to break a circuit.					
Forces and motion					
2a. To find out about and describe the movement of, familiar things					
2b. That both pushes and pulls are examples of forces					
2c. To recognise that when things speed up, slow down or change direction, there is a cause.					
Light and sound					
Light and dark					
3a. To identify different light sources, including the Sun					
3b. That darkness is the absence of light.					
Making and detecting sounds					
3c. That there are many kinds of sound and sources of sound					
3d. That sounds travel away from sources, getting fainter as they do so, and that they are heard when they enter the ear.					

**Programme of Study Checklist: Key stage 2. Science Curriculum 2000
Breadth of study**

Topic title					
Programme of study					
During the key stage, pupils should be taught the Knowledge, skills and understanding through:					
1a. A range of domestic and environmental contexts that are familiar and of interest to them					
1b. Looking at the part science has played in the development of many useful things					
1c. Using a range of sources of information and data, including ICT-based sources					
1d. Using first-hand and secondary data to carry out a range of scientific investigations, including complete investigations.					
During the key stage, pupils should be taught to:					
Communication					
2a. Use appropriate scientific language and terms, including SI unit of measurement, to communicate ideas and explain the behaviour of living things, materials, phenomena and processes					
Health and safety					
2b. Recognise that there are hazards in living things, materials and physical processes, and assess risks and take action to reduce risks to themselves and others.					

Programme of Study Checklist: Key stage 2. Science Sc1 Scientific Enquiry Curriculum 2000

Topic title					
Programme of study					
Ideas and evidence in science					
1a. Pupils should be taught that science is about thinking creatively to try to explain how living and non-living things work, and to establish links between causes and effects					
1b. That it is important to test ideas using evidence from observation and measurement					
Investigative skills Pupils should be taught to:					
Planning					
2a. Ask questions that can be investigated scientifically and decide how to find answers					
2b. Consider what sources of information, including first-hand experience and a range of other sources, they will use to answer questions					
2c. Think about what might happen or try things out when deciding what to do, what kind of evidence to collect, and what equipment and materials to use					
2d. Make a fair test or comparison by changing one factor and observing or measuring the effect while keeping other factors the same					
Obtaining and presenting evidence					
2e. Use simple equipment and materials appropriately and take action to control risks					
2f. Make systematic observations and measurements, including the use of ICT for datalogging					
2g. Check observations and measurements by repeating them where appropriate					
2h. Use a wide range of methods, including diagrams, drawings, tables, bar charts, line graphs and ICT, to communicate data in an appropriate and systematic manner					
Consider evidence and evaluating					
2i. Make comparisons and identify simple patterns or associations in their own observations and measurements or other data					
2j. Use observations, measurements or other data to draw conclusions					
2k. Decide whether these conclusions agree with any prediction made and/or whether they enable further predictions to be made					
2l. Use their scientific knowledge and understanding to explain observations, measurements or other data or conclusions					
2m. Review their work and the work of others and describe its significance and limitations					

Programme of Study Checklist: Key stage 2. Science Sc2 Curriculum 2000
Life processes and living things

Topic title					
Programme of study Pupils should be taught:					
Life processes					
1a. That the life processes common to humans and other animals include nutrition, movement, growth and reproduction					
1b. That the life processes common to plants include growth, nutrition and reproduction					
1c. To make links between life processes in familiar animals and plants and the environments in which they are found.					
Humans and other animals					
Nutrition					
2a. About the functions and care of teeth					
2b. About the need for food for activity and growth, and about the importance of an adequate and varied diet for health					
Circulation					
2c. That the heart acts as a pump to circulate the blood through vessels around the body, including through the lungs					
2d. About the effect of exercise and rest on pulse rate					
Movement					
2e. That humans and some other animals have skeletons and muscles to support and protect their bodies and to help them move					
Growth and reproduction					
2f. About the main stages of the human life cycle					
Health					
2g. About the effects on the human body of tobacco, alcohol and other drugs, and how these relate to their personal health					
2h. About the importance of exercise for good health.					
Green plants					
3a. The effect of light, air, water and temperature on plant growth					
3b. The role of the leaf in producing new material for growth					
3c. That the root anchors the plant, and that water and minerals are taken in through the root and transported through the stem to other parts of the plant.					
Reproduction					
3d. About the parts of the flower and their role in the life cycle of flowering plants including pollination, seed formation, seed dispersal and germination					

Variation and classification					
4a. To make and use keys					
4b. How locally occurring animals and plants can be identified and assigned to groups					
4c. That the variety of plants and animals makes it important to identify them and assign them to groups.					
Living things in their environment					
5a. About ways in which living things in the environment need protection					
Adaptation					
5b. About the different plants and animals found in different habitats					
5c. How animals and plants in two different habitats are suited to their environment					
Feeding relationships					
5d. To use food chains to show feeding relationships in a habitat					
5e. About how nearly all food chains start with a green plant					
Micro-organisms					
5f. That micro-organisms are living organisms that are often too small to be seen, and that they may be beneficial or harmful.					

**Programme of Study Checklist: Key stage 2. Science Sc3 Curriculum 2000
Materials and their properties**

Topic title					
Programme of study Pupils should be taught to:					
Grouping materials					
1a. To compare everyday materials and objects on the basis of their material properties, including hardness, strength, flexibility and magnetic behaviour, and to relate these properties to everyday uses of the materials					
1b. That some materials are better thermal insulators than others					
1c. That some materials are better electrical conductors than others					
1d. To describe and group rocks and soils on the basis of their characteristics, including appearance, texture and permeability					
1e. To recognise differences between solids, liquids and gases, in terms of ease of flow and maintenance of shape and volume.					
Changing materials					
2a. To describe changes that occur when materials are mixed					
2b. To describe changes that occur when materials are heated or cooled					
2c. That temperature is a measure of how hot or cold things are					
2d. About reversible changes, including dissolving, melting, boiling, condensing, freezing and evaporating					
2e. The part played by evaporation and condensation in the water cycle					
2f. That non-reversible changes result in the formation of new materials that may be useful					
2g. That burning materials results in the formation of new materials and that this change is not reversible.					
Separating mixtures of materials					
3a. How to separate solid particles of different sizes by sieving					
3b. That some solids dissolve in water to give solutions but some do not					
3c. How to separate insoluble solids from liquids by filtering					
3d. How to recover dissolved solids by evaporating the liquid from the solution					
3e. To use knowledge of solids, liquids and gases to decide how mixtures might be separated.					

Programme of Study Checklist: Key stage 2. Science Sc4 Curriculum 2000
Physical processes

Topic title					
Programme of study Pupils should be taught:					
Electricity					
Simple circuits					
1a. To construct circuits, incorporating a battery or power supply and a range of switches, to make electrical devices work					
1b. How changing the number or type of components in a series circuit can make bulbs brighter or dimmer					
1c. How to represent series circuits by drawings and conventional symbols, and how to construct series circuits on the basis of drawings and diagrams using conventional symbols					
Forces and motion					
Types of force					
2a. About the forces of attraction and repulsion between magnets, and about the forces of attraction between magnets and magnetic materials					
2b. That objects are pulled downwards because of the gravitational attraction between them and the Earth					
2c. About friction. Including air resistance, as a force that slows moving objects and may prevent objects starting to move					
2d. That when objects are pushed or pulled, an opposing pull or push can be felt					
2e. How to measure forces and identify the direction in which they act.					
Light and sound					
Everyday effects of light					
3a. That light travels from a source					
3b. That light cannot pass through some materials, and how this leads to the formation of shadows					
3c. That light is reflected from surfaces					
Seeing					
3d. That we see things only when light enters our eyes					
Vibration and sound					
3e. That sounds are made when objects vibrate but that vibrations are not always directly visible					
3f. How to change the pitch and loudness of sounds produced by some vibrating objects					
3g. That vibrations from sound sources require a medium through which to travel to the air.					

**Programme of Study Checklist: Key stage 2. Science Sc4 Curriculum 2000
Physical processes**

Topic title					
Programme of Study Pupils should be taught:					
The Earth and Beyond					
The Sun, Earth and Moon					
4a. That the Sun, Earth and Moon are approximately spherical					
Periodic changes					
4b. How the position of the Sun appears to change during the day, and how shadows change as this happens					
4c. How day and night are related to the spin of the Earth on its own axis					
4d. That the Earth orbits the Sun once each year, and that the Moon takes approximately 28 days to orbit the Earth.					

From the age of three

Early Learning Goal

Goals for language for communication

<p>Use words and/or gestures, including body language such as eye contact and facial expression, to communicate</p>	<p>Use simple statements and questions often linked to gestures</p> <p>Use intonation, rhythm and phrasing to make their meaning clear to others</p>	<p>Have emerging self-confidence to speak to others about wants and interests</p> <p>Use simple grammatical structures</p> <p>Ask simple questions, often in the form of 'where' or 'what'</p> <p>Talk alongside others, rather than with them. Use talk to gain attention and initiate exchanges. Use action rather than talk to demonstrate or explain the others</p> <p>Initiate conversation, attend to and take account of what others say, and use talk to resolve disagreements</p>	<p>Interact with others, negotiating plans and activities and taking turns in conversation</p>
<p>Listen to favourite nursery rhymes, stories and songs. Join in with repeated refrains, anticipating key events and important phrases</p> <p>Respond to simple instructions</p> <p>Listen to others in one-to-one/small groups when conversation interests them</p>	<p>Listen to stories with increasing attention and recall</p> <p>Describe main story settings, events and principal characters</p> <p>Question why things happen, and give explanations</p>	<p>Initiate a conversation, negotiate positions, pay attention to and take account of others' views</p>	<p>Enjoy listening to and using spoken and written language, and readily turn to it in their play and learning</p> <p>Sustain attentive listening, responding to what they have heard by relevant comments, questions or actions</p> <p>Listen with enjoyment, and respond to stories, songs and other music, rhymes and poems and make up their own stories, songs, rhymes and poems</p>
<p>Use familiar words, often in isolation, to identify what they do and do not want</p> <p>Use vocabulary focused on objects and people who are of particular importance to them</p>	<p>Build up vocabulary that reflects the breadth of their experiences</p> <p>Begin to experiment with language describing possession</p>	<p>Extend vocabulary, especially by grouping and naming</p> <p>Use vocabulary and forms of speech that are increasingly influenced by experience of books</p>	<p>Extend their vocabulary, exploring the meanings and sounds of new words</p>

From the age of three

Early Learning Goal

<p>Use isolated words and phrases and/or gestures to communicate with those well known to them</p>	<p>Begin to use more complex sentences</p> <p>Use a widening range of words to express or elaborate ideas</p>	<p>Link statements and stick to a main theme or intention</p> <p>Consistently develop a simple story, explanation or line of questioning</p> <p>Use language for an increasing range of purposes</p> <p>Confidently talk to people other than those who are well known to them</p>	<p>Speak clearly and audibly with confidence and control and show awareness of the listener, for example by their use of conventions such as greetings, ‘please’ and ‘thank you’</p>
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Goals for language for thinking

<p>Use action, sometimes with limited talk, that is largely concerned with the ‘here and now’</p>	<p>Talk activities through, reflecting on and modifying what they are doing</p> <p>Use talk to give new meanings to objects and actions, treating them as symbols for other things</p> <p>Use talk to connect ideas, explain what is happening and anticipate what might happen next</p> <p>Use talk, actions and objects to recall and receive past experiences</p>	<p>Begin to use talk instead of action to rehearse, reorder and reflect on past experience, linking significant events from own experience and from stories, paying attention to sequence and how events lead into one another</p> <p>Begin to make patterns in their experience through linking cause and effect, sequencing, ordering and grouping</p> <p>Begin to use talk to pretend imaginary situations</p>	<p>Use language to imagine and recreate roles and experiences</p> <p>Use talk to organise, sequence and clarify thinking, ideas, feelings and events</p>
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Goals for linking sounds and letters

<p>Enjoy rhyming and rhythmic activities</p> <p>Distinguish one sound from another</p>	<p>Show awareness of rhyme and alliteration</p> <p>Recognise rhythm in spoken words</p>	<p>Cause a rhyming string</p> <p>Hear and say the initial sound in words and know which letters represent some of the sounds</p>	<p>Hear and say initial and final sounds in words, and short vowel sounds within words</p> <p>Link sounds to letters, naming and sounding the letters of the alphabet</p> <p>Use their phonic knowledge to write simple regular words and make phonetically plausible attempts at more complex words</p>
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From the age of three

Early Learning Goal

Goals for reading

<p>Listen to and join in with stories and poems, one-to-one and also in small groups</p> <p>Show interest in illustrations and print in books and print in the environment</p> <p>Begin to be aware of the way stories are structured</p>	<p>Have favourite books</p> <p>Handle books carefully</p> <p>Suggest how the story might end</p> <p>Know information can be relayed in the form of print</p> <p>Hold books the correct way up and turn pages</p> <p>Understand the concept of a word</p>	<p>Enjoy an increasing range of books</p> <p>Begin to recognise some familiar words</p> <p>Know that information can be retrieved from books and computers</p>	<p>Explore and experiment with sounds, words and texts</p> <p>Retell narratives in the correct sequence, drawing on language patterns of stories</p> <p>Read a range of familiar and common words and simple sentences independently</p> <p>Know that print carries meaning and, in English, is read from left to right and top to bottom</p> <p>Show an understanding of the elements of stories, such as main character, sequence of events, and openings, and how information can be found in non-fiction texts to answer questions about where, who, why and how</p>
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Goals for writing

<p>Draw and paint, something giving meanings to marks</p>	<p>Ascribe meanings to marks</p>	<p>Begin to break the flow of speech into words</p> <p>Use writing as a means of recording and communicating</p>	<p>Use their phonic knowledge to write simple regular words and make phonetically plausible attempts at more complex words</p> <p>Attempt writing for different purposes, using features of different forms such as lists, stories and instructions</p> <p>Write their own names and other things such as labels and captions and begin to form simple sentences, sometimes using punctuation</p>
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Goals for handwriting

<p>Engage in activities requiring hand-eye co-ordination</p> <p>Use one-handed tools and equipment</p>	<p>Draw lines and circles using gross motor movement</p> <p>Manipulate objects with increasing control</p>	<p>Begin to use anticlockwise movement and retrace vertical lines</p> <p>Begin to form recognisable letters</p>	<p>Use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed</p>
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CREATIVE DEVELOPMENT

NAME OF CHILD: _____

From the age of three

Early Learning Goal

Goals for exploring media and materials

<p>Begin to differentiate colours.</p> <p>Use their bodies to explore texture and space.</p> <p>Make three-dimensional structures.</p>	<p>Differentiate marks and movements on paper.</p> <p>Begin to describe the texture of things.</p> <p>Use lines to enclose a space, then begin to use these shapes to represent objects.</p> <p>Begin to construct , stacking blocks vertically and horizontally and making enclosures and creating spaces.</p>	<p>Explore what happens when they mix colours.</p> <p>Understand that different media can be combined.</p> <p>Make constructions, collages, paintings, drawings and dances.</p> <p>Use ideas involving fitting, overlapping, in, out, enclosure, grids and sun-like shapes.</p> <p>Choose particular colours to use for a purpose.</p> <p>Experiment to create different textures.</p> <p>Work creatively on a large or small scale.</p>	<p>Explore colour, texture, shape, form and space in two or three dimensions.</p>
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Goals for music

<p>Join in favourite songs.</p> <p>Show an interest in the way musical instruments sound.</p> <p>Respond to sound with body movement.</p> <p>Enjoy joining in with dancing and ring games.</p>	<p>Sing a few simple songs.</p> <p>Sing to themselves and make up simple songs.</p> <p>Tap out simple repeated rhythms and make some up.</p> <p>Explore and learn how sounds can be changed.</p> <p>Imitate and create movement in response to music.</p>	<p>Begin to build a repertoire of songs.</p> <p>Explore the different sounds of instruments.</p> <p>Begin to move rhythmically.</p>	<p>Recognise and explore how sounds can be changed, sing simple songs from memory, recognise repeated sounds and sound patterns and match movements to music.</p>
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From the age of three

Early Learning Goal

Goals for imagination

<p>Pretend that one object represents another, especially when objects have characteristics in common.</p> <p>Notice what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.</p>	<p>Use one object to represent another, even when the objects have few characteristics in common.</p> <p>Use available resources to create props to support role play.</p> <p>Develop a repertoire of actions by putting a sequence of movements together.</p> <p>Enjoy stories based on themselves and people and places they know well.</p> <p>Engage in imaginative and role play based on own first hand experiences.</p>	<p>Introduce a story line or narrative to their play.</p> <p>Play alongside other children who are engaged in the same theme.</p> <p>Play co-operatively as part of a group to act out a narrative.</p>	<p>Use their imagination in art and design, music, dance, imaginative and role play and stories.</p>
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Goals for responding to experiences, and expressing and communicating ideas

<p>Show an interest in what they see, hear, smell, touch and feel.</p> <p>Use body language, gestures, facial expression or words to indicate personal satisfaction or frustration.</p>	<p>Further explore an experience using a range of senses.</p> <p>Begin to use representation as a means of communication.</p> <p>Describe experiences and past actions, using a widening range of materials.</p>	<p>Try to capture experiences and responses with music, dance, paint and other materials or words.</p> <p>Develop preferences for forms of expression.</p> <p>Talk about personal intentions, describing what they were trying to do.</p> <p>Respond to comments and questions, entering into dialogue about their creations.</p> <p>Make comparisons.</p>	<p>Respond in a variety of ways to what they see, hear, smell, touch and feel.</p> <p>Express and communicate their ideas, thoughts and feelings by using a widening range of materials, suitable tools, imaginative and role play, movement, designing and making, and a variety of songs and musical instruments.</p>
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KNOWLEDGE AND UNDERSTANDING OF THE WORLD

NAME OF CHILD: _____

From the age of three

Early Learning Goal

Goals for exploration and investigation

Show curiosity and interest by facial expression, movement or sound	Show curiosity, observe and manipulate objects. Describe simple features of objects and events.	Examine objects and living things to find out more about them.	Investigate objects and materials by using all of their senses as appropriate. Find out about, and identify, some features of living things, objects and events they observe.
Explore objects.	Sort objects by one function. Talk about what is seen and what is happening.	Notice and comment on patterns. Show an awareness of change.	Look closely at similarities, differences, patterns and change. Ask questions about why things happen and how things work.

Goals for designing and making skills

Investigate construction materials. Realise tools can be used for a purpose.	Join construction pieces together to build and balance. Begin to try out a range of tools and techniques safely.	Construct with a purpose in mind, using a variety of resources. Use simple tools and techniques competently and appropriately.	Build and construct with a wide range of objects, selecting appropriate resources, and adapting their work where necessary. Select the tools and techniques they need to shape, assemble and join materials they are using.
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Goals for information and communication technology

Show an interest in ICT.	Know how to operate simple equipment.	Complete a simple program on the computer and/or perform simple functions on ICT apparatus.	Find out about and identify the uses of everyday technology and communication technology and programmable toys to support their learning.
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Goals for a sense of time

Remember and talk about significant things that have happened to them.	Show interest in the lives of people familiar to them. Begin to differentiate between past and present.		Find out about past and present events of their own lives, and in those of their families and other people they know.
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From the age of three

Early Learning Goal

Goals for a sense of place

Show an interest in the world in which they live.	Comment and ask questions about where they live and the natural world. Notice the differences between features of the local environment.		Observe, find out about and identify features in the place they live and the natural world. Find out about their environment, and talk about those features they like and dislike.
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Goals for cultures and beliefs

Express feelings about a significant personal event.	Describe significant events for family or friends.	Gain an awareness of the cultures and beliefs of others.	Begin to know about their own cultures and beliefs of those of other people.
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MATHEMATICAL DEVELOPMENT

NAME OF CHILD: _____

From the age of three

Early Learning Goal

Goals for numbers as labels and for counting

<p>Show an interest in numbers and counting Use some number names and number language spontaneously Enjoy joining in with number rhymes and songs Use mathematical language in play</p>	<p>Show curiosity about numbers by offering comments or asking questions Use some number names accurately in play Willingly attempt to count, with some numbers in the correct order Recognise groups with one, two or three objects</p>	<p>Show confidence with numbers by initiating or requesting number activities Count up to three or four objects by saying one number name for each item Recognise some numerals of personal significance Begin to represent numbers using fingers, marks on paper or pictures Recognise numerals 1 to 5 then 1 to 9 Count actions or objects that cannot be moved Select the correct numeral to represent 1 to 5, then 1 to 9, objects Show increased confidence with numbers by spotting errors Count an irregular arrangement of up to 10 objects Say the number after any number up to 9 Begin to count beyond 10</p>	<p>Say and use number names in order in familiar contexts Count reliably up to 10 everyday objects Recognise numerals 1 to 9 Use developing mathematical ideas and methods to solve practical problems</p>
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Goals for calculating

<p>Compare two groups of objects, saying when they have the same number</p>	<p>Show an interest in number problems Separate a group of three or four objects in different ways, beginning to recognise that the total is still the same</p>	<p>Sometimes show confidence and offer solutions to problems Find the total number of items in two groups by counting all of them Use own methods to solve a problem Say with confidence the number that is one more than a given number</p>	<p>In practical activities and discussion begin to use the vocabulary involved in adding and subtracting Use language such as ‘more’ or ‘less’ to compare two numbers Find one more or one less than a number from one to 10 Begin to relate addition to combining two groups of objects and subtraction to ‘taking away’</p>
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From the age of three

Early Learning Goal

Goals for shape, space and measures

<p>Show an interest in shape and space by playing with shapes or making arrangements with objects</p> <p>Show awareness of similarities in shapes in the environment</p> <p>Observe and use positional language</p> <p>Use size language such as ‘big’ and ‘little’</p>	<p>Show interest by sustained construction activity or by talking about shapes or arrangements</p> <p>Use shapes appropriately for tasks</p> <p>Begin to talk about the shapes of everyday objects</p>	<p>Sustain interest for a length of time on a pre-decided construction or arrangement</p> <p>Match some shapes by recognising similarities and orientation</p> <p>Use appropriate shapes to make representational models or more elaborate pictures</p> <p>Show curiosity and observation by talking about shapes, how they are the same or why some are different</p> <p>Find items from positional/ directional clues</p> <p>Describe a simple journey</p> <p>Order two items by length or height</p> <p>Choose suitable components to make a particular model</p> <p>Adapt shapes or cut material to size</p> <p>Select a particular named shape</p> <p>Begin to use mathematical names for ‘solid’ 3D shapes and ‘flat’ 2D shapes and mathematical terms to describe shapes</p> <p>Show awareness of symmetry</p> <p>Order two or three items by length</p> <p>Order two items by weight or capacity</p> <p>Instruct a programmable toy</p>	<p>Use language such as ‘greater’, ‘smaller’, ‘heavier’ or ‘lighter’ to compare quantities</p> <p>Talk about, recognise and recreate simple patterns</p> <p>Use language such as ‘circle’ or ‘bigger’ to describe the shape and size of solids and flat shapes</p> <p>Use everyday words to describe position</p> <p>Use developing mathematical ideas and methods to solve practical problems</p>
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PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

NAME OF CHILD: _____

From the age of three

Early Learning Goal

Goals for dispositions and attitudes

<p>Show curiosity.</p> <p>Have a strong exploratory impulse.</p> <p>Have a positive approach to new experiences.</p>	<p>Show increasing independence in selecting and carrying out activities.</p> <p>Show confidence in linking up with others for support and guidance.</p>	<p>Display high levels of involvement in activities.</p> <p>Persist for extended periods of time at an activity of their choosing.</p> <p>Take risks and explore within the environment.</p>	<p>Continue to be interested, excited and motivated to learn.</p> <p>Be confident to try new activities, initiate ideas and speak in a familiar group.</p> <p>Maintain attention, concentrate, and sit quietly when appropriate.</p>
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Goals for self-confidence and self-esteem

<p>Separate from main carer with support.</p>	<p>Separate from main carer with confidence.</p> <p>Have a sense of belonging.</p> <p>Show care and concern for self.</p> <p>Talk freely about their home and community.</p>	<p>Have a sense of self as a member of different communities.</p> <p>Express needs and feelings in appropriate ways.</p> <p>Initiate interactions with other people.</p>	<p>Respond to significant experiences, showing a range of feelings when appropriate.</p> <p>Have a developing awareness of their own needs, views and feelings and be sensitive to the needs, views and feelings of others.</p>
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Goals for making relationships

<p>Feel safe and secure and demonstrate a sense of trust.</p> <p>Seek out others to share experiences.</p> <p>Relate and make attachments to members of their group.</p>	<p>Demonstrate flexibility and adapt their behaviour to different events, social situations and changes in routine.</p>	<p>Value and contribute to own well being and self control.</p>	<p>Form good relationships with adults and peers.</p> <p>Work as part of a group or class, taking turns and sharing fairly, understanding that there needs to be agreed values and codes of behaviour for groups of people, including adults and children, to work together harmoniously.</p>
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Goals for behaviour and self-control

<p>Begin to accept the needs of others with support.</p>	<p>Show care and concern for others and living things and the environment.</p>	<p>Show confidence and the ability to stand up for own rights.</p> <p>Have an awareness of the boundaries set and behavioural expectations within the setting.</p>	<p>Understand what is right, what is wrong and why.</p> <p>Consider the consequences of their words and actions for themselves and others.</p>
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Goals for self-care

<p>Show willingness to tackle problems and enjoy self-chosen challenges.</p> <p>Demonstrate a sense of pride in own achievement.</p>	<p>Take initiatives and manage developmentally appropriate tasks.</p>	<p>Operate independently within the environment and show confidence in linking up with others for support and guidance.</p>	<p>Dress and undress independently and manage their own personal hygiene.</p> <p>Select and use activities and resources independently.</p>
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From the age of three

Early Learning Goal

Goals for sense of community

Make connections between different parts of their life experience.	Show a strong sense of self as a member of different communities, such as their family or setting.	Have an awareness of, and show interest and enjoyment in, cultural and religious differences. Have a positive self image and show that they are comfortable with themselves.	Understand that people have different needs, views, cultures and beliefs with respect.
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PHYSICAL DEVELOPMENT

NAME OF CHILD: _____

From the age of three

Early Learning Goal

Goals for movement

<p>Move spontaneously within available space.</p> <p>Respond to rhythm, music and story by means of gesture and movement.</p> <p>Can stop.</p>	<p>Move freely with pleasure and confidence.</p> <p>Move in a range of ways such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.</p> <p>Use movement to express feelings.</p> <p>Adjust speed or change direction to avoid obstacles.</p> <p>Negotiate space successfully when playing racing and chasing.</p>	<p>Go backwards and sideways as well as forwards.</p> <p>Experiment with different ways of moving.</p> <p>Initiate new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.</p> <p>Jump off an object and land appropriately.</p>	<p>Move with confidence, imagination and in safety.</p>
<p>Manage body to create intended movements.</p> <p>Combine and repeat a range of movements.</p>	<p>Sit up, stand up and balance on various parts of the body.</p> <p>Demonstrate the control necessary to hold a shape or fixed position.</p> <p>Mount stairs, steps or climbing equipment using alternate feet.</p>	<p>Manipulate materials and objects by picking up, releasing, arranging, threading and posting them.</p> <p>Show increasing control over clothing and fastenings.</p>	<p>Move with control and coordination.</p> <p>Travel around, under, over and through balancing and climbing equipment.</p>

Goals for sense of space

<p>Negotiate an appropriate pathway when walking, running or using a wheelchair or other mobility aids both indoors and outdoors.</p> <p>Judge body space in relation to spaces available when fitting into confined spaces or negotiating holes and boundaries.</p>	<p>Show respect for other children's personal space when playing around them.</p> <p>Persevere in repeating some actions/attempts when developing a new skill.</p> <p>Collaborate in devising and sharing tasks, including those which involve accepting rules.</p>	<p>Move body position as necessary.</p> <p>Show a clear and consistent preference for the left or right hand.</p>	<p>Show awareness of space, of themselves and of others.</p>
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Goals for health and bodily awareness

<p>Show awareness of own needs with regard to eating, sleeping and hygiene.</p> <p>Often need adult support to meet those needs.</p>	<p>Show awareness of a range of healthy practices with regard to eating, sleeping, and hygiene.</p> <p>Observe the effects of activity on their bodies.</p>	<p>Show some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.</p>	<p>Recognise the importance of keeping healthy and those things which contribute to this.</p> <p>Recognise the changes that happen to their bodies when they are active.</p>
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From the age of three

Early Learning Goal

Goals for using equipment

<p>Operate equipment by means of pushing and pulling movements.</p>	<p>Construct with large materials such as cartons, long lengths of fabric and planks.</p> <p>Show increasing control in using equipment for climbing, scrambling, sliding and swinging.</p>	<p>Use increasing control over an object by touching, pushing, patting, throwing, catching or kicking it.</p> <p>Retrieve, collect and catch objects.</p>	<p>Use a range of small and large equipment.</p>
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Goals for using tools and materials

<p>Engage in activities requiring hand eye coordination.</p> <p>Use one-handed tools and equipment.</p>	<p>Demonstrate increasing skill and control in the use of mark-making implements, blocks, construction sets and 'small world' activities.</p> <p>Understanding that equipment and tools have to be used safely.</p>	<p>Explore malleable materials by patting, stroking, poking, squeezing, pinching and twisting them.</p> <p>Manipulate materials to achieve a planned effect.</p> <p>Use simple tools to effect changes to the materials.</p> <p>Show understanding of how to transport and store equipment safely.</p> <p>Practice some appropriate safety measures without direct supervision.</p>	<p>Handle tools, objects, construction and malleable materials safely and with increasing control.</p>
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