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| Study of Society & Environment |  | Health and Physical Education |  | The Arts |  | Technology |
| Students are able to:  • pose questions for investigations  • plan simple investigations based on questions  • identify and collect information and evidence from narratives and familiar sources  • make judgments about the usefulness of the information and evidence  • draw conclusions and give explanations, using information and evidence  • communicate social and environmental ideas, using texts and terminology to match audience and purpose  • share ideas, and plan and enact responses to group or community issues  • participate in group decision making to achieve goals  • reflect on and identify values associated with fairness, protecting the environment and behaving peacefully  • reflect on learning to identify new understandings. |  | Students are able to:  • pose questions and plan simple activities and investigations  • identify and collect information and evidence  • draw conclusions and make decisions  • propose and take action to promote health and wellbeing, movement capacities and personal development  • apply fundamental movement skills when participating in physical activities  • create and sequence simple movement patterns in response to stimuli  • apply personal development skills when interacting with others  • follow guidelines to apply safe practices  • reflect on and identify how behaviours, skills and actions influence health and wellbeing, movement capacities and personal development  • reflect on learning to identify new understandings. |  | Students are able to:  • select ideas for arts works, considering particular audiences and particular purposes, using arts elements and languages  • create and shape arts works by combining arts elements to express personal ideas, feelings and experiences  • practise arts works, using interpretive and technical skills  • present arts works to familiar audiences, using arts techniques, skills and processes  • follow guidelines to apply safe practices  • respond to arts works and describe initial impressions and personal interpretations, using arts elements and languages  • reflect on learning to identify new understandings. |  | Students are able to:  • identify the purpose for design ideas  • generate simple ideas for designs  • communicate major features of their designs, using 2D or 3D visual representations and words  • select resources, simple techniques and tools to make products  • plan and sequence main steps in production procedures  • make products by following production procedures to manipulate and process resources  • follow guidelines to apply safe practices  • evaluate products and processes by identifying what worked well, what did not and ways to improve  • reflect on the uses of technology and describe the impact in everyday situations  • reflect on learning to identify new understandings. |

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| Languages |  |  |
| Beginner | Elementary | Lower Intermediate |
| Students are able to:  • identify the purpose or main topic in simple spoken and written texts, using visual and verbal language  • respond to familiar statements and questions in simple conversations and discussions, using key words, phrases and memorised material  • identify and use non-verbal communication strategies in familiar contexts  • construct simple spoken and written texts in familiar contexts  • notice and compare aspects of the target language and English and/or other familiar languages  • notice and compare aspects of their own cultures and of the target cultures  • reflect on and evaluate the suitability of language choices in familiar contexts  • reflect on learning to identify new understandings and future applications. | Students are able to:  • interpret a range of spoken and written texts in different contexts where familiar and some unfamiliar language is used  • interpret and respond by manipulating some elements of language to contribute to conversations for different purposes, contexts and audiences  • recognise and use appropriate verbal and non-verbal language to support the development of communicative competence  • select and apply strategies to adjust verbal and nonverbal language for a variety of purposes, contexts and audiences, and respond appropriately to feedback  • construct simple, cohesive spoken and written texts for different contexts, displaying some concept of register  • notice and compare similarities and differences between the target language and English and/or other familiar languages  • notice and compare their own beliefs, attitudes and practices and those reflected in the target culture  • reflect on and evaluate the suitability of language choices for purpose, context and audience  • reflect on learning, apply new understandings and identify future applications. | Students are able to:  • interpret ideas and information in spoken and written texts and make judgments about the ways that people, places, events and things are represented  • locate, analyse and respond in the target language to information on topics and issues of significance to members of the target cultures of a similar age  • plan, monitor and adjust verbal and non-verbal language to suit the role, purpose, context and audience  • construct spoken and written texts that present an argument, perspective or opinion  • recognise that texts are culturally constructed, and analyse embedded cultural information  • notice and compare similarities and differences in text formats, language and style between similar texts in the target language and English, and/or other familiar languages, to inform intercultural communication  • notice and compare beliefs, values and practices in target language texts to identify the author’s purpose and audience  • reflect on and evaluate the appropriateness of their own and others’ language choices in target language texts for purpose, context and audience  • reflect on and evaluate learning to evaluate and apply new understandings and future applications. |