Details of how *Junk Music™* programs comply with The National Curriculum of England

ENGLISH

Key Stage 1 - Year 1

- Using phonics
- Recognising and joining in predictable phrases`
- Appreciate rhymes
- Discuss word meanings
- Making inferences on the basis of what is being said or done
- Taking turns and listening to what others say

Key Stage 1 - Year 2

- Using phonics
- Discussing the meanings of words
- Making inferences based upon what is being said and done
- Answering and asking questions
- Predicting what might happen based upon current information
- Sentences with different forms: Statement, Question, Exclamation, Command

Key Stage 2 - Years 3 & 4

- Preparing poems to read aloud and to perform showing understanding through intonation, volume, and action
- Recognising several forms of poetry (free verse, narrative)
- Plan writing by discussing writing similar to that which one is planning to write (structure, vocabulary, and grammar).

Key Stage 2 - Years 5 & 6

- Preparing poems to read aloud and to perform showing understanding through intonation, volume, and action
- Predicting what might happen from details stated or implied
- Distinguish between statements of fact and opinion
- Provide reasoned justifications for their views
- Noting and developing initial ideas
- Drawing on reading and research when necessary
- Draft and write by selecting appropriate grammar, vocabulary, and understanding how such choices can change or enhance meaning
- In narratives, describe settings, characters, atmosphere, and integrating dialogue to convey character, and to advance the action
- Evaluate and edit by posing changes to vocabulary, grammar, and punctuation in order to enhance effects and clarify meaning

Key Stage 3 & 4

- Listening to and building on the contributions of others
- Asking questions to clarify, inform, and challenging courteously when necessary
- Improvising, rehearsing and performing poetry using role, intonation, tone, volume, mood, silence, stillness and action to add impact.

MATHEMATICS

Key Stage 1 - Year 1
- Count forwards and backwards
- Compare, describe, and solve practical problems for time (quicker, slower, earlier, later)
- Concepts of whole, half, quarter, eighth, and sixteenth

Key Stage 1 - Year 2
- Recognise fractions
- Totalling and comparing categorical data

Lower Key Stage 2 - Year 3
- Compare durations of events
- Identify horizontal and vertical lines
- Identifying perpendicular and parallel lines

Lower Key Stage 2 - Year 4
- Estimate and use inverse operations
- Identifying lines of symmetry in 2D shapes

Upper Key Stage 2 - Year 5
- Solve programs using addition, subtraction, multiplication, and division- including the understanding of the equal sign
- Convert between the different units of metric measure
- Understand and use approximate equivalences between metric units and common imperial units
- Measure and calculate the perimeter of composite rectilinear shapes in centimeters and meters
- Solve problems involving converting between units of time

Upper Key Stage 2 - Year 6
- Solve problems which require answers to be rounded to specified degrees of accuracy
- Solve problems involving the relative sizes of two quantities where missing value can be found by using integer multiplication, division, fractions, or multiples
- Express missing number problems algebraically
- Enumerate possibilities of combinations of two variables
- Illustrate and name the parts of circles, including radius, diameter, circumference, the diameter is twice the radius

Upper Key Stage 3
- The shortest distance between tow points is a straight line
- Make and use connections between different parts of mathematics to solve problems
- Select appropriate concepts, methods and techniques to apply too unfamiliar and non-routine problems
- Calculate exactly using fractions

SCIENCE

Key Stage 1 - Years 1 &2
- Asking simple questions and recognising they can be answered in different ways
- Perform simple tests
- Identify and classify

Key Stage 1 - Year 1
- Distinguish between and object and the materials from which it is made
- Identify and name a variety of everyday materials including wood, plastic, glass, metal, water and rock
- Describe the simple physical properties of a variety of everyday materials
- Compare and group together a variety of everyday materials on the basis of simple physical properties

Key Stage 1 - Year 2
- Identify and compare the suitability of everyday materials for particular uses

Lower Key Stage 2
- Setting up simple comparative and practical enquiries, comparatives, and tests
- Identifying differences, similarities, or changes related to simple scientific ideas or processes

Lower KeyStage 2 - Year 3
- Compare and group together different kinds of rocks on the basis of their appearance, and simple physical properties
- Recognise soils are made from rocks and organic matter

Lower KeyStage 2 - Year 4
- Recognise that environments can change and that this can sometimes pose dangers to living things
- Identify how sounds are made, associating some of them with something vibrating
- Recognise that vibrations from sound travels through a medium into the ear
- Find patterns between the pitch of a sound and the features of the object that produced it
- Find patterns between the volume of a sound and the strength of the vibrations that produced it
- Recognise that sounds get fainter as the distance from the sound source increases

Upper Key Stage 2
- Using test results to make predictions to set up further comparisons and tests
- Reporting and presenting findings from enquiries, including conclusions

Upper Key Stage 2 - Year 5
- Compare and group together everyday materials on the basis of their properties including hardness, transparency, conductivity…
- Give reasons based upon evidence from comparative and fair tests for the particular uses of everyday materials including wood, plastic and metal
- Identify the effects of friction that acts between moving surfaces
- Recognise that some mechanisms including levers, pulls and gears allow a smaller force to have a greater effect.

Upper Key Stage 2 - Year 6

- Compare and give reasons for how components function (the brightness of bulbs, the loudness of buzzers)

Key Stage 3

- Pay attention to objectivity and concern for accuracy, precision, repeatability, and reproducibility
- Ask questions and develop a line of inquiry based upon observations of the real world, alongside knowledge and experience
- Apply sampling techniques
- Apply mathematical concepts and calculate results
- Undertake basic data analysis including simple statistical techniques
- The interdependence of organisms in a ecosystem, including food webs and insect pollinated crops
- How organisms affect and are affected by their environment including the accumulation of toxic materials
- Earth as a source of limited resources and efficacy of recycling
- Other processes that involve energy transfer
- Forces needed to stop or start movement
- Frequencies of sound waves
- Sound needs a medium to travel
- Sound is produced by vibrations in objects and the ear vibrates as well

Key Stage 4

- Explaining everyday and technical applications of science and the personal, economic, and environmental implications
- Organisms adapt to their environment
- Positive and negative human interactions with ecosystems
- The viability of the recycling of certain materials
- Potential effects of, and mitigation of, increased levels of carbon dioxide and methane on the Earth's climate
- Common atmospheric pollutants and their sources
- The earth's water resources
- Obtaining potable water
- The wave models of sound
- The concept of cause and effect
- The speed of sound
- Amplitude, wave length and frequency

ART AND DESIGN

Key Stage 1

- Use a range of materials creatively to design and make products
- Develop a wide range of art & design techniques using colour, pattern, texture, line, shape, form, and space

Key Stage 2
- Develop experimentation and increase awareness of different kinds of art, craft and design

Key Stage 3
- Analyse and evaluate your own work, and that of others, in order to strengthen the impact or application of the work

DESIGN AND TECHNOLOGY

Key Stage 1
- Design purposeful, functional, and appealing products
- Select from and use a range of tools and equipment to perform practical take such as cutting shaping, joining and finishing
- Select from and use a range of construction materials
- Explain how designs can be made more stable and stronger
- Explore mechanisms

Key Stage 2
- Develop a design that offers innovation and functionality to a product
- Select from and use a wide range of tools and equipment
- Select from and use a wide range of materials and components
- Evaluate in order to improve your work
- Make designs stronger and more stable
- Use mechanical systems

Key Stage 3
- Identify and solve design problems
- Select from and use a wide range of tools and equipment
- Select from and use a wide range of materials
- Understand the use and properties of materials as well as the performance of structural elements to achieve functionality

MUSIC

Key Stage 1
- Use the voice to speak chants and rhymes
- Play tuned and untuned instruments musically
- Experiment with, create, select and combine sounds using the inter-related dimensions of music

Key Stage 2
- Play and perform in solo and ensemble contexts
- Use voices and play instruments together
- Improvise and compose music for a range of purposes using the inter-dimensions of music

Key Stage 3
- Play and perform in solo and ensemble contexts
- Improvise and compose music for a range of purposes using the inter-dimensions of music

- Identify and use the inter-dimensions of music: tonality, scales, rhythm, repetition, dynamics

PHYSICAL EDUCATION

Key Stage 1
- Master basic dancing movements - develop balance, agility and coordination
- Perform dances using simple movements

Key Stage 2
- Develop flexibility, strength, technique, control and balance
- Perform dances

Key Stage 3
- Perform dances with advanced dance techniques