

For Key Stage 2 the exact matches between learning outcomes from the curriculum and those of Ultra Education are:

Key Stage 2- Maths:

- Read, write, order and compare numbers up to 10,000,000 (Year 6)
- Complete, read and interpret information in tables and timetables
- Recognising the value of coins, adding and subtracting, giving change
- Estimate, compare and calculate money in pounds and pence
- Solve problems involving the calculation of percentages and the use of percentages for comparison
- Use negative numbers in context and calculate intervals across zero (i.e. making losses)
- Interpret and construct pie charts, bar charts, pictograms, tables and line graphs

Key Stage 2- Design & Technology:

- Use research and develop design criteria for innovative, functional, appealing products that are fit for purpose, and aimed at particular individuals or groups
- Evaluate ideas and products against design criteria and consider views of others to improve work
- Select from and use a range of tools and equipment to perform practical tasks accurately
- Select from and use materials, textiles, and ingredients, according to their properties
- Generate, develop, model and communicate ideas through, discussion, sketches, prototypes, and computer aided design
- Prepare and cook a variety of dishes using a range of cooking techniques

- **Understand and apply the principles of a healthy and varied diet**

Key Stage 2- English:

- **Retrieve and record information from non-fiction sources**
- **Read aloud own writing to a group or class, tone and volume of voice so that meaning is clear**

Key Stage 2- Art & Design:

- **Produce creative work, exploring ideas and recording experiences**

Key Stage 2- Science:

- **Give reasons for the particular uses of everyday materials including metals, wood, and plastic**
- **Identify scientific evidence that has been used to support or refute ideas or arguments**
- **Gather, record, classify and present data in a variety of ways to help in answering questions**
- **Identify and compare the suitability of a variety of everyday materials: wood, plastic, glass, brick, rock, paper, cardboard**

Key Stage 2- Computing:

- **Understand computer networks including the internet, and the opportunities they offer for communication and collaboration**
- **Use search facilities effectively, and be discerning in evaluating digital content**
- **Use technology safely, respectfully and responsibly, identify ways to report concerns**



For Key Stage 3 the exact matches between learning outcomes from the curriculum and those of Ultra Education are:

Key Stage 3 - Maths:

- Pupils can apply arithmetic fluently to problems
- Pupils can apply understanding of probability to risk and uncertainty
- Systematic use of sets, tables, grids and Venn diagrams
- Use a calculator and other technological instruments to calculate results accurately and interpret them appropriately
- Solve problems involving percentage increase and decrease, and 'simple interest' in financial calculations
- Construct and interpret tables, charts and diagrams

Key Stage 3 - Design and Technology:

- Test, evaluate and refine ideas and products against a specification, taking into account the views of intended users
- Develop and communicate design ideas using sketches, plans and 3D modelling, oral and digital presentations and computer-based tools
- Use research and exploration, such as the study of different cultures, to identify and understand user needs
- Develop specifications to inform the design of innovative, functional, and appealing products

Key Stage 3 - Art and Design:

- Production of notes and polished scripts for talks and presentations
- Summarizing and organising material and supporting ideas and arguments with factual detail
- Pupils can write narratives, explanations, descriptions, comparisons, summaries, and evaluations
- Pupils can justify ideas with reasons and ask questions to check understanding
- Pupils can speak clearly and convey ideas confidently using Standard English

Key Stage 3 – Citizenship:

- The functions and uses of money, the importance of budgeting and managing risk
- Consolidate numerical capability including place value and decimals (currency)
- Explore what can and cannot be inferred in statistical settings and express arguments formally
- Use mathematics to interpret and solve problems, including financial mathematics
- Model situations mathematically and express the results using a range of representations
- Select appropriate concepts, methods and techniques to apply to unfamiliar problems
- Select and use appropriate calculation strategies to solve increasingly complex problems
- Interpret the gradient of a straight-line graph as a rate of change

Key Stage 3- Statistics:

- Use scatter graphs to describe simple mathematical relations between two observed variables

Key Stage 3- Science:

- (Health) The effects of recreational drugs (including substance misuse) on behaviour, health and life processes

Key Stage 3- Computing:

- Design, use and evaluate abstractions that model the state and behaviour of real-world problems
- Undertake creative projects that involve selecting applications and collecting and analysing data

Key Stage 3 - Art and Design:

- Analyse and evaluate own work, and that of others, in order to strengthen visual impact
- Use a range of techniques to record observations in sketchbooks, journals and other media as a basis for exploring ideas

Key Stage 3 – English:

- Give short speeches and presentations, expressing own ideas and keeping to the point
- Use Standard English confidently in a range of formal contexts, including discussion



For Key Stage 4 the exact matches between learning outcomes from the curriculum and those of Ultra Education are:

Key Stage 4 – Maths:

- Explore what can and cannot be inferred from statistics and express arguments formally
- Use mathematics to interpret and solve problems, including financial mathematics
- Model situations mathematically and express the results using a range of representations what can and cannot be inferred from statistics and express arguments formally
- Select appropriate concepts, methods and techniques to apply to unfamiliar problems
- Develop use of mathematical knowledge to solve problems in financial contexts
- Solve and interpret compound interest problems
- Assess the validity of an argument and the accuracy of a given way of presenting information
- Apply statistics to describe a population
- Interpret and construct tables and live graphs for time series data
- Infer properties of populations or distributions from a sample, whilst knowing the limitations of sampling
- Use a probability model to predict the outcomes of future experiments
- Use tree diagrams to calculate the probability of independent and dependent combined events

Key Stage 4 – English:

- **Make notes, draft and write, using information provided by others eg from a presentation**

Key Stage 4 – Computing:

- **Develop and apply analytic, problem-solving, design and computational thinking skills**
- **Develop capability, creativity and knowledge in computer science, digital media and IT**

Key Stage 4 – Citizenship:

- **Income and expenditure, credit and debt, insurance, savings and pensions, financial products and services, how public money is raised and spent (taxation)**
- **The different ways a citizen can contribute to the improvement of his/her community, including volunteering and other responsible activity (eg entrepreneurship)**

