# Teacher subject knowledge audit for KS 2

Art & Design subject knowledge audit

Year group:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Aspect of  Art & Design | Question | I am very confident | I think I can teach this | I am not confident |
| Making Skills | I can support the use of sketchbooks to record observations |  |  |  |
| I can improve children’s mastery of art and design techniques |  |  |  |
| I can teach drawing, painting and sculpture with a range of materials, for example, pencil, charcoal, paint and clay |  |  |  |
| Generating Ideas | I can teach how to use sketchbooks to review and revisit ideas |  |  |  |
| I can support children’s imaginations and interpretations to develop their thinking |  |  |  |
| I can support children to express their ideas in different ways |  |  |  |
| Formal Elements | I know how to develop pupils’ understanding of line tone and form |  |  |  |
| Knowledge of Artists | I know about great artists in history |  |  |  |
| I know about great architects and designers in history |  |  |  |
| I can teach about the techniques used by different artists, such as printing or weaving |  |  |  |
| Evaluating | I can teach how to critically discuss works of art |  |  |  |
|  | I teach the full Art & Design curriculum with confidence |  |  |  |

Any other comments:

Computing subject knowledge audit

Year group:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Aspect of Computing | Question | I am very confident | I think I understand | I am not at all sure about |
| **Computational Thinking** | I can design write and debug programs for specific goals, including controlling or simulating physical systems |  |  |  |
| I can solve problems by decomposing them into smaller parts |  |  |  |
| I understand and use sequence, selection and repetition in programs |  |  |  |
| I know how to work with variables |  |  |  |
| I can work with different forms of input and output |  |  |  |
| I use logical reasoning to explain how algorithms work |  |  |  |
| I can detect errors and debug programs |  |  |  |
| **Digital Literacy and Online Safety** | I understand the opportunities the Internet offers for collaboration and communication |  |  |  |
| I use search technologies effectively and am discerning with digital content found online |  |  |  |
| I can use a variety of software and devices to create programs, systems and content to achieve given goals |  |  |  |
| I can collect, analyse, evaluate and present data |  |  |  |
| I can use technology safely, respectfully and responsibly |  |  |  |
| I recognise acceptable and unacceptable behaviour |  |  |  |
| I know a range of ways to report concerns about online content or contact |  |  |  |
| **Computers and Hardware** | I understand what a computer network is and how it works |  |  |  |
| I understand how search engines work |  |  |  |

**Any other comments:**

D&T subject knowledge audit

Year group:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Aspect of D&T | Question | I am very confident | I think I understand | I am not at all sure |
| **Design** | D&T projects in our class are always purposeful, functional and appealing |  |  |  |
| I can teach how to draw cross-sectional, exploded diagrams, pattern pieces (textiles) and CAD |  |  |  |
| **Make** | I can teach how to appropriately and effectively use equipment and materials when creating structures, mechanisms, textiles or food |  |  |  |
| I understand the benefits and drawbacks of a range of materials including those used for construction, textiles and ingredients |  |  |  |
| **Evaluate** | I can teach how to analyse and critically evaluate other products according to criteria |  |  |  |
| I can explain how events and individuals in D&T have helped shape our world |  |  |  |
| **Technical knowledge** | I create opportunities for children to apply their understanding by creating complex structures |  |  |  |
| I incorporate a range of mechanisms into D&T projects e.g. gears, pulleys, cams, levers and linkages |  |  |  |
| I incorporate electrical systems into D&T projects e.g. switches, bulbs, motors, buzzers |  |  |  |
| I can teach a range of different stitches and sewing techniques |  |  |  |
| I support children when applying their understanding of computing to program, monitor and control their products |  |  |  |
| **Cooking and Nutrition:** I can teach children how to prepare dishes using a range of techniques |  |  |  |
| **Cooking and Nutrition:** I can explain seasonality as well as the location and processes behind ingredients’ growth or manufacture |  |  |  |
|  | I teach the full D&T curriculum with confidence |  |  |  |

**Any other comments:**

Languages subject knowledge audit

Year group:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Aspect of Languages | Question | I am very confident | I think I understand | I am not at all sure |
| **Oracy** | I can model accurate pronunciation |  |  |  |
| I can teach patterns and sounds of language through songs and rhymes |  |  |  |
| I can speak in sentences using basic vocabulary but understand how to adapt these depending on context |  |  |  |
| I can teach children how to present ideas and information orally |  |  |  |
| I can teach children to describe people, places, things and actions orally |  |  |  |
| I can teach how to listen and identify words and phrases |  |  |  |
| **Literacy** | I can teach how to read words, phrases and simple sentences in another language |  |  |  |
| I can teach how to adapt sentences to write new ones |  |  |  |
| I can teach children to describe people, places, things and actions in writing |  |  |  |
| I can teach basic grammar points of a different language, including structure, features and patterns and how these differ or are similar to English |  |  |  |
| I use different strategies to help children understand unfamiliar words and phrases |  |  |  |
| I can support children to find and learn new vocabulary to write or say what they want |  |  |  |
| I understand (where relevant) feminine, masuline and neuter forms and the conjugation of high frequency verbs |  |  |  |
| **Intercultural Understanding** | I can teach a variety of different songs, stories, poems and rhymes in another language |  |  |  |
|  | I teach the full Languages curriculum with confidence |  |  |  |

Music subject knowledge audit

Year group:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Aspect of Music | Question | I am very confident | I think I understand | I am not at all sure |
| **Performing** | I can support children to play and perform in solo and ensemble contexts |  |  |  |
| I can teach children to use their voices with accuracy, fluency, control and expression |  |  |  |
| I can teach children to play musical instruments with accuracy, fluency, control and expression |  |  |  |
| **Listening** | I can teach how to listen with attention to detail |  |  |  |
| I can support children to recall sounds with increasing aural memory |  |  |  |
| I have access to a wide range of high-quality live and recorded music |  |  |  |
| I have access to high-quality music drawn from different traditions, from great composers and musicians |  |  |  |
| I can teach children how to identify the inter-related dimensions of music |  |  |  |
| **Composing** | I can teach how to use and understand staff and other musical notations |  |  |  |
| I can help children to improvise and compose music for a range of purposes using the inter-related dimensions of music |  |  |  |
| **History of Music** | I can teach children how to appreciate and understand music drawn from different traditions and from great composers and musicians |  |  |  |
|  | I teach the full Music curriculum with confidence |  |  |  |

**Any other comments:**