

Scheme Progression Overview and Outcomes for Year 5 (Upper KS2)

This document includes:

- Musical learning focus explained for each Unit of Work, year group and end of Key Stage
- An Overview of Expected Learning Outcomes Year 5 (end of year) linked to the relevant Strand of Musical Learning
- Specific Teaching/Learning ideas and their outcomes linked to the relevant Strands of Musical Learning for the year group

Musical Learning Focus explained for each Unit of Work, year group and end of Key Stage

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

— National curriculum in England: music programmes of study, key stage 2

The Musical Learning Focus from each Unit of Work progress to the Expected Musical Learning Outcomes for the End of Year (see in this document). The children will be able to demonstrate their learning as they work towards the End of Key Stage Expectations. Therefore these outcomes will fulfil the End of Key Stage Expectations (see Assessment Framework) which are in line with national attainment targets for music. **(Use the One-page Lesson Plan and please refer to the End of Key Stage Expectations document relevant to your year group from the Assessment Framework.)**

Ofsted have stated that “*We will not always know the learning outcomes*” so segregated learning objectives at the start of each lesson are not appropriate. Musical teaching and learning is not neat or linear, children do not learn in straight lines. The strands of musical learning, presented within the lesson plans and the on-screen resources, are part of the learning spiral. Over time, children develop new musical skills and concepts, and also revisit established musical skills and concepts. Repeating a musical skill doesn’t mean their progress is slowing down or their development is moving backwards; it enables them to re-enforce their musical understanding in order to improve the quality of their musicianship. To achieve mastery means gaining both a deeper understanding of musical skills and concepts and learning something new.

Each Unit of Work has a focus - an ongoing musical learning focus, a unit-specific focus:

- **Ongoing musical learning focus (learning new musical skills/concepts and revisiting them):** Listen & Appraise, Musical Activities (Games, Singing, Playing), Performing. Improvisation and Composition are covered too but as options.
- **Unit-specific focus -** Musical skills/concepts that may be discrete to a particular unit and style focus (the style or styles of music relevant to the unit).

Units of Work in Year 5 and their Learning Focus

Units of Work	Ongoing Focus Learning new musical skills/concepts and revisiting them over time and with increasing depth and confidence.	Unit-specific Focus
Autumn 1: Livin' On A Prayer	In greater depth and with increasing confidence: Listen & Appraise - recognise styles, find the pulse, recognise instruments, listen, discuss other dimensions of music Musical Activities - a new activity is added until Step 4: • Games - internalise, understand, feel, know how the dimensions of music work together. Focus on Warm-up Games (pulse, rhythm, pitch, tempo, dynamics). Explore the link between sound and symbol. • Singing - sing, learn about singing and vocal health. Continue to learn about working in a group/band/ensemble. • Playing - play a classroom/band instrument in a group/band/ensemble. Explore the link between sound and symbol. • Improvisation - option after Step 3 - explore and create your own responses, melodies and rhythms. • Composition - option after Step 4 - create your own responses, melodies and rhythms and record them in some way. Explore the link between sound and symbol. Perform/Share - work together in a group/band/ensemble and perform to each other and an audience. Discuss/respect/improve your work together.	Rock anthems: • We Will Rock You by Queen • Smoke On The Water by Deep Purple • Rockin' All Over The World by Status Quo • Johnny B.Goode by Chuck Berry • I Saw Her Standing There by The Beatles
Autumn 2: Classroom Jazz 1	Listen & Appraise (descriptions for all strands as above) Musical Activities: • Playing • Improvisation Perform/Share	Jazz and improvisation.
Spring 1: Make You Feel My Love	Listen & Appraise (descriptions for all strands as above) Musical Activities - a new activity is added until Step 4: • Games • Singing • Playing • Improvisation - option after Step 3 • Composition - option after Step 4 Perform/Share	Pop ballads: • Make You Feel My Love by Bob Dylan - Adele version • Make You Feel My Love - Bob Dylan version • So Amazing by Luther Vandross • Hello by Lionel Richie • The Way You Look Tonight by Jerome Kern • Love Me Tender by Elvis Presley

Spring 2: Fresh Prince of Bel-Air	Listen & Appraise (descriptions for all strands as above) Musical Activities - a new activity is added until Step 4: • Games • Singing • Playing • Improvisation - option after Step 3 • Composition - option after Step 4 Perform/Share	Old School Hip Hop: • Fresh Prince Of Bel-Air by Will Smith • Me, Myself And I by De La Soul • Ready Or Not by The Fugees • Rapper's Delight by The Sugarhill Gang • U Can't Touch This by MC Hammer • It's Like That by Run DMC
Summer 1: Dancing In The Street	Listen & Appraise (descriptions for all strands as above) Musical Activities - a new activity is added until Step 4: • Games • Singing • Playing • Improvisation - option after Step 3 • Composition - option after Step 4 Perform/Share	Motown: • Dancing In The Street by Martha And The Vandellas • I Can't Help Myself (Sugar Pie Honey Bunch) by The Four Tops • I Heard It Through The Grapevine by Marvin Gaye • Ain't No Mountain High Enough by Marvin Gaye and Tammi Terrell • You Are The Sunshine Of My Life by Stevie Wonder • The Tracks Of My Tears by Smokey Robinson And The Miracles
Summer 2: Reflect, Rewind and Replay	Listen & Appraise (descriptions for all strands as above) Musical Activities: • Games • Singing • Playing • Improvisation • Composition Perform/Share	Revision and deciding what to perform. Listen to Western Classical Music. The language of music.

Overview of Expected Learning Outcomes in Year 5: 1. Listen & Appraise

Strand of Musical Learning	National Curriculum Expectations for all pupils	Charanga Response for Y5 KS2/ages 9-10	Expectations for the end of Upper KS2	Charanga Response to assessing end of Upper KS2 Expectations
Listen & Appraise	<i>Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.</i>	The children will continue to listen to a variety of musical styles from different times and traditions. Recognise instruments and features of key musical styles. Encourage confident discussion using accurate musical language.	Children will be taught to: • <i>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</i> • <i>Develop an understanding of the history of music.</i>	See 'End of Key Stage Expectations' document in the Assessment Framework.

Specific Teaching/Learning and Outcomes for Year 5: 1. Listen & Appraise

Listen & Appraise: Charanga Musical School response for Year 5 KS2/ages 9-10	Teaching Overview Y5 ages 9-10 What the teacher will do (refer to Activity Manual and lesson documentation/plans)	Learning Overview Y5 ages 9-10 What the children will learn (refer to Activity Manual and Lesson documentation/plans)	Five Expected Musical Learning Outcomes Y5 ages 9-10. These outcomes lead to the End of KS Expectations (see Assessment). Children will demonstrate their learning as they work towards them.
The children will continue to listen to a variety of musical styles from different times and traditions. Recognise instruments and features of key musical styles. Encourage confident discussion using accurate musical language.	Continue to encourage the children to have fun and enjoy listening to a wide range of different styles of music. Styles include: Pop, Motown, Country, A Capella Music, 80s Rock, Funk, The Beatles, Latin, Early Classical Music, 20th Century Classical Music, Contemporary Classical Music. Work with the children to: - Find the pulse together whilst listening to the song/s. - Encourage listening with increasing concentration and with a deeper focus. - Continue to learn to recognise style indicators. - Continue to learn to recognise and revisit different instruments. - Use correct musical language even more consistently during discussion and when describing feelings. - Discuss confidently other dimensions of music and how they fit into the music you are listening to.	The children will continue to recognise features of key musical styles and continue to recognise different instruments. They will deepen knowledge and understanding of specific musical styles through listening to more examples of the same styles and understanding its musical structure and style indicators. Styles include: Pop, Motown, Country, A Capella Music, 80s Rock, Funk, The Beatles, Latin, Early Classical Music, 20th Century Classical Music, Contemporary Classical Music. - When listening to the music, find and internalise the pulse using movement. - Listen with security and confidently recognise/identify different style indicators and different instruments and their sounds. - Use correct musical language consistently to describe the music you are listening to and your feelings towards it. - Listen, comment on and discuss with confidence, ideas together as a group. - Discuss other dimensions of music and how they fit into the music you are listening to.	- Continue to identify musical styles through learning about their style indicators and the instruments played. Some will be learnt again in greater depth. - Find the pulse confidently and innately, of the music they are listening to and understand what that means. - Use accurate musical language to describe and talk about music. - Listen to other ideas about music, respect those ideas and feelings. - Continue to realise/ understand/explain/give examples and show how pulse, rhythm and pitch fit together. Include tempo, dynamics, timbre, texture and structure if possible. (See 'End of Key Stage Expectations' document.)

Overview of Expected Learning Outcomes in Year 5: 2. Musical Activities

Strand of Musical Learning	National Curriculum Expectations for all pupils	Charanga Response for Y5 KS2/ages 9-10	Expectations for the end of Upper KS2	Charanga Response to assessing end of Upper KS2 Expectations
Musical Activities: a. Games b. Singing c. Playing d. Improvisation e. Composition	<i>Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence.</i> <i>Understand and explore how music is created, produced and communicated, including through the interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.</i> <i>Have the opportunity to progress to the next level of musical excellence.</i>	a. Games: Games and Flexible Games. The children will have an understanding of how pulse, rhythm and pitch work together to create music through Warm-up Games. b. Singing: Understand more about preparing to sing songs/raps together in a group/ensemble, sometimes in parts and confidently. c. Playing Instruments: Use glocks, recorders or band instruments. Play together with confidence and understanding in a band or ensemble. d. Improvisation: Know and understand that when you make up your own tune or rhythm it's called improvisation. Have the knowledge and understanding that an improvisation is not written down or notated. If written down in any way or recorded, it becomes composition. e. Composition: Know and understand that composition is creating your own melody within given boundaries. It can be notated or recorded in some way.	Children will be taught to: • <i>Improvise and compose music for a range of purposes using the interrelated dimensions of music.</i> • <i>Listen with attention to detail and recall sounds with increasing aural memory.</i> • <i>Use and understand staff and other musical notations.</i> • <i>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</i>	See 'End of Key Stage Expectations' document in the Assessment Framework.

Specific Teaching/Learning and Outcomes for Year 5: 2.Musical Activities a. Games

Musical Activities - a. Games: Charanga Musical School response for Year 5 KS2/ages 9-10	Teaching Overview Y5 ages 9-10 What the teacher will do (refer to Activity Manual and lesson documentation/plans)	Learning Overview Y5 ages 9-10 What the children will learn (refer to Activity Manual and lesson documentation/plans)	Five Expected Musical Learning Outcomes Y5 ages 9-10. These outcomes lead to the End of KS Expectations (see Assessment). Children will demonstrate their learning as they work towards them.
The children will have an understanding of how pulse, rhythm and pitch work together to create music through Warm-up Games.	Warm-up Games Continue to lead the group through the differentiated Bronze, Silver and Gold Challenges for each Unit of Work to embed and deepen their growing knowledge and understanding of the foundations of the dimensions of music, pulse, rhythm and pitch: • Rhythm and Pitch Copy Back using one, two or three notes. • Question and Answer using one, two or three notes. Security, confidence and ease, will start to be apparent through: • Body movement and within the context of the Games Track being used. • Knowing, understanding and demonstrating how pulse and rhythm work together. • Understanding how the other dimensions of music are sprinkled through songs and pieces of music. Flexible Games Flexible Bronze, Silver and Gold Challenges are available for extension work.	Within the context of the song being learnt, the children will continue to embed and deepen their growing knowledge and understanding of the foundations of the dimensions of music, pulse, rhythm and pitch by playing Warm-up Games. Progress through the Bronze, Silver and Gold Challenges: • Rhythm and Pitch Copy Back using one, two or three notes • Question and Answer using one, two or three notes Security, confidence and ease, will start to be apparent through: • Body movement and within the context of the Games Track being used. • Knowing, understanding and demonstrating how pulse and rhythm work together. • Understanding how the other dimensions of music are sprinkled through songs and pieces of music.	1. Find and internalise the pulse on your own and stay in time. 2. Demonstrate how you find/feel the pulse, with ease. Demonstrate a fast and slow pulse. 3. Demonstrate more confidently how pulse, rhythm and pitch work together - copy a simple rhythm over the pulse and sing/play back over the Games Track in time. 4. Clap/play simple rhythms/copy one or two note pitches confidently and create your own rhythm when asked. Lead others if asked. 5. Have a deeper understanding of how pulse, rhythm and pitch, dynamics and tempo work together and are sprinkled through songs/music. (See 'End of Key Stage Expectations' document.)

Specific Teaching/Learning and Outcomes for Year 5: 2.Musical Activities b. Singing

Musical Activities - b. Singing: Charanga Musical School response for Year 5 KS2/ages 9-10	Teaching Overview Y5 ages 9-10 What the teacher will do (refer to Activity Manual and lesson documentation/plans)	Learning Overview Y5 ages 9-10 What the children will learn (refer to Activity Manual and lesson documentation/plans)	Five Expected Musical Learning Outcomes Y5 ages 9-10. These outcomes lead to the End of KS Expectations (see Assessment). Children will demonstrate their learning as they work towards them.
Understand more about preparing to sing songs/raps together in a group/ensemble, sometimes in parts and confidently.	Work through the vocal warm-ups, revisiting how and why we warm up our voices and bodies to get a good quality sound and projection. Support the children to learn to sing each song, stressing the need to interpret it, sing with good diction, a good sense of pulse and rhythm, listening carefully to copy the example. Stress the importance of working together as a group and how the performance is better when everyone works together. Sing in tune within a limited pitch range and continue to understand in greater depth: • The importance of working together in an ensemble or as part of a group and how the musical outcomes are of higher quality when doing so. • How important it is and why we warm up our voices, posture, breathing and voice projection. How to join in and stop as appropriate – continue to follow a leader/conductor confidently. • How melody and words should be interpreted. • Try to match your performance of the song to how the music sounds ie start to think musically. How to sing with good diction.	Sing within an appropriate vocal range with clear diction and continue to understand: • The workings of an ensemble/choir, how everything fits together. Follow the leader/conductor and have a chance to be the leader/conductor. • How important it is and why we warm up our voices, posture, breathing and voice projection. • Sing together with confidence, with increasingly difficult melody and words, sometimes in two parts. • Have a greater understanding of melody, words and their importance and how to interpret a song musically. • Demonstrate musical quality and understanding of how the interrelated dimensions of music play their part.	1. Understand how to work together as part of a group and in an ensemble or, as a soloist. 2. Continue to understand the importance of warming up your voice and to establish a good singing position. 3. Perform and interpret a song stylistically and as musically as you can. 4. Sing with a good sense of the pulse internally and sing together and in time with the group. Understand the importance of clear diction and tuning. 5. Follow a leader/conductor with confidence and ease, understand why and how the ensemble works/fits together. Perhaps lead the group yourself? (See 'End of Key Stage Expectations' document.)

Specific Teaching/Learning and Outcomes for Year 5: 2.Musical Activities c. Playing Instruments

Musical Activities - c. Playing Instruments: Charanga Musical School response for Upper KS2 Year 5/ages 9-10	Teaching Overview Y5 ages 9-10 What the teacher will do (refer to Activity Manual and lesson documentation/plans)	Learning Overview Y5 ages 9-10 What the children will learn (refer to Activity Manual and lesson documentation/plans)	Five Expected Musical Learning Outcomes Y5 ages 9-10. These outcomes lead to the End of KS Expectations (see Assessment). Children will demonstrate their learning as they work towards them.
Use glocks, recorders or band instruments. Play together with confidence and understanding in a band or ensemble.	● Revisit how to set up and play classroom percussion instruments and explain how to treat instruments with respect. Children may have brought a band/orchestral instrument to the lesson - give them the appropriate instrumental part. ● Teach the appropriate instrumental part by ear, but add the link to notation if appropriate. ● Practise the instrumental parts and decide when everyone is confident enough to add them to the song. Play and move between differentiated parts with a sound-before-symbol approach and according to ability. Utilise the instrumental parts if appropriate. ● Stress the importance of working together as part of a group and how the musical outcomes are of higher quality when everyone works together.	● Play differentiated parts with a sound-before-symbol approach or using the notated scores. Choose parts according to ability and play them musically. Progress as appropriate between the parts. ● Play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency, and maintaining an appropriate pulse. ● Demonstrate musical quality eg clear starts, ends of pieces/phrases, technical accuracy etc. Maintain an independent part in a small group. ● Continue to treat each instrument with respect and use the correct techniques to play them.	1. Continue to play a classroom instrument (or band instrument) as part of a group/ensemble and as part of the song you are learning. Play with more knowledge, confidence, ease and enjoyment. 2. Move between differentiated parts as required using a sound-before-symbol approach. Use notation if appropriate. 3. Demonstrate confidence and fluency when playing your instrument in a solo or ensemble context. 4. Continue to treat your instrument with respect and care and to play it correctly. 5. Play more confidently as part of your ensemble/group with a sound-before-symbol (by ear) approach or, with notation if appropriate. (See 'End of Key Stage Expectations' document.)

Specific Teaching/Learning and Outcomes for Year 5: 2.Musical Activities d. Improvisation

Musical Activities - d. Improvisation: Charanga Musical School response for Upper KS2 Year 5/ages 9-10	Teaching Overview Y5 ages 9-10 What the teacher will do (refer to Activity Manual and lesson documentation/plans)	Learning Overview Y5 ages 9-10 What the children will learn (refer to Activity Manual and lesson documentation/plans)	Five Expected Musical Learning Outcomes Y5 ages 9-10. These outcomes lead to the End of KS Expectations (see Assessment). Children will demonstrate their learning as they work towards them.
Know and understand that when you make up your own tune or rhythm it's called improvisation. Have the knowledge and understanding that an improvisation is not written down or notated. If written down in any way or recorded, it becomes composition.	Join in the improvising activities with the children - autumn and spring terms. - Guide the children through the differentiated improvisation challenges in the Year 5 Units of Work: - Sing, Play and Copy back. - Play and Improvise. - Improvise! - using two notes on instruments. - Summer term progression to: - Guide the children through the differentiated Bronze, Silver and Gold Challenges.	- Understand what musical improvisation means. Improvise and perform in solo and ensemble contexts, use quality not quantity of notes. - Continue to create more complex rhythms and melodies and create their own rhythmic patterns that lead to melodies. - Progress through the differentiated Bronze, Silver and Gold Challenges in Year 5. Autumn and spring units: - Sing, Play and Copy back - clapping progressing to using instruments. Play and Improvise - using instruments, invent a musical answer using one, two or three notes. Improvise! - using up to three notes on instruments. Summer 1 unit Bronze, Silver and Gold Challenges: Challenge 1 - clapping riffs. Challenge 2 - playing riffs using one, two or three notes. Challenge 3 - Question and Answer using one, two or three notes. Challenge 4 - Improvise using one, two or three notes.	- Continue to explore and create musical improvisations with voices and instruments within the context of the song being learnt. - Deepen your understanding through activity, that when you improvise you make up your own tune (or rhythm) using one, two or three notes, or you can sing. - Continue to improvise using simple patterns on your instrument and/or voice. - Continue to create your own more complex rhythmic patterns that lead to melodies in a group or a solo situation. Continue to perform your own rhythms and melodies with confidence and understanding in the group. Improvise using up to three notes with greater confidence. (See 'End of Key Stage Expectations' document.)

Specific Teaching/Learning and Outcomes for Year 5: 2.Musical Activities e. Composition

Musical Activities - e. Composition: Charanga Musical School response for Upper KS2 Year 5/ ages 9-10	Teaching Overview Y5 ages 9-10 What the teacher will do (refer to Activity Manual and lesson documentation/plans)	Learning Overview Y5 ages 9-10 What the children will learn (refer to Activity Manual and Lesson documentation / plans)	Five Expected Musical Learning Outcomes Y5 ages 9-10. These outcomes lead to the End of KS Expectations (see Assessment). Children will demonstrate their learning as they work towards them.
Know and understand that composition is creating your own melody within given boundaries. It can be notated or recorded in some way.	Create a safe learning environment that gives the children confidence in using their voices and musical instruments. Continue experimenting as composers. - Remind the children of the boundaries to support them - the selected notes on the composing activity. - It may be easier to start with two notes, then three notes etc and build up to the full number suggested. - Continue to create your own more complex tunes and melodies within the context of the song that is being learnt and do this with understanding as part of a group or with your whole class. Listen to each idea and talk/discuss it.	- Continue to create your own more complex tunes and melodies within the context of the song that is being learnt and do this with understanding as part of a group or with your whole class. - Continue with a differentiated approach, composing using two notes, increasing to three notes and beyond if required. - Record the composition in any way that is appropriate - using graphic/pictorial notation, using ICT, video or with formal notation. - Musically demonstrate increased understanding and use of the interrelated dimensions of music as appropriate within this context. - Begin to recognise and musically demonstrate awareness of a link between shape and pitch using graphic notations.	Compose a section of music that can be added to a performance of a song. - Create your own more complex melodies within the context of the song that is being learnt. - Move beyond composing using two notes, increasing to three notes then five if appropriate. - Use voice, sounds, technology and instruments in creative ways. Record the composition in any way appropriate. - Continue to musically demonstrate an understanding and use of the interrelated dimensions of music as appropriate. - Recognise and musically and/or verbally demonstrate awareness of a link between shape and pitch using notations if appropriate. (See 'End of Key Stage Expectations' document.)

Overview of Expected Learning Outcomes in Year 5: 3. Perform/Share

Strand of Musical Learning	National Curriculum Expectations for all pupils	Charanga Response for Y5 KS2/ages 9-10	Expectations for the end of Upper KS2	Charanga Response to assessing end of Upper KS2 Expectations
Perform/Share	<i>Perform, understand and explore how music is created, produced and communicated.</i> <i>Have the opportunity to progress to the next level of musical excellence.</i>	Perform together in an ensemble/band with ease and confidence.	Children will be taught to: • <i>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</i>	See 'End of Key Stage Expectations' document in the Assessment Framework.

Specific Teaching/Learning and Outcomes for Year 5: Perform/Share

Musical Activities - Perform: Charanga Musical School response for Upper KS2 year / ages 9-10	Teaching Overview Y5 ages 9-10 What the teacher will do (refer to Activity Manual and lesson documentation/plans)	Learning Overview Y5 ages 9-10 What the children will learn (refer to Activity Manual and lesson documentation/plans)	Five Expected Musical Learning Outcomes Y5 ages 9-10. These outcomes lead to the End of KS Expectations (see Assessment). Children will demonstrate their learning as they work towards them.
Perform together in an ensemble/band with ease and confidence.	Discuss with the class how the performance will be structured: • When will they add their own composed or improvised sections? • Who will sing and who will play? • Is there a difference between who sings each section of the song? • Rehearse with the class and together, suggest improvements. Continue to perform together in an ensemble/band with an increasing understanding of how to improve your performance. • Sing, play, improvise and play back compositions as part of your ensemble/band with increasing confidence and skill. • Do all of this in front of an audience with more understanding of their needs. • Learn about performance skills and building confidence. • Understand about practice. • Record your performance and learn from watching it back.	• Continue to perform together in an ensemble/band with a deeper understanding of how to improve your performance musically. • Sing, play, improvise and play back compositions as part of your ensemble/band with increasing confidence, skill and accuracy. • Do all of this in front of an audience with more understanding of their needs. • Communicate ideas, thoughts and feelings through the performance. • Understand about practice. • Record your performance and learn from watching it back. Respond to feedback and offer positive comment.	1. Present a musical performance of a song or piece of music to an audience, demonstrating the historic, stylistic knowledge and understanding of the song/piece, through the performance. 2. Perform what you have learnt to your audience. Play your instrument, improvise and play your compositions as part of this performance and with as much confidence and accuracy as possible. 3. Perform with a deeper understanding that the performance can include everything that has been undertaken during the learning process of the unit. Everything you have learnt fits together. 4. Practise, rehearse and present performances with awareness of an audience. Begin to realise that performance can influence how music is presented. Communicate your ideas, thoughts and feelings through simple musical demonstration. 5. Watch a recording and/or discuss the performance. Offer helpful and thoughtful comments and feedback about others. (See 'End of Key Stage Expectations' document.)