

Foundation Subject Skills - Milestones - Years 3 and 4

History	Geography	
<p>Investigating and interpreting the past</p> <ul style="list-style-type: none"> Use evidence to ask questions and find answers to questions about the past. Suggest suitable sources of evidence for historical enquiries. Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. Suggest causes and consequences of some of the main events and changes in history. <p>Building an overview of World history</p> <ul style="list-style-type: none"> Describe changes that have happened in the locality of the school throughout history. Give a broad overview of life in Britain from ancient until medieval times. Compare some of the times studied with those of other areas of interest around the world. Describe the social, ethnic, cultural or religious diversity of past society. Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. <p>Understanding chronology</p> <ul style="list-style-type: none"> Place events, artefacts and historical figures on a time line using dates. Understand the concept of change over time, representing this, along with evidence, on a time line. Use dates and terms to describe events. <p>Communicating historically</p> <ul style="list-style-type: none"> Use appropriate historical vocabulary to communicate, including: dates, time, period, era, change and chronology. Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past 	<p>Investigating places</p> <ul style="list-style-type: none"> Ask and answer geographical questions about the physical and human characteristics of a location. Explain own views about locations, giving reasons. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies. Use a range of resources to identify the key physical and human features of a location. Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. <p>Name and locate the countries of Europe and identify their main physical and human characteristics.</p> <p>Investigating patterns</p> <ul style="list-style-type: none"> Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas. Describe geographical similarities and differences between countries. Describe how the locality of the school has changed over time. <p>Communicating geographically</p> <ul style="list-style-type: none"> Describe key aspects of: <ul style="list-style-type: none"> Physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle. Human geography, including: settlements and land use. Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world. 	
<p>Music</p> <p>Performing</p> <ul style="list-style-type: none"> Sing from memory with accurate pitch. Sing in tune. Maintain a simple part within a group. Pronounce words within a song clearly. Show control of voice. Play notes on an instrument with care so that they are clear. Perform with control and awareness of others. <p>Composing</p> <ul style="list-style-type: none"> Compose and perform melodic songs. Use sound to create abstract effects. Create repeated patterns with a range of instruments. Create accompaniments for tunes. Use drones as accompaniments. Choose, order, combine and control sounds to create an effect. Use digital technologies to compose pieces of music. 	<p>Art</p> <p>Transcribing music</p> <ul style="list-style-type: none"> Devise non-standard symbols to indicate when to play and rest. Recognise the notes EGBDF and FACE on the musical staff. Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent. <p>Describing music</p> <ul style="list-style-type: none"> Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. Evaluate music using musical vocabulary to identify areas of likes and dislikes. Understand layers of sounds and discuss their effect on mood and feelings. 	<p>Developing ideas</p> <ul style="list-style-type: none"> Develop ideas from starting points throughout the curriculum. Collect information, sketches and resources. Adapt and refine ideas as they progress. Explore ideas in a variety of ways. Comment on artworks using visual language. <p>Mastering techniques</p> <p>Painting</p> <ul style="list-style-type: none"> Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. Mix colours effectively. Use watercolour paint to produce washes for backgrounds then add detail. Experiment with creating mood with colour. <p>Collage</p> <ul style="list-style-type: none"> Select and arrange materials for a striking effect. <p>Ensure work is precise.</p> <p>Drawing</p> <ul style="list-style-type: none"> Use coiling, overlapping, tessellation, mosaic and montage. <p>Sculpture</p> <ul style="list-style-type: none"> Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials). Include texture that conveys feelings, expression or movement. Use clay and other mouldable materials. Add materials to provide interesting detail. Use different hardnesses of pencils to show line, tone and texture. Annotate sketches to explain and elaborate ideas. Sketch lightly (no need to use a rubber to correct mistakes). Use shading to show light and shadow. <p>Use hatching and cross hatching to show tone and texture.</p> <p>Print</p> <ul style="list-style-type: none"> Use layers of two or more colours. Replicate patterns observed in natural or built environments. Make printing blocks (e.g. from coiled string glued to a block). Make precise repeating patterns <p>Textiles</p> <ul style="list-style-type: none"> Shape and stitch materials. Use basic cross stitch and back stitch. Colour fabric. Create weavings. Quilt, pad and gather fabric. <p>Digital Media</p> <ul style="list-style-type: none"> Create images, video and sound recordings and explain why they were created <p>Taking inspiration</p> <ul style="list-style-type: none"> Replicate some of the techniques used by notable artists, artisans and designers. Create original pieces that are influenced by studies of others
<p>ICT/Computing</p> <p>Coding</p> <p>Motion</p> <ul style="list-style-type: none"> Use specified screen coordinates to control movement <p>Looks</p> <ul style="list-style-type: none"> Set the appearance of objects and create sequences of changes <p>Sound</p> <ul style="list-style-type: none"> Create and edit sounds. Control when they are heard, their volume, duration and rests <p>Draw</p> <ul style="list-style-type: none"> Control the shade of pens <p>Events</p> <ul style="list-style-type: none"> Specify conditions to trigger events <p>Control</p> <ul style="list-style-type: none"> Use IF THEN conditions to control events or objects <p>Sensing</p> <ul style="list-style-type: none"> Create conditions for actions by sensing proximity or by waiting for a user input (such as proximity to a specified colour or a line or responses to questions) 	<p>DT</p> <p>Practical Skills</p> <p>Food</p> <ul style="list-style-type: none"> Prepare ingredients hygienically using appropriate utensils. Measure ingredients to the nearest gram accurately. Follow a recipe. Assemble or cook ingredients (controlling the temperature of the oven or hob, if cooking) <p>Materials</p> <ul style="list-style-type: none"> Cut materials accurately and safely by selecting appropriate tools. Measure and mark out to the nearest millimetre. Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs). Select appropriate joining techniques. <p>Textiles</p> <ul style="list-style-type: none"> Understand the need for a seam allowance. Join textiles with appropriate stitching. Select the most appropriate techniques to decorate textiles. <p>Electronics</p> <ul style="list-style-type: none"> Create series and parallel circuits <p>Computing</p> <ul style="list-style-type: none"> Control and monitor models using software designed for this purpose 	<p>Construction</p> <ul style="list-style-type: none"> Choose suitable techniques to construct products or to repair items. Strengthen materials using suitable techniques <p>Mechanics</p> <ul style="list-style-type: none"> Use scientific knowledge of the transference of forces to choose appropriate mechanisms for a product (such as levers, winding mechanisms, pulleys and gears) <p>Designing, making, evaluating, improving</p> <ul style="list-style-type: none"> Design with purpose by identifying opportunities to design. Make products by working efficiently (such as by carefully selecting materials). Refine work and techniques as work progresses, continually evaluating the product design. Use software to design and represent product designs. <p>Taking inspiration</p> <ul style="list-style-type: none"> Identify some of the great designers in all of the areas of study (including pioneers in horticultural techniques) to generate ideas for designs Improve upon existing designs, giving reasons for choices Disassemble products to understand how they work

PE	MFL
<p>Games</p> <ul style="list-style-type: none"> Throw and catch with control and accuracy. Strike a ball and field with control. Choose appropriate tactics to cause problems for the opposition. Follow the rules of the game and play fairly. Maintain possession of a ball (with, e.g. feet, a hockey stick or hands). Pass to team mates at appropriate times. Lead others and act as a respectful team member. <p>Dance</p> <ul style="list-style-type: none"> Plan, perform and repeat sequences. Move in a clear, fluent and expressive manner. Refine movements into sequences. Create dances and movements that convey a definite idea. Change speed and levels within a performance. Develop physical strength and suppleness by practising moves and stretching. <p>Gymnastics</p> <ul style="list-style-type: none"> Plan, perform and repeat sequences. Move in a clear, fluent and expressive manner. Refine movements into sequences. Show changes of direction, speed and level during a performance. 	<p>Reading</p> <ul style="list-style-type: none"> Read and understand the main points in short written texts. Read short texts independently. Use a translation dictionary or glossary to look up new words. <p>Writing</p> <ul style="list-style-type: none"> Write a few short sentences using familiar expressions. Express personal experiences and responses. Write short phrases from memory with spelling that is readily understandable <p>Speaking</p> <ul style="list-style-type: none"> Understand the main points from spoken passages. Ask others to repeat words or phrases if necessary. Ask and answer simple questions and talk about interests. Take part in discussions and tasks. Demonstrate a growing vocabulary. <p>Understanding culture</p> <ul style="list-style-type: none"> Describe with some interesting details some aspects of countries or communities where the language is spoken. Make comparisons between life in countries or communities where the language is spoken and this country.