

## Foundation Subject Skills - Milestones - Years 5 and 6

History	Geography
<p><b>Investigating and interpreting the past</b></p> <ul style="list-style-type: none"> <li>Use sources of evidence to deduce information about the past.</li> <li>Select suitable sources of evidence, giving reasons for choices.</li> <li>Use sources of information to form testable hypotheses about the past.</li> <li>Seek out and analyse a wide range of evidence in order to justify claims about the past.</li> <li>Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.</li> <li>Understand that no single source of evidence gives the full answer to questions about the past.</li> <li>Refine lines of enquiry as appropriate.</li> </ul> <p><b>Building an overview of World history</b></p> <ul style="list-style-type: none"> <li>Identify continuity and change in the history of the locality of the school.</li> <li>Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times.</li> <li>Compare some of the times studied with those of the other areas of interest around the world.</li> <li>Describe the social, ethnic, cultural or religious diversity of past society.</li> </ul>	<p><b>Investigating places</b></p> <ul style="list-style-type: none"> <li>Collect and analyse statistics and other information in order to draw clear conclusions about locations.</li> <li>Identify and describe how the physical features affect the human activity within a location.</li> <li>Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.</li> <li>Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways.</li> <li>Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's Tube map).</li> <li>Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</li> <li>Name and locate the countries of North and South America and identify their main physical and human characteristics.</li> </ul> <p><b>Investigating patterns</b></p> <ul style="list-style-type: none"> <li>Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night).</li> <li>Understand some of the reasons for geographical similarities and differences between countries.</li> <li>Describe how locations around the world are changing and explain some of the reasons for change.</li> <li>Describe geographical diversity across the world.</li> <li>Describe how countries and geographical regions are interconnected and interdependent.</li> </ul> <p><b>Communicating geographically</b></p> <ul style="list-style-type: none"> <li>Describe and understand key aspects of: <ul style="list-style-type: none"> <li><b>Physical geography</b>, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.</li> <li><b>Human geography</b>, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.</li> </ul> </li> <li>Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world.</li> <li>Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).</li> </ul>
<p><b>Performing</b></p> <ul style="list-style-type: none"> <li>Sing or play from memory with confidence.</li> <li>Perform solos or as part of an ensemble.</li> <li>Sing or play expressively and in tune.</li> <li>Hold a part within a round.</li> <li>Sing a harmony part confidently and accurately.</li> <li>Sustain a drone or a melodic ostinato to accompany singing.</li> <li>Perform with controlled breathing (voice) and skillful playing (instrument).</li> </ul> <p><b>Composing</b></p> <ul style="list-style-type: none"> <li>Create songs with verses and a chorus.</li> <li>Create rhythmic patterns with an awareness of timbre and duration.</li> <li>Combine a variety of musical devices, including melody, rhythm and chords.</li> <li>Thoughtfully select elements for a piece in order to gain a defined effect.</li> <li>Use the pentatonic scale.</li> <li>Convey the relationship between the lyrics and the melody.</li> </ul> <p><b>Transcribing music</b></p> <ul style="list-style-type: none"> <li>Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play.</li> <li>Read and create notes on the musical stave.</li> <li>Understand the purpose of the treble and bass clefs and use them in transcribing compositions.</li> <li>Understand and use the # (sharp) and b (flat) symbols.</li> <li>Use and understand simple time signatures.</li> </ul> <p><b>Describing music</b></p> <ul style="list-style-type: none"> <li>Choose from a wide range of musical vocabulary to accurately describe and appraise music including: pitch, dynamics, tempo, timbre, texture, lyrics and melody, sense of occasion, expressive, solo, rounds, harmonies, accompaniments, drones, cyclic patterns, combination of musical elements and cultural context.</li> <li>Describe how lyrics often reflect the cultural context of music and have social meaning.</li> </ul>	<p><b>Developing ideas</b></p> <ul style="list-style-type: none"> <li>Develop and imaginatively extend ideas from starting points throughout the curriculum.</li> <li>Collect information, sketches and resources and present ideas imaginatively in a sketch book.</li> <li>Use the qualities of materials to enhance ideas.</li> <li>Comment on artworks with a fluent grasp of visual language.</li> </ul> <p><b>Mastering techniques</b></p> <p><b>Painting</b></p> <ul style="list-style-type: none"> <li>Sketch (lightly) before painting to combine line and colour.</li> <li>Create a colour palette based upon colours observed in the natural or built world.</li> <li>Use the qualities of watercolour and acrylic paints to create visually interesting pieces.</li> <li>Combine colours, tones and tints to enhance the mood of a piece.</li> <li>Use brush techniques and the qualities of paint to create texture.</li> <li>Develop a personal style of painting, drawing upon ideas from other artists.</li> </ul> <p><b>Collage</b></p> <ul style="list-style-type: none"> <li>Mix textures (rough and smooth, plain and patterned).</li> <li>Combine visual and tactile qualities.</li> <li>Use ceramic mosaic materials and techniques.</li> </ul> <p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight).</li> <li>Use a choice of techniques to depict movement, perspective, shadows and reflection.</li> </ul>
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<p><b>Coding</b></p> <p><b>Motion</b></p> <ul style="list-style-type: none"> <li>Set IF conditions for movements.</li> </ul> <p>Specify types of rotation giving the number of degrees</p> <p><b>Looks</b></p> <p>Change the position of objects between screen layers (send to back, bring to front).</p> <p><b>Sound</b></p> <ul style="list-style-type: none"> <li>Upload sounds from a file and edit them. Add effects such as fade in and out and control their implementation.</li> </ul> <p><b>Draw</b></p> <ul style="list-style-type: none"> <li>Combine the use of pens with movement to create interesting effects.</li> </ul> <p><b>Events</b></p> <ul style="list-style-type: none"> <li>Set events to control other events by 'broadcasting' information as a</li> </ul>	<p><b>DT</b></p> <p><b>Practical Skills</b></p> <p><b>Food</b></p> <ul style="list-style-type: none"> <li>Understand the importance of correct storage and handling of ingredients (using knowledge of micro-organisms).</li> <li>Measure accurately and calculate ratios of ingredients to scale up or down from a recipe.</li> <li>Demonstrate a range of baking and cooking techniques.</li> <li>Create and refine recipes, including ingredients, methods, cooking times and temperatures.</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>Cut materials with precision and refine the finish with appropriate tools (such as sanding wood after cutting or a more precise scissor cut after roughly cutting out a shape).</li> <li>Show an understanding of the qualities of materials to choose appropriate tools to</li> </ul>
<p><b>Coding</b></p> <ul style="list-style-type: none"> <li>Pick Random () to ()</li> <li>Join () ()</li> <li>Letter () of ()</li> <li>Length of ()</li> <li>() Mod ()</li> <li>Round ()</li> <li>() of ()</li> </ul> <p><b>Connecting</b></p> <ul style="list-style-type: none"> <li>Collaborate with others online on sites approved and moderated by teachers.</li> <li>Give examples of the risks of online communities and demonstrate knowledge of how to minimise risk and report problems.</li> <li>Understand and demonstrate knowledge that it is illegal to download copyrighted material, including music or games, without express written permission,</li> </ul>	<p><b>Practical Skills</b></p> <ul style="list-style-type: none"> <li>Create circuits using electronics kits that employ a number of components (such as LEDs, resistors, transistors and chips)</li> </ul> <p><b>Computing</b></p> <ul style="list-style-type: none"> <li>Write code to control and monitor models or products.</li> </ul> <p><b>Construction</b></p> <ul style="list-style-type: none"> <li>Develop a range of practical skills to create products (such as cutting, drilling and screwing, nailing, gluing, filling and sanding).</li> </ul> <p><b>Mechanics</b></p> <ul style="list-style-type: none"> <li>Convert rotary motion to linear using cams.</li> <li>Use innovative combinations of electronics (or computing) and mechanics in product designs.</li> </ul> <p><b>Designing, making, evaluating, improving</b></p> <ul style="list-style-type: none"> <li>Design with the user in mind, motivated by the service a product will offer (rather than simply for profit).</li> </ul>

<p>trigger.</p> <p><b>Control</b></p> <ul style="list-style-type: none"> <li>• Use IF THEN ELSE conditions to control events or objects.</li> </ul> <p><b>Sensing</b></p> <ul style="list-style-type: none"> <li>• Use a range of sensing tools (including proximity, user inputs, loudness and mouse position) to control events or actions.</li> </ul> <p><b>Variables and Lists</b></p> <ul style="list-style-type: none"> <li>• Use lists to create a set of variables.</li> </ul> <p><b>Operators</b></p> <ul style="list-style-type: none"> <li>• Use the Boolean operators: () &lt; () and () = () and () &gt; () and () and () and () or () and Not () to define conditions.</li> <li>• Use the Reporter operators: () + () and () - () and () * () and () / () to perform calculations</li> </ul>	<p>from the copyright holder.</p> <ul style="list-style-type: none"> <li>• Understand the effect of online comments and show responsibility and sensitivity when online.</li> <li>• Understand how simple networks are set up and used.</li> </ul> <p><b>Communicating</b></p> <ul style="list-style-type: none"> <li>• Choose the most suitable applications and devices for the purposes of communication.</li> <li>• Use many of the advanced features in order to create high quality, professional or efficient communications.</li> </ul> <p><b>Collecting</b></p> <ul style="list-style-type: none"> <li>• Select appropriate applications to devise, construct and manipulate data and present it in an effective and professional manner.</li> </ul>	<p>cut and shape (such as the nature of fabric may require sharper scissors than would be used to cut paper).</p> <p><b>Textiles</b></p> <ul style="list-style-type: none"> <li>• Create objects (such as a cushion) that employ a seam allowance.</li> <li>• Join textiles with a combination of stitching techniques (such as back stitch for seams and running stitch to attach decoration).</li> <li>• Use the qualities of materials to create suitable visual and tactile effects in the decoration of textiles (such as a soft decoration for comfort on a cushion).</li> </ul> <p><b>Electronics</b></p>	<ul style="list-style-type: none"> <li>• Make products through stages of prototypes, making continual refinements.</li> <li>• Ensure products have a high quality finish, using art skills where appropriate.</li> <li>• Use prototypes, cross-sectional diagrams and computer aided designs to represent designs.</li> </ul> <p><b>Taking inspiration</b></p> <ul style="list-style-type: none"> <li>• Combine elements of design from a range of inspirational designers throughout history, giving reasons for choices.</li> <li>• Create innovative designs that improve upon existing products.</li> <li>• Evaluate the design of products so as to suggest improvements to the user experience.</li> </ul>
PE		MFL	
<p><b>Games</b></p> <ul style="list-style-type: none"> <li>• Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.).</li> <li>• Work alone, or with team mates in order to gain points or possession.</li> <li>• Strike a bowled or volleyed ball with accuracy.</li> <li>• Use forehand and backhand when playing racket games.</li> <li>• Field, defend and attack tactically by anticipating the direction of play.</li> <li>• Choose the most appropriate tactics for a game.</li> <li>• Uphold the spirit of fair play and respect in all competitive situations.</li> <li>• Lead others when called upon and act as a good role model within a team.</li> </ul> <p><b>Dance</b></p> <ul style="list-style-type: none"> <li>• Compose creative and imaginative dance sequences.</li> <li>• Perform expressively and hold a precise and strong body posture.</li> <li>• Perform and create complex sequences.</li> <li>• Express an idea in original and imaginative ways.</li> <li>• Plan to perform with high energy, slow grace or other themes and maintain this throughout a piece.</li> <li>• Perform complex moves that combine strength and stamina gained through gymnastics activities (such as cartwheels or handstands).</li> </ul> <p><b>Gymnastics</b></p> <ul style="list-style-type: none"> <li>• Create complex and well-executed sequences that include a full range of movements including: travelling, balances, swinging, springing, flight, vaults, inversions, rotations, bending, stretching and twisting, gestures and linking skills.</li> <li>• Hold shapes that are strong, fluent and expressive.</li> <li>• Include in a sequence set pieces, choosing the most appropriate linking elements.</li> <li>• Vary speed, direction, level and body rotation during floor performances.</li> </ul>	<ul style="list-style-type: none"> <li>• Practise and refine the gymnastic techniques used in performances (listed above).</li> <li>• Demonstrate good kinaesthetic awareness (placement and alignment of body parts is usually good in well-rehearsed actions).</li> <li>• Use equipment to vault and to swing (remaining upright).</li> </ul> <p><b>Swimming</b></p> <ul style="list-style-type: none"> <li>• Swim over 100 metres unaided.</li> <li>• Use breast stroke, front crawl and back stroke, ensuring that breathing is correct so as not to interrupt the pattern of swimming.</li> <li>• Swim fluently with controlled strokes.</li> <li>• Turn efficiently at the end of a length.</li> </ul> <p><b>Athletics</b></p> <ul style="list-style-type: none"> <li>• Combine sprinting with low hurdles over 60 metres.</li> <li>• Choose the best place for running over a variety of distances.</li> <li>• Throw accurately and refine performance by analysing technique and body shape.</li> <li>• Show control in take off and landings when jumping.</li> <li>• Compete with others and keep track of personal best performances, setting targets for improvement</li> </ul> <p><b>Outdoor and adventurous activities</b></p> <ul style="list-style-type: none"> <li>• Select appropriate equipment for outdoor and adventurous activity.</li> <li>• Identify possible risks and ways to manage them, asking for and listening carefully to expert advice.</li> <li>• Embrace both leadership and team roles and gain the commitment and respect of a team.</li> <li>• Empathise with others and offer support without being asked. Seek support from the team and the experts if in any doubt.</li> <li>• Remain positive even in the most challenging circumstances, rallying others if need be.</li> <li>• Use a range of devices in order to orientate themselves.</li> <li>• Quickly assess changing conditions and adapt plans to ensure safety comes first.</li> </ul>		<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Read and understand the main points and some of the detail in short written texts.</li> <li>• Use the context of a sentence or a translation dictionary to work out the meaning of unfamiliar words.</li> <li>• Read and understand the main points and opinions in written texts from various contexts, including present, past or future events.</li> <li>• Show confidence in reading aloud, and in using reference materials.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Write short texts on familiar topics.</li> <li>• Use knowledge of grammar to enhance or change the meaning of phrases.</li> <li>• Use dictionaries or glossaries to check words.</li> <li>• Refer to recent experiences or future plans, as well as to everyday activities.</li> <li>• Include imaginative and adventurous word choices.</li> <li>• Convey meaning (although there may be some mistakes).</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>• Understand the main points and opinions in spoken passages.</li> <li>• Give a short prepared talk that includes opinions.</li> <li>• Take part in conversations to seek and give information.</li> <li>• Refer to recent experiences or future plans, everyday activities and interests.</li> <li>• Vary language and produce extended responses.</li> <li>• Be understood with little or no difficulty.</li> </ul> <p><b>Understanding culture</b></p> <ul style="list-style-type: none"> <li>• Give detailed accounts of the customs, history and culture of the countries and communities where the language is spoken.</li> <li>• Describe, with interesting detail, some similarities and differences between countries and communities where the language is spoken and this country.</li> </ul>