

MILESTONE TWO – YEAR THREE AND FOUR

ART	HISTORY	GEOGRAPHY	SCIENCE	COMPUTING
<p><u>To develop ideas</u></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><u>To master techniques</u></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><u>Collage</u></p> <ul style="list-style-type: none"> Select and arrange materials for a striking effect. Ensure work is precise. Use coiling, overlapping, tessellation, mosaic and montage. <p><u>Sculpture</u></p> <ul style="list-style-type: none"> Create and combine shapes to create recognisable forms (e.g. shapes made from 	<p><u>To investigate a interpret the past</u></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><u>To build an overview of world history</u></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><u>To understand chronology</u></p> <ul style="list-style-type: none"> Place events, artefacts and historical figures on a time line using dates. Understand the concept of change 	<p><u>To investigate places</u></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. Name and locate the countries of Europe and identify their main physical and human characteristics. <p><u>To investigate patterns</u></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 	<p><u>To work Scientifically</u></p> <ul style="list-style-type: none"> Ask relevant questions. Set up simple, practical enquiries and comparative and fair tests. Make accurate measurements using standard units, using a range of equipment, e.g. thermometers and data loggers. Gather, record, classify and present data in a variety of ways to help in answering questions. Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables. Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. Use results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests. Identify differences, similarities or changes related to simple, scientific ideas and processes. Use straightforward, scientific evidence to answer questions or to support their findings. <p><u>To understand plants</u></p> <ul style="list-style-type: none"> Identify and describe the functions of different parts of flowering plants: roots, stem, leaves and flowers. Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant. 	<p><u>To Code</u></p> <ul style="list-style-type: none"> Use specified screen coordinates to control movement. Set the appearance of objects and create sequences of changes. Create and edit sounds. Control when they are heard, their volume, duration and rests. Control the shade of pens. Specify conditions to trigger events. Use IF THEN conditions to control events or objects. 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). Use variables to store a value. Use the functions define, set, change, show and hide to control the variables. Use the Reporter operators () + () () - () () * () () / () to perform calculations. <p><u>To Connect</u></p> <ul style="list-style-type: none"> Contribute to blogs that are moderated by teachers. Give examples of the risks posed by online communications. Understand the term 'copyright'. Understand that comments made online that are hurtful or offensive are the same as bullying. Understand how online services work.

<p>nets or solid materials).</p> <ul style="list-style-type: none"> • Include texture that conveys feelings, expression or movement. • Use clay and other mouldable materials. • Add materials to provide interesting detail. <p><u>Drawing</u></p> <ul style="list-style-type: none"> • 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. • Use hatching and cross hatching to show tone and texture. <p><u>Print</u></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><u>Textiles</u></p> <ul style="list-style-type: none"> • Shape and stitch materials. • Use basic cross stitch and back stitch. • Colour fabric. • Create weavings. <p><u>Digital media</u></p> <ul style="list-style-type: none"> • Create images, video and sound recordings and explain why they were created. <p><u>To take inspiration from the greats (classic and modern)</u></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 	<p>over time, representing this, along with evidence, on a time line.</p> <ul style="list-style-type: none"> • Use dates and terms to describe events. <p><u>To communicate historically</u></p> <ul style="list-style-type: none"> • Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> • dates • time period • era • change • chronology. • Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past. 	<p>geographical areas.</p> <ul style="list-style-type: none"> • Describe geographical similarities and differences between countries. • Describe how the locality of the school has changed over time. <p><u>To communicate geographically</u></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. 	<ul style="list-style-type: none"> • Investigate the way in which water is transported within plants. • Explore the role of flowers in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.. <p><u>To understand animals and humans</u></p> <ul style="list-style-type: none"> • Identify that animals, including humans, need the right types and amounts of nutrition, that they cannot make their own food and they get nutrition from what they eat. • Construct and interpret a variety of food chains, identifying producers, predators and prey. • Identify that humans and some animals have skeletons and muscles for support, protection and movement. • Describe the simple functions of the basic parts of the digestive system in humans. • Identify the different types of teeth in humans and their simple functions. <p><u>To investigate living things</u></p> <ul style="list-style-type: none"> • Recognise that living things can be grouped in a variety of ways. • Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. • Recognise that environments can change and that this can sometimes pose dangers to living things. <p><u>To understand evolution and inheritance</u></p> <ul style="list-style-type: none"> • Identify how plants and animals, including humans, resemble their parents in many features. • Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. 	<p><u>To communicate</u></p> <ul style="list-style-type: none"> • Use some of the advanced features of applications and devices in order to communicate ideas, work or messages professionally. <p><u>To collect</u></p> <ul style="list-style-type: none"> • Devise and construct databases using applications designed for this purpose in areas across the curriculum.
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<p>studies of others.</p>			<ul style="list-style-type: none"> • Identify how animals and plants are suited to and adapt to their environment in different ways. <p style="text-align: center;"><u>To investigate materials</u></p> <p><u>Rocks and Soils</u></p> <ul style="list-style-type: none"> • Compare and group together different kinds of rocks on the basis of their simple, physical properties. • Relate the simple physical properties of some rocks to their formation (igneous or sedimentary). • Describe in simple terms how fossils are formed when things that have lived are trapped within sedimentary rock. • Recognise that soils are made from rocks and organic matter. <p><u>States of Matter</u></p> <ul style="list-style-type: none"> • Compare and group materials together, according to whether they are solids, liquids or gases. • Observe that some materials change state when they are heated or cooled, and measure the temperature at which this happens in degrees Celsius (°C), building on their teaching in mathematics. • Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. <p style="text-align: center;"><u>To understand movement, forces and magnets</u></p> <ul style="list-style-type: none"> • Compare how things move on different surfaces. • Notice that some forces need contact between two objects, but magnetic forces can act at a distance. • Observe how magnets attract or repel each other and attract some materials and not others. • Compare and group together a variety of everyday materials on the basis of 	
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			<p>whether they are attracted to a magnet, and identify some magnetic materials.</p> <ul style="list-style-type: none">• Describe magnets as having two poles.• Predict whether two magnets will attract or repel each other, depending on which poles are facing. <p><u>To understand light and seeing</u></p> <ul style="list-style-type: none">• Recognise that they need light in order to see things and that dark is the absence of light.• Notice that light is reflected from surfaces.• Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.• Recognise that shadows are formed when the light from a light source is blocked by a solid object.• Find patterns in the way that the size of shadows change. <p><u>To investigate sound and hearing</u></p> <ul style="list-style-type: none">• Identify how sounds are made, associating some of them with something vibrating.• Recognise that vibrations from sounds travel through a medium to the ear. <p><u>To understand electrical circuits</u></p> <ul style="list-style-type: none">• Identify common appliances that run on electricity.• Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.• Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery.• Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.	
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<u>PSHCE/SRE</u>	<u>MUSIC</u>	<u>PE</u>	<u>RE</u>	<u>DT</u>
<p><u>To try new things</u></p> <ul style="list-style-type: none"> Try new things when encouraged. Enjoy new experiences. Join clubs or groups. Talk about new experiences with others. <p><u>To work hard</u></p> <ul style="list-style-type: none"> Enjoy working hard in a range of activities. Reflect on how effort leads to success. Begin to encourage others to work hard. <p><u>To concentrate</u></p> <ul style="list-style-type: none"> Focus on activities. 'Tune out' some distractions. Search for methods to help with concentration. Develop areas of deep interest. <p><u>To push themselves</u></p> <ul style="list-style-type: none"> Begin to understand why some activities feel uncomfortable. Show a willingness to overcome fears. Push past fears and reflect upon the emotions felt afterwards. Begin to take encouragement and advice from others. Keep trying after a first attempt. <p><u>To imagine</u></p> <ul style="list-style-type: none"> Begin to enjoy having new ideas. Show some enthusiasm for the ideas of others. 	<p><u>To Perform</u></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><u>To Compose</u></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><u>To transcribe</u></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 stave. Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent. <p><u>To describe music</u></p>	<p><u>To develop practical skills in order to participate, compete and lead a healthy lifestyle</u></p> <p><u>Games</u></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><u>Dance</u></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><u>Gymnastics</u></p> <ul style="list-style-type: none"> Plan, perform and repeat sequences. Move in a clear, fluent and 	<p><u>To understand beliefs and teachings</u></p> <ul style="list-style-type: none"> Present the key teachings and beliefs of a religion. Refer to religious figures and holy books to explain answers. <p><u>To understand practices and lifestyles</u></p> <ul style="list-style-type: none"> Identify religious artefacts and explain how and why they are used. Describe religious buildings and explain how they are used. Explain some of the religious practices of both clerics and individuals. <p><u>To understand how beliefs are conveyed</u></p> <ul style="list-style-type: none"> Identify religious symbolism in literature and the arts. <p><u>To reflect</u></p> <ul style="list-style-type: none"> Show an understanding that personal experiences and feelings influence attitudes and actions. Give some reasons why religious figures may have acted as they did. Ask questions that have no universally agreed answers. <p><u>To understand values</u></p> <ul style="list-style-type: none"> Explain how beliefs about right and wrong affect people's behaviour. Describe how some of the values held by communities or individuals affect behaviour and actions. Discuss and give opinions on stories 	<p><u>To master practical skills</u></p> <p><u>Food</u></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><u>Materials</u></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><u>Textiles</u></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><u>Electricals and electronics</u></p> <ul style="list-style-type: none"> Create series and parallel circuits <p><u>Computing</u></p>

<ul style="list-style-type: none"> • Ask some questions in order to develop ideas. • Show enjoyment in trying out some ideas. <p style="text-align: center;"><u>To improve</u></p> <ul style="list-style-type: none"> • Share with others a number of positive features of own efforts. • Identify a few areas for improvement. • Attempt to make improvements. <p style="text-align: center;"><u>To understand others</u></p> <ul style="list-style-type: none"> • Listen to others, showing attention. • Think of the effect of behaviour on others before acting. • Describe the points of view of others. <p style="text-align: center;"><u>To not give up</u></p> <ul style="list-style-type: none"> • Find alternative ways if the first attempt does not work. • Bounce back after a disappointment or failure. • Show the ability to stick at an activity (or a club or interest). • See oneself as lucky. 	<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>expressive manner.</p> <ul style="list-style-type: none"> • Refine movements into sequences. • Show changes of direction, speed and level during a performance. • Travel in a variety of ways, including flight, by transferring weight to generate power in movements. • Show a kinesthetic sense in order to improve the placement and alignment of body parts (e.g. in balances experiment to find out how to get the centre of gravity successfully over base and organise body parts to create an interesting body shape). • Swing and hang from equipment safely (using hands). <p><u>Swimming</u></p> <ul style="list-style-type: none"> • Swim between 25 and 50 metres unaided. • Use more than one stroke and coordinate breathing as appropriate for the stroke being used. • Coordinate leg and arm movements. • Swim at the surface and below the water. <p><u>Athletics</u></p> <ul style="list-style-type: none"> • Sprint over a short distance up to 60 metres. • Run over a longer distance, conserving energy in order to sustain performance. • Use a range of throwing techniques (such as under arm, over arm). • Throw with accuracy to hit a target or cover a distance. • Jump in a number of ways, using a run up where appropriate. • Compete with others and aim to improve personal best performances. <p><u>Outdoor and adventurous activities</u></p> <ul style="list-style-type: none"> • Arrive properly equipped for outdoor and adventurous activity. • Understand the need to 	<p>involving moral dilemmas.</p>	<ul style="list-style-type: none"> • Control and monitor models using software designed for this purpose. <p><u>Construction</u></p> <ul style="list-style-type: none"> • Choose suitable techniques to construct products or to repair items. • Strengthen materials using suitable techniques. <p><u>Mechanics</u></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><u>To design, make, evaluate and improve</u></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 style="text-align: center;"><u>To take inspiration from design throughout history</u></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.
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		<p>show accomplishment in managing risks.</p> <ul style="list-style-type: none">• Show an ability to both lead and form part of a team.• Support others and seek support if required when the situation dictates.• Show resilience when plans do not work and initiative to try new ways of working.• Use maps, compasses and digital devices to orientate themselves.• Remain aware of changing conditions and change plans if necessary.		
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