St Joseph's Curriculum
Year Four Key Skills

Learning Objectives, Milestones and Opportunities are split up into the following subject areas: Personal Development, Music, Computing, Physical Education, Art and Design, Design Technology, History, Geography, Languages (for KS2 only) and Science. The Multi-faith lessons that should be covered in each year group are also included.

Learning Objectives, Milestones and Opportunities are taken from the following website: http://www.essentials.uk.com/Carousel.php
Year 1 and 2 skills are taken from milestone 1, Year 3 and 4 are taken from milestone 2 and Year 5 and 6 are taken from milestone 3.
Teachers are to use the skills to help plan progressive lessons and can refer to the website if more or less challenging milestones are needed. (There are also 'support' milestones available.) Challenge milestones are available on the website (based on the Year 7,8 and 9 curriculum) and these are also available on the Y5 and Y6 skills sheets, where suitable. These challenge objectives are highlighted in blue.

The learning objectives are recommended by Chris Quigley, however they can be changed to suit the learning and can be made more specific.

Teachers can choose topics through which to teach the skills. Some topics work well in certain year groups and so have been mentioned on the skills sheets. Theses are typed in green font.

The skills for each subject are set out in no particular order and should be highlighted when they have been taught. There are also some skills that will run throughout the year within different units, for example: design, make and evaluate in Design Technology lessons, using sources of evidence in History and working scientifically in Science. The skills are not allocated in terms of time.

The milestones for Personal Development do not need to all be covered, but planning should take into the account the needs of the class and the skills should be integrated into all subject areas.

Skills for swimming can be found on the Year 3 sheet, as this is the year group that will attend swimming lessons.

For Religious Education lessons, we will continue to follow the 'Learning and Growing as the People of God scheme.'

Personal Development

Learning Objectives
To try new things
To work hard
To concentrate
To push oneself
To imagine
To improve
To understand others
To not give up

Milestones and Opportunities

- Discuss and learn techniques to improve in the eight 'areas of success' –see below.
- Study role models who have achieved success.
- Study those who have lost success and relate this to the eight 'areas of success'.

To try new things
• Try new things when encouraged.
• Enjoy new experiences.
• Join clubs or groups.
• Talk about new experiences with others.

To work hard
• Enjoy working hard in a range of activities.
• Reflect on how effort leads to success.
• Begin to encourage others to work hard.

To concentrate
• Focus on activities.
• 'Tune out' some distractions.
• Search for methods to help with concentration.
• Develop areas of deep interest.

To push themselves
• 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.

To imagine
• Begin to enjoy having new ideas.
• Show some enthusiasm for the ideas of others.
• Ask some questions in order to develop ideas.
• Show enjoyment in trying out some ideas.

To improve
• Share with others a number of positive features of own efforts.
• Identify a few areas for improvement.
• Attempt to make improvements.

To understand others
- Listen to others, showing attention.

• Think of the effect of behaviour on others before acting.
• Describe the points of view of others.

To not give up
• 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.

Music

Learning Objectives
To perform
To compose
To transcribe
To describe music

Milestones and Opportunities

To Perform

- 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.
- Play and perform in solo and ensemble contexts, using voice and playing instruments with increasing accuracy, control and expression.

To compose

- Compose and perform melodic songs.
- Use sound to create abstract effects.
- 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.
- Improvise and compose music using the inter-related dimensions of music separately and in combination.

To transcribe

- 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.

To describe music

- Listen with attention to detail and recall sounds with increasing aural memory.
- Appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great musicians and composers.
- Develop an understanding of the history of music.
- 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.

Computing

Learning Objectives
To code
To connect
To communicate
To collect

Key Stage Two Opportunities

- Design and write programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.
- Use sequence, selections and repetition in programs; work with variables and various forms of input and output; generate appropriate inputs and predicted outputs to test programs.
- Use logical reasoning to explain how a simple algorithm works, detect and correct errors in algorithms and programs.
- Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.
- Describe how internet search engines find and store data; use search engines effectively; be discerning in evaluating digital content; respect individuals and intellectual property; use technology responsibly, securely and safely.
- Select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information.

Year Three / Four Milestones

To code (using Scratch)

Motion
- Use specified screen coordinates to control movement.

Looks
- Set the appearance of objects and create sequences of change.

Sound
- Create and edit sounds. Control when they are heard, their volume, duration and rests.

Draw
- Control the shade of pens.

Events
- Specify conditions to trigger events.

Control
- Use IF THEN conditions to control events or objects.

Sensing
- 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).

Variables and lists
- Use variables to store a value.
- Use the functions define, set, change, show and hide to control the variables.

Operators
- Use the reporter operators:

() + () () – () () * () () / () to perform calculations.

To connect
- 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.

T o communicate
- Use some of the advanced features of applications and devices in order to communicate ideas, work or messages professionally.

To collect
- Devise and construct databases using applications designed for this purpose in areas across the curriculum.

Physical Education

Learning Objectives

To develop practical skills in order to participate, compete and lead a healthy lifestyle.

Milestones and Opportunities

Games

- 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.
- Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.

Dance

- 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.

Gymnastics

- 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.
- 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).

Athletics

- 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.

Outdoor and Adventurous Activity

- Arrive properly equipped for outdoor and adventurous activity.
- Understand the need to show accomplishment in managing risks.
- Show an ability to both lead and form part of a team and work independently.
- 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.

Art and Design

Learning Objectives
To develop ideas.
To master techniques.
To take inspiration from the greats.

Milestones and Opportunities

To develop ideas

- Use experiences, other subjects across the curriculum and ideas as inspiration for artwork.
- Develop and share 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.

To master techniques:

Drawing

- 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.

Painting

- 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.

Sculpture

- 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.

Textiles

- Shape and stitch materials.
- Use basic cross stitch and back stitch.
- Colour fabric.
- Create weavings.
- Quilt, pad and gather fabric.

Digital media

- Create images, video and sound recordings and explain why they were created.

To take inspiration from the great artists (classic and modern):

- Replicate some of the techniques used by notable artists, artisans and designers.
- Create original pieces that are influenced by studies of others.
- Learn about the great artists, architects and designers in history.

Design and Technology

Learning Objectives
To master practical skills.
To design, make, evaluate and improve.
To take inspiration from design throughout history.

Milestones and Opportunities

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts, such as the home, school, leisure, culture, enterprise, industry and the wider environment. Children should be taught the skills of designing, making and evaluating.

To master practical skills:

Food (Making biscuits)

- 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)
- Understand and apply the principles of a healthy and varied diet.
- Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.
- Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.

Materials (Story books)

- 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.

Textiles (Ipod Cases)

- Understand the need for a seam allowance.
- Join textiles with appropriate stitching.
- Select the most appropriate techniques to decorate textiles.

Electricals and electronics

- Create series and parallel circuits.
- Understand and use electrical systems in their products, such as series circuits, incorporating switches, bulbs, buzzers and motors.

Computing

- Control and monitor models using software designed for this purpose.
- Apply their understanding of computing to programme, monitor and control their products.

To design, make, evaluate and improve

- 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.
- Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.
- Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.
- Select from and use a wider range of tools and equipment to perform practical tasks, such as cutting, shaping, joining and finishing, accurately.
- Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.
- Investigate and analyse a range of existing products.
- Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.

To take inspiration from design throughout history

- 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.
- Understand how key events and individuals in design and technology have helped shape the world.

History

Learning Objectives
To investigate and interpret the past.
To build an overview of world history.
To understand chronology.
To communicate historically.

Milestones and Opportunities

Study:

- The Roman Empire and its impact on Britain.
- A study of a theme in British History.

To investigate and interpret the past

- 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.

To build an overview of world 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.

To understand chronology

- 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.

To communicate historically

- Use appropriate historical vocabulary to communicate, including:
  dates
  time period
  era
  change
  chronology.
- Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.

Geography

Learning Objectives
To investigate places.
To investigate patterns.
To communicate geographically.

Milestones and Opportunities

To investigate places

- Ask and answer geographical questions about the physical and human characteristics of a location.
- Understand geographical similarities and differences through the study of human and physical geography at a region or area of the UK (different from that taught at KS1).
- Understand geographical similarities and differences through the study of human and physical geography of a region or area in a European country.
- Explain own views about locations, giving reasons.
- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.
- Locate the world's countries with a focus on North and South America and countries of particular interest to pupils.
- Use a range of resources to identify the key physical and human features of a location.
- Name and locate the countries of Europe and identify their main physical and human characteristics.

To investigate patterns

- Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctica Circle and date time zones. Describe some of the characteristics of these geographical areas.
- Describe geographical similarities and differences between the countries.

To communicate geographically

- Describe key aspects of:
  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.

Languages

Learning Objectives
To read fluently
To write imaginatively
To speak confidently
To understand the culture of the countries in which the language is spoken

Milestones and Opportunities

To read fluently.

- Read short texts independently.
- Use a translation dictionary or glossary to look up new words

To write imaginatively

- Write a few short sentences using familiar expressions.
- Express personal experiences and responses.

To speak confidently

- Understand the main points from spoken passages.
- Ask and answer simple questions and talk about interests.
- Take part in discussions and tasks.
- Demonstrate a growing vocabulary.

To understand the culture of the countries in which language is spoken

- Make comparisons between life in countries or communities where the language is spoken and this country.

Support Milestones – can be used for differentiation

- Attempt to repeat, copy or imitate some sounds heard in the target language.
- Perform familiar or simple actions on request using repetition, sign or gesture as prompts.
- Listen and sometimes respond to familiar rhymes and songs in a foreign language.
- Attempt one or two words in the target language in response to cues in a song or familiar phrase.
- Respond to simple questions, requests or instructions about familiar events or experiences.
- Respond to others in a group.
- Attempt to communicate in the target language (may rely heavily upon repetition and gesture, and facial expression and/or intonation to enhance meaning).
- Communicate positives and negatives in the target language in response to simple questions.
- Match and select symbols for familiar words, actions or objects presented in the target language.
- Introduce themselves by name in response to a question in the target language.
- Contribute to using the target language for a purpose.
- Listen, attend to and follow familiar interactions in the target language.
- Listen attentively and know that the target language conveys meaning.
- Understand one or two simple classroom commands in the target language.
- Respond briefly using single words, signs or symbols.
- Copy out a few words with support.
- Label one or two objects.
- With some support, use the target language for a purpose.

Science
(Also see Notes and Guidance (Non-statutory requirements from the National Curriculum)

Programmes of Study

- **Working Scientifically – to be covered throughout the units**
- Living things and their habitats
- Animals, including humans
- States of matter
- Sound
- Electricity

Learning Objectives

- To work scientifically
- To understand plants
- To understand animals and humans
- To investigate living things
- To understand evolution and inheritance
- To investigate materials
- To understand movement, forces and magnets
- To understand the Earth's movement in space
- To investigate light and seeing
- To investigate sound and hearing
- To understand electrical circuits

Milestones and Opportunities

Working Scientifically

- Ask relevant questions and use different types of scientific enquiries to answer them.
- Set up simple practical enquiries and comparative and fair tests.
- Make systematic, careful and accurate observations and 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.

Living things and their habitats

- Recognise that living things can be grouped in a variety of ways.
- Identify and name a variety of living things (plants and animals) in the local and wider environment, using classification keys to assign them to groups.
- Give reasons for classifying plants and animals based on specific characteristics.
- Recognise that environments are constantly changing and that this can sometimes pose dangers to specific habitats.

Animals, including humans

- Describe the ways in which nutrients and water are transported within animals, including humans.
- 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.
- Construct and interpret a variety of food chains.

States of matter

- 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.

Sound

- Identify how sounds are made, associating some of them with something vibrating.
- Recognise that vibrations from sounds travel through a medium to the ear.
- Find patterns between the pitch of a sound and features of the object that produced it.
- Find patterns between the volume of a sound and the strength of the vibrations that produced it.
- Recognise that sounds get fainter as the distance from the sound's source increases.

Electricity

- 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.
- Recognise some common conductors and insulators and associate metals with being good conductors.

Multi-Faith

Judaism

- Shabbat
- Rosh Hoshanah – New Year (Sept)
- Sukkot (Sept / Oct)
- Yom Kippur (Sept / Oct)
- Chanukah / Hannukah (Nov / Dec
- Tu B'Shevat (January)
- International Holocaust Remembrance Day (January 27th)
- Purim (Feb / March)
- Passover (March / April)
- Yom Hashoah (May)
- Shavuot (May / June)