



St Joseph's Curriculum

Year Three 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. These 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 and perform in solo and ensemble contexts, using voice and playing instruments with increasing accuracy, control and expression.

To compose

- Use sound to create abstract effects.
- Create repeated patterns with a range of instruments.
- Create accompaniments for tunes.
- Use digital technologies to compose pieces of music.
- Improvise and compose music using the inter-related dimensions of music separately and in combination.

To describe music

- Listen with attention to detail and recall sounds with increasing aural memory.
- 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.

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.

To 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).

Swimming

- Swim between 25 and 50 metres unaided. Challenge – Swim over 100 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.
- Use breast stroke, front crawl and back stroke, ensuring that breathing is correct so as not to interrupt the pattern of swimming.
- Swim fluently with controlled strokes.
- Turn efficiently at the end of a length.

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.

Collage

- Select and arrange materials for a striking effect.
- Ensure work is precise.
- Use coiling, overlapping, tessellation, mosaic and montage.

Printing

- 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.

Digital media

- Create images and video 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 sandwiches)

- 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.
- Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.

Materials (Picture frames)

- 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.

Computing

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

Construction

- Choose suitable techniques to construct products or to repair items.
- Strengthen materials using suitable techniques.
- Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.

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:

- Changes in Britain from the Stone Age to the Iron Age.
- A local history study.

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

- 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.

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.
- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.
- Locate the world's countries, with a focus on Europe and countries of particular interest to pupils.
- 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.

To investigate patterns

- Describe how the locality of the school has changed over time.

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 and understand the main points in short written texts.
- Use a translation dictionary or glossary to look up new words.

To write imaginatively

- Write a few short sentences using familiar expressions.
- Write short phrases from memory with spelling that is readily understandable.

To speak confidently

- Ask others to repeat words or phrases if necessary.
- Ask and answer simple questions and talk about interests.
- Demonstrate a growing vocabulary.

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

- Describe with some interesting details some aspects of countries or communities where the language is spoken.

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**
- Plants
- Animals, including humans
- Rocks
- Light
- Forces and Magnets

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.

Plants

- 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.
- 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.

Animals, including humans

- 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.
- Describe the ways in which nutrients and water are transported within animals, including humans.
- Identify that humans and some animals have skeletons and muscles for support, protection and movement.

Rocks

- Compare and group together different kinds of rocks on the basis of their simple, physical properties and appearance.
- Recognise that soils are made from rocks and organic matter.
- 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.

Light

- 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.
- Notice 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.

Forces and Magnets

- 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 whether they are attracted to a magnet and identify some magnetic materials.
- Describe magnets as having two poles.
- Predict whether two magnets will attract or repel each other, depending on which poles are facing.

Multi-Faith

Hinduism

- Navaratri (September / October)
- Dussehra (October)
- Divali (Oct / Nov)
- Makar Sankranti (January)
- Holi (Feb / March)
- Ugadi / Yugadi (March / April)
- Raksha Bandhan (August)