

QUEENS' FEDERATION CURRICULUM KEY SKILLS

Middle Years (Years 3 & 4)

MY	Science	History	Geography	RE	PSHCE	Art	D&T	Computing	Music	PE	MFL
Investigate	Ask interesting questions and use different types of scientific enquiry to answer them Observe carefully and take systematic measurements, using a range of equipment	Ask & answer questions about daily life in different periods of history Look at artefacts & evidence and discuss what they tell us about a particular time period	Ask & answer questions about how & why places change Compare places & ask why there are differences	Ask important questions about religious beliefs and lifestyles, linking their own and others' responses Find out some answers through research using artefacts, books, speakers and multimedia		Use sketchbooks to record from first-hand experience, collect visual information, and explore imaginative ideas Explore and discuss the ideas, intentions and techniques of different artists	Begin to explore the needs of customers before designing/ making products Explore and discuss the ideas, intentions and techniques used by designers for different structures and mechanisms Explore ingredients used in food, both fresh & processed	Use search engines safely to find desired information. Explore a range of programs, looking at their functionality.	Listen to & discuss music from a range of genres & times Explore how different musical elements can be used & combined (e.g. pitch, duration, dynamics, tempo, timbre, texture & silence)		Appreciate stories, songs and rhymes in French Find out about the similarities and differences between life in the UK and life for French speakers in France
Solve Problems	Design and set up simple practical enquiries, comparative and fair tests	Discuss ideas for what an artefact might be used for and what we can learn from it	Think through how to have a positive impact on a different place.	Describe some similarities and differences between two religions, beginning to think about beliefs as well as practices and how they influence one another	Develop a range of strategies to help make decisions, manage risks & handle problems Develop friendship making skills for maintaining positive relationships and managing conflicts.	Use a range of tools, materials and techniques with growing independence to create different effects	Plan a design using prototypes carefully Anticipate and solve problems	Change variables in coding and note the effect this has. Identify an error in coding and change incorrect code when programming a simpler set of instructions.	Understand how music can be structured Begin to produce organised musical compositions	Develop increasing tactical awareness & use of space	Ask for clarification or help with understanding Begin to make sensible guesses about the meanings of words
Create		Use role play to investigate how people felt within different periods of time	Draw a range of different maps for various purposes, developing the use of keys.	Respond to a religious or value-based stimulus using the creative arts		Develop control in using a range of materials, tools and techniques Begin to choose techniques according to the intention and purpose of their work	Follow own plans independently to make products Use a range of tools & techniques to assemble and join materials for structures and mechanisms Use a range of cooking techniques to prepare dishes	Develop & present ideas, integrating an appropriate range of electronic media for a given audience and purpose	Begin to sing songs combining control of pitch, sense of phrase and musical expression Develop skills in group & solo composition, improvisation and performing	Refine skills, improving quality of movement and technique Select and apply skills, introducing partner work and linking actions	Present information orally to a range of different audiences
Communicate	Record, organise and present data in a variety of ways (e.g. labelled diagrams, bar charts, tables, drawings) Make predictions & draw conclusions, giving a clear reason and using straight-forward scientific evidence in support	Communicate clearly what they have learnt about a particular period, in a variety of different spoken and written styles	Use geographical language to describe places & their features Use maps, atlases, globes and digital mapping at different scales to confidently locate places	Use a developing vocabulary when discussing a religion they are studying Explain how to be respectful of others and why it matters	Develop the confidence to express opinions through discussion and negotiation.	Use the vocabulary of colour, pattern and texture, line and tone, shape and form and space by sharing ideas, experiences and imagination.	Present finished products clearly orally and in writing, and begin to ask and answer questions about them	Exchange information & views with others online safely and responsibly. To use a range of online services for communication and collaboration.	Consolidate understanding of musical vocabulary (e.g. rhythm, pitch, dynamics, tempo, timbre, texture, silence, duration) & use it in expressing ideas about music Develop notation skills so that others can read & follow it	Use specific vocabulary to discuss & evaluate performance	Listen and join in with songs and rhymes Ask and answer questions Begin to communicate in writing
Evaluate	Suggest ways to improve experiments and raise possible further questions Explain some safety issues involved in an investigation	Compare & contrast the lives of different groups (eg rich/ poor) in different periods	Identify the impact their actions have on their environment & discuss ways to make a difference locally and globally	Compare and contrast differences in belief and practices of two religions and consider the impact on behaviour and lifestyle	Understand their feelings & become aware of how they can manage them Deal with mistakes that they make and, with support, identify personal areas to improve With support, take more responsibility for their role in their school/community	Compare ideas, techniques and approaches in their own and others' work Begin to adapt their work accordingly	Reflect on the design process and recognise where improvements have been or could be made	Describe the effectiveness of work with ICT, comparing it with other methods. Talk about how they could improve future work.	Evaluate their own and others' work with understanding (using key vocabulary)	Evaluate and improve performance, focusing on at least one key compositional element or technique Explain importance & effects of exercise/ warming up and the need for a healthy lifestyle	Explore patterns and sounds of language Listen and develop their own pronunciation