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# ESSENTIAL SKILLS TRACKING

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Year 4 and Year 5



2018 / 2019

Saved: WG: Planning / Essential Skills Tracking

Year 4 / Year 5 Foundation Essential Skills

	GEOGRAPHY Y4	Date	GEOGRAPHY Y5	Date
<b>Aspect</b>	<b>ESSENTIAL SKILLS</b>		<b>ESSENTIAL SKILLS</b>	
	<b>Knowledge and understanding</b>		<b>Knowledge and understanding</b>	
Human & Physical	Describe how physical activity has impacted and/ or change the physical and human characteristics of a place in the world		Describe how human activity has impacted upon and or/changed the physical and human characteristics of a place in the world	
United kingdom	Name and locate rivers of the united kingdom and describe the impact on human physical geography of the places they are found		Name and locate countries and cities of the united kingdom identifying and describing their human and physical characteristics	
The world	Locate the countries of Europe (including Russia), North and South America		Describe and explain the similarities and differences( human and physical) of a region of European country, and a region or area within north or south America	
Environmental	Explain how people try to sustain environments		Explain the effect of commercial and industrial activity on the environment and suggest ways to improve it	
Processes	Describe and explain how typical processes have changed the characteristics of a landscape country or continent		Describe how physical and human processes give a continent its unique characteristics	
Patterns	Describe the patterns in geography and offer clear explanations for why they appear (e.g. a number of hotels and restaurants are found at the seaside)		Respond to and ask relevant questions about patterns in the landscape and make appropriate observations on the location of feature's ,relative to others	
Weather & climate	Describe and explain how the climate of a country or continent is linked to the distribution of natural resources and tourism		Describe how weather and climate effects land use and food productions	
Places	Compare and contrast how areas of the world have capitalised on their physical or human features		Recognise and describe the physical and human features or places, and appreciating the importance of wider geographical location in understanding places	
Changes over time	Describe how changes in the features of a place, can affect the lives and activities of the people living there.		Explain how things change by referring to the physical and human features of the landscape	
Express views	Offer reasons for their own views and recognise that other people may hold different views		Discuss and comment on a range of views people hold about environmental interaction and change	
<b>Aspect</b>	<b>ESSENTIAL SKILLS</b>		<b>ESSENTIAL SKILLS</b>	
	<b>Practical</b>		<b>Practical</b>	
Mapping	Draw sketch maps and plans using standardised symbols and a key		Produce own scale maps	
Using maps	Locate and name geographical features on an ordinance survey map.		Compare land use and geographical feature's on a different types of maps	
Field work	Propose geographical questions, collecting and recording specific evidence to answer them		Choose the best method of recording observations and measurements including sketch maps and plans graphs and digital technologies	
Vocabulary	Explain views on a geographical issue using appropriate vocabulary		Ask and answer geographical questions using correct geographical vocabulary	
Research	Suggest which source material to use for specific task, locating the information needed.		Use search engines, index contents and other research techniques to locate and interpret information	
Direction	Plot a route on a map or globe from one place to another, I identifying countries or significant landmarks that are passed		Use four and six figure grid references to locate features on an ordinance survey or world map	
Positioning	Locate and explain the significance of the equator, northern hemisphere, southern hemisphere the Tropics of Cancer and Capricorn to a range of countries of the world.		Locate and explain the significance of latitude and longitude and the prime Greenwich meridian	
Data	Collect and analyse data from first and second hand sources, identifying and analysing patterns and suggesting reasons for them.		Suggest sources for finding data related to a task and analyse data collected to draw conclusions about a place or geographical issue	
Prospective	Suggest where in the world and aerial photograph or satellite image shows, explaining reasons for their suggestions		Explain what the physical and human process may have occurred in a place by studying an aerial image of it	

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	HISTORY Y4		HISTORY Y5	Date
Aspect	<b>ESSENTIAL SKILLS</b> Knowledge and understanding		<b>ESSENTIAL SKILLS</b> Knowledge and understanding	
Similarities and differences	Compare two periods of history, identifying similarities and differences between them		Make connections between two periods of history to begin to develop historic perspective	
Vocabulary	Begin to use abstract terms(e.g. empire, civilisation, parliament, peasantry and heptarchy)		Make appropriate use of historical terms discussion and understand concepts (e.g. local regional, national and international)	
Chronology	Place different periods of time on a timeline and remember key historical facts and some dates from a period studied		Independently place historical events or change on a timeline, remembering key facts from a period of history studied	
Significant individuals	Explain how significant historical figures contributed to a national and international achievement's in a variety of eras		Describe how a significant individual or movement has influenced the UK or wider world	
Local History	Describe the impact of international events (e.g. war) on the local area		Use a range of local history resources to describe how an event ( e.g. black death) affected a local town or village	
Continuity and change	Explain the impact of a significant historical figure on life in Britain		Link events from periods studied to changes or developments in contemporary society, both in Britain and the wider world	
Cause and consequence	Explain that an event can have more than one cause		Explain why people acted as they did (e.g. why henry VII married many times order to produce an heir to the throne )	
Historical Questions	Ask and answer more complex questions through independent research.		Follow independent lines of enquiry and make informed responses based on this	
Recording	Choose the best way to record a range of historical information, giving reasons for their choice		Select, organise and record relevant information from a range of sources to produce well-structured narratives, descriptions and explanations	
Historical enquiry	Use a range of source materials to answer questions about the past which go beyond simple observations		Describe how different types evidence tells us different things about the past(e.g. royal portraits versus and descriptions) and understand why contrasting arguments and interpretations occur	

Year 4 / Year 5 Foundation Essential Skills

	ART AND DESIGN Y4	Date	ART AND DESIGN Y5	Date
Aspect	<b>ESSENTIAL SKILLS</b> <b>Knowledge and understanding</b>		<b>ESSENTIAL SKILLS</b> <b>Knowledge and understanding</b>	
Sketch book	Make/use a sketchbook with hard cover and mitred corners		Make and use a sketchbook that includes pockets and flaps	
Developing ideas	Select and record visual and other information to develop ideas on a theme		Explain how an idea has developed over time	
Selection	Investigate, combine and organise visual and tactile qualities of materials and processes when making something		Combine a range of media within a piece of work and explain the desired effect	
Drawing	Draw from close observation to capture fine details		Use simple rules of perspective in drawings of figures and buildings	
Painting	Add textural materials to paint to create a desired affect		Use paint application techniques to create mood and atmosphere in a painting	
3D	Add embellishments and decorations enhance a form or sculpture		Carve and sculpt materials using a range of tools and finishing techniques (e.g. sanding etching and smoothing)	
Printmaking	Use motif and stencil to create mono or repeat print		Create a detailed block for printing using string, card foam or lino.	
Collage	Create a photo montage of digital images to achieve a particular purpose		Create a monochromatic collage which incorporates text	
Photography	Take a picture from an unusual or thought – provoking view point		Compose a photograph with an emphasis on textural qualities, light and shade	
Colour	Use complementary and contrasting colour for effects		Add black and white paint to create subtle tints and tones, light and shed	
Pattern	Use bold colour and geometric shapes to create a graphic style print		Use rubbing techniques(frottage art) to collect patterns and textures	
Line and tone	Use tone to emphasis form in drawing and painting		Use cross- hatching to add tone and detail	
Form	Use 3Dmaterials to sculpt a human form		Create cylindrical and spherical forms using a range of media and scales	
Evaluating	Comment on similarities/differences between own and others work, describing what they feel about both		Compare and comment on ideas/methods approaches in own and others work (relating to content)	
Appreciating	Compare and comment on a number of artworks on a similar theme, explaining the approaches taken by different artists or genres		Explain how a piece of artwork makes them feel, explaining views by reference to effects( e.g. colour and pattern)	

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	DESIGN AND TECHNOLOGY Y4	Date	DESIGN AND TECHNOLOGY Y5	Date
Aspect	ESSENTIAL SKILLS Making, Using and Understanding			
Tools	Analyse the potential of a range of tools and use with accuracy		Name and select appropriate tools for a task and use them with precision	
Materials	Choose from a range of materials showing an understating of their different characteristics		Select and combine material with precision	
Health and Safety	Follow health and safety rules when working with materials and substances		Select and the name appropriate tools for specific jobs and demonstrate how to use them safely	
Repair and maintenance	Describe how a product should be made better stronger or more sustainable		Recycle, repair and mend old clothes/tools and explain why this si a good idea	
Textiles	Use simple pattern to create a life sized item of clothing		Create a 3D product using a range of materials and sewing techniques.	
Card making	Use more complex pop ups		Combine materials with temporary or fixed joints	
Cutting	cut internal shapes		Cut safely and accurately to a marked line	
Joining	Use a glue gun with close supervision ( one to one )		Use a glue gun with close supervision	
Structures	Prototype and build frame and shell structures, showing awareness of how to strengthen, stiffen and reinforce		Build a framework using a range of materials (e.g. wood, card, corrugated plastic) to supports mechanisms	
Mechanisms	Use pulleys, levers and linkages in their products		Use cams or gears in their product	
Electricity	Build models incorporating models		Build models incorporating switches to turn on and off	
ICT	Create a solution to a problem using control output device that has a sequence of events that activate it		Monitor and control more than one output, in response to changes	
Preparing and cooking food	Measure and weigh ingredients appropriately to prepare and cook a range of savoury dishes		Combine food ingredients appropriately (e.g. kneading, rubbing in and mixing)	
Nutrition	Make healthy eating choices and explain why		Evaluate meals and consider if they contribute towards a balanced diet	
Origins of food	Explain some of the process that foods go through to preserve/make them more appealing		Explain what times of year particular foods are in season	

Aspect	ESSENTIAL SKILLS Planning, Knowledge and Evaluation			
Designing	Collect information from a number of different sources and use this information to inform design ideas in words, labelled sketches, diagrams and models, keeping in mind fitness for purpose and the end user		Use various of information, clarifying/sharing ideas though discussion, labelled sketches, cross sectional diagrams and modelling recognising that ideas have to meet ta arrange of needs	
Using ICT to aid design	Use ICT packages to create alternatives for an initial design		Use CAD and CAM packages, to suggest alternative design ideas and explain their ideas and intentions	
Working from plans	Make realistic, step by step plans, reflecting on designs as the product develops.		Work from own detailed plans, modifying them where appropriate	
Opinion and influence	Describe the work of a favourite fashion designer and explain what they like his/her designs		Research the work done by textile artists and say what they like about a piece identifying the techniques and materials used in creating and the aesthetic value	
Existing product evaluation	Explain how existing product is useful to the user		Investigate the design feature (including identifying components or ingredients) of a familiar existing products in the context of culture or society in which it was designed or made	
Evaluation	Identify what has worked well and what could be improved, evidencing and explaining the results of research		Test and evaluate products against a detailed design specification and make adaptions as they develop the product	
History and culture	Explain how fashion and fabrics have changed over time and how this has affected fashion. Explain how the design of a product has changed over time		Create a timeline to sequence the development of a design over time and describe how technology has influenced it	

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	COMPUTING Y4	Date	COMPUTING Y5	Date
Aspect	ESSENTIAL SKILLS		ESSENTIAL SKILLS	
Algorithms	Detect and correct errors in algorithms and programs (debug)		With support, begin to produce algorithms by using logical and appropriate structures to organise data, and create precise and accurate sequences of instructions.	
Computational thinking	Test programs using models and simulations. Design and write programs that accomplish specific goals working with variables for input and output		Use flow charts and other diagrams to follow how to process or model works	
Problem solving	Use logical reasoning to detect problems, make changes and find out what happens as a result		Use logical reasoning to solve problems and model situations and processes predict what will happen when variables and rules within a model are changed	
Networks knowledge and understanding	Demonstrate knowledge and understanding of computer hardware including input, output and storage devices		Demonstrate knowledge and understanding of computer systems and hardware by identifying and defining the functions of the processor, memory backing storage and peripherals in a typical desktop computer	
Networks using and applying	Create programs to control physical systems. Discuss opportunities for online communication and collaboration		Select, use and combine a variety of software, including internet services on a range of digital devices, explaining how email and online discussion areas are used for communication and collaboration	
Digital literacy knowledge and understanding	Evaluate the quality and success of their solutions. Check the plausibility and usefulness of information they find		Understand the need for accuracy when searching for and selecting information use different sources to double check information found	
Digital literacy using and applying	Use and combine a variety of software and internet services on a range of digital devices to accomplish given goals, including collecting, analysing evaluating and presenting data and information		Prepare and present information in a arrange of ICT safely and responsibly	
E safety – personal knowledge and understanding	Recognise social networking sites and social networking features, built into other things such as online games and handheld game consoles. Make judgements in order to stay safe whilst communicating with others online		Judge what sort of privacy settings might be relevant for reducing different risks. Judge when to answer questions online and when not to	
E-safety responsibilities	Know who tell if anything worries then online. Identify potential risks when presented scenarios, including social networking profiles. Use ICT responsibly, securely and safely		Be a good online citizen and friend. Articulate what constitutes good behaviour online? Find and cite the web address for any information or resource found online	
Data knowledge and understanding	Describe how to sort and organise information to use in a database		Describe how to check for and spot inaccurate data. Know which formulas use to change a spread sheet model	
Data using and applying	Create branching data base from information which they have collected and sorted		Create data collection forms and enter data from these accurately. Make graphs from the calculation on their own spread sheets.	

Year 4 / Year 5 Foundation Essential Skills

	MUSIC Y4	Date	MUSIC Y5	Date
Aspect	ESSENTIAL SKILLS		ESSENTIAL SKILLS	
Listening	Describe how a piece of music makes them feel, making an attempt to explain what. Recall sounds with increasing aural memory		Explain how different musical elements (pitch ,tempo rhythm, melody and dynamics) have been used to create mood and effects	
Composing	Shape composition, considering dynamics, timbre and tempo		Improvise and notate musical phrases to develop compositions	
Vocabulary	Describe, compare and evaluate different kinds of music, using appropriate musical vocabulary		Use musical vocabulary to explain some of the reasons why a piece of music might have been composed	
Performing	Perform significant parts from memory and from notation, either on a musical instrument or vocally		Maintain own part in a performance with confidence accuracy and awareness of what others are playing	
Singing	Maintain with a simple part within an ensemble		Maintain a more complex part within an ensemble(e.g. sing in a round or use harmony)	
Pulse and rhythm	Create and repeat extended rhythmic patterns, using a range of percussion and tuned instruments		Create simple rhythmic patterns within an awareness of timbre(quality of sound) and duration(length of notes and intervals)	
Notation	Follow basic melody line, using standard notation		Perform from a simple notation on tuned/untuned instruments	
Appreciation and understanding	Appreciate and listen to music drawn from different traditions, cultures and composers.		Appreciate and understand high quality music, both live and recorded. Recognise and describe music and musical instrument from different periods in history	

	PE Y4	Date	PE Y5	Date
Aspect	ESSENTIAL SKILLS		ESSENTIAL SKILLS	
Team games	Follow rules to play more challenging team games, such as rounder's', hockey nonstop cricket and team tag		Explain evaluate and develop ideas and plans for a game that includes a scoring system	
Sending and striking	Throw catch strike and field a ball with control and accuracy		Use different techniques and skills to pass, dribble, travel and shoot in ball games.	
Strategy	Work effectively, as part of a team choosing an appropriate strategy or tactic to cause problems for the opposition		Mark an opposing player or players, preventing them from gaining possession.	
Dance	Improvise and move with precision, control and fluency in response to a range of stimuli		Very dynamics of a movement or dance, developing actions in time to music, with a partner or as part of a group	
Athletics	Run with pace over longer distances and for more extended periods, identifying the difference between this and sprinting		Understand how power and stamina is developed and how this improves performances	
Gymnastics	Combine movements, actions and balances individually or collaboratively, to create a fluid routine		Create and perform more complex sequences ,including change of direction, travelling, speed and height, showing good stability and core strength	
Outdoor/adventure	Respond positively to increased challenges and other team members, showing ability to listen top feedback		Plan routes and orientate maps, responding positively to increasing challenges, listening to feedback and evaluating their role	

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Performance	Create/perform fluently sequence of movement, showing good balance/body tone and practise to improve. Use constructive feedback to make improvement to their performance		Perform individually or as part of a group or with partners, with increasing confidence and accuracy, using the whole body across different levels/spaces, to a range of audiences. Compare performances with previous ones	
Swimming	Swim between 25-50 metres unaided, performing more than one stroke. Use breathing and survival techniques		Swim between 50-100 metres, using three strokes, sustaining swimming over an extended time. Show a problem solving approach to survival	