



ESSENTIAL SKILLS TRACKING

Year 3 and Year 4



2018 / 2019

Saved: WG: Planning / Essential Skills Tracking

Year 3 / Year 4 Foundation Essential Skills

	GEOGRAPHY Y3	Date	GEOGRAPHY Y4	Date
Aspect	ESSENTIAL SKILLS Knowledge and understanding		ESSENTIAL SKILLS Knowledge and understanding	
Human & Physical	Describe and compare the different features of human and physical geography of a place, offering explanations for the locations for some of these features		Describe how physical activity has impacted and/or change the physical and human characteristics of a place in the world	
United kingdom	Name and locate vegetation belts across the united kingdom explaining how some of these have changed over time		Name and locate rivers of the united kingdom and describe the impact on human physical geography of the places they are found	
The world	Make comparisons of the same geographical features in different countries		Locate the countries of Europe (including Russia), North and South America	
Environmental	Identify how people both damage and improve the environment.		Explain how people try to sustain environments	
Processes	Explain how the physical process of erosion, transportation and deposition affects the environment		Describe and explain how typical processes have changed the characteristics of a landscape country or continent	
Patterns	Provide a reasonable explanation for features in a relation to location (e.g. the shops outside town are bigger because there is more space)		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)	
Weather & climate	Sequence and explain the features of a physical weather process such as the water cycle		Describe and explain how the climate of a country or continent is linked to the distribution of natural resources and tourism	
Places	Compare and contrast areas of vegetation and blomes in two different locations		Compare and contrast how areas of the world have capitalised on their physical or human features	
Changes over time	Identify changes in the local and global environment		Describe how changes in the features of a place, can affect the lives and activities of the people living there.	
Express views	Provide reason for their observations, views and judgments regarding places and environments		Offer reasons for their own views and recognise that other people may hold different views	
Aspect	ESSENTIAL SKILLS Practical		ESSENTIAL SKILLS Practical	
Mapping	Draw sketch maps and plans using agreed symbols for a key		Draw sketch maps and plans using standardised symbols and a key	
Using maps	Locate geographical features on a map or atlas using symbols shown in a key		Locate and name geographical features on an ordinance survey map.	
Field work	Observe, measure and record the human and physical features in the local area responding to a range of geographical questions		Propose geographical questions, collecting and recording specific evidence to answer them	
Vocabulary	Use technical and geological vocabulary to describe geographical process		Explain views on a geographical issue using appropriate vocabulary	
Research	Locate appropriate information needed for a task from a source material.		Suggest which source material to use for specific task, locating the information needed.	
Direction	Use the eight points of a compass to describe the location of a country or geographical feature		Plot a route on a map or globe from one place to another, identifying countries or significant landmarks that are passed	
Positioning	Locate and explain the significance of the northern and southern hemispheres and the arctic and Antarctic circles		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.	
Data	Analyse data which they have collected from first hand observations and experiences identifying any patterns		Collect and analyse data from first and second hand sources, identifying and analysing patterns and suggesting reasons for them.	
Prospective	Compare and contrast aerial photographs and plan perspectives explaining their similarities and differences		Suggest where in the world and aerial photograph or satellite image shows, explaining reasons for their suggestions	

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	HISTORY Y3		HISTORY Y4	Date
Aspect	ESSENTIAL SKILLS Knowledge and understanding		ESSENTIAL SKILLS Knowledge and understanding	
Similarities and differences	Describe how their own lives are similar or different to children living in past time s		Compare two periods of history, identifying similarities and differences between them	
Vocabulary	Use appropriate historical vocabulary to describe key features of a time period		Begin to use abstract terms(e.g. empire, civilisation, parliament, peasantry and heptarchy)	
Chronology	Show developing and understanding of chronology by beginning to realise that the past can be divided into different periods of time		Place different periods of time on a timeline and remember key historical facts and some dates from a period studied	
Significant individuals	Explain how a significant figure of period influenced change		Explain how significant historical figures contributed to a national and international achievement's in a variety of eras	
Local History	Describe how national changes affected their locality		Describe the impact of international events (e.g. war) on the local area	
Continuity and change	Describe some of the main changes in Britain ,resulting from an event(e.g. an invasion or war)		Explain the impact of a significant historical figure on life in Britain	
Cause and consequence	Express and opinion on whether a person or event had a positive or negative impact on life in Britain		Explain that an event can have more than one cause	
Historical Questions	Suggest useful research questions.		Ask and answer more complex questions through independent research.	
Recording	Use labelled diagrams, recounts ,stories, diaries and pictures to illustrate understanding about historical events and famous people		Choose the best way to record a range of historical information, giving reasons for their choice	
Historical enquiry	Choose the most important source material for a task, showing awareness of a range of sources		Use a range of source materials to answer questions about the past which go beyond simple observations	

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	ART AND DESIGN Y3	Date	ART AND DESIGN Y4	Date
Aspect	ESSENTIAL SKILLS Knowledge and understanding		ESSENTIAL SKILLS Knowledge and understanding	
Sketch book	Make/use a simple sewn sketchbook selecting range of papers and fabrics for different purposes		Make/use a sketchbook with hard cover and mitred corners	
Developing ideas	Identify interesting aspects of objects as a starting point for work		Select and record visual and other information to develop ideas on a theme	
Selection	Explain the purpose of given task and identify the ideal materials and tools for the job		Investigate, combine and organise visual and tactile qualities of materials and processes when making something	
Drawing	Use a range of drawing media to draw natural and man-made items, giving attention to pattern, shape and form		Draw from close observation to capture fine details	
Painting	Cop and create patterns and textures with a range of paints		Add textural materials to paint to create a desired affect	
3D	Use a range of modelling materials and tools, choosing the most appropriate to a given task		Add embellishments and decorations enhance a form or sculpture	
Printmaking	Make repeat pattern prints for decorate purposes using various natural materials		Use motif and stencil to create mono or repeat print	
Collage	Use a variety of materials to create a collage on a theme		Create a photo montage of digital images to achieve a particular purpose	
Photography	Take photographs and explain their creative vision.		Take a picture from an unusual or thought – provoking view point	
Colour	Create and use a palette of natural colours to paint from outdoor observation.		Use complementary and contrasting colour for effects	
Pattern	Imprint a range of patterns into modelling materials(e.g. clay, dough and papier-mâché)		Use bold colour and geometric shapes to create a graphic style print	
Line and tone	Use line to add surface detail to a drawing print or painting		Use tone to emphasis form in drawing and painting	
Form	Create natural forms such as shells, leaves, flowers and animals, showing an awareness of different viewpoints on the same objects		Use 3Dmaterials to sculpt a human form	
Evaluating	Make suggestions for ways to adapt/improve their own artwork		Comment on similarities/differences between own and others work, describing what they feel about both	
Appreciating	Use a range of artistic vocabulary to compare art work of a particular genre or movement		Compare and comment on a number of artworks on a similar theme, explaining the approaches taken by different artists or genres	

Year 3 / Year 4 Foundation Essential Skills

	DESIGN AND TECHNOLOGY Y3	Date	DESIGN AND TECHNOLOGY Y4	Date
Aspect	ESSENTIAL SKILLS Making, Using and Understanding		ESSENTIAL SKILLS	
Tools	Select the appropriate tools and explain choices		Analyse the potential of a range of tools and use with accuracy	
Materials	Plan which materials will be needed for a task and explain why		Choose from a range of materials showing an understanding of their different characteristics	
Health and Safety	Follow health and safety rules for cooking and baking activities		Follow health and safety rules when working with materials and substances	
Repair and maintenance	Try an alternative way of fixing something if first attempt isn't successful		Describe how a product should be made better stronger or more sustainable	
Textiles	Create a simple pattern for a design		Use simple pattern to create a life sized item of clothing	
Card making	Cut slots in card and create nets		Use more complex pop ups	
Cutting	Measure and mark wood/dowel		cut internal shapes	
Joining	Join fabrics using a running stitch		Use a glue gun with close supervision (one to one)	
Structures	Create a shell or frame structure using diagonal struts to strengthen		Prototype and build frame and shell structures, showing awareness of how to strengthen, stiffen and reinforce	
Mechanisms	Create and use simple gears, pulleys, cams, levers and linkages		Use pulleys, levers and linkages in their products	
Electricity	Build models, incorporating circuits with buzzers and bulbs		Build models incorporating models	
ICT	Evaluate their own programme, refine and improve it		Create a solution to a problem using control output device that has a sequence of events that activate it	
Preparing and cooking food	Combine a variety of ingredients using range of cooking techniques		Measure and weigh ingredients appropriately to prepare and cook a range of savoury dishes	
Nutrition	Describe what a balanced diet is		Make healthy eating choices and explain why	
Origins of food	Identify food which comes from the UK and other countries in the world		Explain some of the process that foods go through to preserve/make them more appealing	

	DESIGN AND TECHNOLOGY Y3	Date	DESIGN AND TECHNOLOGY Y4	Date
Aspect	ESSENTIAL SKILLS Planning, Knowledge and Evaluation		ESSENTIAL SKILLS Planning, Knowledge and Evaluation	
Designing	Share ideas through words, labelled sketches and models, recognising that designs have to meet a range of needs, including being fit for purpose		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	
Using ICT to aid design	Use ICT packages to create a labelled design or plan, in detail		Use ICT packages to create alternatives for an initial design	
Working from plans	Make realistic plans, identifying processes equipment and materials needed		Make realistic, step by step plans, reflecting on designs as the product develops.	
Opinion and influence	Compare and contrast great bridge designs, explaining why a particular design is significant in engineering history		Describe the work of a favourite fashion designer and explain what they like his/her designs	
Existing product evaluation	Investigate the design features (including identifying components or ingredients) of familiar existing products		Explain how existing product is useful to the user	
Evaluation	Suggest improvements to products made and describe how to implement them (taking the views of others into account)		Identify what has worked well and what could be improved, evidencing and explaining the results of research	
History and culture	Explain the impact of a design or designer on design history and how this has helped to shape the world		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	

Year 3 / Year 4 Foundation Essential Skills

	COMPUTING Y3	Date	COMPUTING Y4	Date
Aspect	ESSENTIAL SKILLS		ESSENTIAL SKILLS	
Algorithms	Use logical reasoning to explain how a simple algorithm works		Detect and correct errors in algorithms and programs (debug)	
Computational thinking	Use sequence, selection and repetition in programs		Test programs using models and simulations. Design and write programs that accomplish specific goals working with variables for input and output	
Problem solving	Analyse and tackle problems by decomposing into smaller parts		Use logical reasoning to detect problems, make changes and find out what happens as a result	
Networks knowledge and understanding	Demonstrate knowledge of computer systems and hardware by describing input and output devices used in everyday life		Demonstrate knowledge and understanding of computer hardware including input, output and storage devices	
Networks using and applying	Use software search engines effectively		Create programs to control physical systems. Discuss opportunities for online communication and collaboration	
Digital literacy knowledge and understanding	Become discerning in evaluating digital content		Evaluate the quality and success of their solutions. Check the plausibility and usefulness of information they find	
Digital literacy using and applying	Identify and select appropriate information using straight forward lines of enquiry. Use different approaches to search and retrieve digital information, including the browser address bar and shortcuts		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	
E safety – personal knowledge and understanding	Identify ways to keep safe when using ICT. Think before sending and suggest consequences of sending/ posting		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	
E-safety responsibilities	Recognise online behaviours that would be unfair. Show respect for individuals and intellectual property		Know who tell if anything worries then online. Identify potential risks when presented scenarios, including social networking profiles. Use ICT responsibly, securely and safely	
Data knowledge and understanding	Understand how to select information to put into a data table. Recognise which information is suitable for their topic		Describe how to sort and organise information to use in a database	
Data using and applying	Design questionnaire to collect information		Create branching data base from information which they have collected and sorted	

Year 3 / Year 4 Foundation Essential Skills

	MUSIC Y3	Date	MUSIC Y4	Date
Aspect	ESSENTIAL SKILLS		ESSENTIAL SKILLS	
Listening	Recognise changes in the music using words like “pitch” (high and low) “timbre” (sound quality) “dynamic” (loud or soft) and “tempo”(fast or slow)		Describe how a piece of music makes them feel, making an attempt to explain what. Recall sounds with increasing aural memory	
Composing	Use standard and invented symbols to represent sounds		Shape composition, considering dynamics, timbre and tempo	
Vocabulary	Use relevant musical vocabulary (e.g. pitch, rhythm, pulse and tempo) when talking about the elements of music within a piece		Describe, compare and evaluate different kinds of music, using appropriate musical vocabulary	
Performing	Perform own part with increased control or accuracy when singing or playing both tuned and untuned instruments		Perform significant parts from memory and from notation, either on a musical instrument or vocally	
Singing	Sing songs confidently both solo and in groups		Maintain with a simple part within an ensemble	
Pulse and rhythm	Create and repeat extended rhythmic patterns, vocally or by using clapping		Create and repeat extended rhythmic patterns, using a range of percussion and tuned instruments	
Notation	Use written symbols both standard and invented to represent sounds		Follow basic melody line, using standard notation	
Appreciation and understanding	Compare and contrast two pieces of music on the same theme. Listen to music from different periods in history		Appreciate and listen to music drawn from different traditions, cultures and composers.	

	PE Y3	Date	PE Y4	Date
Aspect	ESSENTIAL SKILLS		ESSENTIAL SKILLS	
Team games	Create their own games, adapting rules and displaying knowledge of warm up and cool downs		Follow rules to play more challenging team games, such as rounder’s, hockey nonstop cricket and team tag	
Sending and striking	Keep control of ball- based equipment (eg hockey stick) working effectively as part or a team		Throw catch strike and field a ball with control and accuracy	
Strategy	Choose tactic/ a suitable strategy to cause problems for opposition		Work effectively, as part of a team choosing an appropriate strategy or tactic to cause problems for the opposition	
Dance	Compare, develop and adapt movements and motifs to create movement patterns		Improvise and move with precision, control and fluency in response to a range of stimuli	
Athletics	Demonstrate a range of throwing techniques, using accuracy and power and perform a range of jumps, sometimes with runs up		Run with pace over longer distances and for more extended periods, identifying the difference between this and sprinting	
Gymnastics	Vary height and speed in a sequence of gymnastic movements		Combine movements, actions and balances individually or collaboratively, to create a fluid routine	
Outdoor/adventure	Work effectively as part of a team to safely navigate to familiar places, solving problems and evaluating their performances		Respond positively to increased challenges and other team members, showing ability to listen top feedback	
Performance	Create/perform a sequence of movements showing a good balance/body tone. Recognise their strengths in PE, identifying areas for improvement		Create/perform fluently sequence of movement, showing good balance/body tone and practise to improve. Use constructive feedback to make improvement to their performance	