



High Hazels Academy
The best in everyone™
Part of United Learning

Topic

Performance Indicators

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Key Performance Indicators

Milestone One

Year 1 and 2



United Learning
The best in everyone™

■ Ambition ■ Confidence ■ Creativity ■ Respect ■ Enthusiasm ■ Determination

Milestone One

Art and Design

Key Performance Indicators (KPIs)					
Performance Indicators			Autumn Term	Spring Term	Summer Term
To develop ideas	A&D 1.1	Respond to ideas and starting points.			
	A&D 1.2	Explore ideas and collect visual information.			
	A&D 1.3	Explore different methods and materials as ideas develop.			
To master techniques Drawing	A&D 1.4	Drawing lines of different sizes and thickness			
	A&D 1.5	Colour (own work) neatly following the lines			
	A&D 1.6	Show pattern and texture by adding dots and lines			
	A&D 1.7	Show different tones by using coloured pencils			
To master techniques Painting	A&D 1.8	Use thick and thin brushes			
	A&D 1.9	Mix primary colours to make secondary			
	A&D 1.10	Add white to colours to make tints and black to colours to make tones			
	A&D 1.11	Create colour wheels			
To master techniques Collage	A&D 1.12	Use a combination of materials that are cut, torn and glued			
	A&D 1.13	Sort and arrange materials			
	A&D 1.14	Mix materials to create texture			
To master techniques Sculpture	A&D 1.15	Use a combination of shapes			
	A&D 1.16	Include lines and textures			
	A&D 1.17	Use rolled up paper, straws, paper, card and clay as materials			
	A&D 1.18	Use techniques such as rolling, cutting, moulding and carving			
To master techniques Print	A&D 1.19	Use repeating or overlapping shapes			
	A&D 1.20	Mimic print from the environment (e.g. wallpapers)			

	A&D 1.21	Use objects to create prints			
	A&D 1.22	Press, roll, rub and stamp to make prints			
To master techniques	A&D 1.23	Use weaving to create a pattern.			
Textiles	A&D 1.24	Join materials using glue and/or a stitch			
	A&D 1.25	Use Plaiting			
	A&D 1.26	Use dip dye techniques			

To develop ideas	A&D 1.27	Use a wide range of tools to create different textures, lines, tones, colours and shapes			
Digital Media					
To take inspiration from the greats (classic and modern)	A&D 1.28	Describe the work of notable artists, artisans and designers			
	A&D 1.29	Use some of the ideas of artists studied to create pieces			



Design Technology

Key Performance Indicators (KPIs)					
Performance Indicators			Autumn Term	Spring Term	Summer Term
To master practical skills Food/ nutrition	D&T 1.1	Cut, peel or grate ingredients safely and hygienically			
	D&T 1.2	Measure or weigh using measuring cups or electronic scales			
	D&T 1.3	Assemble or cook ingredients			
	D&T 1.4 Corn	Understand where food comes from			
	D&T 1.5 Corn	Use the basic principles of a healthy and varied diet to prepare dishes.			
To master practical skills Materials	D&T 1.6	Cut materials safely using tools provided			
	D&T 1.7	Measure and mark out the nearest centimetre			
	D&T 1.8	Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling)			
	D&T 1.9	Demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen)			
To master practical skills Textiles	D&T 1.10	Shape textiles using templates			
	D&T 1.11	Join textiles using running stitch			
	D&T 1.12	Colour and decorate textiles using a number of techniques (such as dyeing, adding sequins or printing)			
To master practical skills Electrical and electronics	D&T 1.13	Diagnose faults in battery operated devices (such as low battery, water damage or battery terminal damage)			
To master practical skills Construction	D&T 1.14	Use materials to practise drilling, screwing, gluing and nailing materials to make and strengthen products			
To master practical skills Mechanics	D&T 1.15	Create products using levers, wheels and winding mechanisms			
To master practical skills Computing	D&T 1.16	Model designs using software			
To design, make, evaluate and improve	D&T 1.17	Design products that have a clear purpose and an intended user.			
	D&T 1.18	Make products, refining the design as work progresses.			
	D&T 1.19	Use software to design			

To take inspiration from design throughout history	D&T 1.20	Explore objects and designs to identify likes and dislikes of the designs.			
	D&T 1.21	Suggest improvements to existing designs			
	D&T 1.22	Explore how products have been created			



Milestone One

Geography

Key Performance Indicators (KPIs)					
Performance Indicators			Autumn Term	Spring Term	Summer Term
To investigate places	G1.1	Ask and answer geographical questions			
	G1.2	Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.			
	G1.3	Use world maps, atlases, and globes to identify the UK and its countries, as well as the countries, continents and oceans studied.			
	G1.4	Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment.			
	G1.5	Use aerial images and plan perspectives to recognise landmarks and basic physical features.			
	G1.6	Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas.			
	G1.7	Name and locate the world's continents and oceans			
To investigate patterns	G1.8	Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a contrasting non-European country.			
	G1.9	Identify seasonal and daily weather patterns in the UK and location of hot and cold areas of the world in relation to the Equator and the North and South Poles.			
	G1.10	Identify land use around the school			
To communicate geographically	G1.11	Use basic geographical vocabulary to refer to key physical features including beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather.			
	G1.12	Use basic geographical vocabulary to refer to key human features including city, town, village, factory, farm, house, office and shop.			
	G1.13	Use compass directions (north, south, east and west) and locational language (e.			
	G.14	Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1)			



Milestone One

History

Key Performance Indicators (KPIs)					
Performance Indicators			Autumn Term	Spring Term	Summer Term
To investigate and interpret the past	H 1.1	Observe or handle evidence to ask questions and find answers to questions about the past.			
	H 1.2	Ask questions such as What was it like for people? What happened?			
	H 1.3	Use artefacts, picture, stories, online sources and databases to find out about the past.			
	H 1.4	Identify some of the different ways the past has been represented.			
To build an overview of world history	H 1.5	Describe historical events			
	H 1.6	Describe significant people from the past			
	H 1.7	Recognise that there are reasons why people in the past acted as they did.			
To understand chronology	H 1.8	Place events and artefacts in order on a time line			
	H 1.9	Label time lines with words or phrases such as past, present, older and newer.			
	H 1.10	Recount changes that have occurred in their own lives and the locality.			
	H 1.11	Use dates where appropriate			
To communicate historically	H 1.12	Use words and phrases such as: a long time ago, recently, when my parents and carers were children, decades and centuries to describe the passing of time.			
	H 1.13	Show an understanding of the concept of nation and a nation's history			
	H 1.14	Show an understanding of concepts such as civilisation, monarchy, parliament, democracy and war and peace.			



Key Performance Indicators (KPIs)					
Performance Indicators			Autumn Term	Spring Term	Summer Term
To perform	M 1.1	Take part in singing accurately following the melody			
	M 1.2	Follow instructions on how and when to sing or play an instrument			
	M 1.3	Make and control long and short sounds using voice and instruments			
	M 1.4	Imitate changes in pitch			
To compose	M 1.5	Create a sequence of long and short sounds			
	M 1.6	Clap rhythms			
	M 1.7	Create a mixture of different sounds (long and short, loud and quiet, high and low)			
	M 1.8	Choose sounds to create an effect			
	M 1.9	Sequence sounds to create an overall effect			
	M 1.10	Create short, musical patterns			
	M 1.11	Create short rhythmic phrases			
To transcribe	M 1.12	Use symbols to represent a composition and use them to help with a performance			
To describe music	M 1.13	Identify the beat of a tune			
	M1 .14	Recognise changes in timbre, dynamics and pitch			



Milestone One

Physical Education

Key Performance Indicators (KPIs)					
Performance Indicators			Autumn Term	Spring Term	Summer Term
To develop practical skills in order to participate, compete and lead a healthy lifestyle Games	P.E 1.1	Use the terms 'opponent' and 'team-mate'			
	P.E 1.2	Use rolling, hitting, running, jumping catching and kicking skills in combination			
	P.E 1.3	Develop tactics			
	P.E 1.4	Lead others when appropriate			
To develop practical skills in order to participate, compete and lead a healthy lifestyle Dance	P.E 1.5	Copy and remember moves and positions.			
	P.E 1.6	Move with careful control and co-ordination			
	P.E 1.7	Link two or more actions to perform a sequence			
	P.E 1.8	Choose movements to communicate a mood, feeling or idea			
To develop practical skills in order to participate, compete and lead a healthy lifestyle. Gymnastics	P.E 1.9	Copy and remember actions			
	P.E 1.10	Move with some control and awareness of space			
	P.E 1.11	Link two or more action to make a sequence			
	P.E 1.12	Show contrasts (such as small/tall, straight/curved and wide/narrow)			
	P.E 1.13	Travel by rolling forwards, backwards and sideways.			
	P.E 1.14	Hold a position whilst balancing on different points of the body			
	P.E 1.15	Climb safely on equipment			
	P.E 1.16	Stretch and curl to develop flexibility			
Athletics		Athletic activities are combined with games in Years 1 and 2			
Outdoor and adventurous activities		Not applicable			



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Milestone Two

Year 3 and 4



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Milestone Two Art and Design

Key Performance Indicators (KPIs)					
Performance Indicators			Autumn Term	Spring Term	Summer Term
To develop ideas	A&D 2.1	Develop ideas from starting points throughout the curriculum			
	A&D 2.2	Collect information, sketches and resources			
	A&D 2.3	Adapt and refine ideas as they progress			
	A&D 2.4	Explore ideas in a variety of ways			
	A&D 2.5	Comment on artworks using visual language			
To master techniques Drawing	A&D 2.6	Use different hardnesses of pencils to show line, tone and texture			
	A&D 2.7	Annotate sketches to explain elaborate ideas			
	A&D 2.8	Sketch lightly (no need to use the rubber to correct mistakes)			
	A&D 2.9	Use shading to show light and shadow			
	A&D 2.10	Use hatching and cross hatching to show tone and texture			
To master techniques Painting	A&D 2.11	Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines			
	A&D 2.12	Mix colours effectively			
	A&D 2.13	Use watercolour paint to produce washes for backgrounds then add detail.			
	A&D 2.14	Experiment with creating mood with colour			
To master techniques Collage	A&D 2.15	Select and arrange materials for a striking effect			
	A&D 2.16	Ensure work is precise			
	A&D 2.17	Use coiling, overlapping, tessellation, mosaic and montage.			
To master techniques Sculpture	A&D 2.18	Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials)			
	A&D 2.19	Include texture that convey feelings, expression or movement			

	A&D 2.20	Use clay and other mouldable materials			
	A&D 2.21	Add materials to provide interesting detail			

To master Techniques Print	A&D 2.22	Use layers of two or more colours			
	A&D 2.23	Replicate patterns observed in natural or built environments			
	A&D 2.24	Make printing blocks (e.g. from coiled string glued to a block)			
	A&D 2.25	Make precise repeating patterns			

To master Techniques Textiles	A&D 2.26	Shape and stitch materials			
	A&D 2.27	Use basic cross stitch and back stitch			
	A&D 2.28	Colour fabric			
	A&D 2.29	Create weavings			
	A&D 2.30	Quilt, pad and gather fabric.			
To master techniques Digital Media	A&D 2.31	Create images, video and sound recordings and explain why they were created			
To take inspiration from the greats (classic and modern)	A&D 2.32	Replicate some of the techniques used by notable artists, artisans and designers			
	A&D 2.33	Create original pieces that are influenced by studies of others			



Milestone Two Design and Technology

Key Performance Indicators (KPIs)					
Performance Indicators			Autumn Term	Spring Term	Summer Term
To master practical skills Food / Nutrition	D&T 2.1	Prepare ingredients hygienically using appropriate utensils			
	D&T 2.2	Measure ingredients to the nearest gram accurately			
	D&T 2.3	Follow a recipe			
	D&T 2.4	Assemble or cook ingredients (predominately savoury dishes)			
	D&T 2.5 Corn	Understand and apply the principles of a healthy and varied diet			
	D&T 2.6 Corn	Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.			
To master practical skills Materials	D&T 2.7	Cut materials accurately and safely by selecting appropriate tools.			
	D&T 2.8	Measure and mark out the nearest millimetre			
	D&T 2.9	Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs)			
	D&T 2.10	Select appropriate joining techniques			
To master practical skills Textiles	D&T 2.11	Understand the need for a seam allowance			
	D&T 2.12	Join textiles with appropriate stitching			
	D&T 2.13	Select the most appropriate techniques to decorate textiles			
To master practical skills Electrical and electronics	D&T 2.14	Create series and parallel circuits			
To master practical skills Construction	D&T 2.15	Choose suitable techniques to construct products			
	D&T 2.16	Strengthen materials using suitable techniques			
To master practical skills Mechanics	D&T 2.17	Use scientific knowledge of the transference of forces to choose appropriate mechanisms for a product (such as levers, winding mechanisms, pulleys and gears)			

To master practical skills Computing	D&T 2.18	Control and monitor models using software designed for this purpose			
To design, make, evaluate and improve	D&T 2.19	Design by purpose by identifying opportunities to design			
	D&T 2.20	Make products by working efficiently (such as by carefully selecting materials)			
	D&T 2.21	Refine work and techniques as work progresses continually evaluating the product design			
	D&T 2.22	Use software to design and represent product designs			
To take inspiration from design throughout history	D&T 2.23	Identify some of the great designers in all of the area of study (including pioneers in horticultural techniques) to generate ideas for designs.			
	D&T 2.24	Improve upon existing designs, giving reasons for choices			
	D&T 2.25	Disassemble products to understand how they work.			



Milestone Two Geography

Key Performance Indicators (KPIs)					
Performance Indicators			Autumn Term	Spring Term	Summer Term
To investigate places	G 2.1	Ask and answer geographical questions about the physical and human characteristics of a location.			
	G 2.2	Explain own views about locations, giving reasons.			
	G 2.3	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.			
	G 2.4	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.			
	G 2.5	Use a range of resources to identify the key physical and human features of a location.			
	G 2.6	Name and locate counties and cities of the UK, 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.			
	G 2.7	Name and locate the countries of Europe and identify their main physical and human characteristics.			
To investigate patterns	G 2.8	Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas.			
	G 2.9	Describe geographical similarities and differences between countries			
	G 2.10	Describe how the locality of the school has changed over time			
To communicate geographically	G 2.11	Describe key aspects of : physical geography including rivers, mountains, volcanoes and earthquakes and the water cycle.			
	G 2.12	Describe key aspects of: human geography, including settlements and land use.			
	G 2.13	Use the eight points of a compass, four figure grid references, symbols and key to communicate knowledge of the UK and the wider world.			



Milestone Two

History

Key Performance Indicators (KPIs)					
Performance Indicators			Autumn Term	Spring Term	Summer Term
To investigate and interpret the past	H 2.1	Use evidence to ask questions and find answers to questions about the past			
	H 2.2	Suggest suitable sources of evidence for historical enquiries			
	H 2.3	Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.			
	H 2.4	Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.			
	H 2.5	Suggest cause and consequences of some of the main events and changes in history.			
To build an overview of world history	H 2.6	Describe changes that have happened in the locality of the school throughout history			
	H 2.7	Give a broad overview of life in Britain			
	H 2.8	Compare some of the times studied with those of other areas of interest around the world			
	H 2.9	Describe the social, ethnic, cultural or religious diversity of past society			
	H 2.10	Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.			
	H 2.11	Show an understanding of the concept of nation and a nation's history			
	H 2.12	Show an understanding of concepts such as civilisation, monarchy, parliament, democracy and war and peace.			
To understand chronology	H 2.13	Place events, artefacts and historical figures on a time line using dates			
	H 2.14	Understand the concept of change over time, representing this, along with evidence, on a timeline.			
	H 2.15	Use dates and terms to describe events			
To communicate historically	H 2.16	Use appropriate historical vocabulary to communicate including dates, time period, era, change, chronology			
	H 2.17	Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.			



Milestone Two

Music

Key Performance Indicators (KPIs)					
Performance Indicators			Autumn Term	Spring Term	Summer Term
To perform	M 2.1	Sing from memory with accurate pitch			
	M 2.2	Sing in tune			
	M 2.3	Maintain a simple part within the group			
	M 2.4	Pronounce words within a song clearly			
	M 2.5	Show control of voice			
	M 2.6	Play notes on an instrument with care, so that they are clear			
	M 2.7	Perform with control and awareness of others			
To compose	M 2.8	Compose and perform melodic songs			
	M 2.9	Use sound to create abstract effects			
	M 2.10	Create repeated patterns with a range of instruments			
	M 2.11	Create accompaniments for tunes			
	M 2.12	Use drones as accompaniments			
	M 2.13	Choose, order, combine and control sounds to create an effect			
	M 2.14	Use digital technologies to compose pieces of music			
To Transcribe	M 2.15	Devise non-standard symbols to indicate when to play and rest			
	M 2.16	Recognise the notes EGBDF and FACE on the musical starve.			
	M 2.17	Recognise the symbols for a minim, crotchets semibreve and say how many beats they represent			
To describe music	M 2.18	Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music			
	M 2.19	Evaluate music using musical vocabulary to identify areas of likes and dislikes			
	M 2.20	Understand layers of sounds and discuss their effect on mood and feelings			



Key Performance Indicators (KPIs)					
Performance Indicators			Autumn Term	Spring Term	Summer Term
To develop practical skills in order to participate, compete and lead a healthy lifestyle Games	P.E 2.1	Throw and catch with control and accuracy			
	P.E 2.2	Strike a ball and field with control			
	P.E 2.3	Choose appropriate tactics to cause problems for the opposition			
	P.E 2.4	Follow the rules of the game and play fairly			
	P.E 2.5	Maintain possession of a ball (with e.g. feet, a hockey stick or hands)			
	P.E 2.6	Pass to team mates at appropriate times			
	P.E 2.7	Lead others and act as a respectful team member			
To develop practical skills in order to participate, compete and lead a healthy lifestyle. Dance	P.E 2.8	Plan and perform and repeat sequences			
	P.E 2.9	Move in a clear, fluent and expressive manner			
	P.E 2.10	Refine movements into sequences			
	P.E 2.11	Create dances and movements that convey a definite idea			
	P.E 2.12	Develop physical strength and suppleness by practising moves and stretching			
To develop practical skills in order to participate, compete and lead a healthy lifestyle. Gymnastics	P.E. 2.13	Plan, perform and repeat sequences			
	P.E 2.14	Move in a clear, fluent and expressive manner			
	P.E 2.15	Refine movements into sequences			
	P.E 2.16	Show changes of direction, speed and level during a performance			
	P.E 2.17	Travel in a variety of ways including flight by transferring weight to generate power in movements.			
	P.E. 2.18	Show a kinaesthetic sense in order to improve the placement and alignment of body parts (e.g. 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)			
	P.E 2.19	Swing and hang from equipment safely			

<p>To develop practical skills in order to participate, compete and lead a healthy lifestyle.</p> <p>Swimming</p>	P.E 2.20	Swim between 25 and 50 metre unaided			
	P.E 2.21	Use more than one stroke and coordinate breathing as appropriate for the stroke being used			
	P.E 2.22	Coordinate leg and arm movements			
	P.E 2.23	Swim at the surface and below the water			
	P.E. 2.24	Perform safe self-rescue.			

<p>To develop practical skills in order to participate, compete and lead a healthy lifestyle</p> <p>Athletics</p>	P.E 2.25	Sprint over a short distance up to 60 metres			
	P.E 2.26	Run over a longer distance, conserving energy in order to sustain performance			
	P.E 2.27	Use a range of throwing techniques (such as under arm, over arm)			
	P.E 2.28	Throw with accuracy to hit a target or cover a distance			
	P.E 2.29	Jump in a number of ways using a run up where appropriate			
	P.E 2.30	Compete with others and aim to improve personal best performances			

<p>To develop practical skills in order to participate, compete and lead a healthy lifestyle</p> <p>Outdoors and adventurous activities</p>	P.E 2.31	Arrive properly equipped for outdoor and adventurous activity			
	P.E 2.32	Understand the need to show accomplishment in managing risks			
	P.E 2.33	Show an ability to both lead and form part of a team			
	P.E 2.34	Support others and seek support if required when the situation dictates			
	P.E 2.35	Show resilience when plans do not work and initiative to try new ways of working			
	P.E 2.36	Use maps, compasses and digital devices to orientate themselves			
	P.E 2.37	Remain aware of changing conditions and change plans if necessary			



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Milestone Three

Year 5 and 6



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Milestone Three

Art and Design

Key Performance Indicators (KPIs)					
Performance Indicators			Autumn Term	Spring Term	Summer Term
To develop ideas	A&D 3.1	Develop and imaginatively extend ideas from starting points throughout the curriculum			
	A&D 3.2	Collect information, sketches and resources and present ideas imaginatively			
	A&D 3.3	Use the qualities of materials to enhance ideas			
	A&D 3.4	Spot the potential in unexpected results as work progresses			
	A&D 3.5	Comment on artworks with a fluent grasp of visual language			
To master techniques Drawing	A&D 3.6	Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight)			
	A&D 3.7	Use a choice of techniques to depict movement, perspective, shadows and reflection			
	A&D 3.8	Choose a style of drawing suitable for the work (e.g. realistic or impressionistic)			
	A&D 3.9	Use lines to represent movement			
To master techniques Painting	A&D 3.10	Sketch (lightly) before painting to combine line and colour			
	A&D 3.11	Create a colour palette based upon colours observed in the natural or built world			
	A&D 3.12	Use the qualities of watercolour and acrylic paints to create visually interesting pieces			
	A&D 3.13	Combine colours, tones and tints to enhance the mood of a piece			
	A&D 3.14	Use brush techniques and the qualities of paint to create texture			
	A&D 3.15	Develop a personal style of painting, drawing upon ideas from other artists			
To master techniques Collage	A&D 3.16	Mix textures (rough and smooth, plain and patterned)			
	A&D 3.17	Combine visual and tactile qualities			
	A&D 3.18	Use ceramic mosaic materials and techniques			

To master Techniques Sculpture	A&D 3.19	Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations			
	A&D 3.20	Use tools to carve and add shapes, texture and pattern			
	A&D 3.21	Combine visual and tactile qualities			
	A&D 3.22	Use frameworks (such as wires or moulds) to provide stability and form			

To master techniques	A&D 3.23	Build up layers of colours			
Print	A&D 3.24	Create an accurate pattern, showing the detail.			
	A&D 3.25	Use a range of visual elements to reflect the purpose of the work			

To master Techniques	A&D 3.26	Show precision in techniques			
Textiles	A&D 3.27	Choose from a range of stitching techniques			
	A&D 3.28	Combine previously learned techniques to create pieces			
To master techniques Digital Media	A&D 3.29	Enhance digital media by editing (including sound, video, animation, still images and installations)			
To take inspiration from the greats (classic and modern)	A&D 3.30	Give details (including own sketches) about the style of some notable artists, artisans and designers			
	A&D 3.31	Show how the work of those studied was influential in both society and to other artists			
	A&D 3.32	Create original pieces that show a range of influences and styles			



Milestone Three

Design and Technology

Key Performance Indicators (KPIs)					
Performance Indicators			Autumn Term	Spring Term	Summer Term
To master practical skills	D&T 3.1	Understand the importance of correct storage and handling of ingredients (using knowledge of micro-organisms)			
Food	D&T 3.2	Measure accurately and calculate ratios of ingredients to scale up or down from a recipe			
	D&T 3.3	Demonstrate a range of baking and cooking techniques			
	D&T 3.4	Create and refine recipes, including ingredients, methods, cooking times and temperatures			
To master practical skills	D&T 3.5	Cut materials with precision and refine the finish with appropriate tools (such as sanding wood after cutting or a more precise scissor cut after roughly cutting out a shape)			
Materials	D&T 3.6	Show an understanding of the qualities of materials to choose appropriate tools to cut and shape (such as the nature of the fabric may require sharper scissors than would be used to cut paper)			
To master practical skills	D&T 3.7	Create objects (such as a cushion) that employ a seam allowance			
Textiles	D&T 3.8	Join textiles with a combination of stitching techniques (such as back stitch for seams and running stitch to attach decoration)			
	D&T 3.9	Use the qualities of materials to create suitable visual and tactile effects in the decoration of textiles (such as a soft decoration for comfort on a cushion)			
To master practical skills	D&T 3.10	Create circuits using electronic kits that employ a number of components (such as LEDs, resistors, transistors and chips)			
Electrical and electronics					
To master practical skills	D&T 3.11	Develop a range of practical skills to create products (such as cutting, drilling and screwing, nailing, gluing, filing and sanding)			
Construction					
To master practical	D&T 3.12	Convert rotary motion to linear using cams			

skills Mechanics	D&T 3.13	Use innovative combinations of electronics (or computing) and mechanics in product designs			
To master practical skills Computing	D&T 3.14	Write code to control and monitor models or products			
To design, make, evaluate and improve	D&T 3.15	Design with the user in mind, motivated by the service a product will offer (rather than simply for profit)			
	D&T 3.16	Make products through stages of prototypes, making continual refinements			
	D&T 3.17	Ensure products have a high quality finish, using art skills where appropriate			
	D&T 3.18	Use prototypes, cross sectional diagrams and computer aided designs to represent designs			
To take inspiration from design throughout history	D&T 3.19	Combine elements of design from a range of inspirational designers throughout history giving reasons for choices			
	D&T 3.20	Create innovative designs that improve upon existing products			
	D&T 3.21	Evaluate the design of products so as to suggest improvements to the user experience			



Milestone Three Geography

Key Performance Indicators (KPIs)					
Performance Indicators			Autumn Term	Spring Term	Summer Term
To investigate places	G 3.1	Collect and analyse statistics and other information in order to draw clear conclusions about locations			
	G 3.2	Identify and describe how the physical features affect the human activity within a location			
	G 3.3	Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location			
	G 3.4	Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways.			
	G 3.5	Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's Tube map)			
	G 3.6	Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.			
	G 3.7	Name and locate the countries of North and South America and identify their main physical and human characteristics.			
To investigate patterns	G 3.8	Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night)			
	G 3.9	Understand some of the reasons for geographical similarities and differences between countries			
	G 3.10	Describe how locations around the world are changing and explain some of the reasons for change			
	G 3.11	Describe geographical diversity across the world			
	G 3.12	Describe how countries and geographical regions are interconnected and interdependent			

To communicate geographically	G 3.13	Describe and understand key aspects of: physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.			
	G 3.14	Describe and understand key aspects of: human geography, including settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food minerals and water supplies.			
	G 3.15	Use the eight points of a compass, four-figure grid references, symbols and a key (that uses Standard Ordnance Survey symbols) to communicate knowledge of the UK and the world.			
	G 3.16	Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land)			



Milestone Three

History

Key Performance Indicators (KPIs)					
Performance Indicators			Autumn Term	Spring Term	Summer Term
To investigate and interpret the past	H 3.1	Use sources of evidence to deduce information about the past			
	H 3.2	Select suitable sources of evidence, giving reasons for choices			
	H 3.3	Use sources of information to form testable hypotheses about the past			
	H 3.4	Seek out and analyse a wide range of evidence in order to justify claims about the past			
	H 3.5	Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.			
	H 3.6	Understand that no single source of evidence gives the full answer to questions about the past.			
	H 3.7	Refine lines of enquiry as appropriate			
To build an overview of world history	H 3.8	Identify continuity and change in the history of the locality of the school			
	H 3.9	Give a broad overview of life in Britain and some major events from the rest of the world			
	H 3.10	Compare some of the times studied with those of the other areas of interest around the world			
	H 3.11	Describe the social, ethnic, cultural or religious diversity of the past			
	H 3.12	Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children			
To understand chronology	H 3.13	Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural)			
	H 3.14	Identify periods of rapid change in history and contrast them with times of relatively little change			
	H 3.15	Understand the concepts of continuity and change over time, representing them, along with evidence, on a timeline.			
	H 3.16	Use dates and terms accurately in describing events			

To communicate historically	H 3.17.	Use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade and legacy			
	H 3.18	Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past			
	H 3.19	Use original ways to present information and ideas			



Key Performance Indicators (KPIs)					
Performance Indicators			Autumn Term	Spring Term	Summer Term
To perform	M 3.1	Sing or play from memory with confidence			
	M 3.2	Perform solos or as part of an ensemble			
	M 3.3	Sing or play expressively and in tune			
	M 3.4	Hold a part within a round			
	M 3.5	Sing a harmony part confidently and accurately			
	M 3.6	Sustain a drone or a melodic ostinato to accompany singing			
	M 3.7	Perform with controlled breathing (voice) and skilful playing (instrument)			
To compose	M 3.8	Create songs with verses and a chorus			
	M 3.9	Create rhythmic patterns with an awareness of timbre and duration			
	M 3.10	Combine a variety of musical devices, including melody, rhythm and chords			
	M 3.11	Thoughtfully select elements for a piece in order to gain a defined effect			
	M 3.12	Use drones and melodic ostinati (based on a pentatonic scale)			
	M 3.13	Convey the relationship between the lyrics and the melody			
	M 3.14	Use digital technologies to compose, edit and refine pieces of music			

To Transcribe	M 3.15	Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play			
	M 3.16	Read and create notes on the musical stave			
	M 3.17	Understand the purpose of the treble and base clefs and use them in transcribing compositions.			
	M 3.18	Understand and use the sharp and flat symbols			
	M 3.19	Use and understand simple time signatures			

To describe music	M 3.20	Choose from a wide range of musical vocabulary to accurately describe and appraise music including: pitch, dynamics, tempo, timbre, texture, lyrics and melody, sense of occasion, expressive ,solo ,rounds			
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		,harmonies, accompaniments, drones, cyclic patterns, combination of musical elements and cultural context			
	M 3.21	Describe how lyrics often reflect the cultural context of music and have social meaning			



Milestone Three

Physical Education

Key Performance Indicators (KPIs)					
Performance Indicators			Autumn Term	Spring Term	Summer Term
To develop practical skills in order to participate, compete and lead a healthy lifestyle Games	P.E 3.1	Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc)			
	P.E 3.2	Work alone, or with team mates in order to gain points or possession			
	P.E 3.3	Strike a bowled or volleyed ball with accuracy			
	P.E 3.4	Use forehand and back hand when playing racket games			
	P.E 3.5	Field, defend and attack tactically by anticipating the direction of play			
	P.E 3.6	Choose the most appropriate tactics for a game			
	P.E 3.7	Uphold the spirit of fair play and respect in all competitive situations			
	P.E 3.8	Lead others when called upon and act as a good role model within a team			
To develop practical skills in order to participate, compete and lead a healthy lifestyle. Dance	P.E. 3.9	Compose creative and imaginative dance sequences			
	P.E 3.10	Perform expressively and hold a precise and strong body posture			
	P.E 3.11	Perform and create complex sequences			
	P.E 3.12	Express an idea in original and imaginative ways			
	P.E 3.13	Plan to perform with high energy, slow grace or other themes and maintain this throughout a piece			
	P.E. 3.14	Perform complex moves that combine strength and stamina gained through gymnastics activities (such as cartwheels or handstands)			
To develop practical skills in order to participate, compete and lead a healthy lifestyle. Gymnastics	P.E. 3.15	Create complex and well executed sequences that include a full range of movements including travelling, balances, swinging, springing, flight, vaults, inversions, rotations, bending, stretching, twisting, gestures and linking skills.			
	P.E 3.16	Hold shapes that are strong, fluent and expressive			
	P.E 3.17	Include in a sequence set pieces,			

		choosing the most appropriate linking elements			
	P.E 3.18	Vary speed, direction, level and body rotation during floor performances			
	P.E 3.19	Practise and refine the gymnastic techniques used in performances (listed above)			
	P.E 3.20	Demonstrate good kinaesthetic awareness (placement and alignment of body parts is usually good in well rehearsed actions)			
	P.E 3.21	Use equipment to vault and to swing (remaining upright)			

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To develop practical skills in order to participate, compete and lead a healthy lifestyle Athletics	P.E 3.22	Combine sprinting with low hurdles over 60 metres			
	P.E 3.23	Choose the best place for running over a variety of distances			
	P.E 3.24	Throw accurately and refine performance by analysing technique and body shape			
	P.E 3.25	Show control in take off and landing when jumping			
	P.E 3.26	Compete with others and keep track of personal best performance, setting targets for improvement			

To develop practical skills in order to participate, compete and lead a healthy lifestyle Outdoors and adventurous activities	P.E 3.27	Select appropriate equipment for outdoor and adventurous activity			
	P.E 3.28	Identify possible risks and ways to manage them, asking for and listening carefully to expert advice			
	P.E 3.29	Embrace both leadership and team roles and gain commitment and respect of a team			
	P.E 3.30	Empathise with others and offer support without being asked. Seek support from the team and experts if in any doubt			
	P.E 3.31	Remain positive even in most challenging circumstances, rallying others if need be.			
	P.E 3.32	Use a range of devices in order to orientate themselves			
	P.E 3.33	Quickly assess changing conditions and adapt plans to ensure safety first			