Skills builder opportunities within the curriculum at Skegness Junior Academy

Term 4	Year 3	Year 4	Year 5	Year 6
Art and design	As part of the evaluation process, pupils discuss what they enjoyed most about their art project, what went well, what obstacles they had to overcome. Consider, changes would they make if they did the project again?	As part of the evaluation process, pupils discuss what they enjoyed most about their art project, what went well, what obstacles they had to overcome. Consider, changes would they make if they did the project again?	As part of the evaluation process, pupils discuss what they enjoyed most about their art project, what went well, what obstacles they had to overcome. Consider, changes would they make if they did the project again?	As part of the evaluation process, pupils discuss what they enjoyed most about their art project, what went well, what obstacles they had to overcome. Consider, changes would they make if they did the project again?
DT	Pupils create a story book linked to their topic of fantasy using mechanical systems – Levers and linkages. Consider, does their plan match the end outcome? Did anything change when they came to make the story book?	Using a variety of resources, pupils design and create Easter baskets. Can they follow a plan and then evaluate its success?	Pupils create a story book character linked to their topic using mechanical systems. Once created, pupils to evaluate their end outcome. Is it exactly what they set out to achieve?	Pupils design a product using electrical systems. Pupils assess their product's effectiveness. Is there anything they are particularly proud of, want to change etc?
Music	During the fantasy project, pupils to listen to, rehearse			

	and perform the song, somewhere over the rainbow from the Wizard of Oz. Can they change their tone to reflect the mood of the song? Can they perform in front of their peers?	During the fantasy project, pupils to listen to, rehearse and perform the song, If I only had a brain from the Wizard of Oz. Can they change their tone to reflect the mood of the song? Can they perform in front of their peers?	During the fantasy project, pupils to listen to, rehearse and perform the song, Ease on down the road from the Wizard of Oz. Can they change their tone to reflect the mood of the song? Can they perform in front of their peers?	During the fantasy project, pupils to listen to, rehearse and perform the song, Brand new day from the Wizard of Oz. Can they change their tone to reflect the mood of the song? Can they perform in front of their peers?
French	Whilst learning about the names of different pets in French, pupils listen attentively to the names in French before trying to repeat them. Can they use songs to help them? Can they discuss any pets in their own family?	Whilst learning about the names of different pets in French, pupils listen attentively to the names in French before trying to repeat them. Can they use songs to help them? Can they discuss any pets in their own family?	Whilst learning about the names of different pets in French, pupils listen attentively to the names in French before trying to repeat them. Can they use songs to help them? Can they discuss any pets in their own family?	Whilst learning about the names of different pets in French, pupils listen attentively to the names in French before trying to repeat them. Can they use songs to help them? Can they discuss any pets in their own family?
Computing	Using scratch, pupils create a programme to move their sprite in different directions on the screen. Can they design their own sprite?	Pupils design and create their own computing project involving repetition. Can they challenge themselves to create more than one repetition?	Pupils create their own programme which uses selection as a tool before testing it out and assessing its effectiveness. Can they evaluate their design? Consider strengths and weaknesses and make	Pupils design, write and debug a programme that accomplishes specific goals. Can they problem solve by decomposing parts into smaller chunks?

			suggestions for improvements?	
PE	Pupils to work in small teams designing and creating a dance routine to a piece of music. Can they incorporate a range of movement patterns trying not to be repetitive?	Pupils to work in small teams designing and creating a dance routine to a piece of music. Can they incorporate team and individual balances into the moving performance?	Pupils to work in small teams designing and creating a dance routine to a piece of music. Can they tune into the music and change their pace to reflect the piece of music?	Pupils to work in small teams designing and creating a dance routine to a piece of music. Can they tune into the music and change levels to reflect the pace of the song?
Science	Whilst learning about forces and friction, pupils will test if different materials have an impact on the speed of a moving vehicle. Which material will have the greatest impact? Can you find a way you can increase the speed?	Whilst learning about the digestive system, pupils recreate the process of digestion using tights, orange juice, water and crackers. Can they explain the process to somebody else?	Pupils to explore the states of matter including solids, liquids and gases. Can they discuss what group they think each object belongs to? In addition, pupils are exploring the reactions between materials. Can they speed up or slow down the reaction?	Exploring classification of animals, pupils to produce their own dichotomous key using zoo animals. Can they feedback their findings to the class?