

## Curriculum Maps 2021-2022

Year 3	Term 1a	Term 1b	Term 2a	Term 2b	Term 3a	Term 3b
RE	Judaism Homes	Promises Visitors	Islam Journeys	Listening & Sharing Giving all	Energy Choices	Special places
PSHE and RSE	Being Me in My World  Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Celebrating Difference  Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Dreams and Goals  Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	Healthy Me  Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices	Relationships  Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family	Journey in Love  To describe and give reasons how friendships make us feel happy and safe. To describe and give reasons why friendships can break down, how they can be repaired and strengthened. To celebrate the joy and happiness of living in friendship with God and others. Resource "Journey in Love"

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Reading-

### *Word reading*

In a context of whole-class, group and 1:1 reading:

- apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet
- read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

### *Comprehension*

In a context of whole-class, group and 1:1 reading:

Develop positive attitudes to reading and understanding of what they read by:

- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- using dictionaries to check the meaning of words that they have read
- increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- identifying themes and conventions in a wide range of books
- preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- discussing words and phrases that capture the reader's interest and imagination
- recognising some different forms of poetry [for example, free verse, narrative poetry] Understand what they read, in books they can read independently, by:
  - checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
  - asking questions to improve their understanding of a text
  - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
  - predicting what might happen from details stated and implied
  - identifying main ideas drawn from more than one paragraph and summarising these
  - identifying how language, structure, and presentation contribute to meaning
  - retrieve and record information from non-fiction
  - participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

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<p>Writing: <i>Composition</i></p>	<p><i>Plan their writing by:</i></p> <ul style="list-style-type: none"> <li>-discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>- discussing and recording ideas</li> </ul> <p><i>Draft and write by:</i></p> <ul style="list-style-type: none"> <li>-composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)</li> <li>-organising paragraphs around a theme</li> <li>- in narratives, creating settings, characters and plot</li> <li>- in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</li> </ul> <p><i>Evaluate and edit by:</i></p> <ul style="list-style-type: none"> <li>-assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>-proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> <li>- proof-read for spelling and punctuation errors</li> </ul>
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<p>Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>					
<p>Stories with familiar settings</p> <ul style="list-style-type: none"> <li>-planning and writing a description of setting, and planning and writing a conversation using direct speech and correct punctuation.</li> <li>-evaluate and edit by assessing the effectiveness of their own writing and suggesting improvements</li> </ul>	<p>Performance and Shape Poetry</p> <ul style="list-style-type: none"> <li>-draft and write their own versions of The Sound Collector.</li> <li>-compose class and individual poems, editing and improving their work as part of the process.</li> </ul>	<p>Letter Writing</p> <ul style="list-style-type: none"> <li>-draft and write by composing and rehearsing sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence constructions</li> <li>-evaluate and edit by assessing the effectiveness of their own writing and suggesting improvements</li> </ul>	<p>Adventure Stories</p> <ul style="list-style-type: none"> <li>-discussing writing similar to that which they are planning</li> <li>-discussing and recording ideas</li> </ul> <p>Instructions</p>	<p>Legends</p> <ul style="list-style-type: none"> <li>-creating settings, characters and plot</li> <li>-evaluate and edit by assessing the effectiveness of their own writing and suggesting improvements</li> </ul>	<p>Non-chronological reports</p> <ul style="list-style-type: none"> <li>-using simple organisational devices to present information using paragraphs and headings.</li> <li>-evaluate and edit by assessing the effectiveness of their own writing and suggesting improvements</li> </ul>

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<p>Writing: <i>Transcription-</i> Spelling/phonics</p>	<p><i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> <li>- use further prefixes and suffixes and understand how to add them (English Appendix 1) -spell further homophones</li> <li>-spell words that are often misspelt (English Appendix 1)</li> <li>- place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] - use the first two or three letters of a word to check its spelling in a dictionary</li> <li>- write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> </ul>					
<p>Revision of suffixes already learnt in Y2.</p> <p>Commonly misspelled words</p>	<p>Prefixes dis- in- im- anti- super- sub- re-</p> <p>Y3/4 statutory spellings</p>	<p>Commonly misspelled words specifically homophones</p>	<p>Y3/4 statutory spellings</p> <p>Suffixes –ous –ly –ion –ian</p>	<p>Commonly misspelled words</p> <p>Words ending in –ture, adding –ation to form nouns</p>	<p>Y3/4 statutory spellings</p> <p>'c' spelt ch, 'sh' spelt ch, short 'l' spelt y</p>	
<p>Writing: <i>Transcription-</i> Handwriting</p>	<p><i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> <li>- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</li> <li>- increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</li> </ul>					
<p>Letter formation, break letters, forming ascenders and descenders, joining to small letters, tall letters,</p>	<p>from l , to y, forming s, joining from i, spacing between letters</p>	<p>writing t, forming double letters, joining to e, k, second join</p>	<p>Joining from e, horizontal join, joining from a</p>	<p>Practising punctuation, joining to y, r, w</p>	<p>Forming numerals, silent letters, joining from f, capital letters</p>	
<p>Writing <i>Vocabulary/</i> <i>Grammar/</i> <i>Punctuation</i></p>	<p><i>Pupils should be taught to:</i></p> <p>Develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> <li>- extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although - using the present perfect form of verbs in contrast to the past tense</li> <li>- choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition - using conjunctions, adverbs</li> </ul>					

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	<p>and prepositions to express time and cause - using fronted adverbials</p> <p>- learning the grammar for years 3 and 4 in English</p> <p>Appendix 2 Indicate grammatical and other features by:</p>
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<p>-using commas after fronted adverbials</p> <p>-indicating possession by using the possessive apostrophe with plural nouns</p> <p>-using and punctuating direct speech</p> <p>Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.</p>					
<p>Revising nouns, verbs and adjectives</p> <p>Past, present and future tense</p> <p>using and punctuating direct speech</p>	<p>Word families</p> <p>Using conjunctions, adverbs and prepositions</p> <p>Choosing nouns and pronouns appropriately</p>	<p>Articles</p> <p>Different sorts of sentences and revising basic sentence punctuation</p> <p>Adverbs of time</p>	<p>Extend the range of sentences with more than one clause by using a wider range of conjunctions</p> <p>Using and punctuating direct speech</p>	<p>Fronted adverbials</p> <p>Using and punctuating direct speech</p> <p>Prepositions</p>	<p>Present perfect form of verbs</p> <p>Introducing perfect form</p>

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MATHS	<p>Number &amp; Calculation Use multiple of 5 and 10 bonds to 100 to solve additions and subtractions; add and subtract 1-digit numbers to and from 2digit numbers Compare and order 2- and 3-digit numbers; count on and back in 10s and 1s; add and subtract 2-digit numbers; solve problems using place value Know multiplication and division facts for the 5, 10, 2, 4 and 3 times-tables; doubling and halving Comparing, ordering and understanding place value of 2- and 3-digit numbers; subtracting from 2-digit numbers; using prediction to estimate calculations Geometry &amp;</p>	<p>Number &amp; Calculation Doubling and halving numbers up to 100 using partitioning; understanding fractions and fractions of numbers Add and subtract 2-digit numbers using partitioning; add three 2-digit numbers by partitioning and recombining. Place 2- and 3-digit numbers on a number line; round 3digit numbers to nearest 100; use counting up to do mental subtractions with answers between 10 and 20, 10 and 30, and either side of 100 Revise times-tables learned and derive division facts; perform division with remainders; choose a mental strategy to solve additions and subtractions; solve word problems</p> <p>Geometry &amp; Measurement Use money to add and subtract and record</p>	<p>Number &amp; Calculation Rehearse place value in 3digit numbers, order them on a number line and find a number in between; compare number sentences; solve additions and subtractions using place value; multiply and divide by 10 (whole number answers); count in steps of 10, 50 and 100. Add pairs of 2-digit numbers using partitioning (crossing 10s, 100 or both) and then extend to add two 3-digit numbers (not crossing 1000); recognise and sort multiples of 2, 3, 4, 5, and 10; double the 4 times-table to find the 8 times-table; derive division facts for the 8 times-table; multiply and divide by 4 by doubling or halving twice Identify <math>\frac{1}{2}</math>s, <math>\frac{1}{3}</math>s, <math>\frac{1}{4}</math>s, <math>\frac{1}{6}</math>s, and <math>\frac{1}{8}</math>s; realise how many of each make a whole; find equivalent</p>	<p>Number &amp; Calculation Understand place-value in 3-digit numbers; separate 3-digit numbers into hundreds, tens, and ones; add two 3-digit numbers using vertical written addition (expanded); add 2- and 3- digit numbers using vertical written addition (expanded) Add two 2-digit numbers mentally; add 2-digit to 3digit numbers mentally using place value and rounding; add two 3-digit numbers using expanded written method (answers under 1000); begin to move tens and hundreds moving towards formal written addition; add two 3-digit numbers using expanded column addition; investigate</p>	<p>Number &amp; Calculation Add 3-digit and 1-digit numbers mentally, using number facts; subtract 1digit numbers from 3-digit numbers mentally using number facts; add and subtract multiples of 10 by counting on and back in 10s and using number facts to cross 100s; compare and order fractions with the same denominator; begin to recognise equivalences of <math>\frac{1}{2}</math>; add and subtract fractions with the same denominator Use function machines to multiply by 2, 3, 4, 5 and 8 and understand the inverse; use scaling to multiply heights and weights by 2, 4, 8, 5 and 10; use known facts to multiply multiples of 10 by</p>	<p>Number &amp; Calculation Use column addition to add three 2- and 3-digit numbers together and four 2- and 3digit numbers together; subtract 3-digit numbers using counting up; solve word problems choosing an appropriate method Add 3-digit numbers using column addition; solve problems involving measures; solve subtractions of 3-digit numbers using counting up on a line and work systematically to find possibilities; choose an appropriate strategy to solve addition or subtraction Use the grid method to multiply 2-digit numbers by 3, 4, 5, 6 and 8; estimate products; divide using chunking, with and without remainders; decide whether to use multiplication or</p>
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	<p>Measurement Know and understand the calendar, including days, weeks, months, years; tell the time to the nearest 5 minutes on analogue and digital clocks; know the properties of 3D shapes</p>	<p>using the correct notation and place value Choose an appropriate instrument to measure a length and use a ruler to estimate, measure and draw to the nearest centimetre; know 1 litre = 1000 ml; estimate and measure capacity in millilitres</p>	<p>fractions; place fractions on a 0 to 1 line; find fractions of amounts Place 3-digit numbers on empty 100 number lines; begin to place 3-digit numbers on 0-1000 landmarked and empty number lines; round 3-digit numbers to the nearest ten and to the nearest hundred; use counting up as a strategy to perform mental</p>	<p>patterns in numbers when adding them; choose to solve addition using a mental method or expanded column addition (written method) Order 3-digit numbers and find numbers between; solve subtractions of 3digit - 3-digit numbers using counting up (Frog); use counting up and counting back as strategies to perform mental subtractions; choose to solve a given subtraction</p>	<p>2, 3, 4 and 5; multiply numbers between 10 and 30 by 3, 4 and 5 using the grid method; multiply 2digit numbers by 3, 4, 5 and 8 using the grid method Divide without remainders, just beyond the 12th multiple; division using chunking, with remainders; use the grid method to multiply 2-digit numbers by 3, 4, 5 and 8; begin to estimate products</p>	<p>division to solve word problems; recognise tenths and equivalent fractions; find one-tenth and several tenths of multiples of 10 and begin to find one-tenth of singledigit numbers Revise column addition for adding three 3-digit numbers; revise mental strategies for addition; subtract 3-digit numbers using written and mental methods; find change using counting up; check</p>
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			<p>subtraction (Frog); subtract pounds and pence from five pounds; use counting up (Frog) as a strategy to perform mental subtraction of amounts of money; subtract pounds and pence from ten pounds</p> <p>Geometry &amp; Measurement</p> <p>Recognise right angles and know they are <math>90^\circ</math>; understand angles are measured in degrees; recognise <math>^\circ</math> as the symbol for the measurement of degrees;</p> <p>name and list simple properties of 2D shapes; begin to understand and use the term perimeter to mean the length/distance around the edge (border) of a 2D shape; begin to calculate using a ruler; know a right angle is a quarter turn; know <math>360^\circ</math> is a full turn; begin to understand angles and identify size of</p>	<p>by counting up or counting back</p> <p>Double and halve numbers up to 100 by partitioning; solve word problems involving doubling and halving; multiply numbers between 10 and 25 by 1digit numbers using the grid method; divide multiples of 10 by 1-digit numbers using known tables facts; see the relation between multiplication and division</p> <p>Geometry &amp; Measurement</p> <p>Tell the time to the nearest minute on analogue and digital clocks (minutes past and minutes to); time events in minutes and seconds; find a time after a given interval (not crossing the hour); calculate time intervals; solve word</p>	<p>Add 3-digit and 2-digit numbers using mental strategies; add two 3-digit numbers using mental strategies or by using column addition; use reasoning, trial and improvement to solve problems involving more complex addition</p> <p>Geometry &amp; Measurement</p> <p>Compare and measure weights in multiples of 100g; know how many grams are in a kilogram; estimate and weigh objects to the nearest 100g</p> <p>Statistics</p> <p>Draw and interpret bar charts and pictograms where one square/symbol represents two units; draw and interpret bar charts where one square</p>	<p>subtraction using addition; multiply numbers between 10 and 40 by 1-digit numbers using grid method; solve division problems just beyond the known tables facts</p> <p>Geometry &amp; Measurement</p> <p>Identify, name and draw horizontal, vertical, perpendicular, parallel and diagonal lines, angles and symmetry in 2D shapes; measure the perimeter of 2D shapes by counting and measuring with a ruler; tell the time on analogue and digital clocks to the minute, begin to tell the time 5, 10, 20 minutes later, recognise am and pm and 24-hour clock times</p>
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			angles in relation to 90°; recognise and sort multiples of 2, 3, 4, 5, and 10;	problems involving time	represents one hundred units	
<b>SCIENCE</b>	Light: Light and shadows	Rocks: Rocks, and soil	Animals (including humans) Movement and feeding	Magnets and forces	Plants: What plants need	Plants: Parts of plants
<b>COMPUTING</b>	Computing Systems and Networks- Connecting Computers  During this unit, learners develop their understanding of digital devices,	Creating Media- Animation  Learners will use a range of techniques to create a stop-frame animation using tablets. Next, they will apply those	Creating Media- Desktop Publishing  During this unit, learners will become familiar with the terms 'text' and 'images' and understand that they	Data and Information Branching Databases  During this unit, learners will develop their understanding of	Programming Sequence in Music  This unit explores the concept of sequencing in programming through Scratch. It begins with an	Programming Events and Actions  This unit explores the links between events and actions, while consolidating prior learning relating to sequencing. Learners

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	<p>with an initial focus on inputs, processes, and outputs. They also compare digital and non-digital devices. Following this, learners are introduced to computer networks, including devices that make up a network's infrastructure, such as wireless access points and switches. The unit concludes with learners discovering the benefits of connecting devices in a network.</p>	<p>skills to create a story-based animation. This unit will conclude with learners adding other types of media to their animation, such as music and text.</p>	<p>can be used to communicate messages. They will use desktop publishing software and consider careful choices of font size, colour and type to edit and improve premade documents. Learners will be introduced to the terms 'templates', 'orientation', and 'placeholders' and begin to understand how these can support them in making their own template for a magazine front cover. They will start to add text and images to create their own pieces of work using desktop publishing software. Learners will look at a range of page layouts thinking carefully about the purpose of these and evaluate how and why desktop publishing is used in the real world.</p>	<p>what a branching database is and how to create one. They will gain an understanding of what attributes are and how to use them to sort groups of objects by using yes/no questions. The learners will create physical and on-screen branching databases. Finally, they will evaluate the effectiveness of branching databases and will decide what types of data should be presented as a branching database.</p>	<p>introduction to the programming environment, which will be new to most learners. They will be introduced to a selection of motion, sound, and event blocks which they will use to create their own programs, featuring sequences. The final project is to make a representation of a piano. The unit is paced to focus on all aspects of sequences, and make sure that knowledge is built in a structured manner. Learners also apply stages of program design through this unit.</p>	<p>begin by moving a sprite in four directions (up, down, left, and right). They then explore movement within the context of a maze, using design to choose an appropriately sized sprite. This unit also introduces programming extensions, through the use of <b>Pen</b> blocks. Learners are given the opportunity to draw lines with sprites and change the size and colour of lines. The unit concludes with learners designing and coding their own maze-tracing program.</p>
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ART	Investigating patterns	Cave Art through history topic	Portraying Relationships and Picasso Cubism	Roman Mosaics-history	Sculpture- Can we change places	
DT	Marmalade cookies	Winter Salad and dressing  Textiles- Christmas stockings	Coleslaw, Potato salad and Humous	Simnel Cake  Structures- Exploring Packaging- Boxes	Cakes for afternoon tea concert	Italian Food  Mechanisms Pneumatic system- Moving Monsters
MUS	Class Band:  'Three Little Birds'  <a href="#">Links with PSHE 'Positivity in Challenges'</a>	Preparation for Spirit of Christmas and school Christmas concerts. More challenging songs in unison and 2-part harmony with class band accompaniments	Carnival of the Animals: exploring and performing animal themes  <a href="#">Links with science</a>	Vocal: Big Sing preparation	Ostinato and Musical texture: listening, performing and composing  <a href="#">Links with ICT sequencing</a>	Preparation and performance of summer show.

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<p>PE Indoor</p>	<p><b><u>Gymnastics</u></b></p> <p>Travelling- stepping sequences, shaped jumps use of benches and elevation, to include transference of weight.</p> <p>Rolls, types and execution/ progression.</p> <p><b>Bi-weekly swimming lessons</b></p>	<p><b><u>SWITCHES TO OUTDOOR FOR FIRST WEEK</u></b></p> <p><b><u>Cross Country Trials</u></b></p> <p>Event preparation</p> <p><b><u>Indoor Athletics</u></b></p> <p>Develop Eveque based skills. Develop early balance, jumping and throwing skills.</p> <p>Use of adapted equipment to develop jumps and speed. Introduce challenges.</p> <p><b>Bi-weekly swimming lessons</b></p>	<p><b><u>Dance</u></b></p> <p>Country Dancing. Developing use of different Country Dance styles to learn techniques and routines.</p> <p><b>Bi-weekly swimming lessons</b></p>	<p><b><u>Gymnastics</u></b></p> <p>Body management techniques, in line with the Key Steps gymnastics. Developing base skills into routines.</p> <p><b>Bi-weekly swimming lessons</b></p>	<p><b><u>Rounders</u></b></p> <p>Types of throw required, movement round the bases, catching skills/long barrier techniques. Developing game play.</p> <p><b>Bi-weekly swimming lessons</b></p>	<p style="text-align: right;"><small>Alternate weeks</small> </p> <p><b><u>Athletics</u></b></p> <p>Running techniques to cover sprint and middle distancedifferences.</p> <p>Development of jumping/throwing techniques in preparation for quad kid and district sports trials</p> <p>Sports Day preparation and groupings- differentiation for ability.</p> <p><b>Bi-weekly swimming lessons</b></p>
<p>Outdoor</p>	<p><b><u>Football</u></b></p> <p>Striking/kicking skills developing into game play</p> <p><b><u>Handball</u></b></p> <p>Last two weeks</p>	<p><b><u>Tag Rugby</u></b></p> <p>Throwing/catching based skills developing into game play.</p> <p><b><u>Handball</u></b></p> <p>Last two weeks</p>	<p><b><u>SWITCHES TO INDOOR</u></b></p> <p><b><u>Primary Sportshall Athletics</u></b></p> <p>Running event trials and event preparation.</p>	<p><b><u>Hockey</u></b></p> <p>Stick coordination and passing/striking skills.</p> <p><b><u>Handball</u></b></p> <p>Last two weeks</p>	<p><b><u>Cricket</u></b></p> <p>Development of bowling and batting techniques. Event preparation and trials.</p>	<p><b><u>Cricket</u></b></p> <p><b><u>Athletics</u></b></p> <p>Sports Day preparation.</p> <p><b><u>Handball</u></b></p> <p>Last week.</p>

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FR	<p>Phonics - vowels first. Numbers 1-12. How to ask and give their age. Other key phonic sounds. Pencil case items. (They are made aware of gender through colour coding.) Verb forms 'j'ai – I have', 'il/elle est – it is' and implicitly encounter the negative forms of these.</p>		<p>Animals and colours. The linguistic focus is gender, articles (definite &amp; indefinite), plurals and adjectives (position &amp; basic agreement).  The key verbs are 'il/elle est' (he/she/it is), 'ils sont' (they are), il y a (there is/are). The negative is revisited and there is also a subtle introduction to 'aussi' (also/too/as well), 'mais' (but).</p>		<p>The Very Hungry Caterpillar in French. Numbers, days of the week, Fruits and foods.</p>	
HIS	Changes from the Stone Age to the Iron Age in Britain		The Romans in Britain – invasion, changes and achievements	The Romans in Britain – changes and achievements (continued),  Boudica		
GEOG		Comparing the physical and human geography of the UK and Italy			Continents of the World Physical geography of Europe	Orienteering at Wandlebury Fieldwork skills