

DAWPOOL

# Dawpool C.E. (Aided) Primary School

## YEAR 4 EXPECTATIONS



*'The Fruit of the Spirit is Love, Joy, Peace, Patience,  
Kindness, Generosity, Faithfulness, Gentleness  
and Self-Control'*

*(Galatians 5: 22-23).*

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*‘For I know the plans I have for you,’ declares the Lord. ‘Plans to prosper you and not to harm you, plans to give you hope and a future.’ (Jeremiah 29:11)*



## **Dawpool Curriculum Overview**

At Dawpool, the school curriculum consists of all those activities designed or encouraged within its organisational framework to provide the intellectual, emotional, personal, social, spiritual and physical development of its pupils. It includes not only the formal programme of lessons but also the "informal" programme of so called extra-curricular activities as well as those features which produce the school's ethos (i.e. the "hidden curriculum") such as the quality of relationships and the values exemplified by the way the school sets about its task.

Our aim is to provide a curriculum which will firstly enlarge the pupil's knowledge, experience and imaginative understanding, and thus his/her awareness of moral values and capacity for enjoyment, and secondly, enable the pupil to enter the world after formal education is over as an active participant in society and a responsible contributor to it, capable of achieving as much independence as possible.

There is an Act of Worship every morning. This is an important part of the day for children and staff and we enjoy coming together. During worship, our pupils reflect on our core Christian values and we focus on key people, places, stories and events in the Bible. Our thought-provoking worship gives the pupils the opportunity for spiritual reflection throughout the week and reinforces our work on 'What If Learning' which we weave into all aspects of learning and thinking. Each week we celebrate our Christian values when we award our 'Fruit of the Spirit' awards in Celebration Assembly.

In addition to Religious Education, the children follow the National Curriculum subjects according to their appropriate level and Key Stage. Morning lessons usually consist of all aspects of English and Mathematics. Our 'Power of Reading' English curriculum places quality literature at the heart of teaching and learning. Mathematics lessons are delivered using Singaporean approaches and gives significant emphasis to number sense, reasoning and problem solving. We ensure that the programmes of study for each subject are taught but try to find innovative methods to encourage our pupils to become independent learners. All of our staff are trained in 'Building Learning Powers', following the guidance of Professor Guy Claxton. Our children are now more resilient and collaborate very well. They also know themselves as learners. Each week we celebrate an aspect of learning when we award our 'Learning Hero' awards in Celebration Worship.

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Science is usually taught as a stand alone subject and follows the Kent Primary Science Scheme of Work. Where possible it is linked to our local environment. Trips to Claremont Farm, Church Farm and Thurstaston Hill enhance our pupils' experience.

Each class has up to two hours of physical activity throughout the week. We take advantage of local Sports Colleges and employ specialists to teach tennis, dance and gymnastics. There is a range of extra curricular sporting activities on offer throughout the year.

Modern foreign languages are taught in KS2. Pupils in Y3 and Y4 have French tuition each week and Y5 and Y6 have Spanish tuition led by Passport Language Solutions (PLS).

Most of the foundation subjects are taught by means of a thematic approach. Music is included in these themes but is also taught through the 'Charanga' music scheme. All Y4 pupils learn to play the ukulele for one year. During KS2, our pupils are given the opportunity to learn to play an instrument of their choice as the school employs a range of tutors. Musical productions take place at the end of Autumn (KS1) and Summer (KS2) terms. All of our pupils also perform in Acts of Worship, class assemblies for parents and church services.

The current themes for the curriculum are:

	Autumn	Spring	Summer
Y1	Toys Weather	Local History The Titanic	Transport
Y2	The Holiday Island	Music in the 1960s	Antarctic Explorers
Y3	Egyptians	Victorians	The Stone Age
Y4	<b>Romans</b>	<b>Volcanoes &amp; Earthquakes</b>	<b>Liverpool</b>
Y5	Brazil & Rainforests,	Ancient Greece	Anglo Saxons



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Y6	Vikings	World War 1	Journeys The Mayans
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For each theme we start by gathering the children's knowledge to assess prior learning. This is usually followed by a trip, a visitor or a celebration to launch the topic. All themes relate to our local environment and pupils are encouraged to compare and contrast geographical locations and/or historical settings. Art and design usually lends itself to each theme. We ensure that the National Curriculum Programmes of Study for the foundation subjects are covered and enhanced. Often the pupils lead their learning through research and independent learning. No topic is ever the same.



## **A Year 4 Reader at Dawpool**

### **Word Reading**

- I can apply my knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.
- I can read further exception words, noting the unusual correspondences between spelling and sound.
- I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.

### **Comprehension**

- I know which books to select for specific purposes, especially in relation to science, geography and history learning.
- I can use a dictionary to check the meaning of unfamiliar words.
- I can discuss and record words and phrases that writers use to engage and impact on the reader.
- I can identify some of the literary conventions in different texts.
- I can identify the (simple) themes in texts.
- I can prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.
- I can explain the meaning of words in context.
- I can ask relevant questions to improve my understanding of a text.
- I can infer meanings and begin to justify them with evidence from the text.
- I can predict what might happen from details stated and from the information I have deduced.
- I can identify where a writer has used precise word choices for effect to impact on the reader.
- I can identify some text type organisational features, for example, narrative, explanation and persuasion.
- I can retrieve information from non-fiction texts.
- I can build on others' ideas and opinions about a text in discussion.

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### **Greater Depth in Reading**

- I can locate and use information from a range of sources, both fiction and non-fiction.
- I can compare fictional accounts in historical novels with the factual account.
- I can appreciate the bias in persuasive writing, including articles and advertisements.
- I can talk widely about different authors, giving some information about their backgrounds and the type of literature they produce.
- I can use inference and deduction to work out the characteristics of different people from a story.
- I can compare the language in older texts with modern Standard English (spelling, punctuation and vocabulary).
- I can skim, scan and organise non-fiction information under different headings.
- I can refer to the text to support my predictions and opinions.
- I can recognise complex sentences.
- I can show awareness of the listener through the use of pauses, giving emphasis and keeping up an appropriate pace so as to entertain and maintain interest.

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## **A Year 4 Writer at Dawpool**

### **Transcription**

#### **Spelling**

- I can spell words with prefixes and suffixes and can add them to root words.
- I can recognise and spell homophones.
- I can use the first two or three letters of a word to check a spelling in a dictionary.
- I can spell the commonly mis-spelt words from the Y3/4 word list.

#### **Handwriting**

- I can use the diagonal and horizontal strokes that are needed to join letters.
- I understand which letters should be left unjoined.
- My handwriting is legible and consistent; down strokes of letters are parallel and equidistant; lines of writing are spaced sufficiently so that ascenders and descenders of letters do not touch.

### **Composition**

- I can compose sentences using a range of sentence structures.
- I can orally rehearse a sentence or a sequence of sentences.
- I can write a narrative with a clear structure, setting and plot.
- I can improve my writing by changing grammar and vocabulary to improve consistency.
- I use a range of sentences which have more than one clause.
- I can use appropriate nouns and pronouns within and across sentences to support cohesion and avoid repetition.
- I can use direct speech in my writing and punctuate it correctly.

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## **Grammar and punctuation**

### **Sentence structure**

- I can use noun phrases which are expanded by adding modifying adjectives, nouns and preposition phrases.
- I can use fronted adverbials.

### **Text structure**

- I can write in paragraphs.
- I make an appropriate choice of pronoun and noun within and across sentences.

### **Punctuation**

- I can use inverted commas and other punctuation to indicate direct speech.
- I can use apostrophes to mark plural possession.
- I can use commas after fronted adverbials.

## **Greater Depth in Writing**

- I am prepared to carry out some research to find words that are particular to the event being written about.
- I can check to see if there are any sentences that can be re-organised so as to give my writing a greater impact.
- I can deliberately use short sentences to speed up action sequences.
- I can use dialogue and reactions from other characters to make my character interesting.
- I can recognise when a simile may generate more impact than a metaphor, and vice versa.
- I can recognise when it is reasonable to allow direct speech to tell the reader more about an individual's personality.
- I can recognise that a combination of good adjectives, similes and metaphors may help create a powerful image of the characters I am writing about.
- I know how to re-order sentences so that they create maximum effect.
- I can vary my choice of pronouns correctly to refer to the first, second and third person, both singular and plural.
- I can use commas or ellipses in order to create greater clarity and effect in my writing.

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### **A Year 4 Speaker at Dawpool**

- I ask questions to clarify or develop my understanding.
- I can sequence, develop and communicate ideas in an organised and logical way, always using complete sentences.
- I show that I understand the main point and the details in a discussion.
- I adapt what I am saying to the needs of the listener or audience (increasingly).
- I show that I know that language choices vary in different contexts.
- I can present to an audience using appropriate intonation; controlling the tone and volume so that the meaning is clear.
- I can justify an answer by giving evidence.
- I use Standard English when it is required.
- I can perform poems or plays from memory, conveying ideas about characters and situations by adapting expression and tone.

### **Greater Depth in Speaking**

- I can prepare and deliver a talk to the class on an aspect of learning in science, history or geography.
- I can present a strong argument in a formal debate on an issue, using the language and procedures of debating.
- I can propose and discuss possible explanations and questions (e.g. re phenomena in science, history or geography) as a basis for planning an investigation with roles, activities and resources.
- I can develop a group presentation that reports recent learning to the class, with vocabulary and grammar appropriate to the subject.
- I can listen to a debate with an open mind, recall the main arguments and decide, for clear reasons, which one was most convincing.
- I can comment on the language used in the arguments presented in a debate.
- I can take roles to argue opposing views on an issue, and then discuss ways of dealing constructively with disagreement.
- I can reflect on and evaluate my dramatic presentations and those of others.
- I can explain the advantages and disadvantages of the formal rules of debating.
- I show a good understanding of what has been said and can introduce new ideas that are valid.

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## **A Year 4 Mathematician at Dawpool**

### **Number, place value, approximation and estimation/rounding**

- I can count in multiples of 6, 7, 9, 25 and 1,000.
- I can order and compare numbers beyond 1,000.
- I can find 1,000 more or less than a given number.
- I recognise the place value of each digit in a 4-digit number.
- I can read Roman numerals to 100 and know that over time the numeral system changed to include the concept of zero and place value.
- I can identify, represent and estimate numbers using different representations.
- I can round any number to the nearest 10, 100 or 1,000.
- I can count backwards through zero to include negative numbers.
- I can solve number and practical problems with the above (involving increasingly large numbers).

### **Calculations**

- I can add and subtract numbers with up to 4-digits using the formal written methods of columnar addition and subtraction.
- I can estimate and use inverse operations to check answers in a calculation.
- I can solve addition and subtraction 2-step problems in contexts, deciding which operations and methods to use and why.
- I can recall multiplication and division facts up to 12x12.
- I can use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers.
- I recognise and use factor pairs and commutativity in mental calculations.
- I can multiply 2-digit numbers by a 1-digit number using formal written layout.
- I can solve problems involving multiplying and adding, including using the distributive law to multiply 2-digit numbers by 1-digit, integer scaling problems and harder correspondence problems such as  $n$  objects are connected to  $m$  objects.



## **Fractions, decimals and percentages**

- I can count up and down in hundredths.
- I recognise that hundredths arise when dividing an object by a hundred and dividing tenths by ten.
- I recognise and show using diagrams, families of common equivalent fractions.
- I can add and subtract fractions within the same denominator.
- I recognise and write decimal equivalents to  $\frac{1}{4}$ ,  $\frac{1}{2}$  and  $\frac{3}{4}$ .
- I recognise and write decimal equivalents of any number of tenths or hundredths.
- I can round decimals with one decimal place to the nearest whole number.
- I can compare numbers with the same number of decimal places up to 2 decimal places.
- I can find the effect of dividing a 1-digit or 2-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths.
- I can solve problems involving increasingly harder fractions and fractions to divide quantities, including non-unit fractions where the answer is a whole number.
- I can solve simple measure and money problems involving fractions and decimals to 2 decimal places.

## **Measurement**

- I can compare different measures, including money in £ and p.
- I can estimate different measures, including money in £ and p.
- I can calculate different measures. Including money in £ and p.
- I can read, write and convert time between analogue and digital 12 hour clocks.
- I can read, write and convert time between analogue and digital 24 hour clocks.
- I can solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.
- I can convert between different units of measurements
- I can measure and calculate the perimeter of a rectilinear figure in cm and m.
- I can find the area of rectilinear shapes by counting squares.
- I can calculate different measures

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### **Geometry – properties of shapes**

- I can compare and classify geometric shapes, including quadrilateral and triangles based on their properties and sizes.
- I can identify lines of symmetry in 2D shapes presented in different orientations.
- I can complete a simple symmetric figure with respect to a specific line of symmetry,
- I can identify acute and obtuse angles and compare and order angles up to two right angles by size.
- Geometry – position and direction
- I can describe movements between positions as translations of a given unit to the left/right and up/down.
- I can describe positions on a 2D grid as coordinates in the first quadrant.
- I can plot specified points and draw sides to complete a given polygon.

### **Statistics**

- I can interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.
- I can solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.



### **Greater Depth in Mathematics**

- I can use tenths, hundredths and thousandths when comparing values and solving addition and subtraction problems.
- I can round any number to 100,000 to the nearest 10, 100, 1,000 or 10,000.
- I can relate tenths and hundredths to fractional values.
- I can rapidly recall answer when multiplying and dividing a whole or decimal number by 10.
- I can solve multi-step problems involving more than one of the operations.
- I can work out simple percentage values of whole numbers, for example, as met in on-going learning in science, history and geography .
- I can compare and add fractions whose denominators are all multiples of the same number.
- I can use a 24-hour timetable to find out times for journeys between various places.
- I can use my knowledge of perimeter to work out the perimeter of large areas around school, using metres and centimetres.
- I can collect my own data on a given project and present information in graphical formats of my choosing.



## **A Year 4 Scientist at Dawpool**

### **Working scientifically**

- I can ask relevant scientific questions.
- I can use observations and knowledge to answer scientific questions.
- I can set up a simple enquiry to explore a scientific question.
- I can set up a test to compare two things.
- I can set up a fair test and explain why it is fair.
- I can make careful and accurate observations, including the use of standard units.
- I can use equipment, including thermometers and data loggers to make measurements.
- I can gather, record, classify and present data in different ways to answer scientific questions.
- I can use diagrams, keys, bar charts and tables; using scientific language.
- I can use findings to report in different ways, including oral and written explanations, presentation.
- I can draw conclusions and suggest improvements.
- I can make a prediction with a reason.
- I can identify differences, similarities and changes related to an enquiry.

### **Biology**

#### **Living things and their habitats**

- I can group living things in different ways.
- I can use classification keys to group, identify and name living things.
- I can create classification keys to group, identify and name living things (for others to use).
- I can describe how changes to an environment could endanger living things.

#### **Animals, including humans**

- I can identify and name the parts of the human digestive system.
- I can describe the functions of the organs in the human digestive system.
- I can identify and describe the different types of teeth in humans.
- I can describe the functions of different human teeth.
- I can use food chains to identify producers, predators and prey.
- I can construct food chains to identify producers, predators and prey.

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## **Chemistry**

### **Rocks**

- I can compare and group rocks based on their appearance and physical properties, giving a reason.
- I can describe how fossils are formed.
- I can describe how soil is made.
- I can describe and explain the difference between sedimentary and igneous rock.

### **States of matter**

- I can group materials based on their state of matter (solid, liquid, gas).
- I can describe how some materials can change state.
- I can explore how materials change state.
- I can measure the temperature at which materials change state.
- I can describe the water cycle.
- I can explain the part played by evaporation and condensation in the water cycle.

## **Physics**

### **Electricity**

- I can identify and name appliances that require electricity to function.
- I can construct a series circuit.
- I can identify and name the components in a series circuit (including cells, wires, bulbs, switches and buzzers).
- I can draw a circuit diagram.
- I can predict and test whether a lamp will light within a circuit.
- I can describe the function of a switch in a circuit.
- I can describe the difference between a conductor and insulators; giving examples of each.

## **Greater Depth in Science**

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- I can plan and carry out a scientific enquiry by controlling variables fairly and accurately.
- I can use test results to make further predictions and set up further comparative tests.
- I can record more complex data and results using scientific diagrams, classification keys, tables, bar charts, line graphs and models.
- I can report findings from scientific enquiries through written explanations and conclusions.
- I can explain how people, weather and the environment can affect living things.
- I can group and classify a variety of materials according to the impact of temperature upon them.
- I can relate temperature to the change of state of materials.
- I can work out which metals can be used to connect across a gap in a circuit.



### **A Year 4 Historian at Dawpool**

- I can plot events on a timeline using centuries.
- I can use my mathematical skills to round up time differences into centuries and decades.
- I can explain how the lives of wealthy people were different from the lives of poorer people.
- I can explain how historic items and artefacts can be used to help build up a picture of life in the past.
- I can explain some of the times when Britain has been invaded.
- I can explain how an event from the past has shaped our life today.
- I can research two versions of an event and explain how they differ.
- I can research what it was like for children in a given period of history and present my findings to an audience.
- I can describe a key event from Britain's past using a range of evidence from different sources.

### **A Year 4 Geographer at Dawpool**

- I can carry out research to discover features of villages, towns or cities.
- I can plan a journey to a place in England.
- I can collect and accurately measure information (e.g. rainfall, temperature, wind speed, noise levels etc).
- I can explain why people may be attracted to live in cities.
- I can explain why people may choose to live in one place rather than another.
- I can explain the difference between the British Isles, Great Britain and the United Kingdom.
- I can find at least six cities in the UK on a map.
- I can name and locate some of the main islands that surround the United Kingdom.
- I can name the areas of origin of the main ethnic groups in the United Kingdom and in our school.
- I can describe how volcanoes are created.
- I can locate and name some of the world's most famous volcanoes.
- I can describe how earthquakes are created.

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### **A Year 4 Artist at Dawpool**

- I can show facial expressions and body language in sketches and paintings.
- I can use marks and lines to show texture in my art.
- I can use line, tone, shape and colour to represent figure and forms in movement.
- I can show reflections in my art.
- I can print onto different materials using at least four colours.
- I can sculpt clay and other mouldable materials.
- I can integrate my digital images into my art.
- I can experiment with the styles used by other artists.
- I can explain some of the features of art from historical periods.

### **A Year 4 Designer at Dawpool**

- I can use ideas from other people when I am designing.
- I can produce a plan and explain it.
- I can evaluate and suggest improvements for my designs.
- I can evaluate products for both their purpose and appearance.
- I can explain how I have improved my original design.
- I can present a product in an interesting way.
- I can measure accurately.
- I can persevere and adapt my work when my original ideas do not work.
- I know how to be both hygienic and safe when using food.



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## **A Year 4 Computer User at Dawpool**

### **Algorithms and programming**

- I can experiment with variables to control models.
- I can give an on-screen robot specific instructions that takes them from A to B.
- I can make an accurate prediction and explain why I believe something will happen (linked to programming).
- I can de-bug a program.

### **Information technology**

- I can select and use software to accomplish given goals.
- I can collect and present data.
- I can produce and upload a pod cast.

### **Digital literacy**

- I recognise acceptable and unacceptable behaviour using technology.



## **A Year 4 Safe Computer User at Dawpool**

### **Knowledge and understanding**

- I understand the need for rules to keep me safe when exchanging learning and ideas online.
- I recognise that information on the internet may not be accurate or reliable and may be used for bias, manipulation or persuasion.
- I understand that the internet contains fact, fiction and opinion and begin to distinguish between them.
- I use strategies to verify information, e.g. cross-checking.
- I understand the need for caution when using an internet search for images and what to do if I find an unsuitable image.
- I understand that copyright exists on most digital images, video and recorded music.
- I understand the need to keep personal information and passwords private.
- I understand that if I make personal information available online it may be seen and used by others.
- I know how to respond if asked for personal information or feel unsafe about content of a message.
- I recognise that cyber bullying is unacceptable and will be sanctioned in line with the school's policy.
- I know how to report an incident of cyber bullying.
- I know the difference between online communication tools used in school and those used at home.
- I understand the need to develop an alias for some public online use.
- I understand that the outcome of internet searches at home may be different than at school.

### **Skills**

- I follow the school's safer internet rules.
- I recognise the difference between the work of others which has been copied (plagiarism) and re-structuring and re-presenting materials in ways which are unique and new.
- I can identify when emails should not be opened and when an attachment may not be safe.
- I can explain and demonstrate how to use email safely.



### **A Year 4 Musician at Dawpool**

- I can create repeated patterns with different instruments.
- I can compose melodies and songs.
- I can create accompaniments for tunes.
- I can combine different sounds to create a specific mood or feeling.
- I can perform a simple part rhythmically.
- I can sing songs from memory with accurate pitch.
- I can improvise using repeated patterns.
- I can use notation to record and interpret sequences of pitches.
- I can use notation to record compositions in a small group or on my own.
- I can explain why silence is often needed in music and explain what effect it has.
- I can identify the character in a piece of music.
- I can identify and describe the different purposes of music.
- I can begin to identify the style of work of Beethoven, Mozart and Elgar.



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## **A Year 4 International Speaker at Dawpool**

### **Spoken language**

- I can name and describe people.
- I can name and describe a place.
- I can name and describe an object.
- I can have a short conversation saying 3-4 things.
- I can give a response using a short phrase.
- I am starting to speak in sentences.

### **Reading**

- I can read and understand a short passage using familiar language.
- I can explain the main points in a short passage.
- I can read a passage independently.
- I can use a bilingual dictionary or glossary to look up new words.

### **Writing**

- I can write phrases from memory.
- I can write 2-3 short sentences on a familiar topic.
- I can say what I like/dislike about a familiar topic.



## **A Year 4 Sports Person at Dawpool**

### **Games**

- I can catch with one hand.
- I can throw and catch accurately.
- I can hit a ball accurately with control.
- I can keep possession of the ball.
- I can vary tactics and adapt skills depending on what is happening in a game.

### **Gymnastics**

- I can work in a controlled way.
- I can include change of speed and direction.
- I can include a range of shapes.
- I can work with a partner to create, repeat and improve a sequence with at least three phases.

### **Dance**

- I can take the lead when working with a partner or group.
- I can use dance to communicate an idea.

### **Athletics**

- I can run over a long distance.
- I can sprint over a short distance.
- I can throw in different ways.
- I can hit a target.
- I can jump in different ways.

### **Outdoor and adventurous**

- I can follow a map in a (more demanding) familiar context.
- I can follow a route within a time limit.

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