



St Ann's Well Academy

A L.E.A.D. Academy

Year Four Curriculum Objectives.

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English

Transcription – Spelling
<i>Use further prefixes and suffixes and understand how to add them. (Formation of nouns using a range of prefixes – super, anti, auto)</i>
<i>Spell further homophones</i>
<i>Spell words that are often misspelt (English Appendix 1)</i>
<i>Place the possessive apostrophe accurately in words with regular plurals [for example, girls’, boys’] and in words with irregular plurals [for example, children’s]</i>
<i>Use the first two or three letters of a word to check its spelling in a dictionary</i>
<i>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</i>
Know the grammatical difference between plural and possessive –s .
Handwriting
<i>Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined</i>
<i>Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</i>
Composition
<i>Plan by: Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</i>
<i>Plan by: Discussing and recording ideas</i>
<i>Draft and write by: composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</i>
<i>Draft and write by: organising paragraphs around a theme</i>
<i>Draft and write by: in narratives, creating settings, characters and plot</i>
<i>Draft and write by: in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</i>
<i>Evaluate and edit by: assessing the effectiveness of their own and others’ writing and suggesting improvements</i>
<i>Evaluate and edit by: proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</i>
<i>Proof-read for spelling and punctuation errors</i>
<i>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.</i>
Punctuation
Punctuate direct speech correctly (e.g comma after the reporting clause and punctuation within inverted commas).
<i>Use a range of punctuation for effect.</i>
Grammar – Word Level
Understand determiner as a word that introduces and limits a noun.

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<i>Choose and use specific noun and pronouns appropriately for clarity and cohesion and to avoid repetition.</i>
Standard English verb forms instead of local spoken forms. ("We were" instead of "We was".)
Grammar – Sentence Level
Use subordinating conjunctions to create flow between paragraphs (e.g as soon as, by the time, even though, just as, so that.)
Use a wider range of linking adverbs (e.g also, finally, however, meanwhile) with commas.
Use prepositions and adverbials, including fronted with commas.
Use similes to make my writing more interesting.
Use similes and begin to use metaphors to create imagery.
Noun phrases expanded by (adventurous) modifying adjectives, noun and prepositions.
Verb synonyms for precision and shades of meaning.
Use of the present perfect form of verbs [for example, He has gone out to play]
Use non-finite clauses to begin sentences (-ed).
Grammar – Text Level
Use paragraphs to organise ideas around themes.(grouping related material)
Headings and sub-headings to aid presentation
Use a range of punctuation for effect.
Vary sentence structure and length, adapting sentence structure to text type.
Spoken Language (Same objectives for years 1-6)
Listen and respond appropriately to adults and their peers
Use relevant strategies to build their vocabulary
Ask relevant questions to extend their understanding and knowledge
Articulate and justify answers, arguments and opinions
Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
Speak audibly and fluently with an increasing command of Standard English
Participate in discussions, presentations, performances, role play, improvisations and debates
Gain, maintain and monitor the interest of the listener(s)
Consider and evaluate different viewpoints, attending to and building on the contributions of others
Select and use appropriate registers for effective communication.
Reading – Word Reading
<i>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</i>
<i>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</i>
Reading - Comprehension
<i>Pupils should be taught to develop positive attitudes to reading and understanding of what they read by:</i>
<ul style="list-style-type: none"> • <i>Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</i>
<ul style="list-style-type: none"> • <i>Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</i>
<ul style="list-style-type: none"> • <i>Identifying themes and conventions in a wide range of books</i>

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<ul style="list-style-type: none">• <i>Recognising some different forms of poetry [for example, free verse, narrative poetry]</i>
<ul style="list-style-type: none">• <i>Using dictionaries to check the meaning of words that they have read</i>
<ul style="list-style-type: none">• <i>Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</i>
<ul style="list-style-type: none">• <i>Reading books that are structured in different ways and reading for a range of purposes</i>
<ul style="list-style-type: none">• <i>Discussing words and phrases that capture the reader's interest and imagination</i>
<i>Understand what they read, in books they can read independently, by:</i>
<ul style="list-style-type: none">• <i>Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</i>
<ul style="list-style-type: none">• <i>Asking questions to improve their understanding of a text</i>
<ul style="list-style-type: none">• <i>Predicting what might happen from details stated and implied</i>
<ul style="list-style-type: none">• <i>Identifying how language, structure, and presentation contribute to meaning.</i>
<ul style="list-style-type: none">• <i>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</i>
<ul style="list-style-type: none">• <i>Identifying main ideas drawn from more than one paragraph and summarising these</i>
<i>Retrieve and record information from non-fiction</i>
<i>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.</i>

Italics – Objective is in the combined Y3/4 Objectives list.

Yellow – Non-stat NC Content

Maths Objectives

Counting and Ordering
Count backwards through zero to include negative numbers.
Compare & order numbers beyond 1000.
Compare & order numbers with 2 decimal places.
Read Roman numerals to 100.
Numbers and more/less
Read and write any 4-digit number
Find 1000 more/less than a given number.
Tables and Multiples
Count in multiples of 6, 7, 9, 25 & 1000.
Recall & use multiplication & division facts all tables to 12x12.
Bonds and Facts
Know what factors of numbers are and square numbers up to 36.
Place Value and Rounding
Recognise PV of any 4-digit number.
Round any number to the nearest 100 or 1000.
Calculations +/-
Add & subtract: i) Numbers with up to 4-digits using efficient written method (column). ii) Numbers with up to 1dp.
Calculations x/÷
Multiply: i) 2-digit by 1-digit ii) 3-digit by 1-digit
Fractions and Percentages
Count up/down in hundredths.
Write equivalent fractions
+/- fractions with same denominator.
Time
Read, write & convert time between analogue & digital 12 & 24 hour clocks.
Shape
Compare and group shapes, including quadrilaterals and triangles based on their properties.
Identify acute and obtuse angles and order angles by size.
Identify 1 or more lines of symmetry in 2D shapes in different orientations.
Plot an object on a co-ordinates grid (two quadrants).
Measures
Measure the perimeter of a rectilinear figure (including squares) in centimetres and metres.
Convert between different units of measure [for example, kilometre to metre; centimetres to millimetres etc).
Find the area of rectilinear shapes by counting squares.

Year Four Curriculum Objectives.

Algebra

Use formulae given to work out unknown values and begin to understand how formulae is generated.

Science Objectives.

Electricity
I can identify common appliances that run on electricity.
I know how to construct a simple series electrical circuit.
I know and can name a simple series circuit basic parts, including cells, wires, bulbs, switches and buzzers.
I understand why a lamp will or will not light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery.
I understand that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.
I know (can name) recognise some common conductors and insulators.
I know that metals are good conductors.
Animals, including humans
I can describe the simple functions of the basic parts of the digestive system in humans.
I know the different types of teeth in humans and their simple functions.
I know and understand a variety of food chains.
I know and can identify producers, predators and prey.
States of Matter
I know whether a material is a solid, liquid or gas.
I can compare and group materials together, according to whether they are solids, liquids or gases
I understand that some materials change state when they are heated or cooled.
I have observed how some materials change state when they are heated or cooled.
I can measure (or research) the temperature at which this happens in degrees Celsius (°C).
Living things and their habitats
I understand and recognise that living things can be grouped in a variety of ways. Rainforest plants can be grouped as flowering and non-flowering plants.
I understand and recognise that living things can be grouped in a variety of ways. Rainforest animals can be grouped.
I can use classification keys to group, identify and name a variety of living things.
I understand that environments can change and that this can sometimes pose dangers to living things.
Sound
I understand how sound is made.
I can identify which part of something is vibrating.
I know that vibrations from sounds travel through a medium to the ear.
I can find patterns between pitch of a sound and features of the object that produce it.
I can find patterns between the volume of a sound and the strength of the vibrations that produce it.
I understand that sound gets fainter as the distance from the sound source increases.
Working Scientifically
Questioning – I can ask relevant questions about the world around us.
Enquiry – I can use some different types of enquiry to answer questions.
Enquiry – I can use scientific evidence to answer questions or support my findings.

Year Four Curriculum Objectives.

Investigations – I can set up my own simple tests.
Investigations – I am beginning to understand when a test needs to be fair.
Investigations – I can help to decide how to set up a fair test.
Observing – I can make careful observations.
Observing – I can decide what to observe and how long to collect observations.
Observing – I can take accurate measurements using. Mm, cm, m, ml, I C, seconds or minutes.
Observing – I can decide which equipment to use.
Recording data – I can gather, record and classify data in different ways, including drawings, to help answer questions.
Recording data – I can gather, record and classify data in different ways, including labelled diagrams, to help answer questions.
Recording data – I can gather, record and classify data in different ways, including tables and bar charts, to help answer questions.
Reporting – I can report my findings from enquiries orally with written explanations or presenting results and conclusions.
Results and conclusions – I am beginning to draw simple conclusions based on the results of my enquiry.
Results and conclusions – I am beginning to answer my questions using the results of my enquiry.
Identifying and classifying – I am beginning to talk about and identify differences and similarities in the properties or behaviours of objects living and non-living.
Identifying and classifying – I can use simple keys to identify, sort and group living and non-living things based on their properties.

Art Objectives.

Painting
I am aware of different shaped paintbrushes and their purpose.
I am beginning to direct brush marks effectively and with purpose to create form and texture.
Colour theory
I know and can explain what a tint is.
I can explore mixing tints of colours (mixing with white).
I know and can explain what a shade is.
I can explore mixing shades of colours (mixing with black).
Autumn Unit - Portraits
I can make observational drawings of noses and use these to inform decisions regarding shape, colour and texture for my own self-portrait.
I know and can competently apply facial features measurements (position and width of eyes, position and length of ears and position and length of nose).
Spring Unit – Drawing perspective
I can include linear perspective into drawings.
I can draw faint lines to give guidance for final marks.
Summer Unit -Contemporary Art
I can take part in the sculpture artist workshop with the modern contemporary exhibition.

Computing Objectives.

Information Technology – Word Processing and Presentations
I can delete, insert and replace text
I can improve presentation of a document by laying it out effectively
I can use cut and paste within applications to re-order text
I can combine text and graphics by pasting pictures into work
I can use a spellchecker
I can create a storyboard to prepare a presentation
I can create a presentation for a specific audience
I can choose and then integrate elements (text, picture, sound, backgrounds) into a PowerPoint presentation.
I can decide upon and use effective transitions.
Computer Science - Programming
I understand how computers use variables to count things and keep track of what is going on
I can create simple games which use a score variable.
I understand how computers use repetition and loops to do things over and over again (and again!).
Finding Things Out
I can purposefully navigate an internet page
I can type in a URL to find a website.
I can use a search engine to find a range of media, e.g. images, texts.
I can think of search terms to use linked with questions I wish to answer.
I can use the internet as a resource to support my work, and begin to understand plagiarism
I can understand they the internet contains fact, fiction and opinions and begin to distinguish between them.
E-Safety
I understand our school's e-safety code of conduct
I have developed an awareness of relevant e-safety issues such as cyber bullying.
I understand my role in keeping myself and my peers safe (reporting)
I know that not everything on the internet is true and know what to do if I access something inappropriate
I can use a range of online communication tools to exchange information and collaborate with others within and beyond my school e.g. school's learning platform, email, instant messaging, social networking, online gaming, and mobile phones
I understand the need to keep some information private in order to protect myself when communicating online, including passwords, addresses and the distribution of images of myself and others
I begin to recognise how electronic communications may be used for manipulation or persuasion

Design and Technology Objectives.

Electrical Circuits.

Design
I can evaluate products and identify criteria that can be used for my own designs (existing games).
I can generate ideas, considering the purposes for which I am designing (older children).
I can make labelled drawings from different views showing specific features.
I can develop a clear idea of what must be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making, if the first attempts fail.
I can use a paper pattern to design my product.
Make
I can select appropriate tools and techniques for making my product.
I can safely use a range of tools.
I can measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques.
I can join and combine materials and components accurately in temporary and permanent ways (circuits).
Evaluate
I can evaluate my work both during and at the end of the project.
I can evaluate my products carrying out appropriate tests.
Technical knowledge
I can explore and use an electric system in my product.

Geography Objectives.

Locational knowledge
I can locate the world's countries (where rainforests are– Brazil, Bolivia, Australia, Malaysia, Indonesia, New Guinea, Cameroon, Gabon, Congo, Madagascar etc.)
I can identify the position and significance of the Equator, the tropic of Cancer and Capricorn.
I can locate different climate zones and the biomes and countries found within them.
Place knowledge
I understand the geographical (human and physical) similarities and differences between a region of the United Kingdom and South America (Yanomami tribe).
Human and physical geography - describe and understand key aspects of:
I understand that a biome is a large region of Earth that has a certain climate and certain types of living things.
I can name different climate zones and identify the weather, seasons and name a biome found in them.
Tropical rainforest – I understand what the climate is like in a rainforest.
Tropical rainforest – I know and can describe the 4 main layers of vegetation: emergent layer, canopy, under storey and forest floor.
Tropical rainforest – I know and can name some animals that live in a rainforest.
Tropical rainforest - I know and can name some plants that live in a rainforest.
Geographical skills and fieldwork
I can use maps, atlases, globes and digital/computer mapping to locate countries.
I can use four-figure grid references to locate features on a map.
I am beginning to use the eight points of a compass.
I can use symbols and keys to read ordinance survey maps.

History Objectives.

Chronological understanding
I can place the time studied on a timeline (Stone Age, Bronze Age and Iron Age. Maya timeline. Monarchs).
I can use terms related to the period and begin to date key events within a time studied.
I am beginning to understand what more complex terms mean eg BC/AD
Range and depth of historical knowledge
I can use evidence to reconstruct life in time studied.
I know and can identify key features and events of time studied.
I can compare life in early and late 'times' studied.
I know and can explain why some events occurred (demolition of St Ann's – 1970s).
Interpretations of history
I can look at varying sources of evidence available to gain historical knowledge
I am beginning to be able to evaluate the usefulness of different sources.
Historical enquiry
I can use a range of sources to find out about a period.
I can make careful observation and identify small details of artefacts, pictures etc.
I know how to select and record information relevant to the study.
I can use maps, books and internet for research.
I can answer a variety of questions about change, cause, similarity and difference and significance.
Historical Study
I know about the achievements of Nelson Mandela.
I know some of the key changes which occurred in the Stone Age (homes, what they did, tools, food, communication).
I know some of the key changes which occurred in the Bronze Age (homes, what they did, tools, food, communication).
I know some of the key changes which occurred in the Iron Age (where humans lived, what they did, tools, food, communication).
I know and understand key aspects of a non-European society that provides contrasts with British history – Maya civilization c. AD 900.
I used Maya artefacts to establish facts about Maya.
I know what Maya believed it and how this impacted their everyday lives.
I know some facts by Maya everyday lives (e.g. home, clothes, food etc.)
I can give a plausible reason why the Maya civilization came to an end based on historical evidence.
Pupils to continue to secure their knowledge of local / National history - I know Victorian times was during Victoria's reign.
I know what impact Victorian's had on Britain.
I know what Victorian school was like in St Ann's and can compare with today's schooling.
I know what happened in St Ann's in the Victorian period – housing built for factory workers.
I understand how and <u>why</u> houses in St Ann's have changed from Victorian times to present day (slum clearance of 1970s).

Year Four Curriculum Objectives.

I know the importance of St Ann's Well allotments.
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Using a map, I know how St Ann's land use has changed over time.
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R.E. Objectives.

Autumn 1 – Is it possible for everyone to be happy?
I can tell you some of the things Siddhartha did to try to be happy and explain why I think they didn't work for him.
Autumn 2 – What is the most significant part of the Nativity story for Christians today?
I can explain what the symbols in the Christmas story mean to Christians.
I can ask questions about what Christmas means to Christians and compare this with what it means to me.
Spring 1 – Could the Buddha's teachings make the world a better place?
I can recall one of the Buddha's stories and start to explain what the Buddha was teaching through it.
Spring 2 – Is forgiveness always possible for Christians?
I can recall a Christian story about forgiveness and say what it tells people about how to treat each other.
I can give my opinion as to why showing forgiveness may be important.
Summer 1 – What is the best way for a Jew to show commitment?
I can describe some of the ways that Jews choose to show commitment to God and am starting to understand that they do this in different ways.
I can discuss a range of things I am committed to and rank them in priority order. I can explain how I show commitment to these things.
Summer 2 – Do people need to go to church to show they are Christians?
I can describe some of the ways Christians use churches to worship/celebrate Holy Communion or participate in baptism.
I can respectfully question whether Christians need churches.

Modern Foreign Languages Objectives.

Speaking and listening Listen attentively to spoken language and show understanding by joining in and responding.
I can listen and show understanding of short phrases through physical response.
Speaking and listening Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of the words
I can listen and demonstrate understanding of words in songs and rhymes.
Speaking and listening Engage in conversations; ask and answer questions; express opinions; respond to those of others; seek clarification and help.
I can ask and answer several simple and familiar questions with a rehearsed response.
Speaking and listening Speak in sentences using familiar vocabulary, phrases and basic language structures. Present ideas and information to a range of audiences.
I can use familiar vocabulary to say simple sentences to give information using a language scaffold.
Songs, stories and rhymes Appreciate stories, songs, poems and rhymes in the language.
I can join in with the words of a rhyme, song or story sometimes from memory.
Reading and writing Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.
I can read aloud familiar short sentences using knowledge of letter string sounds and observing silent letter rules.
Reading and writing Read carefully and show understanding of words, phrases and simple writing.
I can read and show understanding of simple familiar phrases and short sentences.
Reading and writing Broaden their vocabulary and develop their ability to understand new words introduced into familiar written material, including using a dictionary.
I can use a bi-lingual dictionary to find the meaning of a word or its translation.
Reading and writing Describe people, places, things and actions orally and in writing.
I can write and say a simple phrase to describe people, places, things and actions using a language scaffold.
Reading and writing Write words from memory and adapt these to create new sentences, to express ideas clearly.
I can write simple familiar short phrases from memory with understandable accuracy.
Grammar Understand basic grammar appropriate to the language being studied; key features and patterns of the language.

Year Four Curriculum Objectives.

I can use the correct form of the indefinite article in the singular, according to the gender of the noun, and in the plural.

I can demonstrate understanding of the position of most adjectives.

Music Objectives.

Year 4, 5 and 6 progressive string instruments.

A. First Access 1	
Internalising	
	I can maintain a pulse, copy a rhythm, play and sing back a short phrase using 2 pitches.
Structural awareness	
	I can follow signals for a basic structure e.g. play - sing – play.
Developing expression	
	I show awareness of loud & soft, long & short.
Solo ensemble playing	
	I can follow hand signals to start and stop as a whole class, opportunities to play individually and in pairs / small groups.
Understanding where music is from.	
	I can play 2 - 3 different styles of music, some may begin to identify key instruments and features.
Technique	
	I can play both pizzicato and arco.
	I hold my bow correctly.
	I play on the correct string through bow control.
	I use open strings and first finger.
	I have the correct posture.

B. First Access 2	
Internalising	
	I can maintain a pulse, copy a rhythm, play and sing back a short phrase using 2-3 pitches with increasing accuracy.
Structural awareness	
	I can follow signals for a structure e.g. AB, ABA.
Developing expression	
	I follow hand signals for loud & soft, long & short.
Solo ensemble playing	
	I follow hand signals for loud & soft, long & short. I can follow hand signals to start and stop as a whole class, opportunities to play individually and in pairs / small groups.
Understanding where music is from.	
	I can play in 4 - 5 different styles of music, some may begin to identify key instruments and features.
Technique	

Year Four Curriculum Objectives.

I have developed bow control for more advanced articulation (e.g. staccato and legato).
I have increased note range.
I can cross between open strings through developed bow control.
I can maintain a pulse, copy a rhythm, play and sing back a short phrase using 2-3 pitches with increasing accuracy.

C: Transition to NQF 1	
Internalising	
	I can maintain a pulse, copy a rhythm, play and sing back a two-bar phrase within the range of a 3 rd .
Structural awareness	
	I can follow signals for a basic structure e.g. AB, ABA. Read basic rhythm notation (semibreve, minim, crotchet, quaver- sleep, stride, walk, running).
Developing expression	
	I demonstrate increasing expression and musicality through singing and playing, developing control and attention to dynamics, articulation, tone and well-shaped phrasing.
Solo ensemble playing	
	I can play short solo phrases with increasing independence.
	I can follow simple performance directions from a conductor, e.g. clear starts and ends of pieces.
Understanding where music is from.	
	I am beginning to identify key instruments and features within a range of pieces of music.
Technique	
	I have Increased note range.
	I can build towards a one octave major scale.
	I have developed bow control to cross between strings both open and fingered.
	I show greater control of dynamics and articulation.
	I show appropriate use of down and up bows.

D: Music Medal Bronze / NQF 1	
Internalising	
	I can maintain an appropriate pulse and sense of rhythm.
	I can copy the rhythm of a short extract, e.g. a simple two bar phrase.
	I can play and sing back a two bar phrase within the range of a 3 rd with increasing accuracy.
Structural awareness	
	I demonstrate understanding of structure through performing and creating music, e.g. Head, riff, break, call & response.
	I follow repeat signs.
	I can read basic pitch notation.
Developing expression	

Year Four Curriculum Objectives.

I demonstrate increasing confidence, expression, skill and level of musicality through singing and playing, e.g. performing a Music Medal bronze piece, being able to use at least two of the following skills: varied dynamics, clear articulation, controlled tone and well-shaped phrasing.
Solo ensemble playing
I can maintain an independent part as a soloist.
I follow performance directions from a conductor, e.g. changes of dynamics, clear starts and stops, change of section.
Understanding where music is from.
I can play music from different traditions, styles and genres and am able to play and create rhythmic and melodic patterns.
Technique
I use a wider range dynamic appropriately.
I have developed bow control for more advanced techniques (e.g col legno, accents etc.)
I have developed posture of left-hand position (i.e. straight wrist for violins/violas and correct thumb/elbow position for cellos etc).

E: Grade 1
Internalising
I can maintain a strong sense of pulse and recognise when going out of time.
I can copy the rhythm of a short extract, e.g. a two bar phrase including syncopation.
I play and sing back a two bar phrase within the range of a 4th.
Structural awareness
I demonstrate understanding of structure through performing and creating music, e.g. head / improvise / head structure in a jazz performance.
I follow repeat, DS, DC and coda signs as appropriate.
Developing expression
I demonstrate increasing confidence, expression, skill and level of musicality through singing and playing, e.g. Performing a Grade 1 piece with appropriate use of dynamics, articulation and phrasing.
Solo ensemble playing
I maintain an independent part in an ensemble and as a soloist.
Understanding where music is from.
I play music from different traditions, styles and genres and be able to play and improvise in an appropriate style.
Technique
I have developed bow control for more advanced techniques (e.g slurs and broken slurs) slurring across strings.
I have increased dexterity of left hand for faster tempi.
I demonstrate consistent intonation.
I demonstrate fingered string crossing 4th Vln/vla.

P.E. Objectives

Personal – Consistently try to improve
I cope well and reach positively when things become difficult.
I can persevere with a task.
I can improve my performance through regular practice.
Social – Organise and guide others
I cooperate well with others and give helpful feedback.
I help organise roles and responsibilities.
I can guide a small group through a task.
Cognitive – Describe how to improve
I can understand ways (criteria) to judge performance.
I can identify specific parts to work upon.
I can use my awareness of space and others to make decisions.
Physical – Link with quality
I can perform a variety of movement and skills with good body tension.
I can link actions together so that they flow in running, jumping and throwing activities.
Creative – Refine and Change
I can link actions and develop sequences of movements that express my own ideas.
I can change my own tactics and rules or tasks to make activities more fun and challenging.
Health and Fitness – Explain How to Exercise
I can describe the basic fitness components.
I can explain how often and how long I should exercise to be healthy.
I can record and monitor how hard I am working.
Hand Ball
Pass and Receive - I can send using a push and overhand pass with good accuracy and receive using the two-handed high and low catch successfully.
Shoot - I am beginning to shoot overhand demonstrating accuracy and power under pressure.
Move - I can maintain a good space and demonstrate strategy when moving with a handball.
Basketball
Pass and Receive - I can send and receive a chest pass, bounce pass and overhead pass with some accuracy
Shoot - I can shoot using a technique with accuracy up to 3m under pressure.
Move - I can maintain a good space and manipulate a basketball in different directions to attack and defend.
Hockey
Pass and Receive - I can send the ball with a push and drive pass with some accuracy, receive the ball confidently by 'trapping' and tackle safely.
Shoot - I am beginning to shoot with power using a drive and slap shot with some accuracy.
Move - I can maintain a good space and manipulate a ball with a hockey stick at varied speeds around simple obstacles.
Tennis

Year Four Curriculum Objectives.

Serving - I can strike a ball with improving control using a tennis racket over a simple barrier.
Sending and Receiving - I can strike the ball with improving control forehand and back hand to make a continuous rally with a partner.
Movement and Gameplay - I can hold a racket correctly and move my body to make it easier to strike the ball.
Tag Rugby
Pass and Receive - I can pass backwards and receive a rugby ball confidently while moving.
Attack - I know when it's good to run with the ball and when to pass under some pressure.
Defend - I can 'tag' players on an opposing team safely and can chase attackers.
Athletics
Run - I can accelerate to run at speed for 50ms, have a simple hurdling technique and sustain a run for 10minutes to beat a personal best.
Throw - I can throw using good technique a shotput (beanbag), discuss (quoite), javelin (foam) and do a chest push to beat a personal best.
Jump - I can do a standing long jump, speed bounce (1min) and static high jump to beat a personal best.
Dance
Performance and musically - I can perform in time and with energy a simple dance to an audience.
Choreography - I can create and link varied movements together to form a simple sequence with a clear start and end.
Movement and expression-speed, levels and shape - I can change the speed, shape and level of my movements to match the 'feel' of different pieces of music.
Swimming
Distance - I can swim competently, confidently and proficiently over 25m.
Strokes - I can use a range of strokes effectively (for example front crawl, breaststroke and back stroke).
Self-Rescue - I can perform safe self-rescue in different water-based situations.

Year Four Curriculum Objectives.