

Key Skills - Year 4

<u>Geography</u>			
<u>Geographical skills and fieldwork</u>	<u>T1&T2</u>	<u>T3&T4</u>	<u>T5&T6</u>
<i>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</i>			
<i>Use the 8 points of a compass, 4 and 6 figure grid references, symbols and keys to build knowledge of the UK and the wider world</i>			
<i>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans, graphs and digital technologies.</i>			
Can I identify what this place is like? What and who will I see in this place? Why are these people here and what are they doing?			
Can I find out about places and the features in those places by either going to that place to observe or by looking at information sources?			
Can I use my writing skills to communicate what I know. I can use my math's skills to help me record and present my observations (charts, graphs, tables scales) etc.?			
Can I describe different points of view on an environmental issue affecting a locality?			
Can I use my ICT, maths and writing skills to present what I have found out?			
Can I continue to build up a list of geographical vocabulary?			
Can I make detailed field sketches and digital images?			
Can I use atlases, map, globes and identify the equator, hemispheres and Tropics to research a location?			
Can I use aerial photos and a range of sources to observe features?			
Can I draw a plan or map using grid references, key and symbols and begin to recognise scale?			
Can I use Google Earth to identify local features?			
Can I discuss and present opinions about environmental issues, using a range of evidence?			
<u>Locational skills</u>	<u>T1&2</u>	<u>T3&4</u>	<u>T5&6</u>
<i>Locate the world's countries using maps to focus on Europe, North and South America and concentrating on their environmental regions, key physical and human characteristics, countries and major cities.</i>			
<i>Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</i>			
<i>Identify the position and significance of latitude, longitude, Equator, Northern and Southern Hemispheres, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles and time zones (including night and day).</i>			

Can I recognise physical and human features of a range of environments (volcanoes – Vesuvius, earthquake zones and rivers, water cycles)?			
Can I explain how natural disasters cause environmental change?			
Can I explain how land use and development can cause/prevent flooding?			
Can I explain how different organisations help conserve water?			
Place Knowledge	<u>T1&2</u>	<u>T3&4</u>	<u>T5&6</u>
<i>Understand geographical similarities and differences through the study of human and physical geography of a region of the UK, a region in a European country and a region within North or South America</i>			
Can I use images to describe a place (human and physical features; rivers, hills, cities and towns)?			
Can I begin to identify counties within the U.K?			
Can I explain why towns/cities have developed in particular places (near a river) etc.?			
Can I explain how a place has changed and suggest how it might change in the future?			
Can I explain the similarities and difference between two towns/cities?			
Human and Physical Geography	<u>T1&2</u>	<u>T3&4</u>	<u>T5&6</u>
<i>Describe and understand the key aspects of:</i>			
<i>Physical geography, including :climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle</i>			
<i>Human geography, including: types of settlement and land use, economic activity including trade links and the distribution of natural resources, including energy, food, minerals and water</i>			
Can I locate major U.K rivers and study a city in detail?			
Can I locate countries in Europe and South America?			
Can I locate where water supplies are issues and understand different use of the land?			
Can I understand the reasons why the Romans settled in certain places around the Bristol area and why these places might have been chosen for their settlement?			
Can I study natural disaster (volcanic eruptions, earthquakes and flooding) of Vesuvius for example?			
Can I draw maps and plans of localities I am studying that include keys, grid references, scales, compass rose and standard OS symbols?			
Can I study European places and rivers and compare to my locality?			
Can I make detailed sketches of the features of a location? Can I devise questionnaires to find out about local opinions on an issue?			
<u>History</u>			
<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>

<ul style="list-style-type: none"> 1) Changes in Britain from the Stone Age to the Iron Age 2) The achievements of the earliest civilisations (Ancient Egypt) 	<ul style="list-style-type: none"> 1) The Roman Empire and its impact upon Britain 2) World War Two 	<ul style="list-style-type: none"> 1) Britain's settlement by Anglo Saxons 2) The Viking and Anglo-Saxon struggle for the Kingdom of England 	<ul style="list-style-type: none"> 1) A non-European society that provides contrast with British history (Mayan civilisation c. AD 900) 2) A study of an aspect or theme in British history (the first policemen - Law & Order) 		
<p><u>Whole School Enrichment Opportunities</u></p> <ul style="list-style-type: none"> 1) Ancient Greece – to be covered every four years to coincide with the Olympics 2) Local Study – Millpond Primary School 3) Any additional history of interest to the pupils 					
<p><u>Historical Knowledge</u></p> <p><i>To be personalised for each topic</i></p>			<u>T1&2</u>	<u>T3&T4</u>	<u>T5&6</u>
Can I describe historical events?					
Can I recognise and explain why people in the past acted as they did?					
Do I have a secure knowledge and understanding of the period in question?					
Can I describe significant people from the period in question?					
Can I explain the impact of significant people from the period in question? (legacy etc.)					
<p><u>Chronological Understanding</u></p> <p><i>When did events take place and when how did they fit in with each other?</i></p>			<u>T1&2</u>	<u>T3&4</u>	<u>T5&6</u>
Can I place events, people and artefacts from the period studied on a timeline?					
Can I use terms such as chronology, decade and century to describe when events took place?					
<p><u>Historical Interpretation</u></p> <p><i>What skills do the pupils need in order to find out about the past?</i></p>			<u>T1&2</u>	<u>T3&4</u>	<u>T5&6</u>
Can I ask questions and find answers about the past, using my own evidence?					
Can I use artefacts, pictures, photographs, information books, visitors and visits to historical sites to help me find out about the past?					
Can I use different versions of the same event in history and identify similarities and differences in the accounts?					
Can I discuss how reliable and trustworthy a course is using the 3 Rs – reliability, relevance and richness (of information)?					
<p><u>Historical communication (Link to English, Maths and IT)</u></p> <p><i>How are the pupils going to showcase their knowledge and understanding to others?</i></p>			<u>T1&2</u>	<u>T3&4</u>	<u>T5&6</u>
Can I use key historical terms to describe the key features of a time period? (Romans)					

Can I present my historical knowledge in a simple non-chronological report?			
Can I draw tables and charts to compare different aspects of the past?			
Can I use the internet to research information about the past?			
<u>Building an overview of world history</u> <i>The bigger picture: to develop a mature and informed perspective of the world</i>	<u>T1&2</u>	<u>T3&4</u>	<u>T5&6</u>
Can I give a broad overview of how life in Bristol has changed with particular reference to the area the school is situated in?			
Can I compare similarities and differences between two time periods? (E.g. Now and Roman times)			
Can I compare and contrast social differences of a past society (Romans)?			
Can I describe how some of the people and events I have studied have affected other time periods? (What did the Romans do for Us?)			
<u>Science</u>			
<u>Working Scientifically</u> <i>Pupils must always be taught through and clearly related to substantive science content in the PoS. Pupils should read and spell scientific vocabulary correctly and with confidence, using their growing word reading and spelling knowledge</i>	<u>T1&2</u>	<u>T3&4</u>	<u>T5&6</u>
Can I ask relevant questions?			
Can I use different types of scientific enquiry to answer questions?			
Can I set up simple practical enquiries, comparative and fair tests?			
Can I talk about criteria for grouping, sorting and classifying: and use simple keys?			
Can I make systematic and careful observations, take accurate measurements using standard units (where appropriate) use a range of equipment (including thermometers and data loggers)?			
Can I gather, record, classify and present data in a variety of ways to help in answering questions?			
Can I record findings using simple, scientific language, drawings, labelled diagrams, keys, bar charts and tables?			
Can I report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions?			
Can I use my results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions?			
Can I discuss how scientific ideas have changed over time?			
Can I use straightforward scientific evidence to answer questions or to support findings?			
Can I use relevant scientific language to discuss my ideas and communicate my findings?			
<u>Living things and their habitats</u>	<u>T1&2</u>	<u>T3&4</u>	<u>T5&6</u>

Can I recognise that living things can be grouped in a variety of ways?			
Can I explore and use classifications keys to help group, identify and name a variety of living things in the local and wider environment?			
Can I recognise that environments can change and that this can sometimes pose dangers to living things?			
Animals including humans	<u>T1&2</u>	<u>T3&4</u>	<u>T5&6</u>
Can I describe the simple functions of the basic parts of the digestive system in humans?			
Can I identify the different types of teeth in humans and their simple functions?			
Can I identify the different parts of the ear and begin to explain simply how the ear works (link with Sound)?			
Can I construct and interpret a variety of food chains, identifying producers, predators and prey?			
States of Matter	<u>T1&2</u>	<u>T3&4</u>	<u>T5&6</u>
Can I compare and group materials together according to whether they are solids, liquids or gases?			
Can I observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this might happens in degrees Celsius?			
Can I identify the part played by evaporation and condensation in the water cycle (geography link) and associate the rate of evaporation with temperature using comparative statements?			
Sound	<u>T1&2</u>	<u>T3&4</u>	<u>T5&6</u>
Can I identify how sounds are made associating some of them with something vibrating?			
Can I recognise that vibrations from sounds travel through a medium to the ear?			
Can I find patterns between the pitch of am sound and features of the object that produced it?			
Can I find patterns between the volume of a sound and the strength of the vibrations that produced it?			
Can I recognise that sounds get fainter as the distance from the sound source increase?			
Electricity	<u>T1&2</u>	<u>T3&4</u>	<u>T5&6</u>
Can I identify that common appliances run on electricity?			
Can I construct a simple series circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers (possible DT link)?			
Can I identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery?			
Can I recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit?			
Can I recognise some common conductors and insulators, and associate metals as being good conductors?			
<u>Art and Design</u>			

<u>Drawing Skills</u>	<u>T1&2</u>	<u>T3&4</u>	<u>T5&6</u>
Can I use different grades of pencil to show tone and to make marks?			
Can I use a range of marks?			
Can I use oil pastels?			
Can I blend 2 – 3 colours together?			
<u>Painting Skills</u>	<u>T1&2</u>	<u>T3&4</u>	<u>T5&6</u>
Can I use different watercolour techniques?			
<u>Printing Skills</u>	<u>T1&2</u>	<u>T3&4</u>	<u>T5&6</u>
Can I design my own printing block (link to Roman theme – tiles)?			
Can I explore different ways of printing e.g. pressing, rubbing and stamping?			
<u>Sculpture Skills</u>	<u>T1&2</u>	<u>T3&4</u>	<u>T5&6</u>
Can I add texture to models using tools?			
Can I make a clay pot e.g. coil or thumb?			
Can I use mod roc?			
<u>Textiles Skills</u>	<u>T1&2</u>	<u>T3&4</u>	<u>T5&6</u>
Can I cross stitch?			
Can I back stitch?			
Can I recognise a range of stitches?			
<u>Collage Skills</u>	<u>T1&2</u>	<u>T3&4</u>	<u>T5&6</u>
Can I sort and arrange collage materials for a purpose?			
<u>Communication including computing skills</u>	<u>T1&2</u>	<u>T3&4</u>	<u>T5&6</u>
Can I use a digital camera to take images and then work with that image?			
Can I suggest ways to improve my own and others' work?			
Can I say what I think about my own and others' work?			
<u>Design and Technology</u>			
<u>Design</u>			
<u>To understand contexts, users and purposes</u>	<u>T1&2</u>	<u>T3&4</u>	<u>T5&6</u>
I can investigate similar products to get ideas, list key features and understand how they work			
I can describe the purpose for my product			
I can list design features that will appear to the intended users			
I can explain how parts and the whole product works and how it will be made			
I can research information about the needs and wants of users			
I can develop a design criterion to inform ideas			

To generate, develop, model and communicate ideas	<u>T1&2</u>	<u>T3&4</u>	<u>T5&6</u>
I can use prototypes to inform my ideas			
Planning			
I can explain my choice of materials, components to fit functional properties and aesthetic properties			
I can select suitable tools/equipment, materials/components			
I can list/order the main stages			
Practical skills and techniques	<u>T1&2</u>	<u>T3&4</u>	<u>T5&6</u>
I can follow procedures for safety and hygiene			
I can measure, mark, cut out and shape textile materials/components with increasing accuracy			
I can assemble, join and combine materials and components and apply a range of finishing techniques with accuracy			
Key events and individuals	<u>T1&2</u>	<u>T3&4</u>	<u>T5&6</u>
I can learn about inventors, designers, engineers (Brunel, Telford etc. in Bristol) and manufacturers who have developed innovative and ground-breaking products			
<i>Technical Knowledge – Textiles, Construction and Sheet Materials</i>			
Knowledge and application of practical skills and techniques	<u>T&2</u>	<u>T3&4</u>	<u>T5&6</u>
I can make strong, stiff shell structures			
I can understand that a single fabric shape can be used to make 3D a textiles product			
I can understand that materials can be combined and mixed to create more useful characteristics			
I can use an increasing and correct technical vocabulary to describe different mechanisms – mechanical and electrical			
I can understand that mechanical and electrical systems have an input, process and output			
<i>Cooking and Nutrition</i>			
Planning and Technical Knowledge	<u>T1&2</u>	<u>T3&4</u>	<u>T5&6</u>
I can follow procedures for safety and hygiene			
I can select and explain my choice of tools and equipment, materials and components			
I can list the order of the main stages of making; produce lists of tools equipment and materials			
Where food comes from	<u>T1&2</u>	<u>T3&4</u>	<u>T5&6</u>
I know that food is grown, reared and caught in the U.K, Europe and the wider world			
I know that seasons may affect the availability of food and alter the types of food available at different times of the year (in terms of seasonal produce)			
I understand how food is processed into ingredients that can be eaten or used in cooking			
Food preparation, cooking and nutrition	<u>T1&2</u>	<u>T374</u>	<u>T5&6</u>

I can measure, assemble ingredients, and apply finishing techniques with increasing accuracy			
I know how to use a range of techniques; peeling, chopping, slicing, grating, mixing, spreading, kneading and baking			
I know that a healthy diet is made up from a variety and balance of different food and drink and that to be active and healthy, food and drink are needed to provide energy for the body			
Key events and individuals	<u>T1&2</u>	<u>T3&4</u>	<u>T5&6</u>
I can learn about inventors, designers, engineers (e.g. cooking appliances), chefs (Jamie Oliver/Healthy Schools) and manufacturers who have developed innovative and ground-breaking products			
Evaluate			
Own ideas and products	<u>T1&2</u>	<u>T3&4</u>	<u>T5&6</u>
I can consider and list ways to improve my design or product, taking into account the views of others, e.g. intended users			
Investigate and analyse existing products	<u>T1&2</u>	<u>T3&4</u>	<u>T5&6</u>
(At age appropriate level) I can investigate and analyse how innovative the product is or was in its time			
I can investigate and analyse the design and manufacture of products			
I can investigate and analyse the chosen materials used and methods of construction			
I can find out who the designer and maker of the product is			
I can establish whether the product can be recycled or reused			
Computing			
Year 3	Year 4	Year 5	Year 6
Word/Publisher Skills E- Safety - Using Google search engine to research Excel to record and present data Publisher: Map of locality. Take and insert digital photos. PowerPoint presentation: Welcome to My Local Area Email/blogging/Website forum	E-safety & sending/replying to emails respond to message through school blog/online forum branching databases (linked to natural disasters theme) Digitally record image and sound using Movie Maker. Create a piece of music using ICT	Animation related to the Anglo Saxons or Vikings Use of Blender to create a 3D model of the Solar System Video Adverts filmed on digital camcorders. Edited in Movie Maker and soundtrack created using Audacity. Blogging. Use school's blog/online forum/VLE	Internet safety – local skills zone type visit/enrichment activity. Communication/collaboration A study of an aspect or theme in British history. Data analysis Use and combine a variety of software. Controlling and simulating physical systems (linked to DT) Photography

Video record scenes from Terms 5&6 Ancient Egypt theme	Using logo (modelling, controlling and sensing). Internet research (search engines) Present information using Word and PowerPoint	to increase security or Blogger or Word Press could be used.			
Whole School Enrichment					
Understanding the importance of e-safety both at home and at school. Knowing where to seek help if needed.					
Using Technology			<u>T1&2</u>	<u>T3&4</u>	<u>T5&6</u>
Can I continue to become familiar with a range of devices, for example tablets, desktop computers, laptops, microphones, video recorders, camcorders, mobile phones etc.					
Can I increase my typing speed? Aim to reach the accepted competency rate for children of 15WPM by the end of Year 3?					
Can I make sensible choices about the technology I use to help with my work, and to justify my choices - for example why I have chosen a tablet rather than a laptop?					
Can I understand the purpose of and use independently a range of different technology?					
Can I continue to develop typing speed and accuracy to develop competency in typing, approaching 20 words per minute?					
Can I make choices about when to use technology, which piece(s) of technology to use, which software/tools to use on the technology and be able to explain my choices to others?					
Can I become increasingly familiar with a range of devices and increasingly develop my independence and confidence in using these devices?					
Can I continue to increase my typing speed and be encouraged to use a range of resources to help me with this?					
Can I make increasingly sensible choices about the technology that I use to help my work and justify my choices?					
Can I continue to become familiar with a range of devices and further develop my independence and confidence in using these devices?					
Can I continue to increase my typing speed and be encouraged to play games at home and in school which help me with this?					
Using the Internet			<u>T1&2</u>	<u>T3&4</u>	<u>T5&6</u>
Can I use search engine tools for different types of media e.g. Google Image Search, video, sound but understand that the results are not always what you request?					
Am I aware that web sites are not always accurate and that information should be checked before it is used?					
Can I develop keywords and enter them into a chosen search engine, using more advanced search engine features?					

Can I present my findings using a word processing or multimedia/publishing package for a specific audience?			
Can I understand the dynamics of a search engine and know that there are different search engines (some within specific sites e.g. BBC and some for the whole of the internet e.g. Google, Yahoo!igans Ask Jeeves etc.?)			
Can I begin to recognise that anyone can author on the Internet and sometimes authors on the internet can produce content which is offensive, rude and upsetting?			
Communicating and Collaborating online	<u>T1&2</u>	<u>T3&4</u>	<u>T5&6</u>
Can I understand how emails work and send e-mails between people within the secure Millpond Primary domain, including using the 'cc' and 'bcc' fields?			
Can I use email to e-mail work completed in school to teachers and peers? (monitored environment by teachers before posting)			
Can I collaborate with peers on a project to produce a finished piece to support topic/them work – using Microsoft Office (shared story)?			
Can I contribute/edit/refine contributions to a shared document and understand that all changes are visible? (Track Changes)			
Creating and Publishing	<u>T1&2</u>	<u>T3&4</u>	<u>T5&6</u>
Can I work with others to create a website based on a theme of learning, area of interest or a specific event, which includes hyperlinks, images and embedded media/documents?			
Can I use ICT to create a finished product or set of linked products, making revisions to their work?			
Can I understand that evaluation and improvement is a vital part of the design process and ICT allows changes to be made quickly and efficiently?			
Digital media	<u>T1&2</u>	<u>T3&4</u>	<u>T5&6</u>
Can I record sound using ICT that can be stored and played back and independently use a range of tools to record sound and choose appropriate tools for the situation and purpose?			
Can I create simple stop motion animations?			
Can I use a range of devices to create extended pieces of music using a wide range of pre-recorded samples?			
Can I independently record video for a range of purposes, paying attention to the quality of video capture?			
Can I use a range of tools to create more complex images using a computer? (no layering)			
Can I edit a video using a range of basic editing applications?			
Can I take photographs for a specific purpose and/or find appropriate images on-line?			
Using Data	<u>T1&2</u>	<u>T3&4</u>	<u>T5&6</u>
Can I plan and create my own database, creating fields and applying simple data validation?			

Can I use pre-made databases and those which I have created myself to answer questions by constructing basic queries?			
Can I understand how to translate questions into queries to find information e.g. to find the most common etc. Use other software to present findings as appropriate?			
Can I begin to use spreadsheets to enter data and create graphs?			
Can I use a database to answer questions by constructing queries?			
Programming and Control	<u>T1&2</u>	<u>T3&4</u>	<u>T5&6</u>
Can I continue to develop understanding of how a computer and technology works and how computers process instructions and commands?			
Can I use templates on a computer to create a game, which can be controlled by external inputs, changing parameters and algorithms and investigate the effect this has on the response?			
Can I use computer game design software to plan, design and make my own?			
Modelling and Simulation	<u>T1&2</u>	<u>T3&4</u>	<u>T5&6</u>
Can I understand that ICT allows for situations to be modelled or recognise its link to those which would be impractical to try out in real life?			
Can I begin to use software to represent 3D objects or items?			
Can I continue to explore simulations as appropriate and as a link with other curriculum areas/subjects?			
PE			
Running, jumping, throwing and catching	<u>T1&2</u>	<u>T3&4</u>	<u>T5&6</u>
Can I develop new skills in passing and throwing with a variety of equipment?			
Can I extend the length of my throw, the height of a jump, the speed of my running and the reliability of my catching?			
Can I move with co-ordination, care and control?			
Can I combine my running, throwing, jumping and catching skills?			
Can I jump in a number of ways sometimes using a short run up?			
Can I sprint over a short distance?			
Can I run over a longer distance conserving energy?			
Play competitive games where appropriate and apply basic skills and principles in these	<u>T1&2</u>	<u>T3&4</u>	<u>T5&6</u>
Can I choose the appropriate tactics to cause a problem for the opposition?			
Can I remember and apply simple rules of a modified game?			
Can I develop the range of consistency of my skills in all games?			
Can I say how I can help the team?			
Develop flexibility, strength, technique, control and balance (e.g. through gymnastics and athletics)	<u>T1&2</u>	<u>T3&4</u>	<u>T5&6</u>

Can I work on improving strength and suppleness by practicing stretches and shapes?			
Can I move with coordination, control and care?			
Can I apply simple actions and techniques consistently?			
Can I develop the range of actions, body shapes and balances I include in a performance?			
Perform dances using a range of movement patterns	<u>T1&2</u>	<u>T3&4</u>	<u>T5&6</u>
Can I improvise with ideas and movements?			
Can I refine my dance movements into sequences?			
Can I use simple choreographic principles to create motifs and narratives?			
Take part in outdoor and adventurous activity challenges both individually and as part of a team	<u>T1&2</u>	<u>T3&4</u>	<u>T5&6</u>
Can I develop a range of skills and work with others to solve challenges in a familiar environment?			
Can I develop and refine orienteering and problem-solving skills when working in groups and as an individual?			
Can I work with others to meet challenges?			
Compare performance with previous ones and demonstrate improvement to achieve personal bests	<u>T1&2</u>	<u>T3&4</u>	<u>T5&6</u>
Can I say how my work is similar to and/or different from that of others?			
Can I use positive feedback to suggest improvements for sections that didn't go as well as expected?			
Swimming and water safety	<u>T1&2</u>	<u>T3&4</u>	<u>T5&6</u>
Can I improve my swimming strokes by linking both leg and arm actions effectively?			
Can I use my arms and legs correctly whilst lying on my front and back?			
Can I use a stroke that I am confident with to aid personal survival skills?			
Lead healthy, active lifestyles	<u>T1&2</u>	<u>T3&4</u>	<u>T5&6</u>
Can I talk about how exercise is good for me?			
Can I give reasons why physical activity is good for my health?			
Can I choose the right clothing to wear for certain sports?			
Music			
Sing and play with increasing confidence and control, develop musical understanding, organize and manipulate ideas and reproduce sounds from aural memory	<u>T1&2</u>	<u>T3&4</u>	<u>T5&6</u>
Can I perform a simple tune with my voice and play an un-tuned instrument?			
Can I compose music for effect (considering pitch, tempo, duration and dynamics) to reflect mood or narrative?			
Can I contribute to a song, internalizing parts in my head and recall tunes/melodies?			
Can I understand musical notation (the value/sound of each note)??			
Can I appreciate how mood is created by music within a live performance?			
Can I compare musical instruments from different eras, exploring their impact?			

MFL			
	<u>T1&2</u>	<u>T3&4</u>	<u>T5&6</u>
Can I listen to a simple phrase and understand the subject?			
Can I begin to recognise patterns/sounds in songs/rhymes?			
Can I make simple statements?			
Can I make statements using an adjective and verb?			
Can I pronounce familiar words accurately?			
Can I make simple statements e.g. my cat is black. The dog is brown?			
Can I read a selection of nouns and verbs and show understanding?			
Can I learn a song in a foreign language?			
Can I recognise familiar vocabulary in a sentence?			
Can I write a phrase from memory?			
Can I describe people, places or things using nouns, adjectives and verbs?			
Can I use the correct verb and noun order when asking a question?			