



CHARLESWORTH SCHOOL

...from tiny acorns great oaks grow



Pupil Achievement Descriptors

Year Four Pupil Descriptors

We Are Speakers

- I can ask questions to clarify or develop my understanding (1.1)
- I can sequence, develop and communicate ideas in an organised and logical way, always using complete sentences (1.2)
- I can show that I understand the main point and the details in a discussion (1.3)
- I can increasingly adapt what I am saying to the needs of the listener or audience (1.4)
- I can show that I know that language choices vary in different contexts (1.5)
- I can present to an audience using appropriate intonation; controlling the tone and volume so that the meaning is clear (1.6)
- I can justify an answer by giving evidence (1.7)
- I can use Standard English when it is required (1.8)
- I can perform poems or plays from memory, conveying ideas about characters and situations by adapting expression and tone (1.9)

We Are Linguists

Criteria for Y3/4

Spoken Language

- I can start to speak in sentences (1.1)
- I can give a response using a short phrase (1.2)
- I can have a short conversation (3 or 4 phrases) (1.3)
- I can name and describe an object (1.4)
- I can name and describe a place (1.5)
- I can name and describe people (1.6)

Reading

- I can use a bilingual dictionary or glossary to look up new words (2.1)
- I can read a short passage independently (2.2)
- I can explain the main points of a short passage (2.3)
- I can read and understand a short passage (2.4)

Writing

- I can write 2-3 short sentences on a familiar topic (3.1)
- I can write phrases from memory (3.2)

Culture

- I can explain significant days, festivals and events in France (4.1)
- I am aware of countries around the world that speak French (4.2)
- I show an awareness of everyday life in France (4.3)
- I can identify France on a map (4.4)

Year Four Pupil Descriptors

We Are Historians

- I can plot events on a timeline using centuries (1.1)
- I can use my mathematical skills to round up time differences into centuries and decades (1.2)
- I can explain how the lives of wealthy people were different from the lives of poorer people (1.3)
- I can explain how historic items and artefacts can be used to help build up a picture of life in the past (1.4)
- I can explain how an event from the past has shaped our life today (1.5)
- I can research two different versions of an event and explain how they differ (1.6)
- I can research what it was like for children in a given period of history and present my findings to an audience (1.7)

We Are Geographers

- I can carry out research to discover features of villages, towns and cities (1.1)
- I can plan a journey to a place in England (1.2)
- I can collect and accurately measure information (e.g., rainfall, temperature, wind speed, noise levels etc..) (1.3)
- I can explain why people may be attracted to live in cities (1.4)
- I can explain why people may choose to live in one place rather than another (1.5)
- I can locate the Tropic of Cancer and Tropic of Capricorn (1.6)
- I can explain the differences between the British Isles, Great Britain and the United Kingdom (1.7)
- I know some of the countries that make up the European Union (1.8)
- I can find at least six cities in the UK on a map (1.9)
- I can name and locate some of the main islands that surround the United Kingdom (1.10)
- I can name the areas of origin of the main ethnic groups in the United Kingdom and in our school (1.11)

Year Four Pupil Descriptors

We Are Artists

Drawing

- I can make marks and lines & create textures with a wider range of media (1.1)
- I can experiment with different grades of pencils/crayon/colour to draw form, shape and tone (1.2)
- I can apply simple pattern and texture in a drawing (1.3)
- I can identify and draw the effect of light (1.4)
- I understand scale and proportion (1.5)

Printing

- I can produce a simple print block mono printing (use card, string & other materials) using a relief or impressed method (2.1)
- I can print using more than one colour (2.2)
- I can flip & rotate images (2.3)

Collage

- I can use cutting and sticking skills (3.1)
- I can use collage techniques (3.2)
- I can use positive & negative techniques (3.3)
- I can create compositions using lines and spaces relating to create natural images (3.4)
- I can explore the translucent nature of tissue paper (3.5)
- I can overwork identical designs to produce unique state imagery (3.6)

Sculpture 3D

- I can plan, design & make models from observation or imagination (4.1)
- I can select & use appropriate materials and processes (4.2)
- I can adapt, modify & refine work in progress (4.3)

Textiles

- I can use a wider variety of stitches (5.1)
- I can develop knotting, threading & binding techniques (5.2)
- I can observe and design technical art (5.3)
- I can compare different fabrics (5.4)

Painting

- I can mix colours selecting appropriate brushes (6.1)
- I can use contrasting tones of colour (6.2)
- I can develop and modify paintings as they progress (6.3)
- I can over paint using small brushes and strokes (6.4)

We Are Designers

Design

- I can generate ideas by collecting and using information (1.1)
- I can take views of users into account when designing my product (1.2)
- I can begin to step-by-step plans (1.3)
- I can communicate alternative ideas using words, labelled sketches and models showing that I am aware of the constraints of my design (1.4)
- I can make my product appealing (1.5)

Make

- I can improve my product after testing (2.1)
- I can measure and use scoring and folding to shape materials accurately (2.2)
- I can make cuts accurately and reject/correct pieces that aren't accurate (2.3)

Evaluate

- I can reflect on my designs and develop them, identify what is working well and what can be improved (3.1)
- I can share my work with others (3.2)

Technical Knowledge

- I can apply my knowledge to strengthen, stiffen and reinforce more complex structures (4.1)
- I can understand and use mechanical systems in my products e.g., gears, pulleys, cams, levers and linkages (4.2)

Cooking and Nutrition

- I can use a selection of ingredients to meet an identified need (e.g., lunchtime snack, healthy sandwich) (5.1)
- I can work in a safe and hygienic way (5.2)
- I can present the food well and begin to think about packaging (5.3)

Year Four Pupil Descriptors

We Are Sports People

Games

- I can catch with one hand (1.1)
- I can throw and catch accurately (1.2)
- I can hit a ball accurately, with control (1.3)
- I can keep possession of the ball (1.4)
- I can vary tactics and adapt skills depending on what is happening in a game (1.5)
- I have been part of a team (e.g., Basketball) and competed in a schools competition (1.6)
- I play for a team (e.g., Football) outside of school (1.7)

Gymnastics

- I can work in a controlled way (2.1)
- I can include change of speed and direction (2.2)
- I can include a range of shapes (2.3)
- I can work with a partner to create, repeat and improve a sequence with at least three phases (2.4)
- I am part of a gymnastics club outside of school (2.5)

Dance

- I can take the lead when working with a partner or group (3.1)
- I can use dance to communicate an idea (3.2)
- I can have been learning dance outside of school and have performed in front of an audience (3.3)
- I can have taken part in a dance production in front of an audience (3.4)

Athletics

- I can run over long distance (4.1)
- I can sprint over short distance (4.2)
- I can throw in different ways (4.3)
- I can hit a target (4.4)
- I can jump in different ways (4.5)
- I am part of an Athletics Club outside of school (4.6)
- I have performed in competitive Athletics (4.7)

Outdoor and Adventurous

- I can follow a map in a (more demanding) familiar context (5.1)
- I can follow a route within a time limit (5.2)

We Are Musicians

Listening

- I can begin to identify the style of work of eg. Beethoven, Mozart and Elgar (1.1)
- I can identify and describe the different purposes of music (1.2)
- I can identify the character/mood of a piece of music (1.3)
- I can explain why silence is often needed in music and explain the effect it has (1.4)

Composing

- I can use notation to record compositions (2.1)
- I can improvise using a repeated pattern (2.2)

Performing

- I can sing songs from memory with accurate pitch (3.1)
- I can perform a simple rhythmic part (3.2)
- I am learning to play a musical instrument out of music lessons (3.3)
- I have performed an instrument (or sang) individually or as a group in front of an audience (3.4)

Appraisal

- I can improve own work explaining how it has been improved (4.1)

Year Four Pupil Descriptors

We Are Spiritual Inquirers

Criteria for Y3/4

Learning about Religions and Beliefs

- I can use a developing religious vocabulary to describe some key features of religions, recognising similarities and differences (1.1)
- I can make links between beliefs and sources, including religious stories and sacred texts (1.2)
- I can begin to identify the impact religion has on believers' lives (1.3)
- I can describe some forms of religious expression (1.4)

Learning from Religion and Belief

- I can identify what influences by own beliefs (2.1)
- I can make links between my own experiences and those of others, in relation to religion and belief (2.2)
- I can ask important questions about religion and beliefs (2.3)
- I can make links between my own response to questions about religion and belief and the response of others (2.4)
- I can make links between values and commitments (2.5)
- I can make links between my own attitudes and behaviours (2.6)

We Are Digital Citizens

Algorithms and Programming

- I can experiment with variables to control models (1.1)
- I can give an on-screen robot specific instructions that takes them from A to B (1.2)
- I can make an accurate prediction and explain why I believe something will happen (linked to programming) (1.3)
- I can de-bug a program (1.4)

Information Technology

- I can select and use software to accomplish given goals (2.1)
- I can collect and present data (2.2)
- I can produce and upload a podcast (2.3)

Digital Literacy

- I can recognise acceptable and unacceptable behaviour using technology (3.1)

Also refer to the criteria regarding Safe Computing for pupils in Y3/4

Year Four Pupil Descriptors

We Are Safe Computer Users (Safe Computing Guidance for Y3/4)

Knowledge and Understanding

- I can understand the need for rules to keep me safe when exchanging learning and ideas online (1.1)
- I recognise that information on the internet may not be accurate or reliable and may be used for bias, manipulation or persuasion (1.2)
- I understand that the internet contains fact, fiction and opinion and begin to distinguish between them (1.3)
- I use strategies to verify information e.g., cross checking (1.4)
- I understand the need for caution when using an internet search for images and what to do if I find an unsuitable image (1.5)
- I understand that copyright exists on most digital images, videos and recorded music (1.6)
- I understand the need to keep personal information and passwords private (1.7)
- I understand that if I make personal information available online it may be seen and used by others (1.8)
- I know how to respond if asked for personal information or feel unsafe about the content of a message (1.9)
- I recognise that cyberbullying is unacceptable and will be sanctioned in line with the school's policy (1.10)
- I know how to report an incident of cyber-bullying (1.11)
- I know the difference between online communication tools used at school and those used at home (1.12)
- I understand the need to develop an alias for some public online use (1.13)
- I understand that the outcome of internet searches at home may be different than at school (1.14)

Skills

- I follow the school safer internet rules (2.1)
- I recognise the difference between the work of others which has been copied (plagiarism) and re-structuring/re-presenting materials in a way that is new and unique (2.2)
- I can identify when emails should not be opened and when an attachment may not be safe (2.3)
- I can explain and demonstrate how to use email safely (2.4)
- I can use different search engines (2.5)