



# Year 4 English

## Spoken Language

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| <ul style="list-style-type: none"><li>• I ask questions to clarify or develop my understanding.</li><li>• I can sequence, develop and communicate ideas in an organised and logical way, always using complete sentences.</li><li>• I show that I understand the main point and the details in a discussion.</li><li>• I adapt what I am saying to the needs of the listener or audience (increasingly).</li><li>• I show that I know that language choices vary in different contexts.</li></ul> | <ul style="list-style-type: none"><li>• I can present to an audience using appropriate intonation; controlling the tone and volume so that the meaning is clear.</li><li>• I can justify an answer by giving evidence.</li><li>• I use Standard English when it is required.</li><li>• I can perform poems or plays from memory, conveying ideas about characters and situations by adapting expression and tone.</li></ul> |
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## Reading

### Word Reading

- I can apply 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.

## Writing: Spellings

- 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.



## Year 4 English

### Writing: 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.

### 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

### 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 use commas after fronted adverbials.



# Year 4 Maths

## 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).

## 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.

## 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  $12 \times 12$ .
- 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.

## Year 4 Maths

### 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.

#### 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

### 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

### 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.



# Year 4 Science

## 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.

### Biology: 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.

### Chemistry: 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.
- I can explain the danger of direct sunlight and describe how to keep protected

### Physics: Sound

- I can describe how sound is made.
- I can explain how sound travels from a source to our ears.
- I can explain the place of vibration in hearing.
- I can explore the correlation between pitch and the object producing a sound.
- I can explore the correlation between the volume of a sound and the strength of the vibrations that produced it.
- I can describe what happens to a sound as it travels away from its source.

### 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



## Year 4 Computing

<b>Algorithms and Programs</b>	<b>Data retrieving and organising</b>	<b>Communicating</b>
<ul style="list-style-type: none"><li>• Use repeat instructions to draw regular shapes on screen, using commands</li><li>• Experiment with variables to control models</li><li>• Make turns specifying the degrees</li><li>• Give an on-screen robot specific directional instructions that takes them from x to y</li><li>• Make accurate predictions about the outcome of a program they have written</li></ul>	<ul style="list-style-type: none"><li>• Capture images using webcams, screen capture, scanning, visualiser and internet</li><li>• Choose images and download into a file</li><li>• Download images from the camera into files on the computer</li><li>• Copy graphics from a range of sources and paste into a desktop publishing program</li></ul>	<ul style="list-style-type: none"><li>• Appreciate the benefits of ICT to send messages and to communicate</li><li>• Use the automatic spell checker to edit spellings</li></ul>
<b>Using the Internet</b>	<b>Databases</b>	<b>Presentation</b>
<ul style="list-style-type: none"><li>• Use a search engine to find a specific website</li><li>• Use note-taking skills to decide which text to copy and paste into a document</li><li>• Use tabbed browsing to open two or more web pages at the same time</li><li>• Open a link to a new window</li><li>• Open a document (PDF) and view it</li></ul>	<ul style="list-style-type: none"><li>• Input data into a prepared database</li><li>• Sort and search a database to answer simple questions</li><li>• Recognise what a spreadsheet is</li><li>• Use the terms 'cells', 'rows' and 'columns'</li><li>• Enter data, highlight and make bar charts</li></ul>	<ul style="list-style-type: none"><li>• Create a lengthy presentation that moves from side to side and is aimed at a specific audience</li><li>• Insert sound recordings into a multi media presentation</li><li>• Know how to manipulate text, underline text, centre text, change font and size and save text to a folder</li></ul>



# Year 4 Religious Education

## Learning about religion:

- Can use a developing religious vocabulary to describe and show understanding of sources, practices, beliefs, ideas, feelings and experiences
- Can make links between them, and describe some similarities and differences both within and between religions
- Can describe the impact of religion on people's lives
- Can suggest meanings for a range of forms of religious expression

## Learning from religion:

- Can raise and suggest answers to, questions of identity, belonging, meaning, purpose, truth, values and commitments
- Can apply their ideas to their own and other people's lives
- Can describe what inspires and influences themselves and others

### Hinduism

#### What do you think God looks like?

- Recap one God can appear in different forms
- Story of Lakshmi
- Story of Krishna
- Symbols (Aum, Shrine, Puja set, Deities)
- Symbols (temple-Mandir, the cow)
- If you could invent your own God, what would it look like? (spiritual and moral values)

### Christmas - Exploring the symbolism of light

#### To give pupils an understanding of the Christian belief that Jesus is the, 'Light of the World'.

- Why is Jesus described as the Light of the World?
- What does the light do to the dark?
- Why is light such a powerful symbol?
- Is light a good metaphor for Jesus?
- The sun already lights the world so how can Jesus be the light?
- How did Jesus bring light?
- How does Jesus bring light?

### Judaism

#### Do you think we need to have celebrations of key events?

- The significance of Rosh Hashanah (Rosh Hashanah cards)
- The significance of Yom Kippur (link to Shofur)
- The significance of Pesach
- Passover Meal (link to Sedar plate)
- The significance of Shavuot
- Why do you think people have celebrations in different religions?

### Exploring Easter as a story of betrayal and trust

#### To focus on the significance of the incidents of betrayal and trust in the Easter story.

- What is trust?
- How do we show trust?
- Who do we trust? Why?
- Why is trust important?
- Why did Judas betray Jesus?
- What does it mean to betray someone?
- How does it feel to be betrayed?
- What is forgiveness?
- Have you ever forgiven someone?
- Have you experienced being forgiven?

### Islam

#### Why do some religions need to fast?

- What is Ramadan? And why is it important?
- (focus also on the revealing of Qu'ran)
- Look at Sawm (4<sup>th</sup> Pillar) (discuss fasting)
- What is Eid-ul-fitr?
- Eid cards
- Celebratory meal at the end of Eid
- Would there be an important reason that you would fast for? Why?

### What is prayer?

#### To ensure that the children know that prayer is a way of communicating with God and to know that we/Christians believe that God listens and responds.

- What is prayer?
- How do people pray?
- When do people pray?
- Why do people pray?
- Where do people pray?



## Year 4 E-Safety

### 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.
- I can use different search engines.





## Year 4 Music

### Performing

- Perform a simple part rhythmically
- Sing songs from memory with accurate Pitch
- Improvise using repeated patterns

### Composing

- Use notation to record and interpret sequences of pitches
- Use standard notation
- Use notations to record compositions in a small group or on own
- Use notation in a performance

### Appraising

- Explain the place of silence and say what effect it has
- Start to identify the character of a piece of Music
- Describe and identify the different purposes of music
- Begin to identify with the style of work of Beethoven, Mozart and Elgar



# Year 4 History

The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor a local history study

The achievements of the earliest civilizations – an overview of where and when the first civilizations content appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; **Ancient Egypt**; The Shang Dynasty of Ancient China

<b>Chronological Understanding</b>	<b>Knowledge and Interpretation</b>	<b>Historical enquiry</b>
<ul style="list-style-type: none"><li>• Plot recent history on a timeline using Centuries</li><li>• Place periods of history on a timeline showing periods of time</li><li>• Use mathematical skills to round up time differences into centuries and decades</li></ul>	<ul style="list-style-type: none"><li>• Explain how events from the past have helped shape our lives</li><li>• Appreciate that wars have happened from a very long time ago and are often associated with invasion, conquering or religious differences</li><li>• Know that people who lived in the past cooked and travelled differently and used different weapons from ours</li><li>• Recognise that the lives of wealthy people were very different from those of poor people</li><li>• Appreciate how items found belonging to the past are helping us to build up an accurate</li></ul>	<ul style="list-style-type: none"><li>• Research two versions of an event and say how they differ</li><li>• Research what it was like for a child in a given period in the past and use photographs and illustrations to present findings</li><li>• Give more than one reason to support an historical argument</li><li>• Communicate knowledge and understanding orally and in writing and offer points of view based upon what is found out</li></ul>



# Year 4 Geography

<b>Geographical Enquiry</b>	<b>Physical Geography</b>	<b>Human Geography</b>	<b>Geographical Knowledge</b>
<ul style="list-style-type: none"><li>• Carry out a survey to discover features of cities and villages</li><li>• Find the same place on a global and in an atlas</li><li>• Label the same features on an aerial photograph as on a map</li><li>• Plan a journey to a place in England</li><li>• Accurately measure and collect information (eg rainfall, temperature, wind speed, noise levels etc)</li></ul>	<ul style="list-style-type: none"><li>• Describe the main features of a well known city</li><li>• Describe the main features of a village</li><li>• Describe the main physical differences between cities and villages</li><li>• Use appropriate symbols to represent different physical features on a map</li></ul>	<ul style="list-style-type: none"><li>• Explain why people are attracted to live in cities</li><li>• Explain why people may choose to live in a village rather than a city</li><li>• Explain how a locality has changed over time with reference to human features</li><li>• Find different views about an environmental issue</li><li>• What is child's viewpoint</li><li>• Suggest different ways that a locality could be changed and improved</li></ul>	<ul style="list-style-type: none"><li>• Locate the Tropic of Cancer and the Tropic of Capricorn</li><li>• Know the difference between the British Isles, Great Britain and UK</li><li>• Know the countries that make up the European Union</li><li>• Name up to six cities in the UK and locate them on a map</li><li>• Locate and name some of the main islands that surround the UK</li><li>• Name the areas of origin of the main ethnic groups in the UK and in their school</li></ul>



## Year 4 Art

<b>Drawing</b>	<b>Painting</b>	<b>Printing</b>	<b>Sketch Books</b>
<ul style="list-style-type: none"><li>• Begin to show facial expressions and body language in their sketches</li><li>• Identify and draw simple objects, and use marks and lines to produce texture</li><li>• Organise line, tone, shape and colour to represent figures and forms in movement</li><li>• Show reflections Explain why chosen specific materials to draw with</li></ul>	<ul style="list-style-type: none"><li>• Create all the colours they need</li><li>• Create mood in their paintings</li><li>• Successfully use shading to create mood and feeling</li></ul>	<ul style="list-style-type: none"><li>• Print using at least four colours</li><li>• Create an accurate print design</li><li>• Print onto different materials</li></ul>	<ul style="list-style-type: none"><li>• Use sketch books to express feelings about various subjects and outline likes and dislikes</li><li>• Produce a montage all about themselves</li><li>• Use their sketch book to adapt and improve ideas</li><li>• Keep notes about the purpose of work in their sketch books</li></ul>
<b>3D / Textiles</b>	<b>Collage</b>	<b>Use of ICT</b>	<b>Knowledge</b>
<ul style="list-style-type: none"><li>• Experiment and combine materials and processes to design and make 3D form</li><li>• Begin to sculpt clay and other mouldable materials</li><li>• Use early textile and sewing skills as part of a project</li></ul>	<ul style="list-style-type: none"><li>• Use ceramic mosaic</li><li>• Combine visual and tactile qualities</li></ul>	<ul style="list-style-type: none"><li>• Present a collection of their work on a slide show</li><li>• Create a piece of art work which includes the integration of digital images taken</li><li>• Combine graphics and text based on research</li></ul>	<ul style="list-style-type: none"><li>• Experiment with different styles which artists have used</li><li>• Explain art from other periods of history</li></ul>



# Year 4 Design and Technology

Developing, planning and communicating ideas	Working with tools, equipment, materials and components to make quality products	Evaluating processes and product		
<ul style="list-style-type: none"> <li>• Have thought about how they will check if their design is successful</li> <li>• Begin to explain how to improve the original design</li> <li>• Evaluate the product, thinking of both appearance and the way it works</li> <li>• Take time to consider how could have made their idea better</li> </ul>	<ul style="list-style-type: none"> <li>• Tell if their finished product is going to be good quality</li> <li>• Conscious of the need to produce something that will be liked by others</li> <li>• Show a good level of expertise when using a range of tools and equipment</li> <li>• Work at their product even though their original idea might not have worked</li> </ul>	<ul style="list-style-type: none"> <li>• Have thought of how to check if the design is successful</li> <li>• Begin to explain how to improve the original design</li> <li>• Evaluate the product thinking of both appearance and the way it works</li> <li>• Take time to consider how the idea could have been made better</li> </ul>		
Cooking and nutrition	Textiles	Electrical and mechanical components	Stiff and flexible sheet materials	Mouldable materials
<ul style="list-style-type: none"> <li>• Know what to do to be hygienic and safe</li> <li>• Think about what to do to present their product in an interesting way</li> </ul>	<ul style="list-style-type: none"> <li>• Think what the user would want when choosing textiles</li> <li>• Think about how to make their product strong</li> <li>• Devise a template</li> <li>• Explain how to join things in a different</li> </ul>	<ul style="list-style-type: none"> <li>• Add things to their circuits</li> <li>• Alter the product after checking it</li> <li>• Be confident about trying out new and different ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Measure carefully so as to make sure that mistakes aren't made</li> <li>• Attempt to make the product strong</li> </ul>	<ul style="list-style-type: none"> <li>• Use a range of advanced techniques to shape and mould</li> <li>• Use finishing techniques, showing an awareness of audience</li> </ul>



## Year 4 P.E

<b>Acquiring and developing skills</b>	<b>Evaluating and improving</b>	<b>Health and fitness</b>	<b>Dance</b>
<ul style="list-style-type: none"><li>• Select and use most appropriate skills, actions or ideas</li><li>• Move and use actions with co-ordination and control</li><li>• Make up their own small sided game</li></ul>	<ul style="list-style-type: none"><li>• Explain how their work is similar and different from that of others</li><li>• Use their composition to improve their work</li></ul>	<ul style="list-style-type: none"><li>• Explain why warming up is important</li><li>• Explain why keeping fit is good for their health</li></ul>	<ul style="list-style-type: none"><li>• Respond imaginatively to a range of stimuli related to character and narrative</li><li>• Use simple motifs and movement patterns to structure dance phrases on their own, with a partner and in a group</li><li>• Refine, repeat and remember dance phrases and dances</li><li>• Perform dances clearly and fluently</li><li>• Show sensitivity to the dance idea and the accompaniment</li><li>• Show a clear understanding of how to warm up and cool down safely</li><li>• Describe, interpret and evaluate dance, using appropriate language</li></ul>
<b>Games</b>	<b>Outdoor/Adventurous</b>	<b>Athletics</b>	<b>Gymnastics</b>
<ul style="list-style-type: none"><li>• Catch with one hand</li><li>• Throw and catch accurately</li><li>• Hit a ball accurately and with control</li><li>• Keep possession of the ball</li><li>• Move to find a space where they are not in possession during a game</li><li>• Vary tactics and adapt skills according to what is</li></ul>	<ul style="list-style-type: none"><li>• Follow a map in a more demanding familiar context</li><li>• Move from one location to another following a map</li><li>• Use clues to follow a route</li><li>• Follow a route accurately, safely and within a time limit</li></ul>	<ul style="list-style-type: none"><li>• Run over a long distance</li><li>• Spring over a short distance</li><li>• Throw in different ways</li><li>• Hit a target</li><li>• Jump in different ways</li></ul>	<ul style="list-style-type: none"><li>• Work in a controlled way</li><li>• Include change of speed</li><li>• Include change of direction</li><li>• Include a range of shapes</li><li>• Follow a set of 'rules' to produce a sequence</li><li>• Work with a partner to create, repeat and improve a sequence with at least three phrases</li></ul>



## Year 4 French

Listening and Responding	Speaking	Reading and responding	Writing
<ul style="list-style-type: none"><li>• Understand short passages made up of familiar language</li><li>• Understand instructions, messages and dialogues within short passages</li><li>• Identify and note the main points and give a personal response on a passage</li></ul>	<ul style="list-style-type: none"><li>• Have a short conversation where saying 2-3 things</li><li>• Use short phrases to give a personal response</li></ul>	<ul style="list-style-type: none"><li>• Read and understand short texts using familiar language</li><li>• Identify and note the main points and give a personal response</li><li>• Read independently</li><li>• Use a bilingual dictionary or glossary to look up new words</li></ul>	<ul style="list-style-type: none"><li>• Write 2-3 short sentences on a familiar topic</li><li>• Say what like and dislike about a familiar topic</li></ul>