
BSEAT Assessment Subjects

Autumn 2017/18 Assessment Window

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Reading - Year 1

- R100** Link sound to letter for 40+ phonemes and know alternative phonemes for some graphemes.
- R101** Apply phonic knowledge to decode unfamiliar words containing the expected graphemes and words of two syllables.
- R102** Read the common exception words.
- R103** Read words containing specified suffixes and containing contractions.
- R104** Read age appropriate texts fluently.
- R105** Discuss a range of texts read to them by adults.
- R106** Appreciate rhymes and poems, reciting some by heart.
- R107** Make inferences based on what is said or done and make predictions.
- R108** Check a text makes sense and self-correct inaccurate reading.
- R109** Retell key stories orally using narrative language, talking about the main characteristics.

Reading - Year 2

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- R110** Read accurately most words of two or more syllables.
- R111** Read most words containing common suffixes.
- R112** Read most common exception words.
- R113** In age appropriate books, read fluently without overt sounding and blending.
- R114** In age appropriate books, sound out most unfamiliar words accurately without undue hesitation.
- R115** In a familiar book, check that it makes sense to them.
- R116** In a familiar book, answer questions and make some inferences on the basis of what is being said and done.
- R117** Predict what might happen on the basis of what has been read so far.
- R118** Read and recite some poems by heart using intonation.
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Reading - Year 3

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- R119** Apply knowledge of root words, prefixes and suffixes, both to read aloud and understand the meaning of new words.
- R120** Explain the meaning of words from context within an age appropriate text.
- R121** Ask questions to improve understanding of age appropriate text.
- R122** Retrieve and record information from an age appropriate fiction and non-fiction texts.
- R123** Predict from stated details and implied information from an age appropriate text.
- R124** Identify main ideas from more than one paragraph and summarise these from an age appropriate text.
- R125** Preparing poems to read aloud and perform.
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Reading - Year 4

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- R126** Read further exception words.
 - R127** Explain meaning of words from context.
 - R128** Ask questions to improve understanding of and age appropriate text.
 - R129** Retrieve and record information from an age appropriate fiction and non-fiction texts.
 - R130** Predict from stated details and implied information from an age appropriate text.
 - R131** Identify main ideas from more than one paragraph and summarise these from an age appropriate text.
 - R132** Identify how language, structure and presentation contribute to meaning of an age appropriate text.
 - R133** Prepare poems and play scripts to read aloud and perform.

Reading - Year 5

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- R161** I can read a range of texts at an age-appropriate level and speed.
 - R162** I can re-read text to find specific information.
 - R163** I can make inferences with evidence from the text.
 - R164** I can consider possible meanings for words and phrases using context.
 - R165** I can explain how an author's use of language can have an impact upon the reader.
 - R166** I can make predictions based on events and characters in a text.

Reading - Year 6

- R167** I can read a range of texts at an age appropriate level and speed.
- R168** I can skim and scan accurately to summarise main ideas/events.
- R169** I can comment on explicit and implicit language and be able to explain and justify my points of view.
- R170** I can understand and explain the meaning of metaphorical language.
- R171** I can present and discuss an author's viewpoint.
- R172** I can make justifiable predictions based on nuances from a text.

Reading - Year 7

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- R173** I can read a range of texts at an age-appropriate level.
- R174** I can re-read more complex text to find specific information.
- R175** I can successfully justify inferences with evidence from the text e.g. I can draw inferences such as characters' feelings, thoughts and motives for their actions.
- R176** I can explain possible meanings for idiomatic and figurative language.
- R177** I can present and discuss an author's viewpoint in more complex texts.
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Reading - Year 8

- R178** I can read a range of texts at an age-appropriate level.
- R179** I can accurately choose main points of a text to support a statement or argument.
- R180** I can identify different layers of meaning, with some attempt at a detailed exploration of them.
- R181** I can comment on how a range of features relating to organisation at text level contribute to effects achieved.
- R182** I can consistently explain how language devices are used to affect a reader, mostly using correct terminology.
- R183** I can chart the development of, and respond to, authorial viewpoints.

Writing - Year 1

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- W100** Use the 40+ graphemes to spell words.
- W101** Spell the common exception words including the days of the week.
- W102** Add the prefix un- and suffixes (-s/-es, -ing,-ed, -er,-est) to a root word which has no change.
- W103** Write a dictated sentence.
- W104** Orally prepare and write sentences which can be discussed with an adult and read aloud.
- W105** Write a sequence of sentences to form short narratives.
- W106** Use 'and' to join words and sentences.
- W107** Use punctuation (full stops, capital letters, exclamation marks and question marks).
- W108** Re-read their work to check for meaning.
- W109** Form letters correctly and know which handwriting 'families' they belong to.
- W110** Use finger spaces between words.
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Writing - Year 2

- W111** Write simple coherent narratives about personal experiences and those of others (real and fictional).
 - W112** Write about real events, recording these simply and clearly.
 - W113** Demarcate most sentences in their writing with capital letters and full stops and use question marks correctly when required.
 - W114** Use present and past tense mostly correctly and consistently.
 - W115** Use co-ordinating and subordinating conjunctions to join clauses.
 - W116** Use expanded noun phrases to add description or specification.
 - W117** Make simple additions, revisions by proof-reading for corrections to their own writing.
 - W118** Use phonetically plausible spelling.
 - W119** Spell many common exception words.
 - W120** Form capital letters in relation to lower case letters and begin to join some letters.
 - W121** Use appropriate spacing between words.
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Writing - Year 3

- W122** Use further prefixes and suffixes and understand how to add them.
- W123** Use legible joined up handwriting.
- W124** Plan and write different genres using specific structures, vocabulary and grammar.
- W125** Orally rehearse sentences before drafting and writing.
- W126** Use organizational devices for non-narrative.
- W127** Use direct speech with inverted commas.
- W128** Use an increasing range of sentence structures including conjunctions, adjectives, adverbs and prepositions.
- W129** Edit their own writing for improvements and changes including proofreading for spelling and punctuation errors.

Writing - Year 4

- W130** Spell words that are often misspelt including homophones.
- W131** Place possessive apostrophe accurately in words.
- W132** Use legible joined up handwriting consistently.
- W133** Plan, write and compare structure, vocabulary and grammar across different genres.
- W134** Use a range of sentence structures including expanded noun phrases, modifying adjectives, and fronted adverbials.
- W135** Organize writing into paragraphs around a theme.
- W136** Create settings, characters and plot in narratives.
- W137** Use direct speech with accurate punctuation.
- W138** Edit their own and others writing for improvements and changes including proofreading for spelling and punctuation errors.
- W139** Read their own writing aloud to a group using intonation, tone and volume so meaning is clear.

Writing - Year 5

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- W190** I can use paragraphs to organise ideas.
 - W191** I can describe settings and characters.
 - W192** I can use some cohesive devices. within and across sentences and paragraphs.
 - W193** I can use different verb forms mostly accurately.
 - W194** I can use co-ordinating and subordinating conjunctions.
 - W195** I can use capital letters; full stops; question marks; exclamation marks; commas for a list; and apostrophes for contractions mostly correctly.
 - W196** I can proof-read for spelling, grammar, punctuation and to ensure it makes sense.
 - W197** I can spell some words, or similar words, correctly from the Year 5-6 list.
 - W198** I can produce legible joined handwriting.
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Writing - Year 6

- W199** I can create atmosphere and integrating dialogue to convey character and advance action.
- W200** I can select vocabulary and grammatical structures appropriate for given texts.
- W201** I can use a range of cohesive devices across sentences and paragraphs.
- W202** I can use a wide range of clause structures.
- W203** I can use adverbs, prepositional phrases and expanded noun phrases effectively to add detail, qualification and precision.
- W204** I can use inverted commas, commas for clarity, and punctuation for parenthesis mostly correctly.
- W205** I can use semi-colons, dashes, colons and hyphens sometimes correctly.
- W206** I can proof-read for spelling, grammar, punctuation and to ensure it makes sense.
- W207** I can spell most words, or similar words, correctly from the year 5 - 6 list.
- W208** I can maintain legibility, fluency and speed in handwriting.

Writing - Year 7

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- W209** I can spell words of age appropriate vocabulary correctly.
- W210** I can understand and use appropriate and interesting vocabulary.
- W211** I can select and apply a range of sentence structures, including the use of subordination and adverbials.
- W212** I can use a range of ways to open sentences.
- W213** I can use a full range of punctuation with accuracy.
- W214** I can structure and paragraph appropriately.
- W215** I can write for a given purpose and create interest for my reader.
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Writing - Year 8

- W216** I can spell words of increasingly mature vocabulary correctly.
- W217** I can select and apply mature vocabulary with precision.
- W218** I can create sentences using a wide range of structures, including those to convey formality.
- W219** I can use a wide range of ways to open sentences.
- W220** I can use a full range of punctuation effectively.
- W221** I can structure and paragraph, sometimes choosing forms to affect my reader.
- W222** I can write creatively to affect my reader.
- W223** I can compose essays with competent structures.

Maths - Year 1

- M100** Count to and across 100, forwards and backwards, from any given number and be able to read and write numbers to 100 beginning to recognise place value.
- M101** Identifies one more or less than a number to 100.
- M102** Count in multiples of 2, 5 and 10 from different multiples.
- M103** Know the number bonds and subtraction facts to 20.
- M104** Solve 1 step problems involving known calculations (add, subtract, multiply & divide) using concrete objects, pictorial representations and arrays.
- M105** Recognise & name half and quarter of objects, shapes or quantity.
- M106** Recognise and name 2d and 3d shapes.
- M107** Describe position, direction and movement using whole, half, quarter and three-quarter turns.

Maths - Year 2

- M108** Compare and order numbers to 100.
- M109** Partition two digit numbers into different combinations of tens and ones with or without manipulatives.
- M110** Add 2 two-digit numbers within 100 and can demonstrate their method.
- M111** Use estimation to check their answers to calculations.
- M112** Subtract mentally a two digit number from another two digit number when no regrouping is required.
- M113** Recognize inverse relationships between addition and subtraction.
- M114** Solve word problems using known calculations in context.
- M115** Recall and use multiplication and division facts for 2, 5 and 10 understanding commutativity.
- M116** Identify $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{2}$, $\frac{2}{4}$, $\frac{3}{4}$, and know that all parts must be equal parts of the whole.
- M117** Use different coins to make the same amount.
- M118** Read scales in divisions of ones, twos, fives and tens.
- M119** Read the time on the clock to the nearest 15 minutes.
- M120** Describe properties of 2D and 3D shapes (sides, vertices, symmetry, edges, faces).
- M121** Interpret and construct pictographs, tally charts, block diagrams and simple tables.

Maths - Year 3

- M122** Compare, order, read and write numbers up to 1000.
- M123** Add and subtract mentally by ones, tens, hundreds to or from a 3 digit number.
- M124** Add and subtract numbers with up to 3 digits using suitable written method.
- M125** Recall and use multiplication and division facts for 1, 2, 3, 4, 5 and 8; including understanding commutative properties.
- M126** Recognize, find and write unit fractions and non-unit fractions with small denominators.
- M127** Compare and order unit fractions and fractions with the same denominators.
- M128** Add and subtract amounts of money to give change using pounds and pence.
- M129** Tell time with 12 hour clock to the nearest minute.
- M130** Identify and draw 2D shapes and model 3D shapes including right angles, horizontal lines, vertical lines and parallel lines.
- M131** Interpret and present data using bar charts, pictograms and tables.

Maths - Year 4

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- M132** Count backwards through zero to negative numbers.
- M133** Add and subtract numbers with up to 4 digits using column method and using estimation and inverse operations to check answers.
- M134** Solve addition and subtraction two-step problems in context.
- M135** Recall multiplication and division facts up to 12 x 12, including understanding commutative properties.
- M136** Using formal written method to solve 3 digit number by 1 digit number multiplication.
- M137** Find fractions of an amount.
- M138** Add and subtract fractions with the same denominator including fractions beyond one.
- M139** Recognise and write decimal fractions and decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$ and $\frac{3}{4}$.
- M140** Convert between different units of measure by multiplying and dividing by 10 and 100.
- M141** Calculate and find the perimeter and area of rectilinear shapes.
- M142** Solve problems converting between hours to minutes, minutes to seconds, year to months and weeks to days.
- M143** Compare and classify geometric shapes including identifying acute, obtuse and right angles.
- M144** Interpret and present discrete and continuous data including bar charts and time graphs.
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Maths - Year 5

- M189** I can demonstrate understanding of number and place value in a variety of contexts.
- M190** I can use efficient written and mental calculation methods for addition & subtraction.
- M191** I can solve problems relating to addition & subtraction.
- M192** I can use efficient written and mental calculation methods for multiplication & division.
- M193** I can solve problems relating to multiplication & division.
- M194** I can demonstrate understanding of fractions, decimals & percentages in a variety of contexts.
- M197** I can show understanding of analogue, 12hr and 24hr time, including solving problems.
- M198** I can show understanding of length, mass and capacity in a variety of contexts.
- M199** I can apply geometrical knowledge in the context of properties of shapes.
- M200** I can apply geometrical knowledge in the context of position, direction, movement and the use of coordinates.
- M201** I can use statistical knowledge to interpret and represent data.
- M202** I can use efficient methods to solve multistep problems using all four operations.

Maths - Year 6

- M203** I can demonstrate understanding of number and place value in a variety of contexts.
- M204** I can use efficient written and mental calculation methods for addition & subtraction.
- M205** I can solve problems relating to addition & subtraction.
- M206** I can use efficient written and mental calculation methods for multiplication & division.
- M207** I can solve problems relating to multiplication & division.
- M208** I can demonstrate understanding of fractions, decimals & percentages in a variety of contexts.
- M209** I can use ratio and proportion in context.
- M210** I can apply rules of algebra in a variety of contexts.
- M211** I can show understanding of analogue, 12hr and 24hr time, including solving problems.
- M212** I can show understanding of length, mass and capacity in a variety of contexts.
- M213** I can apply geometrical knowledge in the context of properties of shapes.
- M214** I can apply geometrical knowledge in the context of position, direction, movement and the use of coordinates.
- M215** I can use statistical knowledge to interpret and represent data.
- M216** I can use efficient methods to solve multistep problems using all four operations.

Maths - Year 7

- M217** I can use my understanding of numbers, including negative numbers, to work with dates, times and money.
- M218** I can use square numbers, roots, rounding and units to solve common calculations.
- M219** Extension: I can use my knowledge of number in greater depth.
- M220** I can plot co-ordinates and create and use graphs.
- M221** Extension: I can use my knowledge of co-ordinates and graphs in greater depth.
- M222** I can calculate with, order and compare decimals.
- M223** I can calculate, compare and convert fractions and percentages.
- M224** Extension: I can use my knowledge of fractions, decimals and percentages in greater depth.
- M225** I can calculate experimental probability and use a probability scale.
- M226** Extension: I can use my knowledge of probability in greater depth.
- M227** I can simplify and use formulae in complex equations.
- M228** Extension: I can use my knowledge of algebra in greater depth.
- M229** I can collect and analyse sets of data using a range of statistical measures.
- M230** I can graph and compare sets of data using averages and ranges.
- M231** Extension: I can use my knowledge of statistics in greater depth.
- M232** I understand how ratio and fractions are related and use to solve problems.
- M233** I can develop expressions for a sequence.
- M234** I can recognise patterns in a sequence.
- M235** Extension: I can use my knowledge of sequences in greater depth.
- M236** I can find the perimeter and area of simple 2D shapes.
- M237** I can name, draw nets and find the volume and surface area of 3D shapes.
- M238** Extension: I can use my knowledge of perimeter, area, surface area and volume in greater depth.
- M239** I can draw, measure and calculate with angles and use a compass.
- M240** I can recognise and use symmetry and some transformations.
- M241** Extension: I can use my knowledge of geometry and measure in greater depth.

Maths - Year 8

- M242** I can use my knowledge of number value to find prime factors and multiples.
- M243** I can represent number value through powers of 10.
- M244** I can use my knowledge of fractions and decimals to solve multi-step problems.
- M245** Extension: I can use my knowledge of numbers in greater depth.
- M246** I can create graphs with linear and quadratic equations and make predictions with time-distance graphs.
- M247** Extension: I can use my knowledge of co-ordinates and graphs in greater depth.
- M248** I can calculate using percentages and fractions.
- M249** I can calculate using power of 10.
- M250** Extension: I can use my knowledge of fractions, decimals and percentages in greater depth.
- M251** I can collect data, calculate experimental probability and use a probability scale.
- M252** Extension: Can use my knowledge of probability in greater depth.
- M253** I can use knowledge of algebraic notation to collect like terms and write expressions including with power.
- M254** I can recognise sequences and solve complex equations with variables including substitution and finding the nth term.
- M255** Extension: I can use my knowledge of algebra to work in greater depth.
- M256** I can read information from graphs and create graphs to represent data.
- M257** I can use graphs to represent an array of data sets and compare averages including mean, median and mode.
- M258** Extension: I can use my knowledge of statistics in greater depth.
- M259** I can use scale and ratio to compare 2D shapes.
- M260** I can recognise and use direct and inverse proportion graphically and algebraically.
- M261** Extension: I can use my knowledge of ratio in greater depth.
- M262** I can find the perimeter and area of 2D shapes and surface area and volume of 3d shapes.
- M263** I can identify parts of a circle and use information to solve the circumference.
- M264** Extension: I can use my knowledge of perimeter, area and volume in greater depth.
- M265** I can use my knowledge of shape, angles and lines to solve missing angles.
- M266** Extension: I can use my knowledge of geometry and measure in greater depth.

Maths - Year 9

- M267** I can use my knowledge of the four operations to solve problems.
- M268** I can use my knowledge of number value to find prime factors and multiples.
- M269** Extension: I can use my knowledge of numbers in greater depth.
- M270** I can create linear graphs and make predictions with time-distance graphs.
- M271** Extension: I can use my knowledge of co-ordinates and graphs in greater depth.
- M272** I can calculate using percentages and fractions.
- M273** I can calculate using fractions.
- M274** Extension: I can use my knowledge of fractions, decimals and percentages in greater depth.
- M275** I can use knowledge of algebraic notation to expand brackets and solve equations.
- M276** I can use my knowledge of number sequences and find the n th term.
- M277** I can factorise quadratic expressions and change the subject of the formula.
- M278** I can use my knowledge of algebra to work in greater depth.
- M279** I can read information from graphs and create graphs to represent data.
- M280** I can use graphs to represent an array of data sets and compare averages including mean, median and mode.
- M281** Extension: I can use my knowledge of statistics in greater depth.
- M282** I can use ratio and solve direct proportion problems.
- M283** Extension: I can use my knowledge of ratio in greater depth.
- M284** I can find the area and perimeter of a 2D shape.
- M285** I can work out the volume and surface area of prisms including cylinders.
- M286** Extension: I can use my knowledge of perimeter, area and volume in greater depth.
- M287** I can use knowledge of polygons to solve for missing angles.
- M288** I can use knowledge of shape, angles and lines to solve for missing angles.
- M289** I can draw different transformations and bisect a line and an angle.
- M290** Extension: I can use my knowledge of geometry and measure at greater depth.

Science - Year 5

- S100** Asks questions & offers own ideas for scientific enquiry & with support, improves question to clarify scientific purpose.
- S101** With help, sets up a fair test including what to change, measure/observe & what to keep the same. With support, considers whether to take repeat readings.
- S102** Predicts outcomes and where appropriate, suggests reasons for their predictions.
- S103** Makes a series of relevant observations. With support, takes accurate readings on measuring equipment, repeating them where necessary.
- S104** Can calculate the mean with support.
- S105** Begins to select appropriate ways to present evidence. Creates own bar charts and tables, including those for repeat readings.
- S106** Creates a line graph with support.
- S107** With support, describes relationships identified between variables.
- S108** Gives reasons for findings, and with support relates patterns in results to scientific knowledge.
- S109** Identifies how much to trust results and with help, suggests how to make improvements.

Science - Year 6

- S110** Asks questions & offers own ideas for scientific enquiry which have clear scientific purpose.
- S111** Sets up a fair test and plans the detail in other types of enquiry. With support, considers whether plans will yield enough evidence for the task.
- S112** Predicts outcomes to show the expected pattern in results. Justifies their predictions using scientific knowledge at or beyond expectations when prompted.
- S113** Makes a series of relevant observations. Takes accurate readings on measuring equipment, repeating where necessary.
- S114** Records information in a table with support.
- S115** Can calculate mean.
- S116** Selects suitable ways to present evidence. Draws up line graph independently.
- S117** Describes relationships identified between variables.
- S118** Relates patterns in results to scientific knowledge where appropriate.
- S119** Identifies how much to trust results and suggests how to make improvements. Considers spread of repeated measurements.

Science - Year 7

- S120** Asks questions and develops enquiry based on observations.
- S121** Plans a fair test based on a simple prediction made and question posed. Plans to collect sufficient evidence to answer the question, using suitably accurate equipment.
- S122** Assesses hazards and plans how to control risks.
- S123** Predicts outcomes and justifies predictions using scientific knowledge at or beyond expectations independently.
- S124** Records information in a table. Units in headings, with units matching the results recorded.
- S125** Calculates and plots mean from repeated results. Uses correct decimal places with support.
- S126** Selects suitable ways to present evidence. Draws up line graph independently choosing the correct scales for the axes, and axes the correct way round.
- S127** Describes patterns in data and identifies unexpected results with help.
- S128** Compares results to prediction, then draws upon scientific knowledge to give a reason for findings at age expected level.
- S129** Identifies errors and describes weaknesses in method that have led to them. Offers some improvements based on these weaknesses (limitations).

Science - Year 8

- S130** Collects research and summarises in the form of a report.
- S131** Plans a fair test based on a simple prediction made and linked to scientific understanding. Plans to collect sufficient, repeatable results to answer the question, using suitably accurate equipment.
- S132** Assesses hazards & plans how to control risks. Considers likelihood of risk and plans for this.
- S133** Makes detailed predictions and justifies them using scientific knowledge at or beyond expectations independently.
- S134** Tables to include appropriate headings and units (in headings only). Independent and dependent variables in correct place.
- S135** Calculates and plots mean from repeated results using correct decimal places.
- S136** Selects suitable ways to present evidence. Draws up line graph independently choosing the correct scales for the axes, labels/ headings (with units), and axes the correct way round.
- S137** Describes patterns in data and identifies unexpected results independently, suggesting reasons for them.
- S138** Compares results to prediction, then draws upon scientific knowledge to give a reason for findings at age expected level.
- S139** Identifies errors and describes weaknesses in method that have led to them. Offers some improvements based on these weaknesses (limitations), and may suggest further ideas for investigation.

Science - Year 9

- S140** Collects research and summarises in the form of a report. Links research to Bibliography.
- S141** Plans a fair test based on a simple prediction made and linked to scientific understanding. Plans to collect a range of repeatable results to answer the question, using suitably accurate equipment.
- S142** Assesses hazards & plans how to control risks. Considers likelihood of risk and plans for this.
- S143** Makes detailed predictions and justifies them using scientific knowledge at or beyond expectations independently.
- S144** Tables to include appropriate headings and units (in headings only). Independent and dependent variables in correct place. Data displayed to the same decimal places.
- S145** Maths skills - Can use a formula to calculate unknown values/ can calculate percentages and Rf values/ can calculate magnification/ graph extrapolation, interpolation.
- S146** Selects suitable ways to present evidence. Draws up line graph independently choosing the correct scales for the axes, labels/ headings (with units), and axes the correct way round. Can draw a line/curve of best and extrapolate from the graph.
- S147** Describes patterns in data and identifies unexpected results independently, suggesting reasons for them.
- S148** Compares results to prediction, then draws upon scientific knowledge to give a reason for findings at age expected level.
- S149** Identifies errors and describes limitations in method that have led to them - identifying the main limitation. Offers some improvements based on these weaknesses (limitations), and may suggest further ideas for investigation.

Geography - Year 5

- G100** Show location of places at a local and national scale.
- G101** Show location of key places studied in the wider world.
- G102** Describe and compare the physical features of different localities.
- G103** Describe and compare the human features of different localities.
- G104** Recognise and attempt to describe how physical processes may change the features of places.
- G105** Recognise how human changes affect the lives and activities of people living there.
- G106** Understand that people can both improve and damage the environment.
- G107** Recognise that people have different views and this may affect their actions.
- G108** Begin to communicate their findings using some appropriate vocabulary. They offer reasons for their observations and for their views about a place.
- G109** Use skills and sources of evidence to respond to a range of geographical questions. They can make conclusions.

Geography - Year 6

- G110** Show location of places at a local and national scale.
- G111** Show location of key places studied in the wider world.
- G112** Describe and compare the physical features of different localities. Offer explanations for the locations of some of those features.
- G113** Describe and compare some of the human features of places Offer explanations for the locations of some of those features.
- G114** Describe how physical processes may change the features of places.
- G115** Describe how human changes affect the lives and activities of people living there.
- G116** Understand that people can both improve and damage the environment and give their views.
- G117** Understand that people's different views result in varying actions. These can lead to changes in a place.
- G118** Begin to communicate their findings using appropriate vocabulary. Pupils suggest suitable geographical questions.
- G119** Use skills and sources of evidence to respond to a range of geographical questions. They can give reasons for their conclusions.

Geography - Year 7

- G120** Show location of places nationally including significant human and physical features.
- G121** Show location of places in the wider world, including some globally significant human and physical features.
- G122** Describe and compare the physical features of different localities. Offer explanations for the locations of some of those features.
- G123** Describe and compare the human features of places. Offer explanations for the locations of some of those features.
- G124** Explain how physical processes may change the features of places.
- G125** Explain how human changes affect the lives and activities of people living there. Recognise this creates diversity at varying scales.
- G126** Explain that people can both improve and damage the environment. Begin show an understanding of the idea of sustainable development.
- G127** Explain people's different views and actions. Describe changes in a place and offer own views.
- G128** Communicate their findings using a range of appropriate vocabulary. Pupils begin to suggest suitable geographical questions.
- G129** Use a range of geographical skills and sources to investigate places and environments They can interpret data. They can make and justify sensible conclusions.

Geography - Year 8

- G130** Show increasing depth of knowledge and understanding of aspects of the geography nationally.
- G131** Show knowledge and location of a range of places, environments and features in the wider world.
- G132** Demonstrate understanding of the physical processes and offer explanations as to how these can change and impact localities.
- G133** Demonstrate understanding of the human processes and offer explanations as to how these can change places and impact localities.
- G134** Explain how the physical processes may change the features of places at varying scales.
- G135** Explain the different ways that human activities cause environments to change. Recognise this creates diversity at varying scales.
- G136** Explain that people can both improve and damage the environment. Recognise how people seek to improve and sustain environments and give their views.
- G137** Explain people's different views and actions. Evaluate changes in a place and offer and justify own reasons.
- G138** Communicate and support their findings using a range of appropriate vocabulary. Pupils suggest suitable geographical questions. Begin to engage with different viewpoints.
- G139** Suggest and support plausible conclusions to their investigations They can present their findings both graphically and in writing. Begin to appreciate bias.

Geography - Year 9

- G140** Show knowledge of a wide range of places.
- G141** Show knowledge of various physical and human environments across the world, including their geographical features.
- G142** Show knowledge of geographical processes and their outcomes in the environment.
- G143** Demonstrate understanding of how physical environments develop.
- G144** Demonstrate understanding of how human environments develop.
- G145** Demonstrate understanding of the links between places and environments.
- G146** Demonstrate understanding of the impacts of change on people and environments.
- G147** Demonstrate the ability to choose and use appropriate geographical skills and techniques.
- G148** Demonstrate the ability to use various data sources to make judgements and draw conclusions based on the evidence.
- G149** Demonstrate the ability to explore different views, values and attitudes of different groups of people.

History - Year 5

- H100** I can use key historical terms (from a word bank) in context of period studied.
- H101** I can use dates to order and place events on a timeline using centuries, AD and BC.
- H102** I can carry out structured historical research, using chosen source material.
- H103** I can identify some key features of time periods studied and make connections between them.
- H104** I can make inferences from source material i.e. to suggest what they can tell us about a past event.
- H105** I can identify reasons why events occurred and identify one as the most important.
- H106** I can identify examples of change and continuity within and between time periods I have studied.
- H107** I can compare two interpretations and identify how they differ.
- H108** I can identify why some specific people or events are historically significant.
- H109** I can use words such as because, as a result, therefore, in order to explain my reasoning.

History - Year 6

- H110** I can use key historical terms (from a word bank) in context of different periods, eras and events.
- H111** I can order events with chronologically secure knowledge of a specific period/era/event.
- H112** I can carry out historical research, using a chosen range of source material.
- H113** I can describe key features of time periods studied and make connections between them.
- H114** I can analyse the reliability and usefulness of source material, i.e. to suggest what they can tell us about a past event.
- H115** I can explain why events occurred, linking them to the historical context, and explain one as the most important.
- H116** I can explain examples of change and continuity within and between time periods I have studied.
- H117** I can compare two interpretations and begin to explain why they differ.
- H118** I can explain why some specific people or events are historically significant.
- H119** I can show a basic historical understanding in different ways, including 'scaffolded' essays.

History - Year 7

- H120** I can use key historical terms (from a word bank) in context of significant British, local and world events.
- H121** I can create chronologically ordered events, showing secure knowledge and understanding of significant British, local and world history.
- H122** I can carry out independent historical research, using a range of source material.
- H123** I can explain key features of time periods studied and make connections between them.
- H124** I can compare the reliability and usefulness of source material and give reasons for bias.
- H125** I can explain why events occurred, linking them to the historical context, and prioritise; underlying, shorter term, trigger, causes and consequences.
- H126** I can begin to assess the extent of change and continuity within and between time periods.
- H127** I can explain why there are different interpretations.
- H128** I can identify a number of reasons for historical significance of given events/people.
- H129** I can show good historical understanding in different ways, including 'scaffolded' essays.

History - Year 8

- H130** I can confidently use (with a word bank) historical terms in context of significant British, local and world events.
- H131** I can describe chronologically, secure knowledge and understanding of significant British, local and world history establishing narratives within and across periods of study.
- H132** I can confidently carry out independent historical research, analysing a range of source material.
- H133** I can explain key features of time periods studied and make connections and comparisons between them.
- H134** I can evaluate the reliability and usefulness of sources and explain reasons for bias.
- H135** I can analyse underlying/shorter term/ trigger and economic/political/social causes and consequences and explain links between them.
- H136** I can assess the extent of change and continuity within and between time periods and I can suggest reasons for it.
- H137** I can evaluate different interpretations.
- H138** I can prioritise the reasons for historical significance of given events/people.
- H139** I can show good historical understanding in different ways, including 'unscaffolded' essays.

History - Year 9

- H140** I can independently use historical terms in context of significant British, local and world events.
- H141** I can describe a chronologically secure knowledge and understanding of significant British, local and world history across a whole world context, within a specific period of time.
- H142** I can confidently carry out independent historical research, analysing a wide range of source material.
- H143** I can independently analyse key features of time periods studied and make connections and comparisons between different time periods, and local and world events.
- H144** I can judge the reliability and usefulness of sources and explain reasons for bias.
- H145** I can make judgements about the underlying/shorter term/ trigger and economic/political/social causes and consequences and explain links between them.
- H146** I can assess the extent of change and continuity within and between time periods and places and I can explain reasons for it.
- H147** I can make judgements about different interpretations.
- H148** I can make a judgement about the significance of events/people.
- H149** I can independently show my historical understanding in different ways.

French - Year 5

- F100** I can demonstrate a sound knowledge of high frequency, everyday vocabulary in the foreign language, adding newly-learnt words with each new topic.
- F101** I can use a word list to check the spelling of unfamiliar words.
- F102** I am developing a basic awareness of the gender of nouns.
- F103** I can change simple elements in a sentence.
- F104** I can use short sentences in the first person.
- F105** I can read and understand words and short sentences made up of familiar language.
- F106** I can copy words and short simple phrases and sentences accurately.
- F107** I can write words and short phrases from memory.
- F108** I can answer simple questions on familiar topics.
- F109** I can understand and express simple opinions.
- F110** I can respond to simple instructions, songs or rhymes in French.
- F111** I can recognise and repeat accurately some key phonetic sounds.

French - Year 6

- F112** I can extend my vocabulary and use words known in one context or topic in another context or topic.
- F113** I can use a bilingual dictionary or word list to check the spelling and meaning of unfamiliar words.
- F114** I can understand and use simple negatives.
- F115** I can use my growing knowledge of the foreign language to construct simple sentences on familiar topics.
- F116** I show a basic understanding of grammatical rules such as gender, agreement of adjectives and verbs in the first and third person.
- F117** I can read and understand a short passage containing familiar language.
- F118** I can write sentences on a range of topics using a model.
- F119** I can build a simple paragraph using two or three familiar sentences.
- F120** I can understand the main points and simple opinions in a short spoken story, song or passage.
- F121** I can prepare and perform a short conversation containing at least two or three exchanges.

French - Year 7

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- F122** I can begin to make predictions as to meaning based upon existing knowledge.
- F123** I am developing my knowledge and understanding of opinions.
- F124** I can accumulate and apply a stock of words for use in language learning and classroom talk.
- F125** I can recognise and use present tense forms of high frequency verbs with an increasing range of pronouns.
- F126** I understand where adjectives are positioned in a sentence.
- F127** I can adapt a sentence to change its meaning or communicate personal information.
- F128** I can make sentences negative.
- F129** I can make compound sentences using simple connectives.
- F130** I can read and understand simple texts using cognates and context to aid understanding.
- F131** I can independently use a dictionary and make appropriate choices.
- F132** I can use simple texts as models or prompts for my own writing.
- F133** I can understand the main points and some detail in short, authentic spoken passages on the topics studied.
- F134** I can respond to instructions and questions.
- F135** I can take part in conversations containing at least three or four exchanges.
- F136** I can add interest to what I say by using opinions and reasons.
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French - Year 8

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- F137** I can begin to extend my vocabulary and find words of my own interest.
- F138** I can recognise and begin to use verb patterns and forms to understand and refer to both present and past events.
- F139** I can extend my sentences by using connectives, adverbs and opinions.
- F140** I can understand and write sentences using verbs in the present and past tense.
- F141** I can formulate a range of questions.
- F142** I can extend, link and develop sentences to form continuous text.
- F143** I can translate into English short passages on familiar topics which may contain some unfamiliar words.
- F144** I can remember to check points of word ending, gender, word order and verb tense when writing in the foreign language.
- F145** I can understand the main points of a longer, more complex conversation.
- F146** I can develop short dialogues containing several exchanges, with accurate pronunciation.
- F147** I can present my work to the class orally on a familiar topic.
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French - Year 9

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- F148** I can successfully distinguish between meanings of words that have similar appearance in the foreign language.
- F149** I can understand and successfully use an extended range of connectives in complex sentences.
- F150** I can demonstrate secure knowledge of regular present tense verb patterns, main past and future tenses of high-frequency verbs and some conditional examples.
- F151** I can successfully identify meanings in the foreign language using my knowledge of word forms, patterns and context.
- F152** I can understand and use a range of negative forms in my sentences.
- F153** I can recognise and use different tenses of familiar verbs within complex sentences or short texts.
- F154** I can understand and demonstrate the need for different forms of address in the foreign language, i.e. formal and informal.
- F155** I can use my knowledge of context and grammar to understand texts involving complex language.
- F156** I can use my knowledge of the language to translate short passages on familiar topics into the foreign language.
- F157** I can begin to write extensively in the foreign language using my knowledge of grammar and standard text conventions such as paragraphs.
- F158** I can successfully check my written work for quality and accuracy.
- F159** I can report and summarise what I hear in the foreign language.
- F160** I can begin to interpret what I hear from content and tone and listen for inferences.
- F161** I can use questions, text or images as a stimulus for a spoken response.
- F162** I can identify and adapt the degree of formality of language to suit different situations.
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Computing - Year 5

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- C101** Use technology safely and responsibly;
 - C102** Identify a range of ways to report concerns.
 - C103** Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.
 - C104** Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.
 - C105** Using a range of digital devices, design and create content that accomplish given goals.
 - C106** Collect, analyse, evaluate and present data and information in variety of formats.
 - C107** Recognise the different type of networks used.
 - C108** Recognise how networks can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration.
 - C109** Identify the components of a computer system.
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Computing - Year 6

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- C110** Use technology safely, respectfully and responsibly;
 - C111** Identify a range of ways to report concerns about content and who to contact.
 - C112** Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.
 - C113** Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.
 - C114** Using a range of digital devices, design and create content that accomplish given goals.
 - C115** Collect, analyse, evaluate and present data and information in variety of formats.
 - C116** Recognise the different type of networks used Understand how networks can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration.
 - C117** Recognise inputs, processes and outputs when solving problems and creating things.
 - C118** Identify the components of a computer system.
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Computing - Year 7

- C119** Understand a range of ways to use technology safely, respectfully, responsibly and securely, including protecting their online identity and privacy.
 - C120** Recognise inappropriate content, contact and conduct, and know how to report concerns.
 - C121** Design, use and evaluate programs using computational thinking.
 - C122** Understand computers use binary.
 - C123** Undertake creative projects that involve selecting, using, and combining multiple applications to achieve a specified goals.
 - C124** Collect and analyse data for a creative project to meet the needs of a user.
 - C125** Understand the different type of networks used for a range of different computer systems.
 - C126** Understand how to use search engines effectively.
 - C127** Identify the hardware and software components that make up computer systems.
-

Computing - Year 8

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- C128** Understand a range of ways to use technology safely, respectfully, responsibly and securely, including protecting their online identity and privacy.
 - C129** Recognise inappropriate content, contact and conduct, and know how to report concerns.
 - C130** Design, use and evaluate programs using computational thinking.
 - C131** Be able to convert from denary to binary and vice versa.
 - C132** Undertake creative projects that involve selecting, using, and combining multiple applications to achieve a specified goals across a range of devices.
 - C133** Collect, analyse and assess the trustworthiness of data for a creative project to meet the needs of a user.
 - C134** Explain the different type of networks used for a range of different computer systems.
 - C135** Understand how a search engine works.
 - C136** Understand the roles of the hardware and software components that make up computer systems.
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Computing - Year 9

- C137** Understand a range of ways to use technology safely, respectfully, responsibly and securely, including protecting their online identity and privacy.
 - C138** Recognise inappropriate content, contact and conduct, and know how to report concerns.
 - C139** Design, use and evaluate programs using computational thinking.
 - C140** Use binary to represent numbers and understand Boolean logic (AND, OR and NOT).
 - C141** Undertake creative projects that involve selecting, using, and combining multiple applications to achieve a specified goals across a range of devices.
 - C142** Understand wired and wireless networks.
 - C143** Using a LAN effectively.
 - C144** Understand the hardware and software components that make up computer systems.
 - C145** Understand how instructions are stored and executed within a CPU.
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Art - Year 5

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- A100** Refine control of techniques.
 - A101** Experiment with materials.
 - A102** Develop the use of tones whilst drawing.
 - A103** Create a 3d sculpture from 2d drawings.
 - A104** Increase awareness of art, craft and design.
 - A105** Record observations using a sketch book.
 - A106** Evaluate and review work to identify progress.
 - A107** Be able to work collaboratively.
 - A108** Enable progression of ideas to create a finished art wall.
 - A109** Understand the historical context of art work.
 - A110** Develop an understanding of artists' life and work.
-

Art - Year 6

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- A111** Apply knowledge of technique.
 - A112** Experiment with material with increased confidence.
 - A113** Develop skills of 3D drawing using varied tones.
 - A114** Create 3D forms from 2D drawing.
 - A115** Understand, and work using, different painting techniques.
 - A116** Create sketchbooks to record observations.
 - A117** Evaluate work and review their own work and that of other artists.
 - A118** Enable progression of ideas to create a finished artwork.
 - A119** Understand the historical context of art work.
 - A120** Develop an understanding of artists' life and work.

Art - Year 7

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- A121** Be able to develop creativity and ideas.
 - A122** Develop an understanding of artists, architects, designers and crafts people and their work.
 - A123** Develop drawing skills through pattern and tone.
 - A124** Engage with a more advanced range of techniques and materials.
 - A125** Transfer skills from 2D to 3D.
 - A126** Review and refine their own progress in given techniques and materials.
 - A127** Use sketch books to document and record process using subject specific vocabulary.
 - A128** Show the ability to work in collaboration with others.
 - A129** Document a growing appreciation of historical context in relation to specific artists.
 - A151** Be able to improve their skills using different media.

Art - Year 8

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- A130** Develop the use of tone, pattern and texture in recording from observation.
 - A131** Explore material through experimentation.
 - A132** Transfer skills from 2D to 3D.
 - A133** Gain experience in the use of colour.
 - A134** Develop independence in their creative thinking responding to a given theme.
 - A135** Research, record and develop ideas using technology.
 - A136** Develop a confident ability to communicate a personal response.
 - A137** Be proficient in the organisation and use of a sketch book.
 - A138** Show the ability of working in collaboration with others.
 - A139** Evaluate outcomes.
 - A140** Place artists within a social and historical context.
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Art - Year 9

- A141** Develop the use of the formal elements through a range of techniques using line, tone, colour, texture, pattern and form.
- A142** Experiment with a range of media and techniques.
- A143** Collect independent research in document in a variety of ways.
- A144** Develop a range of ways of analysing art work.
- A145** Review progress and refine work as it develops.
- A146** Consolidate gained experience and skills into a series of final outcomes.
- A147** Summarise and reflect upon individual, personal progression.
- A148** Record observations in sketch books, journals and other media as basis for exploring ideas.
- A149** Record the progress of their creative thinking when responding to a given theme.
- A150** Gain a wider understanding of the history and context of art, craft and design.

Music - Year 5

-
- M100** Play 2 or 3-note concords and discords.
 - M101** Perform a simple melodic part in an ensemble - playing or singing.
 - M102** Perform a rhythm independently in an ensemble.
 - M103** Read and write pitch notation with support.
 - M104** Create simple sounds to match the stimulus.
 - M105** Compose sounds showing awareness of the elements.
 - M106** Compose simple melodies to fit lyrics.
 - M107** Know the elements and select accurate vocabulary to describe sounds, including own performance.
 - M108** Improve own work.
-

Music - Year 6

- M109** Play 2 or 3-note chords to accompany a melody.
- M110** Play and/or sing own part in an ensemble with confidence and accuracy.
- M111** Read notation when reminded of the rhymes.
- M112** Compose sounds using a range of resources and structures to meet the composition intentions.
- M113** Add expression to composing with guidance.
- M114** Compose simple melodies to fit lyrics with awareness of rhythm and structures.
- M115** Improvise simple patterns over an accompaniment.
- M116** Use the elements accurately to describe and compare sounds, including their own performance.
- M117** Improve own work and give suggestions to improve the work of others.
- M118** Have awareness of musical context.

Music - Year 7

-
- M119** Play 2 or 3-note named chords in time with the pulse.
 - M120** Play a melody or bassline accurately in the ensemble.
 - M121** Use notation with some accuracy.
 - M122** Compose atmospheric sounds to match the stimulus, e.g. A film.
 - M123** Compose and improvise short melodic ideas with awareness of chords, structure and rhythm.
 - M124** Change the expression of their compositions to match the mood.
 - M125** Use the elements accurately to describe, evaluate and compare sounds.
 - M126** Suggest musical improvements to performances.
 - M127** Recognise the musical context.
-

Music - Year 8

- M128** Play and change chords accurately in a progression.
- M129** Play a more complex melody independently with accuracy and expression.
- M130** Play rhythms accurately against other rhythmic layers.
- M131** Use notation fluently.
- M132** Manipulate sounds to create moods, atmospheres and expressions to match a stimulus.
- M133** Improvise and create a simple melodic line to fit a chord sequence.
- M134** Compose music with clearly defined structures and textures.
- M135** Use appropriate vocabulary to evaluate their performances and those of others, against success criteria.
- M136** Suggest musical improvements to performances, giving reasons.
- M137** Be aware of different musical styles and genres and some key features of these.

Music - Year 9

-
- M138** Play fluently at least 4 major/minor triads on the keyboard as part of a chord progression. (IS, 4CS, E).
- M139** Play a basic rock beat on the drum kit, with help. (IS).
- M140** Play a 4 note bass line on bass guitar with a more complex rhythm/string shifts, and read & apply basic tab notation. (IS).
- M141** Hold a musical line as part of an ensemble, within a more complex structure. (All).
- M142** Compose expressively and with a sense of style. (E, 4CS).
- M143** Compose contrasting melodic lines to fit within a given chord progression. (E).
- M144** Use traditional structures (such as song form) effectively. (E).
- M145** Compose successful chord progressions that use primary and secondary triads.(E, 4CS).
- M146** Use ICT to manipulate music using advanced FX (e.g. different types of EQ). €.
- M148** Describe key features of a range of musical styles. (SP, IS, E).
- M149** Evaluate and compare performances using musical vocabulary and suggest practical musical improvements to performances, giving musical reasons (all).
-

Design Technology - Year 5

- D100** Resistant Materials: Design. I can use research and develop design criteria to generate, model and communicate ideas through discussion using annotated sketches.
- D101** Resistant Materials: Make. I can select and use a wide range of equipment, construction materials and components according to their functional properties and aesthetic qualities.
- D102** Resistant Materials: Evaluate. I can analyse a range of existing products and evaluate my own ideas and products against my design criteria, and consider the views of others to improve my work.
- D103** Resistant Materials: Technical Knowledge. I can apply my understanding of construction when selecting the correct material and equipment for the task, and use technical terminology.
- D104** Food Technology: Design. I can use research and develop design criteria to generate, model and communicate ideas through discussion using annotated sketches.
- D105** Food Technology: Make. I can select and use a wide range of equipment and ingredients according to their functional properties and aesthetic qualities.
- D106** Food Technology: Evaluate. I can analyse a range of existing products and evaluate my own ideas and products against my design criteria, and consider the views of others to improve my work.
- D107** Food Technology: Technical Knowledge. I can apply my understanding of construction when selecting the correct material and equipment for the task, and use technical terminology.
- D108** Textiles: Design. I can use research and develop design criteria to generate, model and communicate ideas through discussion using annotated sketches.
- D109** Textiles: Make. I can select and use a wide range of equipment, materials and components according to their functional properties and aesthetic qualities.
- D110** Textiles: Evaluate. I can analyse a range of existing products and evaluate my own ideas and products against my design criteria, and consider the views of others to improve my work.
- D111** Textiles: Technical Knowledge. I can apply my understanding of textiles when selecting the correct material and equipment for the task, and use technical terminology.

Design Technology - Year 6

- D112** Resistant Materials: Design. I can use research and develop design criteria to generate, model and communicate ideas through discussion using annotated sketches, prototypes, pattern pieces and computer-aided design.
- D113** Resistant Materials: Make. I can select and use a wide range of equipment, construction materials and components according to their functional properties and aesthetic qualities.
- D114** Resistant Materials: Evaluate. I can analyse a range of existing products and evaluate my own ideas and products against my design criteria, and consider the views of others to improve my work.
- D115** Resistant Materials: Technical Knowledge. I can apply knowledge and understanding of construction materials and techniques when selecting the correct equipment for the task, and use technical terminology.
- D116** Food Technology: Design. I can use research and develop design criteria to generate, model and communicate ideas through discussion using annotated sketches.
- D117** Food Technology: Make. I can select and use a wide range of equipment and ingredients according to their functional properties and aesthetic qualities.
- D118** Food Technology: Evaluate. I can analyse a range of existing products and evaluate my own ideas and products against my design criteria, and consider the views of others to improve my work.
- D119** Food Technology: Technical Knowledge. I can apply knowledge and understanding of ingredients and techniques when selecting the correct equipment for the task, and use technical terminology.
- D120** Textiles: Design. I can use research and develop design criteria to generate, model and communicate ideas through discussion using annotated sketches, prototypes, pattern pieces and computer-aided design.
- D121** Textiles: Make. I can select and use a wide range of equipment, materials and components according to their functional properties and aesthetic qualities.
- D122** Textiles: Evaluate. I can analyse a range of existing products and evaluate my own ideas and products against my design criteria, and consider the views of others to improve my work.
- D123** Textiles: Technical Knowledge. I can apply knowledge and understanding of materials and techniques when selecting the correct equipment for the task, and use technical terminology.

Design Technology - Year 7

- D124** Resistant Materials: Design. I can identify, reformulate and solve design problems to develop specifications that inform the design of innovative, functional, appealing products that respond to varying needs.
- D125** Resistant Materials: Make. I can select from, and use, a wide range of complex materials, components and machinery with precision, account for their properties.
- D126** Resistant Materials: Evaluate. I can investigate, test, evaluate and refine ideas, products and technologies against a specification by using my understanding of developments in design and technology, its impact on individuals and the environment, and the responsibilities of technologists.
- D127** Resistant Materials: Technical Knowledge. I can apply my knowledge of techniques, materials, their properties, together with technical terminology, to select the correct equipment for the task in hand, and use computing and electronics as needed.
- D128** Food Technology: Design. I can identify, reformulate and solve cooking problems to develop specifications that inform the design of innovative, functional, appealing recipes that respond to varying needs.
- D129** Food Technology: Make. I can select from, and use, a wide range of ingredients and equipment with precision, account for their properties.
- D130** Food Technology: Evaluate. I can investigate, test, evaluate and refine ideas, ingredients and equipment against a specification by using my understanding of developments in design and technology, its impact on individuals and the environment, and the responsibilities of technologists.
- D131** Food Technology: Technical Knowledge. I can apply my knowledge of techniques, ingredients, their properties, together with technical terminology, to select the correct equipment for the task in hand.
- D132** Textiles: Design. I can identify, reformulate and solve design problems to develop specifications that inform the design of innovative, functional, appealing products that respond to varying needs.
- D133** Textiles: Make. I can select from, and use, a wide range of complex materials, components and machinery with precision, account for their properties.
- D134** Textiles: Evaluate. I can investigate, test, evaluate and refine ideas, products and technologies against a specification by using my understanding of developments in design and technology, its impact on individuals and the environment, and the responsibilities of technologists.
- D135** Textiles: Technical Knowledge. I can apply my knowledge of techniques, materials, their properties, together with technical terminology, to select the correct equipment for the task in hand, using computing and electronics as needed.

Design Technology - Year 8

- D136** Resistant Materials: Design. I can identify, reformulate and solve design problems to develop specifications that inform the design of innovative, functional, appealing products that respond to varying needs.
- D137** Resistant Materials: Make. I can select from, and use, a wide range of complex materials, components and machinery with precision, account for their properties (including computer aided manufacture).
- D138** Resistant Materials: Evaluate. I can investigate, test, evaluate and refine ideas, products and technologies (both new and old) against a specification by using my understanding of developments in design and technology, its impact on individuals and the environment, and the responsibilities of technologists.
- D139** Resistant Materials: Technical Knowledge. I can apply my knowledge of techniques, materials, their properties, together with technical terminology, to select the correct equipment for the task in hand, and use computing and electronics as needed.
- D140** Food Technology: Design. I can identify, reformulate and solve cooking problems to develop specifications that inform the design of innovative, functional, appealing recipes that respond to varying needs.
- D141** Food Technology: Make. I can select from, and use, a wide range of ingredients and equipment with precision, account for their properties.
- D142** Food Technology: Evaluate. I can investigate, test, evaluate and refine ideas, ingredients and equipment (both new and old) against a specification by using my understanding of developments in design and technology, its impact on individuals and the environment, and the responsibilities of technologists.
- D143** Food Technology: Technical Knowledge. I can apply my knowledge of techniques, ingredients, their properties, together with technical terminology, to select the correct equipment for the task in hand.
- D144** Textiles: Design. I can identify, reformulate and solve design problems to develop specifications that inform the design of innovative, functional, appealing products that respond to varying needs.
- D145** Textiles: Make. I can select from, and use, a wide range of complex materials, components and machinery with precision, account for their properties (including computer aided manufacture).
- D146** Textiles: Evaluate. I can investigate, test, evaluate and refine ideas, products and technologies (both new and old) against a specification by using my understanding of developments in design and technology, its impact on individuals and the environment, and the responsibilities of technologists.
- D147** Textiles: Technical Knowledge. I can apply my knowledge of techniques, materials, their properties, together with technical terminology, to select the correct equipment for the task in hand, using computing and electronics as needed.

Design Technology - Year 9

- D146** Resistant Materials: Design. I can identify, reformulate and solve design problems to develop specifications that inform the design of innovative, functional, appealing products that respond to varying needs.
- D147** Resistant Materials: Make. I can select from, and use, a wide range of complex materials, components and machinery with precision, account for their properties (including computer aided manufacture).
- D148** Resistant Materials: Evaluate. I can investigate, test, evaluate and refine ideas, products and technologies (both new and old) against a specification by using my understanding of developments in design and technology, its impact on individuals and the environment, and the responsibilities of technologists.
- D149** Resistant Materials: Technical Knowledge. I can apply my knowledge of techniques, materials, their properties, together with technical terminology, to select the correct equipment for the task in hand, and use computing and electronics as needed.
- D150** Food Preparation and Nutrition: Design. I can identify, reformulate and solve cooking problems to develop specifications that inform the design of innovative, functional, appealing recipes that respond to varying needs.
- D151** Food Preparation and Nutrition: Make. I can select from, and use, a wide range of ingredients and equipment with precision, account for their properties.
- D152** Food Preparation and Nutrition: Evaluate. I can investigate, test, evaluate and refine ideas, ingredients and equipment (both new and old) against a specification by using my understanding of developments in design and technology, its impact on individuals and the environment, and the responsibilities of technologists.
- D153** Food Preparation and Nutrition: Technical Knowledge. I can apply my knowledge of techniques, ingredients, their properties, together with technical terminology, to select the correct equipment for the task in hand.
- D154** Graphic products: Design. I can identify, reformulate and solve design problems to develop specifications that inform the design of innovative, functional, appealing products that respond to varying needs.
- D155** Graphic products: Make. I can select from, and use, a wide range of complex materials, components and equipment with precision, account for their properties.
- D156** Graphic products: Evaluate. I can investigate, test, evaluate and refine ideas, products and technologies (both new and old) against a specification by using my understanding of developments in graphic design.
- D157** Graphic products: Technical Knowledge. I can apply my knowledge of techniques, materials, their properties, together with technical terminology, to select the correct equipment for the task in hand, using computing and electronics as needed.

Physical Education - Year 5

- P100** I can evaluate and explain differences between players' performances and suggest ways to improve.
- P101** I understand how to exercise safely, and can describe how the body feels during different activities.
- P102** I can play invasion games with basic consistency and control and use basic attack tactics and recognise the similarities between the invasion games (netball, handball, football, basketball, rugby & hockey).
- P103** I am beginning to show understanding of simple tactics and compositional ideas when playing invasion games (netball, handball, football, basketball, rugby & hockey).
- P104** When playing 'netwall' games (tennis, badminton & table tennis), I am able to adopt and explore simple skill with basic control and coordination, apply basic scoring systems, know the 'ready position', can hit the ball over the net using a forehand shot, and sometimes a backhand shot, and can position myself correctly to return the ball on the forehand.
- P105** I can create and perform simple individual and group dances that focus on the style of the dance and take part in discussions about the dance performance. With help, I can choose exercises to warm up and cool down.
- P106** I can follow a set gymnastic warm up and explain the importance of exercise. I can perform a variety of controlled gymnastic skills involving shape, rotation and balance, and plan and perform a short floor sequence on the floor with clear start and end position. I can describe a performance using gymnastic terminology.
- P107** I can to work safely both inside and outside the school and work co-operatively with a partner or small group to develop planning strategies and the trust needed to solve more difficult tasks (e.g. blindfold situations).
- P108** I show a basic understanding of athletics technique, and can demonstrate a small range of skills that can be applied to both track and field events.
- P109** I can play modified versions of full 'striking & fielding' games (rounders and cricket) with basic consistency and control and using some basic tactics.

Physical Education - Year 6

- P110** I can see and evaluate differences between players' performance and use this understanding to improve my own performance.
- P111** I can give reasons why warming up before an activity is important, and why physical activity is good for health.
- P112** I can play invasion games (netball, handball, football, basketball, rugby & hockey) at a slower pace and with basic consistency and control and use attack basic tactics and recognise the similarities between invasion games, even though they use different techniques.
- P113** I show my understanding of tactics and composition when playing invasion games (netball, handball, football, basketball, rugby & hockey) by starting to vary in-play response to opposition's tactics.
- P114** I can adopt and explore simple skills in 'netwall' games (tennis, badminton & table tennis), with basic control and coordination, apply basic scoring systems in modified games, play both forehand and backhand shots, positioning my feet correctly to keep the ball in play, and can play an underarm serve into the diagonal court and score/umpire a short tennis game.
- P115** I can create and perform simple individual and group dances that focus on the style of the dance and take part in discussions about the dance performance. With help, I can choose exercises to warm up and cool down and I shows some understanding of how to exercise safely in dance.
- P116** As part of a group, I can conduct a gymnastic warm-up and cool-down and performs a variety of gymnastic skills and techniques on apparatus, focusing on shape, balance and rotation, linking skills with quality, control and fluency. I can share ideas, experiment and plan group sequences and make suggestions on how to improve performance.
- P117** I can work safely and cooperatively in groups of 4-6 to solve more complex tasks using a plan-adapt-modify approach. I can evaluate an individual's strengths/development areas and work accordingly.
- P118** I have a basic understanding of techniques in some athletic events and can apply these techniques with some consistency.
- P119** I can play full 'striking & fielding' games (rounders and cricket) with some consistency and control and can use some basic tactics. I can understand the similarities between striking and fielding games and I have a basic understanding of the rules.

Physical Education - Year 7

- P120** I can compare and comment on skills, techniques and ideas used in my own and others' performance, and use this understanding to improve my own performance.
- P121** I can explain and apply basic safety principles in preparing for exercise, and can describe what effects exercise has on my body, and how it is valuable to my fitness and health.
- P122** I can play invasion games (netball, handball, football, basketball, rugby & hockey) with some fluency and accuracy, using simple tactics to find ways to attack (and defend) successfully, keep possession, and get into scoring positions. I know the rules of the games and understand how strength, stamina and speed can be improved by playing invasion games.
- P123** I understand tactics and composition when playing invasion games (netball, handball, football, basketball, rugby & hockey) and work with others to plan and lead simple practices and activities.
- P124** I can select and use skills, actions and ideas appropriate to the netwall (tennis, badminton & table tennis) game situation, and apply them, with increasing use of depth in shots and volleying to manoeuvre my opponent, with some coordination and control. I can correctly score and understand the basic rules of the game.
- P125** I can compose motifs and plan dances creatively and collaboratively in groups, adapting and refine the way I use weight, space and rhythm to express myself in the style of dance I use. I can recognise and comment on dances, showing an understanding of style, and perform different styles of dance clearly and fluently. I can organise my own warm-up and cool-down exercises and show an understanding of safe exercising; I can suggest ways to improve my own and other people's dance.
- P126** I can lead a gymnastic warm up and perform a variety of 'flight' gymnastic skills. I show good body shape, tension and flight in the air and can perform a variety of vaulting technique with confidence and compare my technique with other pupils' and suggest ways to improve.
- P127** I can work co-operatively and safely in larger groups (8-10) to solve problems that require the whole group to adopt roles and responsibilities conducive to success. I am developing planning strategies and can recognise my own and other pupils' strength and development areas.
- P128** I have a secure understanding of technique in most athletic events and can apply these techniques with a good degree of consistency.
- P129** I am able to play full 'striking & fielding' games (rounders and cricket) with some fluency, accuracy and consistency and apply game tactics. I can understand the similarities between striking and fielding games and show knowledge of rules and positional responsibilities. I understand how power, strength, speed and coordination can be improved by striking and fielding games.

Physical Education - Year 8

- P130** I can analyse and comment on skills and techniques and how these are applied in my own and others' work.
- P131** I can explain how my body reacts during different types of exercise, and warm up and cool down in ways that suit the activity.
- P132** I can play invasion games (netball, handball, football, basketball, rugby & hockey) with some fluency and accuracy, using simple tactics to find ways to attack (and defend) successfully, keep possession, and get into scoring positions. I know some rules of the games and understand how strength, stamina and speed can be improved by playing invasion games.
- P133** I draw on what I know about strategy, tactics and composition when playing invasion games (netball, handball, football, basketball, rugby & hockey) and work with others to plan, lead and improve using simple practices and activities.
- P134** I can link a wider set of skills, techniques and ideas when playing 'netwall' games (tennis, badminton & table tennis), and apply them with some accuracy, to perform with precision, control and fluency, and show my understand of tactics and composition. I can correctly score and understand some more advanced rules of the game.
- P135** I can plan and perform dances confidently using my understanding of composition to create dance phrases for myself and others. I can use my knowledge of dance to adapt my skills to meet the demands of a range of dance styles, show expression in my dances and show sensitivity to music. I can organise my own warm-up and cool-down exercises and understand why warming up is important for a good performance. I can identify the form and structure of a dance and make imaginative suggestions on how to improve my own and other people's work.
- P136** I can select and combine a variety of gymnastic skills, showing shape, rotation, balance and flight, using small and large apparatus if needed, to give a performance that is confident and displays good body shape, tension, control and fluency. I can evaluate performance and suggest ways of improvement.
- P137** I can to work safely both inside and outside the school and work co-operatively with a partner or small group to develop planning strategies and the trust needed to solve more difficult tasks (e.g. blindfold situations).
- P138** I understand technique in all basic athletic events and can consistently apply these techniques with good control.
- P139** I am able to play full 'striking & fielding' games (rounders and cricket) with accuracy and power, showing knowledge of rules and positional responsibilities and how bowlers and fielders work together in the field. I'm beginning to demonstrate a variety of bowling techniques and to play a range of shots to direct the ball away from fielders using different angles and speeds. I can now use relevant tactics in both the batting and fielding roles, and am starting to understand my own and other's strengths and weaknesses.

Physical Education - Year 9

- P140** I can analyse and comment on how skills, techniques and ideas have been used in my own and others' work, and on compositional and other aspects of performance, and suggest ways to improve.
- P141** I can explain how to prepare for, and recover from, activities, explain how different types of exercise contribute to my fitness and describe how I might get involved in other types of activities.
- P142** I play invasion games (netball, handball, football, basketball, rugby & hockey) with fluency and accuracy, using complex tactics to find ways to attack (and defend) successfully, keep possession of the ball, and getting into scoring positions. I know most rules of the games and understand how strength, stamina and speed can be improved by playing invasion games.
- P143** When planning for myself and others, and when doing my own work, I draw on what I know about invasion game (netball, handball, football, basketball, rugby & hockey) strategy, tactics and composition as game circumstances change. When leading practices and activities, I apply basic rules, conventions and compositional ideas consistently.
- P144** When playing 'netwall' games (tennis, badminton & table tennis) I select and combine my skills, techniques and ideas and apply them with precision, control and fluency. I modify and refine skills and techniques to improve my performance, showing better understanding of appropriate tactical responses and I am able to apply correct adaptations to a doubles match. I have increasing good knowledge of more advanced rules including scoring systems.
- P145** I can plan and perform dances confidently using my understanding of composition to create dance phrases for myself and others. I can use my knowledge of dance to adapt my skills to meet the demands of a range of dance styles, show expression in my dance, show sensitivity to music and identify the form and structure of a dance. I understand why warming up is important for a good performance and can make imaginative suggestions on how to improve my own and other people's work, using key dance terminology.
- P146** I have a good understanding of all techniques in basic athletic events and have a basic understanding of technique in more advanced events. I can perform most techniques with a good degree of consistency and control and have started to understand the use of tactics.
- P147** I can play full 'striking and fielding' games (rounders and cricket) with accuracy and consistency, using variety in my batting and bowling, in order to outwit opponents using my good knowledge of rules and positional responsibilities. I can demonstrate how both bowlers and fielders work together in pressurised situations. I can now use tactics in both the batting and fielding roles, and I am starting to understand my own and others' strengths and weaknesses.
- P148** I can perform two 10 contact routines on the trampoline, showing the full range of my skills and containing a mixture of core and advanced skills.

Religious Studies - Year 1

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- R100** I can use some religious words and phrases to recognise and name features of religious life and practice.
- R101** I can recall religious stories to show knowledge of some religions.
- R102** I can recognise religious symbols.
- R103** I can retell stories to show knowledge of inspirational people.
- R104** I can talk about my own feelings and understand feelings of others.
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Religious Studies - Year 2

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- R105** I can use some religious words and phrases to recognise and name features of religious life and practice.
- R106** I can recall religious stories to show knowledge of some religions.
- R107** I can recognise religious symbols.
- R108** I can retell stories to show knowledge of inspirational people.
- R109** I can talk about my own feelings and understand feelings of others.
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Religious Studies - Year 3

- R110** I can use key vocabulary to describe features of religions.
- R111** I can show an understanding of religious sources, practices and beliefs.
- R112** I can suggest meanings for religious symbols.
- R113** I can make links between beliefs and sources including religious stories.
- R114** I can identify what influences me, making links between aspects of my own and others' experiences.
- R115** I can understand how values can lead to commitments.
- R116** I can ask important questions about religion and beliefs, making links between my own and others' actions.
- R117** I can recognize sources.

Religious Studies - Year 4

- R118** I can use key vocabulary to describe features of religions.
- R119** I can show an understanding of religious sources, practices and beliefs.
- R120** I can suggest meanings for religious symbols.
- R121** I can make links between beliefs and sources including religious stories.
- R122** I can identify what influences me, making links between aspects of my own and others' experiences.
- R123** I can understand how values can lead to commitments.
- R124** I can ask important questions about religion and beliefs, making links between my own and others' actions.
- R125** I can recognize sources.

Religious Studies - Year 5

- R126** I can use an increasingly wide religious vocabulary to explain the impact of beliefs on individuals and communities.
- R127** I can show an understanding of religious sources, practices, beliefs, ideas, feelings and experiences.
- R128** I can suggest the meaning of a range of religious expressions.
- R129** I can describe the impact of religion on inspirational people's lives.
- R130** I can raise and suggest answers to questions of identity, belonging and meaning.
- R131** I can make links between values and commitments; and my own attitudes and behaviour.
- R132** I can apply my understanding of religion and beliefs to other people's lives.
- R133** I can use sources to begin to justify arguments.

Religious Studies - Year 6

- R134** I can use an increasingly wide religious vocabulary to explain the impact of beliefs on individuals and communities.
- R135** I can show an understanding of religious sources, practices, beliefs, ideas, feelings and experiences.
- R136** I can suggest the meaning of a range of religious expressions.
- R137** I can describe the impact of religion on inspirational people's lives.
- R138** I can raise and suggest answers to questions of identity, belonging and meaning.
- R139** I can make links between values and commitments; and my own attitudes and behaviour.
- R140** I can apply my understanding of religion and beliefs to other people's lives.
- R141** I can use sources to begin to justify arguments.

Religious Studies - Year 7

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- R142** I can use religious and philosophical vocabulary.
- R143** I can show an understanding of a wide range of sources, practices, beliefs, ideas, feelings and experiences.
- R144** I can explain the impact of inspirational people on individuals, communities and societies.
- R145** I can ask and suggest answers to questions of identity and belonging.
- R146** I can express views on the challenges of belonging to a religion.
- R147** I can understand the significance of religious and other views for understanding human relationships.
- R148** I can recognise diversity in forms of beliefs.
- R149** I can use sources to begin to justify arguments.

Religious Studies - Year 8

- R150** I can use a wide range of religious and philosophical vocabulary to show a coherent understanding of a variety of religions and beliefs.
- R151** I can use a wide range of sources with a coherent understanding of religions and beliefs.
- R152** I can explain the impact of inspirational people on individuals, communities and societies.
- R153** I can express insights into my own and others' views on identity and belonging.
- R154** I can consider the challenges of belonging to a religion in the contemporary world.
- R155** I can appreciate the significance of religious and other views for understanding human relationships.
- R156** I can recognise diversity in forms of beliefs within and between religions.
- R157** I can use sources to justify arguments.

Religious Studies - Year 9

- R158** I can use a comprehensive range of religious and philosophical vocabulary.
- R159** I use a wide range of specialised sources with a comprehensive understanding of religions and beliefs.
- R160** I can critically evaluate the impact of inspirational people on differing communities and societies.
- R161** I can express insights into my own and others' views on identity and belonging.
- R162** I can consider the challenges of belonging to a religion in the contemporary world, focusing on values and commitments.
- R163** I can evaluate the significance of religious and other views for understanding human relationships.
- R164** I can recognise diversity in forms of beliefs, spiritual and moral expression within and between religions.
- R165** I can evaluate and justify arguments using appropriate sources.

Spanish - Year 9

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- S100** I can extend my vocabulary and use words known in one context or topic in another context or topic.
- S101** I can understand and use simple negatives.
- S102** I am developing my knowledge and understanding of opinions.
- S103** I can accumulate and apply a stock of words for use in language learning and classroom talk.
- S104** I can adapt a sentence to change its meaning or communicate personal information.
- S105** I can make sentences negative.
- S106** I can make compound sentences using simple connectives.
- S107** I can copy words and short simple phrases and sentences accurately.
- S108** I can read and understand a short passage containing familiar language.
- S109** I can build a simple paragraph using two or three familiar sentences.
- S110** I can use simple texts as models or prompts for my own writing.
- S111** I can understand the main points and simple opinions in a short spoken passage.
- S112** I can respond to instructions and questions.
- S113** I can prepare and perform a short conversation containing at least two or three exchanges.
- S114** I can add interest to what I say by using opinions and reasons.
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German - Year 9

- G100** I can accumulate and apply a stock of words for use in language learning and classroom talk.
- G101** I can recognise and use present tense forms of high frequency verbs with an increasing range of pronouns.
- G102** I am developing my knowledge and understanding of opinions.
- G103** I can understand and successfully use a range of connectives in complex sentences.
- G104** I can use my growing knowledge of the foreign language to construct simple sentences on familiar topics.
- G105** I can adapt a sentence to change its meaning or communicate personal information.
- G106** I can extend my sentences by using connectives, adverbs and opinions.
- G107** I can understand and demonstrate the need for different forms of address in the foreign language, i.e. formal and informal.
- G108** I can read and understand simple texts using cognates and context to aid understanding.
- G109** I can translate into English short passages on familiar topics which may contain some unfamiliar words.
- G110** I can use simple texts as models or prompts for my own writing.
- G111** I can extend, link and develop sentences to form continuous text.
- G112** I can understand the main points and some detail in short, authentic spoken passages on the topics studied.
- G113** I can respond to instructions and questions.
- G114** I can take part in conversations containing at least three or four exchanges.
- G115** I can add interest to what I say by using opinions and reasons.

Drama - Year 9

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- D100** I am able to listen and respond well.
 - D101** I am confident in sharing ideas and suggestions.
 - D102** I can perform in front of others consistently.
 - D103** I can work independently, without teacher support.

English - Year 9

- R184** I can compare and contrast viewpoints and understand contextual influences.
- R185** I can evaluate the extent to which structural choices support the author's themes and purposes.
- R186** I can consistently explain how language devices are used for effect and be able to provide precise and perceptive analysis.
- R187** I can chart the development of, and respond to authorial viewpoints to provide a coherent and personal response.
- R188** I can compare and contrast texts and justify my viewpoints by providing detailed exploration of different layers of meaning.
- R189** I can develop a clear and critical viewpoint that supports a coherent interpretation of a text.
- W224** I can spell to a high level of accuracy, including ambitious vocabulary.
- W225** I can use extensive and ambitious vocabulary consistently.
- W226** I can use an extensive range of sentence structures accurately, manipulating the location of clauses for deliberate effect e.g. rhetorical devices, multiple adverbials and clause structures.
- W227** I can use a range of ways to open sentences.
- W228** I can use a full range of punctuation for effect in increasingly complex sentences and to deliberately manipulate the reader.
- W229** I can securely use coherent paragraphs and integrate discourse markers appropriately.
- W230** I can vary the range of text structures for deliberate effect on the reader e.g. recurring motifs, non-linear structures.
- W231** I can write creative and informal texts by independently selecting vocabulary and language techniques to affect the reader.
- W232** I can proof-read for spelling, grammar and punctuation to ensure content makes sense for the reader.
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