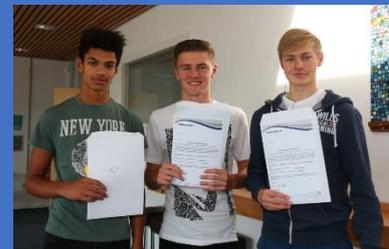




TEIGNMOUTH

COMMUNITY SCHOOL
EXETER ROAD



Year 8 Assessment Guide

Dear Parent/Guardian,

The previous education secretary, Michael Gove, announced in June 2013 that National Curriculum levels for reporting attainment and progress will not be used in the new curriculum that will come into force for maintained schools in September 2014. Your child is in the first cohort nationally

From 2014, there are no national KS3 levels to record attainment and student progress though the key stage 3 programmes of study. The key stage 3 programme of study for each subject have been divided into milestones of key knowledge, understanding and skills that students will be expected to develop in preparation for their KS4 courses. The standards of attainment and progress of students in year 7 2014 will be monitored half termly.

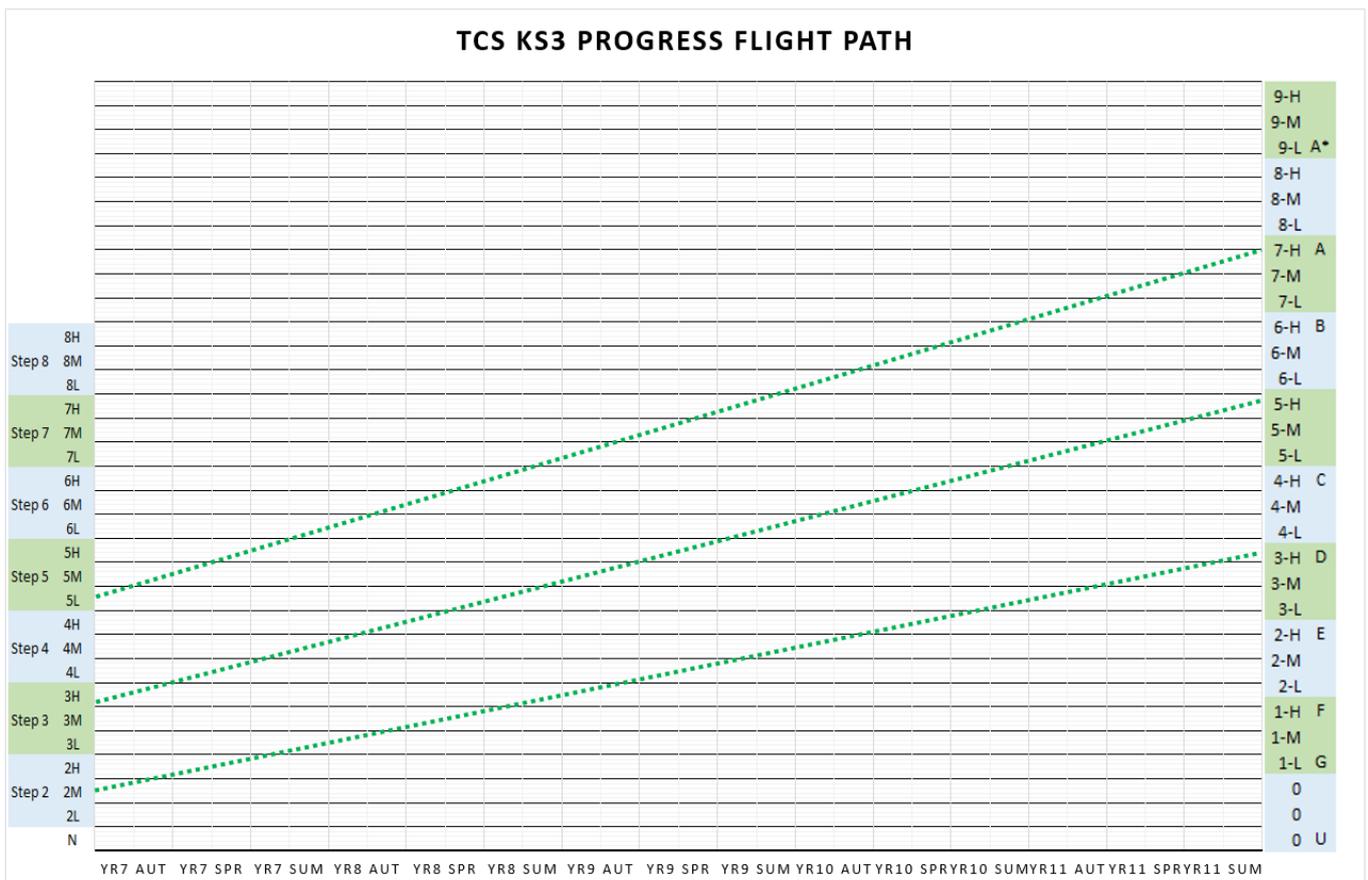
As an academy we have the flexibility to design a curriculum that best meets the needs of our students and maximises their potential. Each subject area has used the new national curriculum and new GCSE specifications to create TCS Steps. The following step descriptors for each subject outline progression through key stage 3.

<https://www.gov.uk/government/publications/national-curriculum-in-england-secondary-curriculum>

Each term your child will receive a report with grades for their effort, behaviour and independent learning. These sections are on a scale of 1 – 4.

1 = Excellent, 2 = Good, 3 = Inconsistent, 4 = Poor

A currently working at step grade will also be given which will then be plotted on the flight path chart below. This shows the progression from the TCS steps to the new GCSE 1 to 9 grades (replacing the A*-G grades nationally in 2018). The H, M & L suffix relates to High, Medium & Low.



English

	Talking to others	Listening and Responding	Creating and sustaining roles
1	Expresses undeveloped feelings and ideas	Listens and attempts to engage with others	Engages in imaginative play
2	Expresses ideas and feeling showing some awareness of the listener	Offers simple comments; speaks in turn; sometimes listens to the views of others'	Shows simple awareness of character and situation
3	Presents simple subject matter with some connection of ideas; makes some language choices matched to contexts	Offers some suggestions; speaks in turn; listen to the views of others'	Shows simple ideas in role by some adaptation of speech, gesture and movement
4	Presents straightforward subject matter with overall structure; adapts language choices to match contexts	Offers relevant suggestions; responds to ideas generally; listens carefully to the views of others'	Conveys straightforward ideas in role by adapting speech, gesture and movement
5	Presents organised and straightforward subject matter; uses a range of strategies; makes competent language choices matched to contexts	Contributes and sometimes develops talk; participates and responds positively; demonstrate adequate listening skills; recognises others' views	Demonstrates and sustains roles by employing appropriate speech, gesture and movement in a range of scenarios
6	Presents sound and relevant subject matter; uses a relevant range of strategies; makes appropriate language choices matched to contexts	Contribute and develop talk; Participate and interact appropriately; Sometimes demonstrate active listening skills; Sometimes effectively respond and challenge	Develops insightful roles by employing some deliberate dramatic conventions; explores ideas and issues appropriately
7	Presents full and organised subject matter; uses an effective range of strategies; makes controlled and flexible language choices matched to an increasing number of contexts	Sometimes initiates and shapes talk; promotes participation and interaction; demonstrates active listening skills; effectively responds and challenges	Sometimes creates complex roles by employing some effective dramatic conventions; explore ideas and issues fully
8	Sometimes presents complex and demanding subject matter; uses a sophisticated range of strategies; makes assured and flexible language choices matched to a range of contexts	Initiates and manages talk; encourages participation and interaction; demonstrates sustained listening skills ; perceptively responds and challenges	Sometimes creates and sustains complex roles by exploiting dramatic conventions; explores ideas and issues creatively

Mathematics

	NUMBER	ALGEBRA	SHAPE	STATISTICS
1	<p>I can read, write and order whole numbers</p> <p>I can round whole numbers to the nearest 10, 100 and 1000</p> <p>I can begin to use decimal notation in contexts such as money</p>	<p>I can use and interpret coordinates in the first quadrant</p>	<p>I can recognise and identify all the symmetries of 2D shapes</p>	<p>I can interpret and present discrete data using appropriate tables or graphical representations</p>
2	<p>I understand and can use a range of mental methods of computation for all methods</p> <p>I can use formal written methods to add and subtract 3-digit numbers</p> <p>I can recognise negative numbers in context</p>	<p>I can express simple functions in words</p>	<p>I can distinguish between and estimate the size of acute, obtuse and reflex angles</p> <p>I can find perimeters of simple shapes and areas by counting squares and part squares</p>	<p>I can use the terms <i>likely, equally likely, fair, unfair, certain</i> when describing chance or likelihood</p> <p>I can complete, read and interpret information in tables and timetables</p>
3	<p>I can understand negative numbers as positions on a number line</p> <p>I can recognise proportions of a whole number using fractions and recognise when 2 fractions are equivalent</p> <p>I can use formal written methods to multiply and divide numbers by a single digit number</p> <p>I can express a smaller whole number as a fraction of a larger one</p> <p>I can recognise simple equivalence between fractions, decimals and percentages ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{10}$, $\frac{3}{4}$)</p>	<p>I can begin to use simple formulae expressed in words</p> <p>I can recognise and describe number patterns for adding and subtracting sequences</p>	<p>I can transform 2D shapes by reflecting in given mirror lines, rotating about a given point and translating</p> <p>I can draw 2D shapes using given dimensions and angles</p> <p>I can compare and classify geometric shapes based on their properties and sizes</p> <p>I can measure and draw acute, obtuse and reflex angles</p> <p>I can convert one metric unit to another</p> <p>I can convert between related standard units (e.g. time, length, area, volume, mass)</p>	<p>I can construct, interpret and solve problems involving simple line graphs and pictograms</p> <p>I can find the mode, median and range for small sets of discrete data and modal class for grouped data</p>
4	<p>I can round decimals to the nearest whole number or one decimal place</p> <p>I can understand and use place value and decimal notation</p> <p>I can multiply and divide integers and decimals by 10, 100 and 1000 and explain the effect</p> <p>I can recognise and describe multiples, factors, primes and square numbers</p> <p>I can simplify fractions by cancelling all common factors</p> <p>I can recognise proportions of a whole number using percentages</p> <p>I can recall number facts including complements to 100 and multiplication facts and their associated division facts</p> <p>I can interpret calculator displays within context</p> <p>I can understand and use inverse operations in the context of positive integers</p> <p>I can order decimals</p> <p>I can calculate fractions or percentages of a quantity</p> <p>I can order, add and subtract negative numbers in context</p>	<p>I can use and interpret coordinates in all four quadrants</p> <p>I can describe sequences and generate sequences given a simple rule</p> <p>I can use and interpret algebraic notation (e.g. ab in place of $a \times b$, $3y$ in terms of $y + y + y$, a/b in place of $a \div b$)</p> <p>I can express simple functions in words and symbols and represent them in mappings</p> <p>I can substitute numerical values into formulae and expressions</p>	<p>I can recognise, describe and build simple 3D shapes, including making nets</p> <p>I can choose and use units of measurement to measure, estimate, calculate and solve problems in everyday contexts</p> <p>I can read and interpret scales on a range of measuring instruments</p> <p>I can find the perimeter and area of rectangles and shapes made from rectangles</p> <p>I can find unknown angles in any triangles, quadrilaterals and regular polygons</p> <p>I can identify parallel and perpendicular lines and know the sum of angles at a point, on a straight line and in a triangle</p> <p>I can use the formula for the volume of a cuboid</p>	<p>I can understand and use the probability scale from 0 to 1</p> <p>I can find and justify probabilities based on equally likely outcomes in simple contexts</p> <p>I can calculate and interpret the mean of a set of discrete data</p> <p>I can identify all the possible mutually exclusive outcomes of a single event</p>

	NUMBER	ALGEBRA	SHAPE	STATISTICS
5	<p>I can add and subtract decimals to two places, and multiply a simple decimal by a single digit</p> <p>I can add and subtract fractions by writing them with a common denominator</p> <p>I can use ratio notation, including reduction to its simplest forms</p> <p>I can divide a given quantity into a given ratio</p> <p>I understand and can use the rules of arithmetic and inverse operations in the context of integers and decimals</p> <p>I can multiply and divide integers and decimals by 0.1, 0.01</p> <p>I can round decimals to any given number of decimal places</p> <p>I can use multiples, factors, common factors, highest common factors and lower common factors</p> <p>I can add, subtract, multiply and divide positive and negative integers</p>	<p>I can generate sequences from patterns or practical contexts and describe the general term in simple case</p> <p>I can understand and use the concepts and vocabulary of expressions, equations, inequalities, terms and factors</p> <p>I can generate terms of a sequence from either a term-to-term or a position-to-term rule</p> <p>I can plot and interpret the graphs of simple linear functions arising from real-life situations, e.g. conversion graphs</p> <p>I can use linear graphs to estimate values of y given values of x and vice versa</p>	<p>I can derive and use the formulae for the area of a triangle, parallelogram and trapezium</p> <p>I can use correctly the vocabulary, notation and labelling conventions for lines, angles and shapes</p> <p>I can derive and use the sum of angles in a triangle including to deduce angles in any polygon</p> <p>I can identify, describe and construct similar shapes by enlargement, with and without coordinate grids</p> <p>I can interpret maps and scale drawings and use bearings</p>	<p>I can interpret the results of an experiment using the language of probability and appreciate that random processes are unpredictable</p> <p>I can interpret and construct graphs and diagrams to represent ungrouped discrete data including bar graphs, pie charts and frequency tables</p> <p>I can use Venn diagrams, grids and tables to enumerate sets and combinations of sets systematically</p> <p>I can compare distributions of ungrouped discrete data using mean, mode, median and range</p>
6	<p>I can use the order of operations including brackets</p> <p>I can use formal methods to multiply and divide 3-digit by 2-digit whole numbers</p> <p>I can use integer powers and associated real roots and recognise powers of 2, 3, 4, 5</p> <p>I can solve problems involving percentage increase and decrease</p> <p>I can convert terminating decimals to fractions and vice versa</p> <p>I can use rounding to give solutions to problems to an appropriate degree of accuracy</p>	<p>I can simplify and manipulate algebraic expressions by collecting like terms and multiplying a single term over a bracket</p> <p>I can construct and solve simple linear equations with integer coefficients and unknown on one side</p> <p>I can plot the graphs of linear functions and recognise that equations of the form $y = mx + c$ correspond to straight-line graphs</p> <p>I can find the nth term of a sequence</p>	<p>I know and can use the formula for the circumference and area of a circle</p> <p>I can interpret plans and elevations of 3D shapes</p> <p>I can understand and use alternate and corresponding angles on a parallel line</p> <p>I can calculate the surface area of cubes and cuboids</p>	<p>I understand that the sum of probabilities of all mutually exclusive outcomes is 1 and use this when solving problems</p> <p>I can construct possibility spaces for combined experiments with equally likely outcomes and use these to calculate probabilities</p> <p>I can interpret, analyse and compare the distributions of ungrouped and grouped discrete and continuous data through appropriate graphical representations</p>
7	<p>I can use proportional reasoning to solve problems</p> <p>I can use the prime factor decomposition of a number</p> <p>I can use efficient methods to add, subtract, multiply and divide fractions interpreting division as a multiplication inverse</p> <p>I can use compound units such as speed, unit pricing and density to solve problems</p> <p>I understand and can use the order of operations including brackets, powers and roots</p> <p>I can use index notation for integer powers and use the index laws for multiplication and division of integer powers</p>	<p>I can simplify and manipulate algebraic expressions by taking out common factors</p> <p>I can simplify and manipulate algebraic expressions by expanding products of two or more binomials</p> <p>I can calculate and interpret gradients and intercepts of graphs of linear equations of the form $y = mx + c$</p> <p>I can use linear graphs to find approximate solutions of simultaneous linear equations</p> <p>I can construct and solve linear equations with integer coefficients and unknowns on both sides</p>	<p>I can calculate perimeters and areas of circles and composite shapes</p> <p>I can calculate the surface area and volume of prisms</p> <p>I can use the standard ruler and compass constructions to construct angle and line bisectors and perpendiculars to given lines</p> <p>I can find the locus of a point that moves according to a simple rule, using compass constructions where appropriate</p> <p>I can use standard ruler and compass constructions to construct triangles</p> <p>I can understand and apply Pythagoras' Theorem when solving problems involving right-angled triangles</p>	<p>I can compare distributions of ungrouped and grouped discrete or continuous data using mean, mode, median and range</p> <p>I can describe simple mathematical relationships between two variable and illustrate using scatter graphs</p>
8	<p>I can solve problems involving direct and inverse proportion</p> <p>I can use approximation through rounding to estimate answers and calculate possible rounding errors</p> <p>I can interpret and compare numbers in standard form with both positive and negative indices</p> <p>I can solve problems involving percentage change including original value problems, and simple and compound interest</p> <p>I can recognise and use reciprocals and understand a reciprocal as a multiplicative inverse</p>	<p>I can rearrange formulae to change the subject</p> <p>I can recognise, sketch and produce graphs of quadratic functions of one variable</p>	<p>I can use the basic congruence criteria for triangles (SSS, SAS, ASA, RHS)</p> <p>I can solve problems involving surface areas and volumes of cylinders</p> <p>I can solve problems involving lengths of circular arcs and areas of sectors</p> <p>I can use trigonometric relationships in right-angled triangles to solve problems involving right-angled triangles</p>	<p>I can calculate the probability of independent combined events, including using tree diagrams and other representations</p> <p>I can interpret and construct tables charts and diagrams including tables and line graphs for time series data</p> <p>I can draw estimated lines of best fit when using scatter graphs and make predictions including interpolate and extrapolate apparent trends</p>

Science

	When thinking scientifically students:	When understanding the applications and implications of science students:	When communicating in science students:	When using investigative approaches students:	When working critically with evidence students:
3	Use simple models to show situations.	Point out areas of our lives that involve science.	Use simple scientific words to explain ideas.	Select the right equipment for a practical.	Suggest ways to improve a practical.
4	Understand how scientists use ideas and evidence to develop or suggest new theories.	Identify uses of different scientific ideas in different jobs.	Use correct scientific language to communicate ideas.	Take measurements or observations during a practical and identify potential risks.	Draw conclusions from data presented in different ways.
5	Explain processes and suggest solutions to problems by using Scientific models.	Indicate how scientific or technological developments may affect groups of people.	Explain why people working together can lead to improved collection of evidence.	Repeat sets of observations or measurements selecting suitable ranges.	Use results to see how good a method was and suggest improvements.
6	Describe how scientists share their ideas about evidence.	Explain how scientific developments have led scientists to ask and answer new questions.	Decide whether it is better to show information in a qualitative or quantitative way.	Plan practicals and identify variables which are dependant and independent.	Suggest scientific reasons for anomalies or why data has certain limitations.
7	Explain how processes are accepted or rejected in science.	Point out economic, ethical and social arguments for and against science.	Explain how information can be altered or presented in a way that makes it biased.	Identify key variables in practicals, saying which ones cannot be controlled and the effect of this.	Identify relationships between variables and can use this to draw conclusions and make predictions.
8	Analyse the development of scientific theories through new accepted ideas and evidence.	Describe ways that the values of society influence the very nature of science.	Evaluate evidence from different sources to create well-structured explanations.	Justify choice of strategy to investigate different Scientific questions.	Propose carefully considered Scientific explanations for unexpected observations.

Science - Organisms, Genetics and the Environment (Biology)

Students should be able to:

3	<ul style="list-style-type: none">• use their knowledge and understanding of basic life processes [for example, growth, reproduction] when they describe differences between living and non-living things.• provide simple explanations for changes in living things [for example, diet affecting the health of humans or other animals, lack of light or water altering plant growth].• identify ways in which an animal is suited to its environment [for example, a fish having fins to help it swim]
4	<ul style="list-style-type: none">• describe some processes and phenomena related to organisms, their behaviour and the environment, drawing on scientific knowledge and understanding and using appropriate terminology, for example using food chains to describe feeding relationships between plants and animals in a habitat.• recognise that evidence can support or refute scientific ideas, such as in the identification and grouping of living things.• recognise some applications and implications of science, such as the use of predators to control pest populations.
5	<ul style="list-style-type: none">• describe processes and phenomena related to organisms, their behaviour and the environment, drawing on abstract ideas and using appropriate terminology, for example the main functions of plant and animal organs and how these functions are essential.• explain processes and phenomena, in more than one step or using a model, such as the main stages of the life cycles of humans and flowering plants.• apply and use knowledge and understanding in familiar contexts, such as different organisms being found in different habitats because of differences in environmental factors.• recognise that both evidence and creative thinking contribute to the development of scientific ideas, such as the classification of living things. They describe applications and implications of science, such as solving some of the health problems that arise when organ damage occurs.
6	<ul style="list-style-type: none">• describe processes and phenomena related to organisms, their behaviour and the environment, using abstract ideas and appropriate terminology, for example simple cell structure and function.• take account of a number of factors or use abstract ideas or models in their explanations of processes and phenomena, such as environmental factors affecting the distribution of organisms in habitats.• apply and use knowledge and understanding in unfamiliar contexts, such as a food web in a habitat.• describe some evidence for some accepted scientific ideas, such as the causes of variation between living things.• explain the importance of some applications and implications of science, such as the use of selective breeding.
7	<ul style="list-style-type: none">• describe a wide range of processes and phenomena related to organisms, their behaviour and the environment, using abstract ideas and appropriate terminology and sequencing a number of points, for example respiration and photosynthesis, or pyramids of biomass.• make links between different areas of science in their explanations. They apply and use more abstract knowledge and understanding, in a range of contexts, such as inherited and environmental variation.• explain how evidence supports some accepted scientific ideas, such as the structure and function of cells.• explain, using abstract ideas where appropriate, the importance of some applications and implications of science, such as the uses of cells in stem cell research.
8	<ul style="list-style-type: none">• demonstrate extensive knowledge and understanding related to organisms, their behaviour and the environment.• use and apply this effectively in their descriptions and explanations, identifying links between topics, for example relating cellular structure of organs to their associated life processes.• interpret, evaluate and synthesise data from a range of sources and in a range of contexts, for example environmental data from fieldwork.• show they understand the relationship between evidence and scientific ideas, and why scientific ideas may need to be changed, for example the short-term and long-term effects of environmental change on ecosystems.• describe and explain the importance of a wide range of applications and implications of science, such as relating photosynthesis and respiration to changes in the atmosphere and growth of crops

Science - Materials, their properties and the Earth (Chemistry)

Students should be able to:

3

- use their knowledge and understanding of materials when they describe a variety of ways of sorting them into groups according to their properties.
- explain simply why some materials are particularly suitable for specific purposes [for example, glass for windows, copper for electrical cables].
- recognise that some changes [for example, the freezing of water] can be reversed and some [for example, the baking of clay] cannot, and they classify changes in this way

4

- describe some processes and phenomena related to materials, their properties and the Earth, drawing on scientific knowledge and understanding and using appropriate technology, for example separation methods.
- recognise that evidence can support or refute scientific ideas, such as the classification of reactions as reversible and irreversible.
- recognise some applications and implications of science, such as the safe use of acids and alkalis.

5

- describe processes and phenomena related to materials, their properties and the Earth, drawing on abstract ideas and using appropriate terminology, for example the weathering of rocks.
- explain processes and phenomena, in more than one step or using a model, such as the deposition of sediments and their formation into rocks.
- apply and use knowledge and understanding in familiar contexts, such as identifying changes of state.
- recognise that both evidence and creative thinking contribute to the development of scientific ideas, such as basing separation methods for mixtures on physical and chemical properties.
- describe applications and implications of science, such as the uses of metals based on their specific properties or the benefits and drawbacks of the use of fossil fuels.

6

- describe processes and phenomena related to materials, their properties and the Earth, using abstract ideas and appropriate terminology, for example the particle model applied to solids, liquids and gases.
- Take account of a number of factors or use abstract ideas or models in their explanations of processes and phenomena, such as word equations.
- apply and use knowledge and understanding in unfamiliar contexts, such as relating changes of state to energy transfers in a range of contexts such as the formation of igneous rocks. They describe some evidence for some accepted scientific ideas, such as the patterns in the reactions of acids with metals and the reactions of a variety of substances with oxygen. They explain the importance of some applications and implications of science, such as the production of new materials with specific desirable properties.

7

- describe a wide range of processes and phenomena related to materials, their properties and the Earth, using abstract ideas and appropriate terminology and sequencing a number of points, for example the rock cycle.
- make links between different areas of science in their explanations, such as between the nature and behaviour of materials and their particles.
- apply and use more abstract knowledge and understanding, in a range of contexts, such as the particle model of matter, and symbols and formulae for elements and compounds.
- explain how evidence supports some accepted scientific ideas, such as the reactivity series of metals.
- explain, using abstract ideas where appropriate, the importance of some applications and implications of science, such as the need to consider the availability of resources, and environmental effects, in the production of energy and materials

8

- demonstrate extensive knowledge and understanding related to materials, their properties and the Earth.
- use and apply this effectively in their descriptions and explanations, identifying links between topics, for example relating mode of formation of rocks to their texture and mineral content.
- represent common compounds by chemical formulae and use these formulae to form balanced symbol equations for reactions.
- interpret, evaluate and synthesise data from a range of sources and in a range of contexts, such as describing chemical reactions, classifying them and suggesting how new substances could be made.
- show they understand the relationship between evidence and scientific ideas, and why scientific ideas may need to be changed.
- describe and explain the importance of a wide range of applications and implications of science.

Science - Energy, Forces and Space (Physics)

Students should be able to:

- | | |
|----------|--|
| 3 | <ul style="list-style-type: none">• use their knowledge and understanding of physical phenomena to link cause and effect in simple explanations [for example, a bulb failing to light because of a break in an electrical circuit, the direction or speed of movement of an object changing because of a push or a pull].• begin to make simple generalisations about physical phenomena [for example, explaining that sounds they hear become fainter the further they are from the source]. |
| 4 | <ul style="list-style-type: none">• describe some processes and phenomena related to energy, forces and space, drawing on scientific knowledge and understanding and using appropriate terminology, for example the observed position of the sun in the sky over the course of a day.• recognise that evidence can support or refute scientific ideas, such as sounds being heard through a variety of materials.• recognise some applications and implications of science, such as the use of electrical components to make electrical devices. |
| 5 | <ul style="list-style-type: none">• describe processes and phenomena related to energy, forces and space, drawing on abstract ideas and using appropriate terminology, for example 'balanced forces'.• explain processes and phenomena, in more than one step or using a model, such as the length of a day or a year.• apply and use knowledge and understanding in familiar contexts.• recognise that both evidence and creative thinking contribute to the development of scientific ideas, such as objects being seen when light from them enters the eye.• describe applications and implications of science, such as the ways sound can be produced and controlled, for example in musical instruments. |
| 6 | <ul style="list-style-type: none">• describe processes and phenomena related to energy, forces and space, using abstract ideas and appropriate terminology, for example electric current as a way of transferring energy.• take account of a number of factors in their explanations of processes and phenomena, for example in the relative brightness of stars and planets.• also use abstract ideas or models, for example sustainable energy sources and the refraction of light. T• apply and use knowledge and understanding in unfamiliar contexts.• describe some evidence for some accepted scientific ideas, such as the transfer of energy by light, sound or electricity, and the refraction and dispersion of light.• explain the importance of some applications and implications of science, such as the responsible use of unsustainable sources of energy. |
| 7 | <ul style="list-style-type: none">• describe a wide range of processes and phenomena related to energy, forces and space, using abstract ideas and appropriate terminology and sequencing a number of points, for example how energy is transferred by radiation or by conduction.• make links between different areas of science in their explanations, such as between electricity and magnetism.• apply and use more abstract knowledge and understanding in a range of contexts, such as the appearance of objects in different colours of light. T• explain how evidence supports some accepted scientific ideas, such as the role of gravitational attraction in determining the motion of bodies in the solar system.• explain, using abstract ideas where appropriate, the importance of some applications and implications of science, such as the uses of electromagnets. |
| 8 | <ul style="list-style-type: none">• demonstrate extensive knowledge and understanding related to energy, forces and space, for example the passage of sound waves through a medium. They use and apply this effectively in their descriptions and explanations, identifying links between topics.• interpret, evaluate and synthesise data from a range of sources and in a range of contexts.• show they understand the relationship between evidence and scientific ideas, and why scientific ideas may need to be changed, such as the developing understanding of the structure of the solar system.• describe and explain the importance of a wide range of applications and implications of science, such as relating the dissipation of energy during energy transfer to the need to conserve limited energy resources. |

Art and Design

	Creativity	Competence	Cultural Understanding	Critical Understanding
3	I use ideas, and materials to make my own work.	I use a small range of materials and processes when I make.	I can compare the work of other artists and designers to my own.	I can describe the work of others, I can say how I might make my work better.
4	I use different ways to experiment with ideas, information and materials so that I can develop my own work.	I can use a range of materials and processes when I design and make.	I can compare the work, ideas and methods used by other artist and designers and relate their work to my own.	I can discuss my work and the work of others,
5	I take some risks when experimenting with ideas, information and materials to help me develop my work.	I develop and use my knowledge and skills with a range of materials and processes, and consider formal elements when I design and make.	I think about and discuss the work, ideas and methods used by other artists and designers and relate these to context and purpose, both theirs and my own.	I can measure both my work and that of others, discussing my view of its purpose and meaning. I can show how I have used this knowledge to adapt and improve my own work
6	I like to take creative risks, exploring and experimenting with ideas on my own. I use a range of suitable materials and processes to develop, design and make work with some originality.	I develop and use my knowledge and skills well with a range of materials and processes, and consider formal elements successfully when I design and make.	I think about and discuss the work, ideas and methods used and expressed by other artists and designers and relate these to context and purpose, both theirs and my own. I know how this might be changed by diverse cultures.	I can give a logical measurement of both my work and that of others, discussing my view of its purpose and meaning. I can use my critical understanding to adapt and improve my own work.

Computing

	Computer Science	Information Technology	Digital Literacy
1	<p>Is able to write simple linear algorithms</p> <p>Shows that computers need precise instructions</p> <p>Demonstrates care and precision to avoid errors</p> <p>Can create a simple program in SCRATCH</p> <p>Executes, checks and changes programs</p> <p>Shows that programs follow precise instruction</p> <p>Explains in what ways computers have no intelligence</p> <p>Gives examples of how all software on digital devices is programmed</p>	<p>Can identify that digital content can be in a variety of forms - text, images, sounds, ...</p> <p>Shows the results of storing content in different ways</p> <p>Saves content from the WWW using a web browser</p> <p>Can create, store and edit files, saving them sensibly</p> <p>Talks about their work and improves it.</p>	<p>Is safe and respectful online, and explains the need for keeping personal information private</p> <p>Knows what to do when concerned about content or being contacted</p> <p>Knows common uses of information technology beyond the classroom</p> <p>Shares their use of technology in school</p>
2	<p>Explains how algorithms are written on digital devices as programs</p> <p>Writes simple algorithms using loops and selection</p> <p>Uses logical reasoning to predict outcomes and correct simple errors</p> <p>Uses arithmetic operators, if statements, and loops, within programs</p> <p>Uses logical reasoning to predict programs</p> <p>Detects and corrects simple semantic errors</p> <p>Can identify and use a range of input and output devices</p> <p>Explains how programs specify the function of a general purpose computer</p>	<p>Recognises different types of data: text, number</p> <p>Shows that programs work with different data types</p> <p>Can store data in tables to make it useful</p> <p>Can carry out simple web searches</p> <p>Independently organises digital content</p> <p>Uses a variety of software to manipulate and present digital content: data and information</p> <p>Shares their experiences of technology in school and beyond the classroom</p> <p>Talks about their work and makes improvements to solutions based on feedback received</p>	<p>Demonstrates use of computers safely and responsibly, knowing a range of ways to report unacceptable content and contact</p> <p>Shows an awareness for the quality of digital content collected</p>
3	<p>Can write algorithms which use repetition and two-way selection i.e. if, then and else</p> <p>Can use diagrams to express solutions</p> <p>Uses logical reasoning to predict outputs, showing an awareness of inputs</p> <p>Creates programs that use algorithms to achieve given goals, declaring and assigning variables</p> <p>Uses an 'until', and an if, then and else statement</p> <p>Can recognise input devices, including sensors and application software</p> <p>Understands the difference between hardware and application software, and their roles in a computer</p> <p>Understands the difference between the internet and internet service e.g. world wide web</p>	<p>Can describes the difference between data and information</p> <p>Can explain why sorting data in a flat file can improve searching for information</p> <p>Can use filters or can perform single criteria searches for information</p> <p>Shows an awareness of, and can use a range of internet services e.g. VOIP</p> <p>Collects, organises and presents data and information in digital content</p> <p>Combines software packages and internet services to communicate with a wider audience e.g. blogging</p> <p>Can improve a solution based on feedback received, and can comment on the success of the solution.</p>	<p>Recognises acceptable and unacceptable behaviour when using technologies and online services.</p>
4	<p>Distinguishes between tasks best completed by humans and computers</p> <p>Breaks a problem into achievable sub-tasks</p> <p>Writes different solutions for the same problem</p> <p>Knows when to use if and if, then, else</p> <p>Can use a Do Until loop with a variable</p> <p>Designs, writes and debugs modular programs using procedures</p> <p>Understands the main functions of the operating system</p> <p>Can use search engines, and knows how search results are selected, including that search engines use 'web crawler programs'</p>	<p>Can use Boolean and relational operators in searches</p> <p>Analyses and evaluates data and information, and recognises that poor quality data leads to unreliable results, and inaccurate conclusions</p> <p>Can distinguish between physical, wireless and mobile networks</p> <p>Can take the audience into account when designing and creating digital content</p> <p>Uses criteria to evaluate the quality of solutions, can identify improvements and refine them</p>	<p>Makes judgements about digital content when evaluating and repurposing it for a given audience</p> <p>Demonstrates responsible use of technologies and online services, and knows ways to report concerns</p> <p>Selects, combines and uses internet services.</p> <p>Understands the potential of IT for collaboration when computers are networked</p>

	Computer Science	Information Technology	Digital Literacy
5	<p>Understands that iteration is repetition (using a loop) Know different algorithms for the same problem Represents solutions using a flowchart Can recognise similarities and differences in situations and use this to solve problems Explains how programming bridges the gap between algorithmic solutions and computers Can use built-in libraries (BBC Basic/QBasic/Python) Can use Boolean operators in program control Can define data types: real numbers and Boolean and select appropriate data types Explains how computers use binary to represent data Explains how bit patterns represent numbers and bitmap images Can explain how computers transfer data in binary Can describe the relationship between binary and file size (uncompressed) Recognises and can describe the function of the main internal parts of basic computer architecture Describes the concepts of the fetch-execute cycle Describes how search engines rank search results Can construct static web pages using HTML and CSS Can describe data transmission between digital computers over networks, including the internet i.e. IP addresses and packet switching</p>	<p>Queries data on one table using SQL Can describe a range of operating systems and application software for the same hardware Evaluates the appropriateness of devices, internet services and applications to achieve given goals. Designs criteria to critically evaluate the quality of solutions, uses the criteria to identify improvements and can make appropriate refinements</p>	<p>Recognises ethical issues surrounding the application of information technology beyond school</p>
6	<p>Explains how recursion applies the same solution to smaller instances of a problem Shows that problems can share the same characteristics and the same algorithm can solve both Can describe algorithm performance and show how different performance for the same task Can use nested selection statements Writes custom functions including use of parameters Describes the difference between, and uses appropriately, procedures and functions Understands and uses negation with operators Uses and manipulates one dimensional arrays/lists Detects and corrects syntactical errors Explains how numbers, images, sounds and character sets use the same bit patterns Can perform simple binary addition Describes the relationship between resolution and colour depth, including the effect on file size Explains the differences between data (in a variable) and the storage structure for that data Describes von Neumann architecture in the fetch-execute cycle, including how data is stored in memory Describes the basic function and operation of location addressable memory</p>	<p>Knows the names of hardware e.g. hubs, routers, switches, and the names of protocols e.g. SMTP, iMAP, POP, FTP, TCP/IP, associated with networking computer systems Independently chooses and combines multiple digital devices, internet services and application software Evaluates trustworthiness of sources and visual design when designing for a known audience. Designs criteria for users to evaluate the quality of solutions uses the feedback from them to identify improvements and makes appropriate ones</p>	<p>Uses technologies and online services securely, and can identify and report inappropriate conduct Identifies and explains how the use of technology can impact on society</p>
7	<p>Recognises that an algorithm is distinct from its expression in a programming language Evaluates the effectiveness of algorithms and models for similar problems Uses logical reasoning to explain how an algorithm works Represents algorithms using structured language Appreciates the scope of a variable (local vs global) Understands and applies parameter passing Uses pre-tested 'while', and post-tested 'until' loops A modular approach: error detection + correction Understands the relationship between binary and electrical circuits, including Boolean logic Explains why values are data typed in many different languages Explains data representation and data quality Explains how processors have instruction sets and that these relate to low-level instructions Can explain the client-server model including how dynamic web pages use server-side scripting and that web servers process and store data entered by users</p>	<p>Knows the purpose of the hardware and protocols associated with networking computer systems Undertakes creative projects that collect, analyse, and evaluate data to meet the needs of a known user group Effectively designs and creates digital artefacts for a wider or remote audience Considers the properties of media when importing them into digital artefacts Documents user feedback, the improvements identified and the refinements made to the solution</p>	<p>Recognises that persistence of data on the internet requires protection of online identity and privacy Explains and justifies how the use of technology impacts on society, from the perspective of social, economic, political, legal, ethical and moral issues</p>

	Computer Science	Information Technology	Digital Literacy
8	<p>Designs a solution to a problem that depends on solutions to smaller instances of the same problem</p> <p>Understands that some problems cannot be solved computationally</p> <p>Designs and writes nested modular programs that enforce reusability using subroutines where possible</p> <p>Understands the difference between 'While' loop and 'For' loop, which uses a loop counter</p> <p>Understands and uses two dimensional arrays</p> <p>Performs operations using bit patterns e.g. between binary and hexadecimal, binary subtraction</p> <p>Can explain the need for data compression, and performs simple compression methods</p> <p>A modular approach: error detection + correction</p> <p>Has practical experience of a small (hypothetical) low level programming language</p> <p>Understands and can explain Moore's Law</p> <p>Understands and can explain multitasking by computers</p>	<p>Knows what a relational database is, and understands the benefits of storing data in multiple tables</p> <p>Understands the hardware associated with networking computer systems, including WANs and LANs, understands their purpose and how they work, including MAC addresses</p>	<p>Understands the ethical issues surrounding the use of IT, and the existence of legal frameworks governing its use e.g. Data Protection Act, Computer Misuse Act, Copyright etc.</p>

Ethics, Philosophy & Religion (EPR)

Learning about Religion		Learning from Religion	
1	<ul style="list-style-type: none"> use religious words recognise features of religion recall a religious story recognise religious symbols 	<ul style="list-style-type: none"> talk about my feelings and experiences talk about what I find interesting or strange talk about what I think is important to myself and others 	
2	<ul style="list-style-type: none"> use religious words to identify a feature of religion identify the importance of religion for some people retell a religious story suggest meanings for symbols and actions identify how people show their religion 	<ul style="list-style-type: none"> ask questions about experiences and feelings recognise that some questions make people wonder and are hard to answer recognise my own values (ideas about right and wrong) and values of others 	
3	<ul style="list-style-type: none"> use religious words to describe key features of religion recognise the similarities and differences between religions describe how sources (holy books etc.) influence beliefs begin to describe how religion affects a person's life describe types of religious expression (how people show they are religious) 	<ul style="list-style-type: none"> identify what influences (affects) me and compare this with what influences others ask questions about religion and beliefs recognise different answers to these questions describe how my attitudes and behaviour are affected by my values 	
4	<ul style="list-style-type: none"> use religious words to clearly describe sources, beliefs, practices (what they do) and experiences describe similarities and differences between and with religions clearly describe how religion affects a person's life explain why people express (show) their religion in certain ways 	<ul style="list-style-type: none"> ask and suggest answers to questions about life and religion (ultimate questions, e.g. Why are we here? Where are we going? What is right and wrong? Is there life after death? etc.) identify how these questions and answers affect my own life and the lives of others describe what inspires/influences myself and others 	
5	<ul style="list-style-type: none"> use a variety of religious words to explain how religious beliefs affect a person and a community describe why people belong to religions evaluate reasons for differences and similarities within and between religions explain how religious sources are used to provide answers to ultimate questions and ethical issues recognise differences in forms of expression within and between religions 	<ul style="list-style-type: none"> ask and suggest answers to questions about life and religion and explain how this affects my own life and the life of others explain what inspires and influences themselves and others and what may make it hard to belong to a religion 	
6	<ul style="list-style-type: none"> use good religious vocabulary to fully describe different religions and their beliefs explain the reasons for differences within and between religions explain why the impact of religion can vary interpret sources and explain why they are used differently by different people to provide answers to ultimate questions and ethical issues explain the importance of different forms of expression 	<ul style="list-style-type: none"> use arguments and examples to explain the links between beliefs, teachings and world issues. show an understanding of different views on ultimate and religious questions consider the challenges of belonging to a religion in the modern world, how it may be hard to hold certain values and commitments 	
7	<ul style="list-style-type: none"> use large religious vocabulary to show a good understanding of a range of religions and beliefs analyse issues and questions of meaning and truth explain the influence of history and culture on religious life explain why the affect of belonging to a faith is not the same for all people use different sources, evidence and forms of expression to respond critically to religion, spirituality and ethics 	<ul style="list-style-type: none"> clearly explain personal and critical responses to ultimate and religious questions and ethical issues using evidence and example, evaluate the importance of religious and other views for understanding human relationships and ultimate questions 	
8	<ul style="list-style-type: none"> use extensive religious vocabulary to analyse a range of religions and beliefs understand interpretations of religion with reference to historical, cultural, social and philosophical affects critically evaluate the impact of religions and beliefs on different communities and societies analyse different interpretations of sources, using some of the key methods by which religion and ethics are studied interpret and evaluate a variety of forms of religious, spiritual and moral expression 	<ul style="list-style-type: none"> clearly analyse a wide range of viewpoints on ultimate and religious questions. organise evidence, arguments and examples to fully justify my own views and provide a detailed evaluation of the perspectives of others 	

Geography

	Understand/ Identify	Draw	Map Skills	Describe
2	<ul style="list-style-type: none"> I can identify landforms I can identify key terms I can identify differences on maps/graphs/sets I can identify features/sequences of processes and landforms I can identify advantages of processes/events I can identify disadvantages of processes/events 	<ul style="list-style-type: none"> I can draw diagrams to explain clearly in sequence I can add labels onto sketches 	<ul style="list-style-type: none"> I can identify symbols using a key I can identify and follow eight point compass directions I can read and plot 4 figure grid references I can identify and measure scale 	
3	<ul style="list-style-type: none"> I can identify trends on maps/date sets/graphs 	<ul style="list-style-type: none"> I can add detailed annotations onto sketches I can draw graphs accurately with data provided 	<ul style="list-style-type: none"> I can read and plot 6 figure grid references I can plot data onto maps I can interpret relief on maps using contours, spot heights and layer shading 	<ul style="list-style-type: none"> I can describe the features of landforms/ processes I can describe how landforms/ events/ impacts/ processes occur
4				<ul style="list-style-type: none"> I can describe the distribution of landforms/ objects/ events I can describe the differences in trends on maps/ date sets /graphs I can describe the impacts from processes/ events I can describe the differences between landforms impacts/ responses I can describe the management strategies used to manage events /impacts I can apply a case study to describe causes I can apply a case study to describe responses

	Describe	Explain	Analysis	Create, evaluate and synthesis
5	<ul style="list-style-type: none"> I can apply a case study to describe impacts and effects 	<ul style="list-style-type: none"> I can explain the formation of landforms/processes I can explain the impacts from processes/events I can explain the differences in processes/events/locations/impacts I can explain how management can reduce the impacts I can explain the justification for the choice of management strategies I can explain the different stakeholders views on processes and management 	<ul style="list-style-type: none"> I can analyse differing opinions to an event/process 	
6			<ul style="list-style-type: none"> I can analyse the advantages to a solution 	
7			<ul style="list-style-type: none"> I can analyse the disadvantages to a solution 	<ul style="list-style-type: none"> I can evaluate the impacts from a process/event I can evaluate the impacts from a process/event to certain stakeholders I can evaluate the management and response to an event/process I can evaluate the sustainability of management choices and provide further suggestions
8			<ul style="list-style-type: none"> I can analyse differing opinions to a solution 	<ul style="list-style-type: none"> Create, evaluate and synthesis I can evaluate measuring/data collection methods

History

	Brief description	More detailed description: Historical Knowledge	More detailed description: Use of Sources and Representations
3	Simple statements, copied/shortened from sources	<ul style="list-style-type: none"> Simple statement of events, actions, causes, consequences, change 	<ul style="list-style-type: none"> Copied/ shortened points from research/ sources Simple statements about representations of the past
4	Descriptions, using evidence and inferences	<ul style="list-style-type: none"> Description of events, actions, causes, consequences, change Evidence is used to support description 	<ul style="list-style-type: none"> Inferences made from research/ sources Description about how the past has been portrayed Description of the nature, origin, purpose of sources and the accuracy and reliability of representations of the past
5	Explanation, relevant evidence and inferences	<ul style="list-style-type: none"> Explanation of events, actions, causes, consequences, change Relevant evidence, contextual knowledge, factual detail, range of research used to support description 	<ul style="list-style-type: none"> Inferences made from research/ sources Description about how the past has been portrayed Description of the nature, origin, purpose of sources and the accuracy and reliability of representations of the past.
6	Explanation, using well selected evidence, supported inferences, and comparisons	<ul style="list-style-type: none"> Explanation of events, actions, causes, consequences, change Well selected evidence, contextual knowledge, factual detail, range of research to support the explanation 	<ul style="list-style-type: none"> Supported inferences from research/ sources Explanation and comparison of how the past has been portrayed, based on information from the evidence Explanation and comparison of representations of the past to state which is the best, based on accuracy, objectivity, comprehensiveness
7	Analysis, using precisely selected evidence and supported inferences	<ul style="list-style-type: none"> Analysis of the importance of factors, and of how the events, actions, causes, consequences, changes, lead to or resulted in the outcome Precisely selected evidence, contextual knowledge, factual detail, range of research to support 	<ul style="list-style-type: none"> Supported inferences from research/ sources Analysis of how the past has been portrayed, based on information from the evidence, and the characteristics of the sources and representations Analysis of the treatment or selection of the representations to explain their value , and which is the best
8	valuation and judgment, using precisely selected evidence, and supported inferences	<ul style="list-style-type: none"> Prioritises the events, actions, causes, consequences, changes and/or explains links between them Evaluates the factors to build a judgement of their relative importance, based on precisely selected evidence 	<ul style="list-style-type: none"> Supported inferences from research/ sources Evaluates how the past has been portrayed Judgment about which representations are the most valuable based on their treatment or selection, their characteristics, and the relationship between them

Modern Languages

	Listening	Reading	Speaking	Writing	General Skills
2	can recognise a few cognates can understand a few familiar spoken words and phrases with the help of repetition, mime or pictures	can recognise a few cognates; can recognise and read out a few familiar words and phrases with visual clues	can repeat a few simple words! can say/repeat a few words and simple phrases. has to repeat in order to achieve the correct pronunciation	can sometimes copy a few simple words but there are some mistakes	can recognise a few cognates can understand a few familiar spoken words and phrases with the help of repetition, mime or pictures
3	can identify the main points and simple opinions in a short spoken passage, with repetition	can understand a range of familiar written phrases; can read aloud familiar words and phrases; can translate short familiar phrases into English	can answer simple questions and give basic information using some full sentences; can use some familiar classroom language	can write one or two short sentences with support; am starting to spell simple words correctly from memory; can translate short familiar phrases into the foreign language	use familiar classroom language for everyday transactions
4	can identify the main points and simple opinions in a short spoken passage; can understand the main points and some details from longer spoken passages with some unfamiliar language; can identify opinions and reasons	can identify the main points and simple opinions in a short written text; can translate short familiar sentences into English	can take part in a short conversation of at least 3 exchanges from memory; can give simple opinions; can change single words in phrases to make new ones; can use a range of classroom language?	can write at least 3 short, clear sentences from memory; can give simple opinions; can translate short familiar phrases into the foreign language	use a dictionary to look up words
5	can work out the gist of a passage referring to the past or future as well as the present ; can note some complex opinions;	can understand the main points, ideas and purpose and some of the detail from a longer written text; can identify opinions and reasons; am beginning to work out the gist of written texts eg in poems or stories; can confidently use a dictionary to find new words; can understand main points in a text referring to present and past or future events on several topics; can note some complex opinions; can translate short paragraphs with some unfamiliar language into English	can take part in a short conversation of 4 -5 exchanges; can give opinions and reasons; am starting to use simple connectives; can pronounce unfamiliar words clearly; can ask for information	can write 4-5 sentences on a familiar topic adapting language I have already learned; can give reasons and opinions; can use connectives; can translate short familiar paragraphs into the foreign language	use a dictionary to check gender and look up words
6	can note most complex opinions; can understand longer passages and recognise different peoples' points of view; can use my knowledge of grammar to understand familiar language in a new context;	can note a range of complex opinions; can understand longer texts and recognise peoples' points of view; can translate extended paragraphs with some unfamiliar or complex language into English;	can take part in a conversation using present and past or future events; am starting to use complex opinions; use prior learning in my work; can refer to the past, present and future in a range of topics; can use a range of complex opinions and connectives; am more confident in saying phonemes?; can give a short prepared talk on a topic of my choice	can write a longer text on familiar topics; can refer to present and past or future events; am starting to use complex opinions; can write a longer text and refer to past/present/future events; can translate extended paragraphs with some unfamiliar into the foreign language	

	Listening	Reading	Speaking	Writing	General Skills
7	am starting to be able to work out the meaning of unfamiliar words and inferred information; can understand spoken passages referring to past, present AND future events on several topics; am starting to identify and understand more difficult structures; can understand a range of different spoken passages; can translate extended paragraphs with some unfamiliar language or complex structures into English;	can use my knowledge of grammar to understand familiar language in a new context; am starting to work out the meaning of unfamiliar words and inferred information; can give an accurate translation into English; am starting to identify and understand more difficult structures	can take part in a conversation using present and past or future events; am starting to use complex opinions;	can use a range of complex opinions and connectives; use my prior learning regularly in my work; can use grammar to build my own phrases in new contexts; am beginning to use more complex structures; can translate extended paragraphs with some unfamiliar language or complex structures into the foreign language	use the foreign language when talking to other pupils
8	can usually work out the meaning of unfamiliar words and inferred information; can sometimes identify and understand more difficult structures; can understand passages including some unfamiliar material and can recognise attitudes and emotions	can understand a range of different written material eg literature, factual texts; can usually work out the meaning of unfamiliar words and inferred information; can understand passages referring to past, present AND future events on several topics; can usually identify and understand more difficult structures; can translate extended texts with some unfamiliar language and complex structures into English;	can use grammar to build my own phrases in new contexts; am beginning to use more complex structures?; can initiate and develop conversations	can use a dictionary to help me with my verbs; can write formally and informally; can write at varying lengths; can structure my ideas by linking sentences and organising paragraphs; can edit and redraft my work; am using a wide range of vocabulary; can translate a text from English into the foreign language accurately; am using more complex structures in my work successfully; can translate extended texts with some unfamiliar language and complex structures into the foreign language	include unfamiliar structures by using grammar notes independently

Music

	Performing	Composing	Listening and Understanding
2	Can repeat simple melodies and rhythms. Using voice and untuned percussion.	I can use one or two notes to create a basic melody and rhythm	Can recognise the basic intentions of a piece of music.
3	Can perform from lettered notation and ear on tunes and untuned percussion.	I can use given ideas and make them my own to create a simple melody	Can describe what they hear in a piece of music using limited vocabulary.
4	You can perform from ear and simple notation on a variety of instruments.	You can compose simple melodies in different styles.	You can compare and suggest improvement to your work using some musical terminology.
5	You can perform as part of a group whilst maintaining your own part.	You can compose and improvise different styles for set instruments/ voices.	You can use musical terminology to discuss a piece of music.
6	You can perform main parts of your music while leading others in your group.	You can compose and improvise for a range of instruments/ voices in a variety of styles using given structures and textures.	You can recognise musical devices in a piece of music.
7	You can give accurate performances that demonstrate good communication with other performers and an audience. This may also be on a specialised instrument.	You can compose and improvise on a range of instruments/voices in a variety of styles with sophistication using a range of structures and textures.	Can give extended response to a piece of music describing the use of musical devices giving a basic context.
8	You can give expressive and sophisticated performances that demonstrate good communication with other performers and an audience. This may also be on a specialised instrument.	You can compose and improvise on a range of instruments/voices in a variety of styles with sophistication using a range of structures and textures. You can also use a range of tonalities and devices expressively.	Can give extended, sophisticated and structured response to a piece of music describing the use of musical devices to achieve an end product giving some historical context.

Physical Education

	Aim 1: Develop technical, skilful & tactical competence	Aim 2: Develop physical confidence via fitness development	Aim 3: Analyse performance effectively	Aim 4: Lead healthy, active lives
2	<p>I can select and use techniques & skills appropriately.</p> <p>I am able to choose the right skills, and perform them with control and co-ordination.</p> <p>I am able to understand and apply a few tactics required in games & performances</p> <p>I can understand tactics/composition by starting to vary my response</p>	<p>I approach and try new activities positively and try my best at all times.</p> <p>I am able to name and describe some muscles in the body and a few components of fitness.</p> <p>I am aware that sometimes exercise is difficult & the more I do it the better it is for me and the chances of me becoming fitter are increased.</p>	<p>I can self-assess my own performance.</p> <p>I can improve my own performance by comparing my work to other students.</p> <p>I can start to think about strengths & areas to improve in my own, and others' work.</p>	<p>I understand why a warm-up is important</p> <p>I know why physical activity & exercise is good for me.</p> <p>I know how eating the right things can affect my health positively.</p> <p>I am aware of the school & local opportunities to extend my participation level.</p>
3	<p>I can start to link techniques, skills & ideas and apply them appropriately.</p> <p>My performance is starting to show elements of precision, control & fluency</p> <p>I understand a range of tactics, strategies & composition in performance.</p>	<p>I can explain basic safety principles in exercise.</p> <p>I can plan & lead an effective warm up for myself and others.</p> <p>I am fully aware of the need to develop physical capacity when working and to challenge myself always, from a fitness point of view.</p> <p>I always show commitment & physical persistence to all tasks and challenges presented.</p>	<p>I can compare & comment informatively on techniques & skills used by myself & others'.</p> <p>I can use the understanding I currently possess to analysis a performance and offer advice on how to improve.</p> <p>I am aware of the need to always strive for self - improvement in all activities I undertake by knowing my capabilities.</p>	<p>I can describe how exercise affects my body & why activity is good for my health.</p> <p>I know how important diet and regular safe exercise is for my health & well-being.</p> <p>I am actively exploring the school & local opportunities to extend my participation level.</p>
4	<p>I can modify & refine techniques & skills to improve performance.</p> <p>I am able to choose & co-ordinate techniques & skills showing consistent accuracy, control & fluency.</p> <p>I can change the technique and skill I require in response to changing situations & circumstances.</p> <p>I am able to adapt & change strategies, tactics & compositions to produce effective outcomes.</p>	<p>I am aware of how important cardiovascular fitness and muscular endurance & strength are in activities.</p> <p>I can cope with periods of activity & exercise without getting too tired and losing mental focus.</p> <p>I am aware of my current physical limits and strive to reach them as often as possible during activity.</p> <p>I am aware of the very strong link between being physically fit and being skilful in performance.</p>	<p>I am able to analyse & talk informatively & confidently on strengths & areas to improve in performance.</p> <p>I can start to link components of fitness to specific performances & how these assist in a successful practical outcome.</p> <p>My technical understanding and language is developing for each activity, so I can evaluate performance more comprehensively.</p> <p>I can offer technically correct & sound advice to others.</p>	<p>I can fully explain how the body reacts to exercise.</p> <p>I have an initial understanding of health conditions that can be avoided & improved through regular exercise & healthy eating.</p> <p>I am involved in some school & local opportunities which are extending my participation levels and contributing to a healthy lifestyle.</p>
5	<p>I can select & combine demanding techniques & skills with very consistent control, precision & fluency that meet the demands of the activity.</p> <p>I am able to quickly identify strengths & weaknesses in the opposition and use this information to devise tactics.</p> <p>I use creative & imaginative ways to outwit my opponent, overcome challenges & solve problems successfully.</p>	<p>I strive to overcome physical challenges with confidence & determination to achieve personal bests & success.</p> <p>I know what training methods I can use to improve the components of fitness I need for general well-being but also for specific activities.</p> <p>I can cope with prolonged periods of exercise & activity, maintaining focus.</p>	<p>I can respond to my own self-evaluation & self-assessment to refine & improve my performance.</p> <p>I can modify and refine others' performances by identifying the key elements that require attention.</p> <p>I can watch a performance before assessment and after assessment and identify clearly the differences and areas still requiring improvement.</p>	<p>I am aware of how the body recovers from exercise and how rest and repair contribute to improved fitness & health levels.</p> <p>I record my weekly activity sessions to ascertain progress.</p> <p>I participate regularly in school & community clubs & activities.</p>

	Aim 1: Develop technical, skilful & tactical competence	Aim 2: Develop physical confidence via fitness development	Aim 3: Analyse performance effectively	Aim 4: Lead healthy, active lives
6	I can select and combine higher level & advanced techniques/skills with consistency, precision & originality which are appropriate for the situation. I can apply & develop advanced strategies, tactics and compositional ideas which can be modified & refined quickly. I can devise solutions to suit many scenarios when looking to outwit opponents of varying abilities & skills.	I always try to be the best I can be by looking to continually challenge my personal bests & improve my physical fitness limits. I embrace any new activity with confidence and a positive attitude towards self-improvement. I can cope with very prolonged periods of exercise & activity, maintaining total focus. I am always looking to improve my physical capacity wherever I can.	I can analyse fully individual & group performance, providing robust feedback on how to improve further & reinforce/solidify strengths. I have a good knowledge & understanding of tactics and strategies & how groups can develop these to improve future success levels. I can offer very sound advice relating to technique, skills, tactics, composition & fitness to help improve my own & others' overall performance levels	I am fully aware of how to keep my body healthy & follow my own PEP. I am fully aware of the components of fitness that are my strengths & ones I need to improve in. I am an active member of the after school fitness suite club & participate in a number of school & community clubs & activities.
7	I consistently distinguish & apply very advanced techniques & skills with precision, originality/fluency. I draw on my knowledge & understanding of advanced tactics & composition to regularly outwit opponents. I can adapt my own performance with proficiency & flair in relation to fellow performers. I can react seamlessly to changing circumstances and achieve the desired results on a consistent basis.	I always aim to get the maximum physical gains out of all sessions I participate in. I am able to lead & coach others in a variety of contexts where I can motivate others to reach their physical peak. I look forward to all physical challenges and fully understand & accept what processes are occurring in my body when it is put under physical stress & pressure.	I consistently display a very high level of observational skills allowing me to analyse all performances accurately & comprehensively. I can plan ways of improving performance in the future for myself & others confidently. I am able to critically evaluate my own and others' work showing a high level of understanding of skills, strategy, tactics, composition & fitness for purpose & how these impact on effective performance.	I can use my own knowledge & understanding of health, fitness & social well-being to evaluate my own and others' PEP's. I have a very good understanding of all components of fitness and how these components can be developed and trained to aid a healthy & active lifestyle.
8	I use and apply extremely advanced techniques & skills with precision, control originality & fluency which bring about the desired outcome that the situation requires. Drawing on what I know of the principles of advanced strategies, tactics & composition, I consistently produce work that clearly demonstrates originality, proficiency & flair. I am able to independently find imaginative solutions to problems posed by others and opponents who are seeking to outwit me. I am able to react to unexpected situations with clear coherent thinking utilising the appropriate technique, skill or decision to achieve the desired outcome.	I always try and push myself to my maximum physical output in everything I do, seeking to make marginal gains in my fitness levels. I am able to perform at a high level during sustained periods of physical exercise and activity without performance being compromised. I am fully aware of the 'tear and repair' recovery process in terms of making strength gains and understand that DOMS is an inevitable by-product of training and nothing to be concerned about. I can confidently lead others in activity and can share my knowledge and understanding of fitness related issues in the hope that they will share a similar motivation to myself.	I can independently reach judgements about how my own and others' performance can be further refined and improved by prioritising aspects for further development. I am fully aware of what may inhibit a performance and I am able to suggest methods to address these issues so future performance can be improved upon. I fully understand the many facets that make up the 'perfect model' for performance and how each one can affect the other. Armed with this knowledge I can fully and critically analyse performance to a high degree.	I totally & fully understand the contribution that physical activity & regular exercise makes to mine and others' physical, mental & social well-being. I regularly participate in physical activity both in and out of school and follow a structured and planned PEP developing various components of fitness. I am more than aware of the need to continue with a healthy & fit lifestyle into adulthood and to develop an ethos of lifelong involvement in physical activity & exercise.

Technology

	Research and Planning	Generating Design Ideas	Developing Design Ideas	Making	Evaluating
3	I can find relevant images which will help me to create a design	I can draw 2/3 ideas which are coloured and textured to look realistic. My ideas are labelled and relate to the brief. I can identify and write down good and bad points of my design	My development work uses a mixture of coloured sketches and labels to tell the teacher about the materials and size I can develop different ideas for my research	My work is mostly finished with some accuracy in parts I have safely used one or more skills	I can identify where I was successful/ unsuccessful in my work.
4	I can collect data from sources to help me in my work e.g. existing products, simple data and images.	I can come up with a number of ideas which meet my specification I can clarify my ideas when asked and use words, labelled sketches and simple models to communicate the details of my design	My development work uses a mix of labelled sketches showing materials, sizes and function	I have produced a product which is mainly finished and uses two or more skills. I can work independently at times during my practical work. I can work safely.	I can identify a way in which my work can be improved with reference to my specification.
5	My research and analysis links to my brief and gives me technical information like sizes and materials for my specification. I can investigate the work of others including past and present designers to inform my own design thinking	I can communicate a variety of creative ideas that cater for the needs of others. I use notes, sketches and models that show I am aware of the constraints. My ideas show some technical understanding of materials, components etc which have been drawn from my research and analysis.	I can use 2D/3D drawings and modelling to show understanding of costs, materials, how it works, who it is for and what their taste is like. My annotation references the specification	I can use tools correctly and safely. I can work with some accuracy. I can produce work which has a good level of demand in parts.	I can evaluate my work in writing and reflect upon ways in which my work can be improved with reference to my specification.
6	I can collect data from my simple surveys and other sources. I can analyse my research with regard to aesthetic, economic and environmental issues that link to my work. I can write a design specification which reflects some of the findings of my research.	I can produce a variety of ideas linked to my research and specification. My ideas show evidence of allowing for cultural differences and users' needs. I have closely considered form and function of the product. I have a clear understanding of how my product will work.	My detailed annotation fully references the specification. I have clarified form and function through modelling my ideas.	I can work with some independence to produce a product using a range of tools, equipment, components, materials and processes. I work with some precision to produce a good quality product.	I can test my product and document what is working well and what could be improved. I can evaluate my product against the main points of my specification considering future improvements.
7	I can analyse the form and function of similar products and apply my understanding to my own work. I have found out what my target market wants/ needs through analysis of my research. I can write a design specification which identifies key aspects needed to develop design ideas.	I can produce a variety of 2D and 3D creative ideas and models influenced by my research into other designers.	I can use a wide range of information to improve and develop my chosen idea with clear reference to the specification.	I can work independently to produce a good quality product showing understanding of material characteristics I have produced a product which is demanding in its range of skills.	I can evaluate my product as it is used and identify ways of improving it. Based on user feedback I have identified future improvements.

	Research and Planning	Generating Design Ideas	Developing Design Ideas	Making	Evaluating
8	<p>My research analysis shows clear understanding of the production processes which would be used in industry.</p> <p>My research analysis clearly shows trends and patterns in the design of similar products and in the work of other designers.</p> <p>I consider primary and secondary users in my research.</p> <p>My research shows a thorough understanding of physical properties and working characteristics of materials.</p> <p>I can re-interpret others' design ideas/design movements in new contexts, adapting and developing them so they become my own.</p>	<p>My research and analysis identifies areas that conflict, and I resolve the problems in a creative way</p>	<p>I use a range of strategies to fully develop and model ideas so that they are realistic and suitable for a range of users.</p>	<p>I can skilfully work with a range of tools and equipment to a high standard of accuracy and safety.</p> <p>I can produce a high quality product taking fully into account material characteristics and properties.</p>	<p>I can select appropriate techniques to evaluate how my product performs in use.</p> <p>I can explain how to improve my products performance.</p>
9	<p>Using my research I can independently address the interests, problems and preferences of a wide range of people.</p>	<p>My decision making is based on sound knowledge gained from my research - in particular physical properties and working characteristics.</p>	<p>Through drawing and modelling I show all final details including materials, components, quantities and processes and meet all my specification points.</p>	<p>I can make a very high quality product using a range of techniques including CAM.</p> <p>Physical properties and working characteristics are fully considered.</p>	<p>I can clearly relate my evaluative findings to current environmental, ethical, social and cultural issues.</p>