

Assessment area	Developing	Secure	Excellent
<b>RECORDING OBSERVATIONS</b> (In visual and written forms)	<ul style="list-style-type: none"> <li>• Makes basic responses to stimuli.</li> <li>• Written descriptions are partially developed and use of subject-specific language is limited.</li> <li>• Some attempt to record shape, tone and texture in observational drawing.</li> </ul>	<ul style="list-style-type: none"> <li>• Spelling, punctuation and grammar are correct and subject-specific language is used to describe observations.</li> <li>• Drawings are well-observed with mostly accurate shape, tone and texture.</li> </ul>	<ul style="list-style-type: none"> <li>• Confident use of a broad range of subject-specific vocabulary; written observations are detailed and thorough.</li> <li>• Perceptive analyses of objects results in skilful and accurate observational drawings.</li> </ul>
<b>PRACTICAL SKILLS / USE OF MEDIA</b>	<ul style="list-style-type: none"> <li>• Can use a range of materials by following instructions given, although outcomes are often basic or incomplete.</li> <li>• Some ability to select appropriate media but relies on guidance.</li> </ul>	<ul style="list-style-type: none"> <li>• Outcomes demonstrate a growing confidence in handling a wide range of media.</li> <li>• Shows ability to select and control chosen media appropriately and is showing greater independence with these choices.</li> </ul>	<ul style="list-style-type: none"> <li>• Controls a wide range of media with confidence and skill including new and unfamiliar materials.</li> <li>• Independently explores the possibilities of materials building upon previous knowledge.</li> <li>• Is able to refine and modify their use of media.</li> </ul>
<b>CREATIVE THINKING / IDEAS</b>	<ul style="list-style-type: none"> <li>• Demonstrates a superficial understanding of artistic concepts.</li> <li>• Planning and ideas are literal and under-developed and as a result do not provide challenge.</li> </ul>	<ul style="list-style-type: none"> <li>• Understands the creative process and the need to make links in order to create successful outcomes.</li> <li>• Can describe and explain artistic concepts.</li> </ul>	<ul style="list-style-type: none"> <li>• Is able to analyse and make links between artistic concepts and their own work.</li> <li>• Ideas are ambitious and imaginative and demonstrate the ability to solve creative problems.</li> </ul>

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<b>GROUPWORK</b>	<ul style="list-style-type: none"> <li>• Works cooperatively with a variety of people.</li> <li>• Offers some suggestions for devising drama.</li> <li>• Focuses on the task in hand nearly all the time.</li> </ul>	<ul style="list-style-type: none"> <li>• Works sensitively and cooperatively with others.</li> <li>• Contributes ideas of their own.</li> <li>• Listens to and develops the ideas of others.</li> <li>• Focuses clearly on the task in hand.</li> </ul>	<ul style="list-style-type: none"> <li>• Works positively with anyone in the class.</li> <li>• Gives and accepts feedback from both teachers and peers.</li> </ul>
<b>MAKING</b> Exploring, devising, shaping and interpreting	<ul style="list-style-type: none"> <li>• Supports the planning and structuring of work.</li> <li>• Uses different ways to explore plot and character.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses skills and knowledge of drama to devise work of different types for different purposes.</li> <li>• Creates roles with some depth, and appropriate to the needs of the piece.</li> </ul>	<ul style="list-style-type: none"> <li>• Creates clearly defined roles, with depth and a grasp of motivation.</li> <li>• Refines and improves performance through the rehearsal process.</li> </ul>
<b>PERFORMING</b> Presenting and producing work.	<ul style="list-style-type: none"> <li>• Establishes a role with some control over voice and movement.</li> <li>• Performs with some confidence.</li> <li>• Stays in role for most of the time, communicating simple roles.</li> </ul>	<ul style="list-style-type: none"> <li>• Creates, performs and sustains different roles in performance.</li> <li>• Performs with confidence.</li> <li>• Uses an increasing range of dramatic techniques in my work.</li> </ul>	<ul style="list-style-type: none"> <li>• Gives clear and coherent performance.</li> <li>• Communicates detailed roles effectively.</li> </ul>
<b>RESPONDING</b> Evaluating and applying knowledge and understanding.	<ul style="list-style-type: none"> <li>• When asked by a teacher can discuss the difference between my work and that of others, suggesting improvements.</li> <li>• Uses a basic drama vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses the correct drama vocabulary.</li> <li>• Can say why she used a particular skill at any given point.</li> <li>• Reflects on her work and the work of others positively and constructively.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses a wide range of drama vocabulary and technical terms.</li> <li>• Uses evaluation to develop her own work and the work of the group.</li> </ul>

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<p><b><u>DESIGNING</u></b></p> <p><b>Research and analysis</b></p> <p><b>Specification</b></p> <p><b>Generate ideas</b></p> <p><b>Develop solution</b></p>	<ul style="list-style-type: none"> <li>• Understands the task and what has to be done.</li> <li>• Can find out things which relate to the task.</li> <li>• Can use what is already known to help with designing.</li> </ul>	<ul style="list-style-type: none"> <li>• Can write a statement explaining what is being designed and for whom.</li> <li>• Can find information to help with designing from sources which have been identified by the teacher.</li> <li>• Has investigated similar products and used the information when designing.</li> <li>• Can produce a range of statements by which the end product can be evaluated.</li> </ul>	<ul style="list-style-type: none"> <li>• Can write a statement which explains the design task to be solved and for who (Design Brief).</li> <li>• Is able to select information from sources other than those offered by the teacher and use that information when designing.</li> <li>• Is able to complete a Product Analysis activity of similar products with limited support from the teacher.</li> <li>• Is able to specify a range of criteria by which to judge the product (ACCESS FM).</li> <li>• Can write a specification to aid designing and making the product.</li> <li>• Can suggest a variety of ways in which one idea might be made with modifications and improvements.</li> </ul>

<p><b><u>MAKING</u></b></p> <p><b>Planning</b></p> <p><b>Complexity</b></p> <p><b>Finish</b></p>	<ul style="list-style-type: none"> <li>• Can describe what needs to be done next</li> <li>• Can select materials from the range provided.</li> <li>• Can select tools the tools needed to work with using their correct names.</li> <li>• Can select the correct techniques and processes from those shown by the teacher.</li> <li>• Can measure/mark out/weigh materials and/or ingredients.</li> <li>• Can cut/shape/mould materials to make the product.</li> <li>• Can combine/join materials in either a temporary or permanent way.</li> </ul>	<ul style="list-style-type: none"> <li>• Has thought ahead about what is intended to be done and how to do it.</li> <li>• Has made decisions about the tools and equipment that will be needed.</li> <li>• Has planned the sequence of making either in a group or as a class to avoid problems.</li> <li>• Has kept a record of planning either as text or as labelled sketches (Retrospective)</li> <li>• Can measure/mark out/weigh materials and/or ingredients to an approximate measurement.</li> <li>• Can cut and shape materials with some precision.</li> <li>• Can use machinery which has been demonstrated by the teacher to alter materials.</li> </ul>	<ul style="list-style-type: none"> <li>• Can list the tools and equipment needed before starting an activity (Short Task).</li> <li>• Is able to plan the process as a combination of both text and images (Storyboard).</li> <li>• Can show evidence that the overall ‘time’ to be spent on each task has been considered.</li> <li>• Is able to suggest alternative ways of proceeding if problems arise.</li> <li>• Can make templates to aid marking out.</li> <li>• Can work with increased accuracy (e.g. cutting to within 1mm of a line or weighing to within a few grams).</li> <li>• Has shown evidence that work is checked as it develops (Quality Control).</li> </ul>
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<p><b><u>EVALUATING</u></b></p> <p><b>Analyse</b></p> <p><b>Testing</b></p> <p><b>Impact</b></p>	<ul style="list-style-type: none"> <li>• Can talk about designs explaining both good and bad points</li> <li>• Can record changes made whilst making as notes.</li> <li>• Can discuss with the teacher how well the finished design meets the design criteria.</li> </ul>	<ul style="list-style-type: none"> <li>• Has made decisions about which design to make by looking at its strengths and weaknesses.</li> <li>• Is able to identify what worked well and what could be improved on design</li> <li>• Has judged the product against the design criteria.</li> </ul>	<ul style="list-style-type: none"> <li>• Has evaluated the product against the criteria and specification identifying what parts of the product work well and what needs to be improved.</li> <li>• Is able to justify reasons for selecting materials and ingredients for the making of the product.</li> <li>• Has planned an evaluation activity for a small group (e.g. Product Analysis, Sensory Analysis, Product Evaluation).</li> </ul>
<p><b><u>COMMUNICATION</u></b></p>	<ul style="list-style-type: none"> <li>• Can use labelled drawings to describe/record ideas.</li> <li>• Can produce simple models to show how the design has developed.</li> <li>• Can use the correct technical names of materials and equipment that have been used.</li> </ul>	<ul style="list-style-type: none"> <li>• Can describe a technical process either verbally or in writing so that someone else can follow it.</li> <li>• Can use more than one drawing to graphically describe the same idea (e.g. front view, side view, bird's eye view).</li> <li>• Has demonstrated the ability to work from simple plans and sequenced drawings.</li> </ul>	<ul style="list-style-type: none"> <li>• Can draw plans using a standard format that can be followed by others.</li> <li>• Can make a prototype of the design using materials to communicate the idea to someone else.</li> <li>• Can sketch and model alternatives to the original ideas.</li> <li>• Has used a computer to help model ideas.</li> </ul>

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<b>READING</b>	<ul style="list-style-type: none"> <li>• Has some understanding of significant ideas, themes, events and characters.</li> <li>• Reads with some inference and deduction.</li> <li>• Makes some use of quotations and textual evidence.</li> </ul>	<ul style="list-style-type: none"> <li>• Has a secure understanding of significant ideas, themes, events and characters.</li> <li>• Can develop explanation of inferred meaning.</li> <li>• Has an awareness of effects of the writer’s techniques on the reader.</li> <li>• Can identify writer’s viewpoint.</li> <li>• Reads widely independently.</li> </ul>	<ul style="list-style-type: none"> <li>• Has a detailed and confident understanding of significant ideas, themes, events and characters.</li> <li>• Has increasingly independent interpretations of a range of texts.</li> <li>• Gives detailed explanations of how the writer’s techniques affect the reader.</li> <li>• Explores relevant viewpoints.</li> <li>• Challenges self in a wide range of independent reading.</li> </ul>
<b>WRITING</b>	<ul style="list-style-type: none"> <li>• Shows some awareness of how to organise writing and includes relevant and/or imaginative features.</li> <li>• Shows some awareness of audience and purpose.</li> <li>• Basic punctuation is used accurately.</li> <li>• Spelling is generally accurate.</li> </ul>	<ul style="list-style-type: none"> <li>• Writing is shaped, varied and interesting, conveying meaning clearly.</li> <li>• Has a secure understanding of audience and purpose.</li> <li>• A range of punctuation usually used accurately.</li> <li>• Common words spelt correctly, including those with irregular patterns.</li> </ul>	<ul style="list-style-type: none"> <li>• Keen to experiment with language and form to develop a personal voice.</li> <li>• Can confidently adapt writing according to audience and purpose.</li> <li>• Confident use of a range of punctuation.</li> <li>• Ambitious, uncommon words usually spelt correctly.</li> </ul>
<b>SPEAKING AND LISTENING</b>	<ul style="list-style-type: none"> <li>• Makes some relevant contributions to S&amp;L activities.</li> <li>• Can give a presentation which is clear and shows some awareness of structure.</li> </ul>	<ul style="list-style-type: none"> <li>• Talks and listens confidently and with focus in a range of contexts, including formal.</li> <li>• Can give a structured and appropriate formal presentation.</li> </ul>	<ul style="list-style-type: none"> <li>• Makes significant, sustained and relevant contributions to S&amp;L activities.</li> <li>• Can give a lively presentation using deliberate language choices and a range of techniques to engage the audience.</li> </ul>

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<p><b>CONTEXTUAL WORLD KNOWLEDGE OF LOCATIONS, PLACES AND GEOGRAPHICAL FEATURES</b></p>	<ul style="list-style-type: none"> <li>• Has some locational knowledge about places and environments in the local area, the UK and the wider world.</li> </ul>	<ul style="list-style-type: none"> <li>• Has begun to develop a more detailed and extensive framework of knowledge of the world, including globally significant physical and human features.</li> </ul>	<ul style="list-style-type: none"> <li>• Has a more detailed framework of knowledge of some parts of the world, including globally significant physical and human features and places in the news.</li> </ul>
<p><b>UNDERSTANDING OF THE CONDITIONS, PROCESSES AND INTERACTIONS THAT EXPLAIN GEOGRAPHICAL FEATURES, DISTRIBUTION PATTERNS, AND CHANGES OVER TIME AND SPACE</b></p>	<ul style="list-style-type: none"> <li>• Shows understanding by describing places and features studied using appropriate geographical vocabulary, identifying some similarities and differences and simple patterns.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates knowledge and understanding of the wider world by investigating human and physical features and patterns, how places change and some links between people and environments.</li> <li>• Has become more adept at comparing places and understands some reasons for similarities and differences.</li> </ul>	<ul style="list-style-type: none"> <li>• Understands in some detail what a number of places are like, how and why they are similar and different.</li> <li>• Knows about some spatial patterns in physical and human geography and the conditions which influence those patterns.</li> <li>• Shows some understanding of the links between places, people and environments.</li> </ul>
<p><b>COMPETANCE IN GEOGRAPHICAL ENQUIRY, AND THE APPLICATION OF SKILLS</b></p>	<ul style="list-style-type: none"> <li>• Is able to investigate places and environments by asking and answering questions, making observations and using sources such as maps, atlases, images and aerial photos.</li> </ul>	<ul style="list-style-type: none"> <li>• Is able to investigate places and environments by asking and responding to geographical questions, making observations and using sources such as maps, atlases, images and aerial photos.</li> <li>• Can express own opinions and recognise that others may think differently.</li> </ul>	<ul style="list-style-type: none"> <li>• Is able to carry out investigations using a range of geographical questions, skills and sources of information including a variety of maps, graphs and images.</li> <li>• Can express and explain their opinions, and recognise why others may have different points of view.</li> </ul>

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<b>FACTUAL KNOWLEDGE</b>	<ul style="list-style-type: none"> <li>• Limited use of some key terms.</li> <li>• Has basic knowledge of events studied.</li> </ul>	<ul style="list-style-type: none"> <li>• Some depth of knowledge.</li> <li>• Basic use of key terms.</li> <li>• Key terms and vocabulary and uses them appropriately.</li> </ul>	<ul style="list-style-type: none"> <li>• Good depth of knowledge.</li> <li>• Correct use of key terms and vocabulary and spells correctly.</li> </ul>
<b>EXTENDED WRITING</b>	<ul style="list-style-type: none"> <li>• Able to identify issue/topic.</li> <li>• Makes good use of writing frames.</li> </ul>	<ul style="list-style-type: none"> <li>• Describes events.</li> <li>• Some structural devices used.</li> <li>• Beginning to make individual choices about how to structure writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Can explain one reason/event confidently.</li> <li>• Confident use of paragraphs and structure.</li> <li>• Some independent planning and construction.</li> <li>• Able to reach a judgement.</li> </ul>
<b>CONCEPTUAL THINKING</b>	<ul style="list-style-type: none"> <li>• Does not comprehend key concepts.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognises key concepts.</li> </ul>	<ul style="list-style-type: none"> <li>• Mostly understands key concepts.</li> </ul>
<b>SOURCE SKILLS</b>	<ul style="list-style-type: none"> <li>• Able to differentiate between types of sources and can extract surface details from source.</li> </ul>	<ul style="list-style-type: none"> <li>• Able to make inferences from two different sources.</li> <li>• Makes judgement about source information but takes at face value.</li> </ul>	<ul style="list-style-type: none"> <li>• Goes beyond face value.</li> <li>• Beginning to consider nature, origin and purpose of source.</li> </ul>

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<p><b>COMPUTER SCIENCE</b></p>	<ul style="list-style-type: none"> <li>• Solve problems by decomposing them into smaller parts.</li> <li>• Use selection in programs.</li> <li>• Work with variables.</li> <li>• Use logical reasoning to explain how some simple algorithms work.</li> <li>• Use logical reasoning to detect and correct errors in algorithms.</li> <li>• Understand computer networks including the internet.</li> <li>• Appreciate how search results are ranked.</li> </ul>	<ul style="list-style-type: none"> <li>• Use computational abstractions</li> <li>• Model state of real world problems.</li> <li>• Use a programming language to solve computational problems.</li> <li>• Understand simple Boolean logic.</li> <li>• Understand how numbers can be represented in binary.</li> <li>• Understand the hardware components that make up computer systems.</li> <li>• Understand how text can be represented digitally in the form of binary digits.</li> <li>• Understand how pictures can be represented digitally in the form of binary digits.</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate computational abstractions.</li> <li>• Model state of physical systems.</li> <li>• Model behaviour of real world problems.</li> <li>• Understand several key algorithms that reflect computational thinking.</li> <li>• Use at least one additional programming language (that must be textual) to solve computational problems.</li> <li>• Make use of appropriate data structures.</li> <li>• Design modular programs that use procedures or functions.</li> <li>• Understand uses of Boolean logic in programming.</li> <li>• Be able to carry out simple operations on binary numbers.</li> <li>• Understand the software components that make up computer systems.</li> <li>• Understand how instructions are stored by computer systems.</li> <li>• Understand how text can be manipulated digitally in the form of binary digits.</li> <li>• Understand how sounds can be represented digitally in the form of binary digits.</li> <li>• Understand how pictures can be manipulated digitally in the form of binary digits.</li> </ul>

<b>INFORMATION TECHNOLOGY</b>	<ul style="list-style-type: none"> <li>• Combine a variety of software to accomplish given goals.</li> <li>• Select use and combine software on a range of digital devices.</li> <li>• Analyse data.</li> <li>• Evaluate data.</li> <li>• Design and create systems.</li> </ul>	<ul style="list-style-type: none"> <li>• Undertake creative projects with challenging goals.</li> <li>• Use multiple applications.</li> <li>• [Work with] applications across a range of devices</li> <li>• Collect data.</li> </ul>	<ul style="list-style-type: none"> <li>• Combine multiple applications to achieve challenging goals.</li> <li>• Analyse data.</li> <li>• Meet the needs of known users.</li> </ul>
<b>DIGITAL LITERACY</b>	<ul style="list-style-type: none"> <li>• Understand the opportunities computer networks offer for collaboration.</li> <li>• Be discerning in evaluating digital content.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand a range of ways to use technology respectfully.</li> <li>• Recognise inappropriate content.</li> <li>• Recognise inappropriate contact.</li> <li>• Recognise inappropriate conduct.</li> <li>• Know how to report concerns.</li> <li>• Reuse digital artefacts for a given audience.</li> <li>• Attend to usability of digital artefacts.</li> <li>• Understand a range of ways to use technology safely.</li> </ul>	<ul style="list-style-type: none"> <li>• Revise digital artefacts for a given audience.</li> <li>• Attend to trustworthiness of digital artefacts.</li> <li>• Protect online identity.</li> <li>• Protect privacy.</li> </ul>



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<b>NUMBER SKILLS</b>	<ul style="list-style-type: none"> <li>• Some success in applying the four operations including BIDMAS and rounding and estimation.</li> <li>• Have an understanding of the units of mass, length, volume, time etc.</li> <li>• Know basic integer powers and associated real roots of smaller numbers.</li> <li>• Understand the concepts and vocabulary of prime numbers, multiples, HCF and LCM.</li> </ul>	<ul style="list-style-type: none"> <li>• Ordering correctly positive and negative numbers and applying the four operations with some success including BIDMAS. Understanding and applying estimation and rounding.</li> <li>• Use consistently in context the units of mass, length, volume, time etc.</li> <li>• Use positive powers of 2 to 10 and roots of numbers up to 100.</li> <li>• Show confidence in finding factors and multiples, HCF and LCM (not necessarily using a formal method).</li> </ul>	<ul style="list-style-type: none"> <li>• Apply the four operations confidently to both positive and negative numbers, including BIDMAS. Also estimate and round accurately.</li> <li>• Deal confidently with units of mass, length, volume, time etc.</li> <li>• Understand fully positive integer powers and associated real roots (square, cube and higher).</li> <li>• Understand fully prime factorisation, and linking this with HCF and LCM.</li> </ul>
<b>FRACTION, DECIMALS AND PERCENTAGES</b>	<ul style="list-style-type: none"> <li>• Some success in applying the four operations to both proper and improper fractions and decimals.</li> <li>• Understand the relationship between percentages, fractions and decimals. Calculate basic percentage change.</li> <li>• Express one quantity as a percentage of another.</li> </ul>	<ul style="list-style-type: none"> <li>• Show confidence in applying the four operations to both proper and improper fractions and decimals.</li> <li>• Solve problems involving percentage change and interpret these using a multiplier.</li> <li>• Compare two quantities using percentages.</li> </ul>	<ul style="list-style-type: none"> <li>• Apply the four operations confidently to both proper and improper fractions and decimals.</li> <li>• Confidently solve problems involving percentage change including original value problems and simple interest.</li> <li>• Compare two or more quantities given as percentages, fractions or decimals.</li> </ul>
<b>RATIO</b>	<ul style="list-style-type: none"> <li>• Use ratio notation including reduction to simplest form.</li> </ul>	<ul style="list-style-type: none"> <li>• Divide a given quantity into two parts in a given ratio.</li> </ul>	<ul style="list-style-type: none"> <li>• Express the division of a quantity into two parts as a ratio. Apply ratio to real contexts and problems.</li> </ul>

<b>ALGEBRA</b>	<ul style="list-style-type: none"> <li>• Use numeric sequences.</li> <li>• Use a worded formulae.</li> <li>• Understand the use of letters to represent numbers and simplify basic expressions.</li> <li>• Solve simple two stage equations</li> <li>• Work with coordinates in all four quadrants.</li> </ul>	<ul style="list-style-type: none"> <li>• Use nth term to generate a sequence.</li> <li>• Use a simple algebraic formula.</li> <li>• Simplify expressions with simple indices and brackets.</li> <li>• Solve two stage equations using a structured balancing method.</li> <li>• Draw a straight line graph from an equation using a table.</li> </ul>	<ul style="list-style-type: none"> <li>• Find the nth term.</li> <li>• Use a complex algebraic formulae.</li> <li>• Simplify and expand more complex.</li> <li>• Expressions with indices and brackets.</li> <li>• Use balancing method to solve more complex equations, brackets or unknown both sides.</li> <li>• Understand and use lines parallel to the axes, <math>y = x</math> and <math>y = -x</math>.</li> <li>• Begin to show an understanding of gradient.</li> </ul>
<b>SHAPE AND SPACE</b>	<ul style="list-style-type: none"> <li>• Derive and apply the properties and definitions of: special types of quadrilaterals, including square, rectangle, parallelogram, trapezium, kite and rhombus; and triangles and other plane figures using appropriate language.</li> <li>• Know and apply formulae to calculate area of triangles, parallelograms, trapezia and calculate their perimeter.</li> </ul>	<ul style="list-style-type: none"> <li>• Apply the properties of angles at a point, angles at a point on a straight line, vertically opposite angles</li> <li>• Use standard units of measure and related concepts and calculations (length, area, volume/capacity, mass, time, money, etc.)</li> <li>• Calculate perimeter and areas of other quadrilaterals and composite shapes and find volume and surface area of cuboids.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand and use alternate and corresponding angles on parallel lines, and derive and use the sum of angles in a triangle.</li> <li>• Understand and use Pythagoras' theorem.</li> </ul>
<b>HANDLING DATA AND PROBABILITY</b>	<ul style="list-style-type: none"> <li>• Understand and calculate probabilities for a single event.</li> <li>• Interpret and construct tables, bar charts and pictograms.</li> <li>• Calculate the median, mean, mode and spread (range) for a list of data values.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand and use probability for when two or more events happen at the same time.</li> <li>• Interpret and construct pie charts and stem and leaf diagrams and Venn diagrams.</li> <li>• Interpret, analyse and compare the distributions of data sets through appropriate measures of average (median, mean and mode) and spread (range).</li> <li>• Take account of extreme data points.</li> </ul>	<ul style="list-style-type: none"> <li>• Compare experimental and theoretical probability in a range of contexts.</li> <li>• Use and interpret scatter graphs and understand correlation.</li> <li>• Calculate the mean and range for grouped data.</li> <li>• Identify the modal class and identify the class in which the median lies for grouped data.</li> </ul>

<b>REASONING, INTERPRETING AND COMMUNICATING MATHEMATICALLY</b>	<ul style="list-style-type: none"><li>• Uses minimal levels of communication.</li></ul>	<ul style="list-style-type: none"><li>• Uses appropriate levels of communication.</li></ul>	<ul style="list-style-type: none"><li>• Uses advanced levels of communication.</li></ul>
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Assessment area	Developing	Secure	Excellent
<b>LISTENING</b>	<ul style="list-style-type: none"><li>• She can understand a few familiar spoken words and phrases with a lot of repetition.</li><li>• She can understand a range of familiar spoken words and phrases with some repetition: classroom commands, short familiar questions.</li><li>• She can understand the main points from short spoken passages made up of familiar material and understand simple opinions.</li></ul>	<ul style="list-style-type: none"><li>• She can understand <b>some</b> of the main points and opinions in longer spoken passages of familiar material in the present tense <b>with support</b>.</li><li>• She can understand the <b>main</b> points and opinions in longer spoken passages of familiar material in the present tense <b>with some support</b>.</li><li>• She can understand the <b>main</b> points and opinions in longer spoken passages of familiar material in the present tense <b>with no support</b>.</li></ul>	<ul style="list-style-type: none"><li>• She can understand <b>some</b> of the main points and opinions in spoken passages made up of familiar material from a variety of contexts across 2 tenses.</li><li>• She can understand <b>the majority</b> of the main points and opinions in spoken passages made up of familiar material from a variety of contexts across 2 tenses.</li><li>• As above <b>plus deducing meaning from the context and understanding finer detail</b>.</li></ul>
<b>READING</b> (FR-ENG TR)	<ul style="list-style-type: none"><li>• She recognises and can read out a few familiar words and phrases and may need support.</li><li>• She understands familiar written phrases. I can match sound to print. I can use resources to find meanings of new words.</li><li>• She understands the main points and personal responses in short written texts of familiar language in simple sentences. She can use a dictionary independently.</li></ul>	<ul style="list-style-type: none"><li>• She can understand <b>some</b> of the main points and opinions in longer authentic texts of familiar material in the present tense <b>with support</b>.</li><li>• She can understand the <b>main</b> points and opinions in longer authentic texts of familiar material in the present tense <b>with some support</b>.</li><li>• She can understand the <b>main</b> points and opinions in longer authentic texts of familiar material in the present tense <b>with no support</b>.</li></ul>	<ul style="list-style-type: none"><li>• She can understand <b>some</b> of the main points and opinions in authentic texts made up of familiar material from a variety of contexts across 2 tenses.</li><li>• She can understand <b>the majority</b> of the main points and opinions in authentic texts made up of familiar material from a variety of contexts across 2 tenses.</li><li>• As above <b>plus deducing meaning from the context and understanding finer detail</b>.</li></ul>

**SPEAKING**

- She can say single words and short simple phrases in response to what she sees and hears. Some correct pronunciation.

- She is starting to use memorised classroom language. She can participate in brief conversations on familiar topics, giving opinions and reasons in the positive and negative. With some hesitation. Rephrasing of questions may be required. She is more aware of correct pronunciation and intonation.

- She is beginning to use TL spontaneously. She has a good level of pronunciation and intonation. She uses longer sentences to express and justify opinions. She is starting to talk in 2 tenses using some forms of the verb.

- She can answer simple questions and give basic information. She can show awareness of sound patterns and meaning is clear.

- She uses memorised classroom language. She is confident to give opinions and reasons in the positive and negative with little hesitation. She is able to correct her errors with some prompting. She pays more attention to her pronunciation and intonation.

- She uses TL spontaneously and more frequently. She talks in 2 tenses using all forms of the verb. She uses negatives in the immediate future with some support.

- She can ask and answer simple questions and talk about interests. She can use short phrases to express opinions. She uses mainly memorised language with developing accuracy in pronunciation and intonation.

- She uses memorised classroom language with no support. She speaks confidently with little or no hesitation and the meaning is clear. Her pronunciation and intonation are more accurate. She is beginning to use longer sentences and is able to talk about other people/pets.

- She uses TL spontaneously, creatively and confidently. She can ask questions and can use her previous knowledge in new contexts. She uses negatives in two tenses with greater confidence. She speaks with little ambiguity.

**WRITING**  
(ENG – Fr TR)  
Grammar

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| <b>WRITING</b><br>(ENG – Fr TR)<br>Grammar | <ul style="list-style-type: none"><li>• She can write or copy words and short simple phrases. She can label and select appropriate words to complete short <b>phrases</b>.</li><li>• She can write 1 or 2 short <b>sentences</b> following a model, filling in the words on a simple form. She can write familiar words from memory and her spelling may be approximate.</li><li>• She can write a few <b>short sentences</b> with support. She is starting to write from memory and her spelling is understandable.</li></ul> | <ul style="list-style-type: none"><li>• She is starting to use her knowledge of grammar to write short texts on familiar topics. She can express opinions in the positive and negative using mainly accurate language. She is beginning to spot language patterns for translations.</li><li>• She is using her knowledge of grammar with increasing confidence to write short texts on familiar topics and express opinions in the positive and negative.</li><li>• She is beginning to write longer sentences and she is able to write about other people/pets. She can use previous knowledge to translate short passages.</li></ul> | <ul style="list-style-type: none"><li>• She can write longer sentences with some detail in the TL to express and justify opinions. She is starting to use 2 tenses with some forms of the verb.</li><li>• She writes confidently in 2 tenses using all forms of the verb in both the positive and the negative with some support, generally correct.</li><li>• She writes creatively using 2 tenses and a wide range of vocabulary. She can use resources to check and extend her work. There is little ambiguity in her work.</li></ul> |
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Assessment area	Developing	Secure	Excellent
<b>PERFORMING</b>	<ul style="list-style-type: none"> <li>Performs with some accuracy and beginning to show awareness of musical shaping.</li> </ul>	<ul style="list-style-type: none"> <li>Performs with reasonable accuracy and fluency, and with some attempt to shape the music.</li> </ul>	<ul style="list-style-type: none"> <li>Performs confidently and with good technical control. There is an understanding of style and a sense of communication.</li> </ul>
<b>COMPOSING</b>	<ul style="list-style-type: none"> <li>Compositions show some awareness of structure and sometimes demonstrate use of the stylistic elements relevant to the topic.</li> </ul>	<ul style="list-style-type: none"> <li>Compositions are structured and have some sense of coherence, using the stylistic elements relevant to the topic being studied.</li> </ul>	<ul style="list-style-type: none"> <li>Compositions are well structured and show an imaginative and creative development of stylistic elements relevant to the topic being studied.</li> </ul>
<b>MUSICAL UNDERSTANDING</b>	<ul style="list-style-type: none"> <li>There is some understanding of the musical style and traditions relevant to the topic being studied.</li> <li>There is some aural recognition of relevant devices and expressive features, using basic musical vocabulary.</li> <li>There is initial understanding of musical theory and notation.</li> </ul>	<ul style="list-style-type: none"> <li>There is a reasonable understanding of the musical style and traditions relevant to the topic being studied.</li> <li>There is generally reliable aural recognition of relevant devices and expressive features using mostly correct musical vocabulary.</li> <li>There is reasonable understanding of musical theory and notation.</li> </ul>	<ul style="list-style-type: none"> <li>There is detailed understanding of the musical style and traditions relevant to the topic being studied.</li> <li>There is reliable aural recognition of relevant devices and expressive features using correct musical vocabulary.</li> <li>There is confident understanding of musical theory and notation.</li> </ul>

Assessment area	Developing	Secure	Excellent
<p><b>COGNITIVE SKILLS;</b> Problem solving, ideas generating, analytical making capacity, decision making capabilities</p>	<ul style="list-style-type: none"> <li>• Can understand some simple tactics such as attacking and defending</li> <li>• Can usually select and apply appropriate skills to the task</li> <li>• Can explain what the task involves and why</li> <li>• Can identify some areas for improvement</li> </ul>	<ul style="list-style-type: none"> <li>• Understand ways to judge performance</li> <li>• Can identify specific parts of performance to work upon</li> <li>• Can use awareness of space &amp; others to make good decisions</li> <li>• Can at times change things to make activities more fun or challenging.</li> </ul>	<ul style="list-style-type: none"> <li>• Can set own criteria to judge performance using specific vocabulary</li> <li>• Often have an idea of how to develop own &amp; others work</li> <li>• Frequently recognise &amp; suggest patterns of play which will increase chances of success</li> <li>• Usually adapt &amp; adjust skills, movements or tactics so they are different from others</li> </ul>
<p><b>PHYSICAL COMPETENCE;</b> Physical literacy, sports specific competence, trainability, physical performance</p>	<ul style="list-style-type: none"> <li>• Perform and repeat sequences with clear shapes and some controlled movement</li> <li>• Sometimes perform movements with good body tension</li> <li>• Complete the set task showing reasonable competence and accuracy</li> <li>• Perform some skills with control and consistency</li> </ul>	<ul style="list-style-type: none"> <li>• Link actions together so they flow &amp; develop longer sequences</li> <li>• Perform movements with good body tension</li> <li>• Often perform a range of skills with good control &amp; consistency</li> <li>• Complete the set task showing competence and accuracy</li> </ul>	<ul style="list-style-type: none"> <li>• Perform a variety of skills fluently and accurately in practice situations</li> <li>• Use a combination of skills confidently</li> </ul>

<p><b>PERSONAL AND SOCIAL SKILLS;</b></p> <p>Self-awareness and responsibility, Determination and resilience, communication, empathy and social awareness, leadership and influence, collaboration, aspiration, integrity and self-respect.</p>	<ul style="list-style-type: none"> <li>• Can concentrate on a task alone and begin to challenge oneself</li> <li>• Can show patience and support others.</li> <li>• Work well and play fairly with a partner/small group &amp; acknowledge winning and losing</li> <li>• Can give helpful feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Often persevere with a task &amp; improve performance through practice</li> <li>• Often recognise strengths &amp; weaknesses &amp; can set targets</li> <li>• At times help a partner/team/group make decisions</li> </ul>	<ul style="list-style-type: none"> <li>• Be self-motivated, committed to practice &amp; show a clear desire to improve</li> <li>• See new activities as a challenge &amp; not a threat</li> <li>• Make changes once own or others performance has been evaluated</li> </ul>
<p><b>CREATIVE SKILLS;</b></p> <p>Recognise and respond to different stimuli, refine and change ideas, adapt and improvise</p>	<ul style="list-style-type: none"> <li>• Sometimes respond differently to a variety of tasks or music.</li> <li>• Often devise own rules and versions of activities</li> <li>• Usually recognise similarities &amp; differences in movements</li> </ul>	<ul style="list-style-type: none"> <li>• Performance reflects the rhythm &amp; mood of the stimulus</li> <li>• Link actions &amp; develop sequences that express ideas</li> <li>• Change things to make activities more fun or challenging</li> <li>• Choreograph a routine or sequence</li> </ul>	<ul style="list-style-type: none"> <li>• Can respond imaginatively to different situations</li> <li>• Can create sequences that communicate with the audience</li> <li>• Can adapt or adjust skills, movements or tactics so they are different from others.</li> </ul>
<p><b>HEALTH RELATED FITNESS;</b></p> <p>Understanding my body during exercise, activity specific fitness, planning fitness programmes</p>	<ul style="list-style-type: none"> <li>• Describe how the body changes before &amp; after exercise</li> <li>• Usually consider the groups safety when using equipment</li> <li>• Explain why we need to warm up &amp; cool down</li> </ul>	<ul style="list-style-type: none"> <li>• Select appropriate warm up and cool down activities</li> <li>• Explain why regular safe exercise is good for long term health &amp; fitness</li> </ul>	<ul style="list-style-type: none"> <li>• Know how often &amp; for how long you should exercise to be healthy</li> <li>• Know how to record &amp; monitor how hard you are working including taking own pulse</li> <li>• Describe basic fitness components</li> </ul>

Assessment area	Developing	Secure	Excellent
<p><b>KNOWLEDGE</b></p>	<ul style="list-style-type: none"> <li>• Show a basic knowledge of some terms used to describe different religions, such as monotheism or Trimurti.</li> <li>• Describe some ideas about God from the Abrahamic traditions (Judaism, Christianity and Islam) using terms such as omniscient and omnipotent, etc., and can describe some unique characteristics of beliefs about God from Jewish and Hindu perspectives.</li> <li>• Understand some consequences of beliefs in modern day life, referring to examples such as the rise of secularism/atheism, living by Jewish or Hindu beliefs.</li> </ul>	<ul style="list-style-type: none"> <li>• Show a knowledge of a range of terms used to describe different religions and beliefs, such as monotheism, secularism, covenant, Trimurti.</li> <li>• Describe a range of ideas about God from the Abrahamic traditions (Judaism, Christianity and Islam) and Hinduism using terms such as omniscient, omnipotent, omnibenevolent, eternal, and also describe how these attributes have been interpreted by these religions.</li> <li>• Understand how beliefs affect people in modern day life, such as reference to the rise of secularism, or specific examples of living by Jewish or Hindu beliefs.</li> </ul>	<ul style="list-style-type: none"> <li>• Show a knowledge of a wide range of terms used to describe different religions and beliefs, such as monotheism, secularism, atheism, symbolism, orthodox, reform, Trimurti, Aum.</li> <li>• Describe a range of attributes of God from the Abrahamic traditions (Judaism, Christianity and Islam) using terms such as omniscient, omnipotent, omnibenevolent, eternal, and also describe how these attributes have been interpreted by these religions using references from sacred texts or religious practice.</li> <li>• Understand how beliefs affect people in modern day life, including reference to the rise of secularism, and the distinctions between Humanist, atheist, different Jewish or Hindu views with examples of issues or stories that illustrate the range of views within a belief system.</li> </ul>

<p><b>UNDERSTANDING AND EVALUATION</b></p>	<ul style="list-style-type: none"> <li>• Give a single view, including some religious reference (e.g. a belief, story, symbols).</li> <li>• Directly address the question or respond to the statement given.</li> <li>• Give reason/s for their ideas, and/or the beliefs of others, including religious individuals or groups.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain a single view, with a direct religious reference (e.g. a belief, story, symbols).</li> <li>• Directly address the question or respond to the statement given, including some reference to the context of the question or statement.</li> <li>• Give clear, relevant and correct reasons for their ideas, and/or the beliefs of others, including the reasoning of religious individuals or groups for their behaviour.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain a single view, with a direct religious reference (e.g. a belief, story, symbols), and comment or reflect on this view, mentioning difficulties or alternative interpretations.</li> <li>• Directly address the question or respond to the statement given, including reference to the context of the question or statement, and the range of different answers that religious groups or individuals have given on the topic.</li> <li>• Give clear, relevant and correct reasons for their ideas, selecting and focusing on key factors. The beliefs of others, including the reasoning of religious individuals or groups for their behaviour are also explained and discussed, leading to an appropriate conclusion.</li> </ul>
<p><b>STUDENTS CAN EXPRESS THEIR IDEAS</b></p>	<ul style="list-style-type: none"> <li>• In sentences with punctuation, style and structure that does not hinder the communication of the ideas expressed.</li> <li>• Using appropriate terms such as theism, beliefs, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• In sentences and paragraphs that help to clarify and express their ideas.</li> <li>• Using appropriate terms regularly such as theism, secular, atheist, society, beliefs, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• In sentences and paragraphs that are clearly structured and enhance the communication of their ideas, with a clear thread leading to an appropriate conclusion.</li> <li>• Using appropriate terms regularly and consistently such as theism, secular, atheist, society, beliefs, etc. The choice of language used always helps to convey the meaning intended.</li> </ul>

Assessment area	Developing	Secure	Excellent
<b>SCIENTIFIC KNOWLEDGE</b>	<p>Can:</p> <ul style="list-style-type: none"> <li>Use simple terms to describe processes.</li> <li>Recall some scientific facts.</li> </ul>	<p>Can:</p> <ul style="list-style-type: none"> <li>Use appropriate terminology to describe processes.</li> <li>Consistently recall scientific facts.</li> </ul>	<p>Can:</p> <ul style="list-style-type: none"> <li>Consistently use appropriate terminology.</li> <li>Apply facts to unfamiliar contexts.</li> </ul>
<b>UNDERSTANDING AND APPLICATION OF KNOWLEDGE</b>	<p>Can:</p> <ul style="list-style-type: none"> <li>Demonstrate an understanding of core scientific processes and ideas.</li> </ul>	<p>Can:</p> <ul style="list-style-type: none"> <li>Explain and apply concepts using their own scientific phrases.</li> <li>Apply a valid model.</li> </ul>	<p>Can:</p> <ul style="list-style-type: none"> <li>Show a consistently high standard of understanding and applies key concepts across topics.</li> <li>Use a model to explain a concept.</li> <li>Apply scientific models to an unfamiliar context.</li> </ul>
<b>PRACTICAL SKILLS</b>	<p>Can:</p> <ul style="list-style-type: none"> <li>Follow a simple risk assessment and take appropriate precautions.</li> <li>Follow a method and produce results.</li> <li>Identify some variables.</li> </ul>	<p>Can:</p> <ul style="list-style-type: none"> <li>Identify hazards and risks in practical tasks.</li> <li>Plan a valid experiment to collect results with appropriate guidance.</li> <li>Describe patterns of results.</li> <li>Identify the independent and dependent variables.</li> </ul>	<p>Can:</p> <ul style="list-style-type: none"> <li>Always work safely without specific guidance.</li> <li>Use scientific theory to explain experimental outcomes.</li> <li>Confidently identify the key variables in an investigation.</li> </ul>
<b>USING DATA AND MATHEMATICS</b>	<p>Can:</p> <ul style="list-style-type: none"> <li>Record results in a table and plot a graph.</li> <li>Use results to state the relationship shown in the data.</li> </ul>	<p>Can:</p> <ul style="list-style-type: none"> <li>Show evidence of simple data handling e.g. calculation of means.</li> <li>Record data in a table with appropriate units and plot a suitable graph.</li> <li>Write a simple conclusion from practical results.</li> </ul>	<p>Can:</p> <ul style="list-style-type: none"> <li>Show evidence of further processing of data.</li> <li>Design a table to record data.</li> <li>Explain the relationships between variables in practical results.</li> <li>Identify limitations within experiments.</li> </ul>