

ART STEP	Explore materials, processes and techniques	Examine the work of artists' and craftspeople	Generate ideas	Evaluate
9	<ul style="list-style-type: none"> <li>• Demonstrate exceptional practical skills when producing art</li> <li>• Evidence exceptional control of materials</li> <li>• Demonstrate an exceptional ability to observe the subject matter to realise intentions</li> </ul>	<ul style="list-style-type: none"> <li>• Confidently relate to the work of artists and craftspeople (understand how a range of work is produced in different ways to meet different needs)</li> <li>• Demonstrate an exceptional ability to interpret the artists style and technique</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate an exceptional comprehension of the work of artists and craftspeople to inform and inspire their own ideas</li> <li>• Demonstrate an exceptional ability to control materials to suit ideas</li> <li>• Discuss, judge, describe and confidently relate to the work and techniques of artists and craftspeople</li> </ul>	<ul style="list-style-type: none"> <li>• Articulately record how to improve their work in appropriate language using a range of art terms. Document further annotations explaining the success of the improvements</li> <li>• Confidently and concisely evaluate own and others art work (presenting reasoned judgements, demonstrating analytical, critical and contextual understanding)</li> </ul>
8	<ul style="list-style-type: none"> <li>• Demonstrate outstanding practical skills when producing art</li> <li>• Evidence outstanding control of materials</li> <li>• An outstanding ability to observe the subject matter to realise intentions</li> </ul>	<ul style="list-style-type: none"> <li>• Relate to the work of artists and craftspeople (understand how a range of work is produced in different ways to meet different needs)</li> <li>• Demonstrate an outstanding ability to interpret the artists style and technique</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate an outstanding comprehension of the work of artists and craftspeople to inform their own ideas</li> <li>• Demonstrate an outstanding ability to control materials to suit ideas</li> <li>• Discuss, judge, describe and relate to the work and techniques of artists and craftspeople</li> </ul>	<ul style="list-style-type: none"> <li>• Articulately record how to improve their work in appropriate language using a range of art terms</li> <li>• Confidently and fluently evaluate own and others art work (presenting reasoned judgements, demonstrating analytical, critical and contextual understanding)</li> </ul>
7	<ul style="list-style-type: none"> <li>• Demonstrate excellent practical skills when producing art</li> <li>• Evidence excellent control of materials</li> <li>• An excellent ability to observe the subject matter to realise intentions</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate an excellent understanding of the work of artists and craftspeople (recognise how work is produced in different ways to meet different needs)</li> <li>• Demonstrate an excellent ability to interpret the artists style and technique</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate an excellent understanding of the work of artists and craftspeople to inform their own ideas</li> <li>• Demonstrate an excellent ability to control materials to suit ideas</li> <li>• Discuss, judge and describe the work and techniques of artists and craftspeople</li> </ul>	<ul style="list-style-type: none"> <li>• Confidently record how to improve their work in fluent and appropriate language</li> <li>• Fluently evaluate own and others art work (appreciating how codes and conventions are used to express ideas in different genres, styles and traditions)</li> </ul>
6	<ul style="list-style-type: none"> <li>• Demonstrate confident practical skills when producing art</li> <li>• Evidence confident control of materials</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate a confident understanding of the work of artists and craftspeople (discuss, judge and describe how work is produced in</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate a confident understanding of the work of artists and craftspeople to inform their own ideas</li> <li>• Demonstrate a confident ability</li> </ul>	<ul style="list-style-type: none"> <li>• Confidently record how to improve their work in detail</li> <li>• Confidently evaluate own and others art work (providing a reasoned evaluation of the</li> </ul>

	<ul style="list-style-type: none"> <li>• A confident ability to observe the subject matter to realise intentions</li> </ul>	<p>different ways to meet different needs)</p> <ul style="list-style-type: none"> <li>• Demonstrate a confident ability to interpret the artists style and technique</li> </ul>	<p>to control materials to suit ideas</p> <ul style="list-style-type: none"> <li>• Discuss ideas confidently using a range of art terms</li> </ul>	<p>purpose and meaning of their own work and that of others)</p>
5	<ul style="list-style-type: none"> <li>• Demonstrate good practical skills when producing art</li> <li>• Evidence good control of materials</li> <li>• A good ability to observe the subject matter to realise intentions</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate a good understanding of the work of artists and craftspeople (discuss and describe how work is produced in different ways to meet different needs)</li> <li>• Demonstrate a good ability to interpret the artists style and technique</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate a good understanding of the work of artists and craftspeople to inform their ideas</li> <li>• Demonstrate a good ability to control materials to suit ideas</li> <li>• Discuss ideas in detail using some art terms</li> </ul>	<ul style="list-style-type: none"> <li>• Record in detail how to improve their work</li> <li>• Evaluate their own and others art work (reflecting on their own view of its purpose and meaning)</li> </ul>
4	<ul style="list-style-type: none"> <li>• Demonstrate some practical skills when producing art</li> <li>• Control of materials is adequate</li> <li>• Some ability to observe the subject matter to realise intentions</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate some understanding of the work of artists and craftspeople (discuss and describe)</li> <li>• Demonstrate some ability to interpret the artists style and technique</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate some understanding of the work of artists and craftspeople to inform their ideas</li> <li>• Demonstrate some ability to control materials to suit ideas</li> <li>• Discuss ideas and understand various art terms</li> </ul>	<ul style="list-style-type: none"> <li>• Record how to improve their work with some strengths and weaknesses commented on</li> <li>• Discuss their own and others art work (considering how they might adapt and refine their ideas, skills and processes)</li> </ul>
3	<ul style="list-style-type: none"> <li>• Demonstrate limited practical skills when producing art</li> <li>• Control of materials is disorderly</li> <li>• Limited ability to observe the subject matter to realise intentions</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate a limited understanding of the work of artists and craftspeople (discuss ideas)</li> <li>• Demonstrate a limited ability to interpret the artists style and technique</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate restricted understanding of the work of artists and craftspeople to inform their ideas</li> <li>• Limited ability to control materials to suit ideas</li> <li>• Discuss ideas regarding their artwork</li> </ul>	<ul style="list-style-type: none"> <li>• Record how to improve their work with few strengths and weaknesses commented on</li> <li>• Discuss their own art work (commenting on how to adapt and improve their work)</li> </ul>
2	<ul style="list-style-type: none"> <li>• Demonstrate extremely limited practical skills when producing art</li> <li>• Control of materials is very disorderly</li> <li>• Very limited ability to observe the subject matter to realise intentions</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate a very limited understanding of the work of artists and craftspeople (reluctant to discuss ideas)</li> <li>• Demonstrate a very limited ability to interpret the artists style and technique</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate a very restricted understanding of the work of artists and craftspeople to inform their ideas</li> <li>• Very limited ability to control materials to suit ideas</li> <li>• Communicating ideas regarding their art work is limited</li> </ul>	<ul style="list-style-type: none"> <li>• Record how to improve their work with little strengths and weaknesses commented on</li> <li>• Limited communication in terms of how to adapt and improve their work</li> </ul>

<b>Biology Chemistry Physics Steps</b>	<b>When thinking scientifically students:</b>	<b>When understanding the applications and implications of science students:</b>	<b>When communicating in science students:</b>	<b>When using investigative approaches students:</b>	<b>When working critically with evidence students:</b>
9	<ul style="list-style-type: none"> <li>Communicate clearly how evidence is gathered and used to grow knowledge, and how this is revisited and adjusted in light of new evidence</li> </ul>	<ul style="list-style-type: none"> <li>Explain local, national or global examples of the positive and negative impacts of science on society</li> </ul>	<ul style="list-style-type: none"> <li>Link multiple sources of evidence together, both across science and other subjects</li> </ul>	<ul style="list-style-type: none"> <li>Critically evaluate methods used to gain data, and make sound recommendations for improvement and increased validity</li> </ul>	<ul style="list-style-type: none"> <li>Link multiple sources of evidence together, both across science and other subjects,</li> </ul>
8	<ul style="list-style-type: none"> <li>Analyse the development of scientific theories through new accepted ideas and evidence.</li> </ul>	<ul style="list-style-type: none"> <li>Describe ways that the values of society influence the very nature of science.</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate evidence from different sources to create well-structured explanations.</li> </ul>	<ul style="list-style-type: none"> <li>Justify choice of strategy to investigate different Scientific questions.</li> </ul>	<ul style="list-style-type: none"> <li>Propose carefully considered</li> <li>Scientific explanations for unexpected observations.</li> </ul>
7	<ul style="list-style-type: none"> <li>Explain how processes are accepted or rejected in science.</li> </ul>	<ul style="list-style-type: none"> <li>Point out economic, ethical and social arguments for and against science.</li> </ul>	<ul style="list-style-type: none"> <li>Explain how information can be altered or presented in a way that makes it biased.</li> </ul>	<ul style="list-style-type: none"> <li>Identify key variables in practicals, saying which ones cannot be controlled and the effect of this.</li> </ul>	<ul style="list-style-type: none"> <li>Identify relationships between variables and can use this to draw conclusions and make predictions.</li> </ul>
6	<ul style="list-style-type: none"> <li>Describe how scientists share their ideas about evidence.</li> </ul>	<ul style="list-style-type: none"> <li>Explain how scientific developments have led scientists to ask and answer new questions.</li> </ul>	<ul style="list-style-type: none"> <li>Decide whether it is better to show information in a qualitative or quantitative way.</li> </ul>	<ul style="list-style-type: none"> <li>Plan practicals and identify variables which are dependant and independent.</li> </ul>	<ul style="list-style-type: none"> <li>Suggest scientific reasons for anomalies or why data has certain limitations.</li> </ul>
5	<ul style="list-style-type: none"> <li>Explain processes and suggest solutions to problems by using Scientific models.</li> </ul>	<ul style="list-style-type: none"> <li>Indicate how scientific or technological developments may affect groups of people.</li> </ul>	<ul style="list-style-type: none"> <li>Explain why people working together can lead to improved collection of evidence.</li> </ul>	<ul style="list-style-type: none"> <li>Repeat sets of observations or measurements selecting suitable ranges.</li> </ul>	<ul style="list-style-type: none"> <li>Use results to see how good a method was and suggest improvements.</li> </ul>
4	<ul style="list-style-type: none"> <li>Understand how scientists</li> <li>use ideas and evidence to develop or suggest new theories.</li> </ul>	<ul style="list-style-type: none"> <li>Identify uses of different scientific ideas in different jobs.</li> </ul>	<ul style="list-style-type: none"> <li>Use correct scientific language to communicate ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Take measurements or observations during a practical and identify potential risks.</li> </ul>	<ul style="list-style-type: none"> <li>Draw conclusions from data presented in different ways.</li> </ul>

3	<ul style="list-style-type: none"> <li>• Use simple models to show Situations and spot a limitation</li> </ul>	<ul style="list-style-type: none"> <li>• Point out areas of our lives that involve science as biology, chemistry and physics.</li> </ul>	<ul style="list-style-type: none"> <li>• Use simple scientific words to explain ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• Select the right equipment for a practical.</li> </ul>	<ul style="list-style-type: none"> <li>• Suggest ways to improve a practical.</li> </ul>
2	<ul style="list-style-type: none"> <li>• Use simple models to show situations.</li> </ul>	<ul style="list-style-type: none"> <li>• Point out areas of our lives that involve science.</li> </ul>	<ul style="list-style-type: none"> <li>• Use scientific vocabulary in answers</li> </ul>	<ul style="list-style-type: none"> <li>• Use simple pieces of equipment with scales</li> </ul>	<ul style="list-style-type: none"> <li>• Identify a source of error in a practical</li> </ul>
1	<ul style="list-style-type: none"> <li>• Talk about a simple model</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciate science can be useful in our lives</li> </ul>	<ul style="list-style-type: none"> <li>• Use scientific vocabulary in answers</li> </ul>	<ul style="list-style-type: none"> <li>• Use simple pieces of equipment</li> </ul>	<ul style="list-style-type: none"> <li>• Spot anomalies and can ignore these</li> </ul>
B3	<ul style="list-style-type: none"> <li>• Recognise a model as a way of illustrating something</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise science as a subject different to others e.g. Maths</li> </ul>	<ul style="list-style-type: none"> <li>• Know some scientific vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Use simple pieces of equipment</li> </ul>	<ul style="list-style-type: none"> <li>• Understand what an error is</li> </ul>

Computing	Algorithms	Programming	Data	ICT	Computer Systems	Creative Projects
9	<ul style="list-style-type: none"> <li>I can design a solution to a problem that depends on solutions to smaller instances of the same problem (recursion).</li> <li>I understand that some problems cannot be solved computationally.</li> </ul>	<ul style="list-style-type: none"> <li>I can explain several software development life cycles</li> <li>I can discuss advantages and disadvantages of prototyping</li> <li>I can write my own modular programs that use procedures or functions</li> <li>I can determine the output when using multiple logic gates in a circuit</li> </ul>	<ul style="list-style-type: none"> <li>I can create complex SQL statements to select, insert, delete and update data in one or more tables</li> <li>I can create reports using complex queries</li> <li>I can demonstrate understanding of the ways in which a DBMS prevents data conflicts</li> </ul>		<ul style="list-style-type: none"> <li>I can explain the purpose of MAC addresses</li> </ul>	
8	<ul style="list-style-type: none"> <li>I can use logical reasoning to compare performance trade-offs between different algorithms</li> <li>I can assess and compare the suitability of different algorithms for given problems</li> <li>I can break down complex problems into smaller parts to find a solution</li> </ul>	<ul style="list-style-type: none"> <li>I can demonstrate understanding of how relational operators are affected by negations e.g. NOT (a&gt;b) = (a&lt;=b)</li> <li>I can use iteration (looping) to make my programs more efficient</li> <li>I can make use of appropriate data structures</li> <li>I can design modular programs that use procedures or functions</li> <li>I can use Boolean logic in programming</li> </ul>	<ul style="list-style-type: none"> <li>I can perform addition and subtraction with binary numbers</li> <li>I can create appropriate relationships between multiple tables in a database</li> <li>I can demonstrate that I know what a DBMS is and why they are useful</li> </ul>	<ul style="list-style-type: none"> <li>I understand the ethical issues surrounding the application of information technology, and the existence of legal frameworks governing its use e.g. Data Protection Act, Computer Misuse Act, Copyright etc.</li> </ul>	<ul style="list-style-type: none"> <li>I can demonstrate understanding of the fetch-execute cycle</li> <li>I can justify appropriate choices of network components</li> </ul>	
7	<ul style="list-style-type: none"> <li>I understand a recursive solution to a problem repeatedly</li> </ul>	<ul style="list-style-type: none"> <li>I can use a programming language</li> </ul>	<ul style="list-style-type: none"> <li>I can demonstrate understanding of how data representation</li> </ul>	<ul style="list-style-type: none"> <li>I design and create digital artefacts for a</li> </ul>	<ul style="list-style-type: none"> <li>I can demonstrate understanding of how</li> </ul>	<ul style="list-style-type: none"> <li>I can evaluate my work, suggesting improvements</li> </ul>

	<p>applies the same solution to smaller instances of the problem.</p> <ul style="list-style-type: none"> <li>• I recognise that some problems share the same characteristics and use the same algorithm to solve both.</li> </ul>	<p>to solve computational problems</p> <ul style="list-style-type: none"> <li>• I can model behaviour of physical systems</li> <li>• I can write loops that terminate based on a condition</li> <li>• I can use lists, tables and arrays in my programs</li> <li>• I can use procedures and functions with parameters</li> </ul>	<p>affects data quality and file size in different types of file</p> <ul style="list-style-type: none"> <li>• I can show that I understand the different types of relationship in a relational database and how they are used</li> <li>• I can use several different types of data validation</li> <li>• I can show that I understand what key fields are and how they are used</li> </ul>	<p>wider or remote audience.</p> <ul style="list-style-type: none"> <li>• I consider the properties of media when importing them into digital artefacts.</li> <li>• I can explain and justify how the use of technology impacts on society, from the perspective of social, economic, political, legal, ethical and moral issues</li> <li>• I recognise that persistence of data on the internet requires careful protection of online identity and privacy.</li> </ul>	<p>instructions are stored by computer systems</p> <ul style="list-style-type: none"> <li>• I can explain the purpose of hubs, switches and routers</li> <li>• I can suggest appropriate network components for a given scenario</li> </ul>	<ul style="list-style-type: none"> <li>• I can make appropriate choices about usability and functionality to suit users' needs</li> <li>• I can document user feedback, the improvements identified and the refinements made to the solution.</li> </ul>
6	<ul style="list-style-type: none"> <li>• I can represent algorithms using structured notation</li> <li>• I can explain how algorithms work and correct errors in them</li> <li>• I understand what affects the performance of an algorithm</li> <li>• I can use several algorithms for sorting and searching</li> </ul>	<ul style="list-style-type: none"> <li>• I can use iteration (looping) with a basic understanding</li> <li>• I can describe the function of lists, tables and arrays</li> <li>• I can explain the difference between procedures and functions</li> <li>• I can demonstrate that I understand logic gates and their relationship to electrical circuits</li> </ul>	<ul style="list-style-type: none"> <li>• I can convert numbers from binary to decimal and vice-versa</li> <li>• I can demonstrate understanding of how sounds are represented in binary</li> <li>• I can demonstrate understanding of how pictures can be represented in binary</li> <li>• I can select the appropriate data types for my fields when creating a database table</li> <li>• I can show that I understand what a relational database is,</li> </ul>	<ul style="list-style-type: none"> <li>• I can describe several ways in which individuals or organisations can protect their data</li> <li>• I can demonstrate understanding of the positive and negative ways in which technological developments have impacted the world</li> <li>• I use technology and online services securely, and know how to identify and report inappropriate conduct</li> </ul>	<ul style="list-style-type: none"> <li>• I can describe the main forms of memory: ROM, RAM, cache, flash and virtual</li> <li>• I can explain a range of network topologies</li> <li>• I can find and correct errors in a simple webpage written in HTML.</li> </ul>	<ul style="list-style-type: none"> <li>• I can successfully create, re-use, revise and re-purpose digital artefacts for a given audience</li> <li>• I can identify factors that affect the choice of data capture methods</li> <li>• I can make appropriate design choices to suit the needs of the target audience</li> </ul>

			<p>and its advantages over a flat file</p> <ul style="list-style-type: none"> <li>• I can create a simple query using Boolean and relational operators to search for information</li> </ul>			
5	<ul style="list-style-type: none"> <li>• I understand that iteration is the repetition of a process such as a loop.</li> <li>• I recognise that different algorithms exist for the same problem.</li> </ul>	<ul style="list-style-type: none"> <li>• I can design programs to do specific things and then follow this design when I program</li> <li>• I can program in more than one programming language</li> <li>• I can use logical reasoning to detect and correct errors in programs</li> <li>• I can explain how data types are represented in programming</li> <li>• I can use two-way selection in my programming (if, then, else)</li> <li>• I can use repetition in my programs</li> </ul>	<ul style="list-style-type: none"> <li>• I can demonstrate understanding of how text is represented in binary</li> <li>• I can demonstrate understanding of the different types of data validation</li> <li>• I understand the principle of 'garbage in, garbage out' and apply this to my work</li> <li>• I can define the different data types</li> </ul>	<ul style="list-style-type: none"> <li>• I can evaluate the appropriateness of digital devices, internet services and application software to achieve given goals.</li> <li>• I can recognise ethical issues surrounding the application of information technology beyond school.</li> </ul>	<ul style="list-style-type: none"> <li>• I can define 'proprietary' and 'open file format'</li> <li>• I can show that I understand what a CPU is</li> <li>• I can show that I understand the function of an operating system</li> <li>• I can recall the features of an operating system and give examples of different types</li> <li>• I can explain the difference between different types of networks (e.g. Physical, mobile, wireless)</li> <li>• I can create a CSS style sheet for a web page</li> </ul>	<ul style="list-style-type: none"> <li>• I can combine multiple appropriate applications when creating a digital project</li> <li>• I can assess how trustworthy the data I am using is</li> <li>• I design criteria to critically evaluate the quality of solutions, use the criteria to identify improvements and can make appropriate refinements to the solution.</li> </ul>
4	<ul style="list-style-type: none"> <li>• I can explain how simple algorithms work</li> <li>• I can break down problems into smaller parts</li> </ul>	<ul style="list-style-type: none"> <li>• I can demonstrate understanding of the relational operators &lt;, &gt;, =, &lt;=, &lt;&gt;</li> <li>• I can use variables and assignment</li> </ul>	<ul style="list-style-type: none"> <li>• I can demonstrate understanding of how binary representation works (e.g. 101 =5)</li> <li>• I can show that I understand the importance of</li> </ul>	<ul style="list-style-type: none"> <li>• I can demonstrate understanding of ways to report concerns</li> <li>• I can define key terms to do with privacy and security threats</li> </ul>	<ul style="list-style-type: none"> <li>• I can evaluate appropriate input and output devices for a given scenario</li> <li>• I can create a simple web page using HTML</li> </ul>	<ul style="list-style-type: none"> <li>• I can describe a number of different data capture methods</li> <li>• I make judgements about digital content when evaluating and</li> </ul>

		<ul style="list-style-type: none"> <li>• I can use selection in my programming (if statements)</li> </ul>	<p>database maintenance (e.g. backups, security and updating records)</p> <ul style="list-style-type: none"> <li>• I can produce a simple database report</li> <li>• I can define data validation and know why it is important</li> </ul>	<ul style="list-style-type: none"> <li>• I understand how to effectively use search engines, and knows how search results are selected, including that search engines use 'web crawler programs'.</li> <li>• I select, combine and use internet services.</li> <li>• I can demonstrate responsible use of technologies and online services, and know a range of ways to report concerns</li> </ul>	<ul style="list-style-type: none"> <li>• I can use internet search engines effectively, including using Boolean operators</li> <li>• I can modify a CSS stylesheet to change how a webpage looks.</li> </ul>	<p>repurposing it for a given audience.</p> <ul style="list-style-type: none"> <li>• I recognise the audience when designing and creating digital content.</li> <li>• I Understands the potential of information technology for collaboration when computers are networked.</li> <li>• I use criteria to evaluate the quality of solutions, can identify improvements, make some refinements to the solution, and future solutions</li> </ul>
3	<ul style="list-style-type: none"> <li>• I can represent algorithms symbolically</li> <li>• I can use logical reasoning to predict the behaviours of simple programs I have created</li> </ul>	<ul style="list-style-type: none"> <li>• I can debug simple programs</li> <li>• I can write programs to do specific things</li> <li>• I can explain how programs execute following the instructions we give them</li> <li>• I can demonstrate that I understand what a variable is</li> <li>• I can demonstrate an understanding of simple Boolean logic by using AND, OR and NOT in simple operations</li> </ul>	<ul style="list-style-type: none"> <li>• I can define the key terms to do with data representation</li> <li>• I can define key database terms</li> <li>• I can demonstrate understanding of what a flat file database is, its main features and its limitations</li> <li>• I understand why sorting flat file data makes searching easier</li> <li>• I can sort and filter data (databases)</li> </ul>	<ul style="list-style-type: none"> <li>• I can identify good and bad online behaviour, including cyberbullying and scams</li> <li>• I can recognise what is acceptable and unacceptable behaviour when using technologies and online services.</li> </ul>	<ul style="list-style-type: none"> <li>• I can show that I understand the difference between hardware and software</li> <li>• I can show that I understand what several input and output devices do</li> <li>• I can define the terms LAN and WAN, and know that the internet is an example of WAN</li> <li>• I can use various internet services to communicate and gather information</li> <li>• I can modify a template to create a simple HTML Webpage</li> </ul>	<ul style="list-style-type: none"> <li>• I can produce a plan for a project</li> <li>• I can select an appropriate application to use when creating a digital project</li> <li>• I can collect, organise and present data and information in digital content.</li> <li>• I can create digital content to achieve a given goal through combining software packages and internet services to communicate with a wider audience e.g. blogging.</li> </ul>



						<ul style="list-style-type: none"> <li>• I can make appropriate improvements to solutions based on feedback received, and can comment on the success of the solution.</li> </ul>
2	<ul style="list-style-type: none"> <li>• I can create simple linear algorithms (sequences of steps to do something)</li> </ul>	<ul style="list-style-type: none"> <li>• I can create simple programs</li> </ul>	<ul style="list-style-type: none"> <li>• I can show that I understand what databases are and why they are useful</li> <li>• I can create a database table</li> </ul>	<ul style="list-style-type: none"> <li>• I can take measures to protect my identity and privacy when using the internet</li> <li>• I can navigate the web and can carry out simple web searches to collect digital content.</li> <li>• I can demonstrate use of computers safely and responsibly, knowing a range of ways to report unacceptable content and contact when online</li> </ul>	<ul style="list-style-type: none"> <li>• I can demonstrate understanding of what kinds of devices can be considered computers</li> </ul>	<ul style="list-style-type: none"> <li>• I can use technology with increasing independence to purposefully organise digital content.</li> <li>• I can show an awareness of the quality of digital content collected.</li> <li>• I can use a variety of software to manipulate and present digital content: data and information.</li> <li>• I can share my experiences of technology in school and beyond the classroom.</li> <li>• I can talk about my work and make improvements to solutions based on feedback received.</li> </ul>
1	<ul style="list-style-type: none"> <li>• I can demonstrate that I understand what algorithms are</li> </ul>		<ul style="list-style-type: none"> <li>• I can identify that binary data is made up of 1s and 0s</li> <li>• I can show that I understand the difference between data and information</li> </ul>	<ul style="list-style-type: none"> <li>• I can use technology safely and responsibly</li> <li>• I obtain content from the world wide web using a web browser.</li> <li>• I understand the importance of communicating safely</li> </ul>	<ul style="list-style-type: none"> <li>• I can show that I understand what networks are</li> </ul>	<ul style="list-style-type: none"> <li>• I can use software under the control of the teacher to create, store and edit digital content using appropriate file and folder names.</li> </ul>

				<p>and respectfully online, and the need for keeping personal information private.</p> <ul style="list-style-type: none"><li>• I know what to do when concerned about content or being contacted.</li></ul>		<ul style="list-style-type: none"><li>• I understand that people interact with computers.</li><li>• I can share my use of technology in school.</li><li>• I know common uses of information technology beyond the classroom.</li><li>• I can talk about my work and makes changes to improve it</li></ul>
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Drama Steps	Group Work in Drama	Drama in Performance	Understanding Drama
S9	<ul style="list-style-type: none"> <li>Collaborate, lead and support others when producing outstanding drama.</li> </ul>	<ul style="list-style-type: none"> <li>Use a range of skills in a sustained way when performing original, engaging drama with exceptional flair.</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate and analyse drama demonstrating exceptional understanding.</li> </ul>
S8	<ul style="list-style-type: none"> <li>Collaborate, lead and support others when producing high quality drama.</li> </ul>	<ul style="list-style-type: none"> <li>Use a range of skills in a sustained way when performing engaging original drama.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate excellent understanding of drama when analysing and evaluating work.</li> </ul>
S7	<ul style="list-style-type: none"> <li>Collaborate with others to produce effective drama using techniques to very good effect.</li> </ul>	<ul style="list-style-type: none"> <li>Use a range of skills and sustain them in performance to create engaging drama.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate very good understanding of drama when analysing and evaluating work.</li> </ul>
S6	<ul style="list-style-type: none"> <li>Collaborate with others to produce drama using techniques to good effect.</li> </ul>	<ul style="list-style-type: none"> <li>Use a range of skills and sustain them in performance.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate good understanding of drama when evaluating work.</li> </ul>
S5	<ul style="list-style-type: none"> <li>Work confidently with others to create, shape and structure drama.</li> </ul>	<ul style="list-style-type: none"> <li>Use voice and movement skills in a considered way.</li> </ul>	<ul style="list-style-type: none"> <li>Use drama terminology confidently when evaluating work.</li> </ul>
S4	<ul style="list-style-type: none"> <li>Work co-operatively to create drama.</li> </ul>	<ul style="list-style-type: none"> <li>Use voice and movement in a considered way most of the time.</li> </ul>	<ul style="list-style-type: none"> <li>Use drama terminology occasionally when discussing work.</li> </ul>
S3	<ul style="list-style-type: none"> <li>Work well with others to create drama.</li> </ul>	<ul style="list-style-type: none"> <li>Sometimes use voice and movement appropriately in performance.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss the effects of drama.</li> </ul>
S2	<ul style="list-style-type: none"> <li>Work sensibly with other people to create drama.</li> </ul>	<ul style="list-style-type: none"> <li>Occasionally voice and movement appropriately in performance.</li> </ul>	<ul style="list-style-type: none"> <li>Talk about the drama work with some confidence.</li> </ul>
S1	<ul style="list-style-type: none"> <li>Work with other people to create drama.</li> </ul>	<ul style="list-style-type: none"> <li>Start to use voice and movement in performance.</li> </ul>	<ul style="list-style-type: none"> <li>Talk about the drama work.</li> </ul>

Y7	Y8	Y9	Step	Design Technology
			S9	<ul style="list-style-type: none"> <li>• Primary and secondary research used to establish client's needs</li> <li>• Consideration of environmental, social and economic challenges made that could influence the design and making</li> <li>• Able to use the work of past and present designers and design movements to influence work</li> <li>• Generate imaginative and creative ideas using a range of strategies, including 2-D and 3-D (CAD) drawing, and modelling, annotated as Step 7</li> <li>• Select appropriate materials and components working accurately using tolerances, producing minimal waste, (lay plan/ cutting list)</li> <li>• Produce accurate plans with estimated times, tools, materials and order of processes</li> <li>• Use special techniques and processes to a high level of accuracy</li> <li>• All aspects of the prototype tested against the design brief and specification including third party testing</li> <li>• Thorough analysis and evaluation throughout the process with clear justification and understanding</li> </ul>
			S8	<ul style="list-style-type: none"> <li>• Use a range of research methods independently. Analyse research to produce <u>own</u> specification</li> <li>• Show clear understanding of production methods and materials in specification and design ideas</li> <li>• Good quality, clear 3D design ideas with evaluative annotation about properties and characteristics of materials and processes, needs of users, time and resources</li> <li>• Model ideas to develop designs using an iterative approach</li> <li>• Produce plans with estimated times, tools, materials and processes</li> <li>• Finished product is complex, accurate and meets the specification criteria</li> <li>• Evaluate using different methods of testing. Suggest improvements as a result of testing</li> </ul>
			S7	<ul style="list-style-type: none"> <li>• Independently research to produce a detailed specification that reflects the research</li> <li>• Investigate different methods of production relevant to the task</li> <li>• Generate original 3D ideas with explanation of features that links to specification</li> <li>• Evaluate ideas, recognising needs of users, time available, resources and skills needed</li> <li>• Produce plan that predicts time, tools, materials and order of processes</li> <li>• Model ideas to develop designs using an iterative approach</li> <li>• Adapt working methods as necessary, giving reasons for changes made</li> <li>• Finished product is well made, accurate and meets the specification criteria</li> <li>• Evaluate throughout making, modify and improve as necessary</li> <li>• Evaluate against the specification and get user feedback to suggest improvements to the product</li> </ul>
			S6	<ul style="list-style-type: none"> <li>• Use books, computers, and investigations to independently research then analyse it to produce a design specification</li> <li>• Generate and annotate a variety of ideas to meet specification criteria</li> <li>• Model ideas to develop designs using an iterative approach</li> <li>• Use detailed drawings with sizes to show final design</li> <li>• Produce plans to match designs, showing techniques and processes</li> <li>• Check work as it progresses and change plans if necessary</li> <li>• Develop and increase skills base through a variety of techniques and processes</li> </ul>

				<ul style="list-style-type: none"> <li>• Evaluate work referring to specification and research. Suggest improvements</li> </ul>
			S5	<ul style="list-style-type: none"> <li>• Use books, computers and investigations to find information to develop own simple specification criteria</li> <li>• Generate and annotate a range of ideas to meet most of the specification points</li> <li>• Use drawing and models and comment about them, to make at least one improvement</li> <li>• Write up and work from your own plans, altering them when needed</li> <li>• Work accurately with a range of tools and materials, using a variety of processes and new techniques</li> <li>• Errors identified as they come up and, in the evaluation, some improvements suggested</li> </ul>
			S4	<ul style="list-style-type: none"> <li>• Use books, computers, to research with guidance, to write own specification with help</li> <li>• Develop and work to own specification with help and guidance</li> <li>• Generate and annotate some ideas in response to the brief and analysis of research with guidance</li> <li>• Use drawing and models and comment about them, to make ideas clearer</li> <li>• Write up and work from your own plans</li> <li>• Work quite accurately with a range of tools and materials, using some different processes and techniques</li> <li>• Identify errors in the evaluation, with some user needs considered</li> </ul>
			S3	<ul style="list-style-type: none"> <li>• Carry out relevant basic research, like measuring, produce a mood board, little analysis made, leading to a basic specification</li> <li>• Use research results to help produce ideas</li> <li>• Work to a basic specification</li> <li>• Draw several ideas, giving reasons for choice</li> <li>• Produce a simple step by step plan listing tools and materials</li> <li>• Use tools and materials with increasing accuracy and attention to the quality of finish</li> <li>• Identify some good and bad points in a product that could be improved and how it could be done</li> </ul>
			S2	<ul style="list-style-type: none"> <li>• Superficial research</li> <li>• Produce some crude sketched ideas to fit the brief</li> <li>• Know the names of basic tools and materials and use them correctly and safely</li> <li>• Produce a rough plan in advance which considers order of making</li> <li>• Work with some accuracy to produce an outcome similar to the intended drawn design</li> <li>• Explain how a product could be improved to meet the users needs</li> </ul>
			S1	<ul style="list-style-type: none"> <li>• No research</li> <li>• Produce one or two ideas to fit the brief, able to talk about their intentions</li> <li>• Very little or no planning ahead</li> <li>• With help produce a finished outcome, care and some accuracy when making</li> <li>• Able to discuss suitable improvements</li> </ul>
			B3,B2,B1	<ul style="list-style-type: none"> <li>• Be able to discuss ideas that would meet the needs of the user and design brief</li> <li>• Produce one crude sketch</li> </ul>

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|  |  |  |  | <ul style="list-style-type: none"><li>• Understand the function of the specification</li><li>• Be able to say what should be done next</li><li>• Follow instructions for safety</li><li>• Work practically with some confidence and help</li></ul> |
|--|--|--|--|--|

English writing steps		Communication and style	Organisation and control	Sentences and punctuation		Vocabulary and spelling	
Performance descriptors	<u>Writing skills</u>	<i>Write imaginative, interesting and thoughtful texts Produce texts which are appropriate to task, reader and purpose</i>	<i>Organise and present whole texts effectively, sequencing and structuring information, ideas and events Construct clear, sequenced and linked paragraphs</i>	<i>Vary sentence types for clarity, purpose and effect</i>	<i>Write with technical accuracy of syntax and punctuation in phrases, clauses and sentences</i>	<i>Select appropriate and effective vocabulary</i>	<i>Use correct spelling</i>
<b>Outstanding Original</b>	S9	<ul style="list-style-type: none"> <li>Use a range of forms in <b>original and compelling</b> ways to <b>engage</b> my reader</li> <li>Write in a consistent style and tone that matches the task, purpose and audience</li> <li><b>Sustained crafting and manipulation of language, tone and style for impact</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Construct and shape</b> my writing expertly so the reader responds as I intend</li> <li><b>Imaginatively</b> organise my writing to control how the reader is given information, ideas and attitudes</li> <li>Link paragraphs with integrated complex discourse markers such as ‘thus’, ‘conversely’, ‘undeniably’</li> </ul>	<ul style="list-style-type: none"> <li>Write <b>impressive</b> sentences that will have the effect and impact I want on the reader</li> <li><b>Craft sentences</b> using a full range of punctuation – including dashes, semi-colons and colons - to create an effect on my reader</li> </ul>	<ul style="list-style-type: none"> <li>Choose words wisely and <b>ambitiously</b> with <b>precision</b></li> <li>Use an increasingly wide range of vocabulary with <b>imagination and flair</b></li> </ul>	<ul style="list-style-type: none"> <li>Use the strategies I have learnt to ensure correct spelling throughout my work</li> </ul>	
<b>Complex Crafted</b>	S8	<ul style="list-style-type: none"> <li><b>Decide on an appropriate form to match the task, purpose and audience</b></li> <li><b>Write with my reader in mind, using and adapting the conventions of</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Shape my writing</b> so that my reader responds in the way I want</li> <li><b>Craft my paragraphs</b> to create an impact on the reader, including one sentence paragraphs</li> </ul>	<ul style="list-style-type: none"> <li><b>Use a wide variety of crafted sentences to create effects that emphasise what I want to say</b></li> <li><b>Use the full range of punctuation – including dashes, semi-colons and colons - to create an effect on my reader</b></li> </ul>	<ul style="list-style-type: none"> <li>Choose my words carefully and <b>ambitiously</b>, so that my writing is <b>precise</b> and has an impact on the reader</li> <li>Choose and use words <b>imaginatively</b>, in ways that match the purpose and my</li> </ul>	<ul style="list-style-type: none"> <li>Use the strategies I have learnt to ensure correct spelling throughout my work</li> </ul>	

		<p><b>text types flexibly and imaginatively</b></p> <ul style="list-style-type: none"> <li>• Adopt a style and tone to suit the task, purpose and audience e.g. sarcasm, irony, humour, emotive language</li> </ul>	<ul style="list-style-type: none"> <li>• Use discourse markers such as ‘arguably’, ‘indeed’, ‘moreover’ to create an evaluative voice to my work</li> </ul>			<p>reader including more <b>specialist terminology</b></p>	
<b>Complex Crafted</b>	<b>S7</b>	<ul style="list-style-type: none"> <li>• Plan my writing so that I am using an appropriate form e.g. letter, article, speech, prose, poetry</li> <li>• Choose and sustain an appropriate style right through my writing e.g. persuasive, humorous, argument, descriptive, opinion</li> <li>• <b>Adapt the conventions of the text type where this will add originality and interest e.g. formal/informal</b></li> </ul>	<ul style="list-style-type: none"> <li>• Plan and organise my writing in a way that will have an impact on my reader</li> <li>• Connect the sentences within paragraphs so that my meaning and purpose are clear, <b>including one sentence paragraphs</b></li> <li>• <b>Link paragraphs together so my reader can see clearly how my piece of writing is developing using connectives such as ‘in addition’, ‘on the other hand’, ‘to conclude’, ‘arguably’, ‘sadly’</b></li> </ul>	<ul style="list-style-type: none"> <li>• Choose to write the kinds of sentences, that will give the effect I want according to the purpose of my writing, <b>including minor sentences</b></li> <li>• Make sure I use a variety of sentences, including simple and complex sentences</li> <li>• Control the tense of my writing, <b>changing it for effect</b></li> </ul>	<ul style="list-style-type: none"> <li>• Use punctuation <b>consistently and accurately</b> to show the beginnings and ends of sentences</li> <li>• Use commas, semi-colons, colons, and ellipsis <b>precisely</b> in longer sentences to help the reader follow my meaning</li> </ul>	<ul style="list-style-type: none"> <li>• Always choose the best words to match the subject and purpose of my writing</li> <li>• Choose my words carefully and <b>ambitiously</b> so that my writing is <b>precise</b> and has an impact on the reader</li> </ul>	<ul style="list-style-type: none"> <li>• Use look, cover, write, check method to improve my spelling.</li> <li>• Identify my most common spelling mistakes and find my own way to correct them, including words with syllables and letters that you don’t hear</li> </ul>
<b>Effective Controlled</b>	<b>S6</b>	<ul style="list-style-type: none"> <li>• Plan my writing so that I am using an appropriate form e.g. letter, article, speech, prose, poetry</li> </ul>	<ul style="list-style-type: none"> <li>• Plan and organise my writing in a way that will have an impact on my reader</li> <li>• Connect the sentences within</li> </ul>	<ul style="list-style-type: none"> <li>• Choose to write the kinds of sentences, that will give the effect I want according to the</li> </ul>	<ul style="list-style-type: none"> <li>• Use punctuation accurately to show the beginnings and ends of sentences</li> <li>• Use commas, semi-colons, colons, and</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Always choose the best words to match the subject and purpose of my writing</b></li> <li>• Choose my words carefully and</li> </ul>	<ul style="list-style-type: none"> <li>• Use look, cover, write, check method to improve my spelling.</li> </ul>



		<ul style="list-style-type: none"> <li>Choose and sustain an appropriate style right through my writing e.g. persuasive, humorous, argument, descriptive, opinion</li> <li>Add more detail to my writing to make it clearer and more interesting, choosing key events to elaborate and expand</li> </ul>	<p>paragraphs so that my meaning and purpose are clear</p> <ul style="list-style-type: none"> <li>Use more connecting words to link my paragraphs together such as 'whilst', 'until', 'despite', 'however'</li> </ul>	<p>purpose of my writing</p> <ul style="list-style-type: none"> <li>Make sure I use a variety of sentences, including simple and complex sentences</li> <li>Control the tense of my writing</li> </ul>	<p>ellipsis correctly in longer sentences to help the reader follow my meaning</p>	<p>ambitiously so that my writing is precise and has an impact on the reader</p>	<ul style="list-style-type: none"> <li>Identify my most common spelling mistakes and find my own way to correct them, including words with syllables and letters that you don't hear</li> </ul>
<b>Effective Controlled</b>	<b>S5</b>	<ul style="list-style-type: none"> <li>Make my purpose and point of view very clear and make sure it stays the same all the way through a piece of writing e.g. present facts and opinions, balance action and dialogue</li> <li>Choose a style that matches the task and keeps my reader interested e.g. persuasive, humorous, argument, descriptive, opinion</li> <li><b>Add more detail to my writing to make it clearer and more interesting, choosing key events</b></li> </ul>	<ul style="list-style-type: none"> <li>Plan my writing so that I know how it will develop all the way through, using paragraphs to show my reader how I have organised my ideas</li> <li>Make sure that my paragraphs follow on from each other</li> <li><b>Use more connecting words to link my paragraphs together such as 'whilst', 'until', 'despite', 'however'</b></li> </ul>	<ul style="list-style-type: none"> <li>Vary my sentences in length and structure to add detail, to emphasise points and express key ideas</li> <li><b>Choose the kind of sentence to write by thinking how it will affect my reader</b></li> <li><b>Use a wide range of sentence openers such as:</b></li> <li><b>Adverbials - 'some time later', 'as we ran', 'slowly, we crept...'</b></li> <li><b>Subjects - 'they', 'the girls', 'our class'; Prepositions - 'under', 'above', 'on', 'with'</b></li> </ul>	<ul style="list-style-type: none"> <li>Use punctuation accurately to show the beginnings and ends of sentences</li> <li>Use accurate punctuation for speech</li> <li>Use commas correctly in long sentences to separate different clauses</li> <li>Use apostrophes for contractions and ownership</li> <li>Start to use semi-colons, colons and ellipsis</li> <li>Try to use apostrophes for contractions such as 'isn't', 'can't', 'I'll' and ownership.</li> </ul>	<ul style="list-style-type: none"> <li>Use a wide range of words in my writing e.g. verbs, adverbs, adjectives, precise nouns.</li> <li><b>Choose words that will have an impact on my reader e.g. to create an emotive response or a vivid description</b></li> </ul>	<ul style="list-style-type: none"> <li>Use look, cover, write, check method to improve my spelling.</li> <li>Identify my most common spelling mistakes and find my own way to correct them, including words with syllables and letters that you don't hear</li> </ul>

		to elaborate and expand					
Clear Consistent	S4	<ul style="list-style-type: none"> <li>• Make my purpose and point of view very clear and make sure it stays the same all the way through a piece of writing e.g. present facts and opinions, balance action and dialogue</li> <li>• Choose a style that matches the task and keeps my reader interested e.g. persuasive, humorous, argument, descriptive, opinion</li> </ul>	<ul style="list-style-type: none"> <li>• Plan my writing so that I know how it will develop all the way through, using paragraphs to show my reader how I have organised my ideas</li> <li>• Make sure that my paragraphs follow on from each other</li> </ul>	<ul style="list-style-type: none"> <li>• Vary my sentences in length and structure to add detail, to emphasise points and express key ideas</li> <li>• Attempt to use complex sentences by adding a subordinate clause to the start, middle or end of a sentence</li> <li>• Use simple discourse markers to guide the reader e.g. 'firstly', 'suddenly', 'however'.</li> </ul>	<ul style="list-style-type: none"> <li>• Write in sentences that start with a capital letter and end with the right punctuation mark</li> <li>• Use capital letters for more complex proper nouns</li> <li>• Use accurate punctuation for speech</li> <li>• Use commas correctly in long sentences to separate different clauses</li> <li>• Start to use semi-colons and colons</li> <li>• Try to use apostrophes for contractions such as 'isn't', 'can't', 'I'll' and ownership.</li> </ul>	<ul style="list-style-type: none"> <li>• Use a wide range of words in my writing e.g. verbs, adverbs, adjectives, precise nouns.</li> <li>• Use describing words and phrases to add detail, interest and variety to my writing e.g. a wider selection of adjectives and adverbs, words to emphasise a mood or the way a character speaks</li> </ul>	<ul style="list-style-type: none"> <li>• Use look, cover, write, check method to improve my spelling.</li> <li>• Identify my most common spelling mistakes and find my own way to correct them, including words with syllables and letters that you don't hear</li> </ul>
Clear Consistent	S3	<ul style="list-style-type: none"> <li>• Choose a way of writing that matches the purpose of the task e.g. past tense in a newspaper report, first person in a diary</li> <li>• Give more information by adding detail into my sentences e.g. use adjectives to give a point of view,</li> </ul>	<ul style="list-style-type: none"> <li>• Organise my writing with a good beginning and ending</li> <li>• Plan and organise my writing so that my reader will be able to follow it easily from beginning to end</li> <li>• Use some connecting words to link my ideas together, such as 'first', 'next', 'finally'</li> </ul>	<ul style="list-style-type: none"> <li>• Vary my sentences in length and structure including simple and compound sentences</li> <li>• Attempt to use complex sentences by adding a subordinate clause to the start, middle or end of a sentence</li> </ul>	<ul style="list-style-type: none"> <li>• Write in sentences that start with a capital letter and end with the right punctuation mark</li> <li>• Use capital letters for more complex proper nouns</li> <li>• Use speech marks correctly</li> <li>• Try to use commas to break down long sentences and in lists</li> </ul>	<ul style="list-style-type: none"> <li>• Choose words that match my topic</li> <li>• Use describing words and phrases to add detail, interest and variety to my writing e.g. a wider selection of adjectives and adverbs, words to emphasise a mood or the way a character speaks</li> </ul>	<ul style="list-style-type: none"> <li>• Use look, cover, write, check method to improve my spelling.</li> <li>• Sound out words and use regular patterns in words to try to spell difficult words.</li> <li>• Improve my knowledge of common spelling</li> </ul>

		<p>use verbs to show how a character speaks or moves.</p> <ul style="list-style-type: none"> <li>• Make sure the reader understands my point of view e.g. present facts and opinions, balance action and dialogue</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Begin to use paragraphs/sections to organise my writing using topic sentences to help my reader make sense of the text</b></li> </ul>		<ul style="list-style-type: none"> <li>• <b>Try to use apostrophes for contractions such as 'isn't', 'can't', 'I'll'</b></li> </ul>		<p>patterns, including words that sound the same but have different spellings and meanings</p>
<p><b>Relevant Some consistency</b></p>	<p><b>S2</b></p>	<ul style="list-style-type: none"> <li>• Choose a way of writing that matches the purpose of the task e.g. past tense in a newspaper report, first person in a diary</li> <li>• Give more information by adding detail into my sentences e.g. use adjectives to give a point of view, use verbs to show how a character speaks or moves.</li> <li>• <b>Make sure that everything I write is connected with the topic and does not go off the point</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Organise my writing with a good beginning and ending</b></li> <li>• <b>Plan and organise my writing so that my reader will be able to follow it easily from beginning to end</b></li> </ul>	<ul style="list-style-type: none"> <li>• Vary my sentences in length and structure including simple and compound sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Write in sentences that start with a capital letter and end with the right punctuation mark</li> <li>• <b>Use capital letters for more complex proper nouns</b></li> <li>• Use commas in lists</li> <li>• <b>Use speech marks to show the words characters actually say</b></li> </ul>	<ul style="list-style-type: none"> <li>• Choose words that match my topic</li> <li>• Choose some words that will have a special effect on my reader e.g. adjectives and <b>adverbs</b></li> </ul>	<ul style="list-style-type: none"> <li>• Use look, cover, write, check method to improve my spelling.</li> <li>• Sound out words and use regular patterns in words to try to spell difficult words.</li> <li>• <b>Improve my knowledge of common spelling patterns, including words that sound the same but have different spellings and meanings</b></li> </ul>
<p><b>Relevant Some consistency</b></p>	<p><b>S1</b></p>	<ul style="list-style-type: none"> <li>• <b>Choose a way of writing that matches the purpose of the task e.g. past tense in a newspaper report, first person in a diary</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Show which ideas belong together by organising my writing in sections or paragraphs</b></li> <li>• <b>Use simple links between sections or paragraphs such as</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Write sentences of different length</b></li> <li>• <b>Use the same tense throughout a piece of writing</b></li> </ul>	<ul style="list-style-type: none"> <li>• Start my sentences with a capital letter and end them with a full stop, question mark or exclamation mark</li> <li>• <b>Use commas in lists</b></li> </ul>	<ul style="list-style-type: none"> <li>• Choose words that match my topic</li> <li>• Choose some words that will have a special effect on my reader e.g. simple adjectives</li> </ul>	<ul style="list-style-type: none"> <li>• Use look, cover, write, check method to improve my spelling.</li> </ul>

		<ul style="list-style-type: none"> <li>• Give more information by adding detail into my sentences e.g. use adjectives to give a point of view, use verbs to show how a character speaks or moves.</li> </ul>	<p>‘when we got there’, ‘after that’</p>				<ul style="list-style-type: none"> <li>• Make sure I spell ‘everyday’ words correctly</li> </ul>
<p><b>Straightforward Basic</b></p>	<p><b>B3</b></p>	<ul style="list-style-type: none"> <li>• Include ideas that fit the topic e.g. memories in a recount, sequence events in a story, informative points in a report</li> <li>• Write in a way that matches the task e.g. past tense in a newspaper report, first person in a diary</li> <li>• Try to express my own thoughts and ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Write a clear beginning and ending</li> <li>• Decide the best order for what I want to say</li> </ul>	<ul style="list-style-type: none"> <li>• Join some sentences together with ‘and’, ‘but’, ‘so’, ‘because’</li> </ul>	<ul style="list-style-type: none"> <li>• Start my sentences with a capital letter and end them with a full stop, question mark or exclamation mark</li> </ul>	<ul style="list-style-type: none"> <li>• Choose some words that will have a special effect on my reader e.g. simple adjectives</li> </ul>	<ul style="list-style-type: none"> <li>• Use look, cover, write, check method to improve my spelling.</li> <li>• Make sure I spell ‘everyday’ words correctly</li> </ul>
<p><b>Straightforward Basic</b></p>	<p><b>B2</b></p>	<ul style="list-style-type: none"> <li>• Include ideas that fit the topic e.g. memories in a recount, sequence events in a story, informative points in a report</li> <li>• Write in a way that matches the task e.g. past tense in a newspaper report, first person in a diary</li> </ul>	<ul style="list-style-type: none"> <li>• Make sure my writing has a proper beginning and ending</li> <li>• Put what I want to say in the right order</li> </ul>	<ul style="list-style-type: none"> <li>• Join some sentences together with words like ‘and’, ‘but’ and ‘so’</li> </ul>	<ul style="list-style-type: none"> <li>• Use question marks and exclamation marks at the right time</li> </ul>	<ul style="list-style-type: none"> <li>• Use well-chosen nouns and verbs in sequence.</li> </ul>	<ul style="list-style-type: none"> <li>• Use look, cover, write, check method to improve my spelling.</li> <li>• Sound out letters and sounds in words I find difficult to spell</li> </ul>

<b>Basic</b>	<b>B1</b>	<ul style="list-style-type: none"> <li>• Write some of my own ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Group ideas on the same topic together</li> </ul>	<ul style="list-style-type: none"> <li>• Know whether I am writing about the past or the present and use the right words to show this</li> </ul>	<ul style="list-style-type: none"> <li>• Write sentences that start with a capital letter and end with a full stop</li> </ul>	<ul style="list-style-type: none"> <li>• Use well-chosen nouns and verbs in sequence.</li> </ul>	<ul style="list-style-type: none"> <li>• Use look, cover, write, check method to improve my spelling.</li> <li>• Sound out letters and sounds in words I find difficult to spell</li> </ul>
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English Reading Steps		Read and synthesise			Explain and analyse		Ideas and context – compare and evaluate	
Performance descriptor	<u>Reading skills</u>	<i>Use a range of strategies to read for meaning</i>	<i>Understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text</i>	<i>Deduce, infer or interpret information, events or ideas from texts</i>	<i>Identify and comment on the structure and organisation of texts.</i>	<i>Explain and comment on writers' use of language, including grammatical and literary features at word and sentence level</i>	<i>Identify and comment on writers' purposes and viewpoints, and the overall effect of the text on the reader</i>	<i>Relate texts to their social, cultural and historical traditions</i>
<b>Outstand-ing Original</b>	<b>S9</b>		<ul style="list-style-type: none"> <li>• Combine insight, evidence and wider textual knowledge to make a full interpretation of a text. Compare and evaluate interpretations, drawing on others' interpretations that may differ from my own</li> </ul>	<ul style="list-style-type: none"> <li>• Show precisely and with insight, through apt textual evidence, how text structure and language contribute to meaning</li> </ul>	<ul style="list-style-type: none"> <li>• Write critical responses that are based on a secure understanding of a writer's purposes. Evaluate the effects by exploring how viewpoints are expressed</li> </ul>	<ul style="list-style-type: none"> <li>• Make interesting links and comparisons between texts, including those written in different times and from unfamiliar cultures and periods</li> </ul>		

<p><b>Complex Crafted</b></p>	<p>S8</p> <p>S7</p>		<ul style="list-style-type: none"> <li>• Refer to other sources such as articles and webpages, novels and poems, to help me develop and argue my point about a text</li> <li>• Select evidence precisely, from throughout a text, to help me argue my point</li> </ul>	<ul style="list-style-type: none"> <li>• Make connections between my insights into a text, drawing on different pieces of evidence, to make an overall interpretation</li> <li>• Write several paragraphs with linking points, precise evidence and thoughtful explanation of writers' choices and the effects on the reader</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate techniques such as verse form, chapter/section breaks and time shifts</li> <li>• Make connections between my insights into a text to make an overall interpretation.</li> </ul>	<ul style="list-style-type: none"> <li>• Make precise and thoughtful comments analysing how language is used for impact.</li> <li>• Show how a wide range of language techniques (imagery, vocabulary choices, tone, motifs, figurative language) contributes to the overall effect of a text on the reader.</li> </ul>	<ul style="list-style-type: none"> <li>• Analyse and evaluate the position of the writer (viewpoint), the narrator (first/second/third person) and the readers in a text</li> <li>• Evaluate how viewpoints are established (form) and managed in a text such as rhetorical devices</li> <li>• Show my understanding of a writer's use of irony and sarcasm</li> </ul>	<ul style="list-style-type: none"> <li>• Analyse how different meanings and interpretations of a text relate to the contexts in which it is written and read</li> <li>• Analyse how a text is influenced by earlier texts of the same type</li> </ul>
<p><b>Effective Controlled</b></p>	<p>S6</p> <p>S5</p>		<ul style="list-style-type: none"> <li>• Bring together information from different sources or from different places in the same text</li> <li>• Identify the relevant points in a text, making informed choices</li> </ul>	<ul style="list-style-type: none"> <li>• Explore different possible meanings in a text</li> <li>• Write a developed response with clear points, evidence</li> </ul>	<ul style="list-style-type: none"> <li>• Comment on the impact of how a text is organised, tracing how main ideas or events are developed over the text</li> <li>• Explore how a writer's theme or purpose is presented across a text, exploring openings, endings, changes and juxtapositions</li> </ul>	<ul style="list-style-type: none"> <li>• Use the appropriate terms when I comment on and explain the effect of a writer's techniques e.g. simile, metaphor,</li> </ul>	<ul style="list-style-type: none"> <li>• Use several clear examples from across a text to explain how a writer puts across a particular point of view e.g. use of</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss examples of how a text's meaning is changed by the time and place in which it is written and read</li> </ul>

			<ul style="list-style-type: none"> <li>• Use a short, well-chosen quotation within a sentence to show that I can refer closely to a text</li> </ul>	<p>and explanations of writers' choices and the effects on the reader</p> <ul style="list-style-type: none"> <li>• Comment on the wider importance of events or ideas in a text within a response with clear points, evidence and explanation of writers' choices and the effects on the reader</li> </ul>		<p>personification, verbs, adverbs</p> <ul style="list-style-type: none"> <li>• Explain in detail how language is used at different points in a text.</li> <li>• Comment on how language choices can contribute to a text's overall effect on the reader</li> </ul>	<p>repetition or rhetorical questions</p> <ul style="list-style-type: none"> <li>• Use several clear examples from across a text to explain how a writer creates particular effects on readers</li> </ul>	<ul style="list-style-type: none"> <li>• Comment on the typical features of texts from different times e.g. sonnet form, biography, dramatic monologue</li> </ul>
<p><b>Clear Consistent</b></p>	<p><b>S4</b></p> <p><b>S3</b></p>		<ul style="list-style-type: none"> <li>• Support my comments with relevant and appropriate quotations or references to the text</li> <li>• Identify most of the main points in a text</li> <li>• Pick out some words or phrases to back up my comments about a character or event</li> </ul>	<ul style="list-style-type: none"> <li>• Make sure I can find evidence in the text to support my comments when I read between the lines</li> <li>• Write a detailed paragraph with a clear point, with evidence</li> </ul>	<ul style="list-style-type: none"> <li>• Explain why I think a writer has organised a text in a particular way e.g. openings, middle, endings</li> <li>• Explain how topic sentences are developed with explanation and illustration in a text</li> <li>• Explain how different forms are used for different effects e.g. how an article is organised to provide clear information</li> </ul>	<ul style="list-style-type: none"> <li>• Use appropriate terminology to identify the techniques writers use e.g. simile, metaphor, personification, verbs, adverbs</li> <li>• Explain why I think a writer has</li> </ul>	<ul style="list-style-type: none"> <li>• Understand and explain simply that writers create texts to have an impact on readers</li> <li>• Understand the writer's general point of view and purpose in a text I am reading</li> </ul>	<ul style="list-style-type: none"> <li>• Comment on similarities and differences between texts or versions</li> <li>• Explain the importance of a text's setting or background</li> </ul>

				<p>and some explanation of writers' choices and the effects on the reader</p> <ul style="list-style-type: none"> <li>• Explain what clues from different points in a text are showing me</li> <li>• Write a detailed paragraph with a clear point, some evidence and some explanation of writers' choices and the effects on the reader</li> </ul>		<p>chosen particular words or phrases and the effect on the reader</p>	<ul style="list-style-type: none"> <li>• Explain simply the likely effect of a text on its readers</li> </ul>	
<p><b>Relevant Some consistency</b></p>	<p><b>S2</b></p> <p><b>S1</b></p>		<ul style="list-style-type: none"> <li>• Select the information I need in a text</li> <li>• Pick out some words or phrases to back up my comments about a character or event</li> <li>• Skim and scan to find information quickly</li> </ul>	<ul style="list-style-type: none"> <li>• Write about what word clues in a text are showing me</li> <li>• Find clues from different parts of a text to help me answer a question</li> </ul>	<ul style="list-style-type: none"> <li>• Write about how the writer has organised the text such as sentence lengths, paragraphs, headings, sub-headings</li> <li>• Identify the layout or structure the writer has used</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the sorts of words the writer has used</li> <li>• Write about the sorts of words the writer has used to suit the topic</li> </ul>	<ul style="list-style-type: none"> <li>• Write about what a text makes readers think or feel</li> <li>• Work out the writer's main purpose in a text e.g. to inform, persuade, describe</li> </ul>	<ul style="list-style-type: none"> <li>• Write about similarities between texts</li> <li>• Write about a text's setting or background</li> </ul>



<p><b>Straightforward Basic</b></p>	<p><b>B3</b></p> <p><b>B2</b></p>	<ul style="list-style-type: none"> <li>• Choose the best strategies to read and work out the meaning of words I do not know</li> <li>• Choose the best strategies to read and work out the meaning of words I do not know</li> </ul>	<ul style="list-style-type: none"> <li>• Find sections of the text that back up my comments</li> <li>• Find information in the fiction and non-fiction texts I am reading</li> <li>• Write about texts I am reading</li> </ul>	<ul style="list-style-type: none"> <li>• Use at least two of the following reading strategies: questioning a text; making mental pictures based on what I read; predicting what might happen next in a text</li> <li>• Understand what clues in a text are showing me</li> </ul>	<ul style="list-style-type: none"> <li>• See how a text has been laid out and organised</li> <li>• Pick out some of the punctuation in a text</li> </ul>	<ul style="list-style-type: none"> <li>• Identify groups of words used by a writer.</li> <li>• Pick out some interesting choices of words in a text</li> </ul>	<ul style="list-style-type: none"> <li>• Work out what I think the writer is trying to say within a whole text</li> <li>• Say what I think and feel about a text</li> </ul>	<ul style="list-style-type: none"> <li>• Find some similarities between texts</li> <li>• Identify a text's setting or its background</li> </ul>
<p><b>Basic</b></p>	<p><b>B1</b></p>	<ul style="list-style-type: none"> <li>• Work out how to read some words I don't know</li> <li>• Use punctuation to help me when I read aloud</li> <li>• Read a range of key words</li> </ul>	<ul style="list-style-type: none"> <li>• Know where to look for information</li> <li>• Remember things about a text I have read</li> </ul>	<ul style="list-style-type: none"> <li>• Use the words and pictures in a text to work out how a character is thinking or feeling in a book I am reading</li> <li>• Use the words and pictures in a text to work out why something has happened in a book I am reading</li> </ul>	<ul style="list-style-type: none"> <li>• Notice the way texts have beginnings, middles and endings</li> <li>• Notice the way texts have beginnings, middles and endings</li> </ul>	<ul style="list-style-type: none"> <li>• Pick out interesting words in a text</li> </ul>	<ul style="list-style-type: none"> <li>• Find an opinion in a text</li> <li>• Say what I like or dislike about a text</li> </ul>	<ul style="list-style-type: none"> <li>• Pick out some differences between types of texts</li> <li>• Understand that books can be written about different times and places</li> <li>• Read and understand some different types of texts</li> </ul>

Geography Step	<b>Knowledge of place and location.</b> <b>Knowledge of Human and Physical Geography</b>	<b>Geography skills and fieldwork</b>
S9	<ul style="list-style-type: none"> <li>• Account for the differences in development and clearly understand the range of complex factors that contribute to quality of life in different places.</li> <li>• Uses UK and world geography confidently to describe and analyse places in comprehensive detail.</li> <li>• Makes numerous geographical links to analyse physical and human features.</li> <li>• Explains changes in places over time using comprehensive geographical knowledge.</li> <li>• Clearly analyses geographical patterns and processes at different scales.</li> <li>• Confidently uses a range of key words.</li> <li>• Explains in detail how interaction between people and the environment leads to complex and unintended change.</li> <li>• Understands and describes a wide range of views about environmental interaction.</li> <li>• Explain in detail the causes and consequences of environmental change.</li> <li>• Analyse numerous different ways of developing places and environments.</li> </ul>	<ul style="list-style-type: none"> <li>• Independent identification of a range of appropriate geographical questions.</li> <li>• Expert use of a wide range of skills.</li> <li>• Evaluative comments/ limitations of skills are regularly offered as well as suggested improvements.</li> <li>• Expert presentation.</li> <li>• Reach substantiated conclusions with a wealth of evidence.</li> </ul>
S8	<ul style="list-style-type: none"> <li>• Account for the differences in development and understand the range of complex factors that contribute to quality of life in different places.</li> <li>• Uses UK and world geography confidently to describe and analyse places in detail.</li> <li>• Makes geographical links to analyse physical and human features.</li> <li>• Explains changes in places over time using detailed geographical knowledge.</li> <li>• Analyses geographical patterns and processes at different scales.</li> <li>• Uses key words very well.</li> <li>• Explains how interaction between people and the environment leads to complex and unintended change.</li> <li>• Understands and describes a range of views about environmental interaction.</li> <li>• Explain the causes and consequences of environmental change.</li> </ul>	<ul style="list-style-type: none"> <li>• Independent identification of appropriate geographical questions.</li> <li>• Very accurate use of a wide range of skills.</li> <li>• Evaluative comments/ limitations of skills are often offered as well as suggested improvements.</li> <li>• Very accurate presentation.</li> <li>• Reach substantiated conclusions.</li> </ul>

	<ul style="list-style-type: none"> <li>Analyse different ways of developing places and environments.</li> </ul>	
S7	<ul style="list-style-type: none"> <li>Uses UK and world geography to describe and analyse places in detail.</li> <li>Uses geographical links to analyse physical and human features.</li> <li>Explains how processes interact to make places different and how places change.</li> <li>Analyses geographical patterns at different scales.</li> <li>Uses key words well.</li> <li>Explains how different uses of the environment and events in other places leads to conflict.</li> <li>Explains how many factors lead to different ways of developing places and environments, including sustainable ways.</li> </ul>	<ul style="list-style-type: none"> <li>Establish own sequence of investigation.</li> <li>Accurate use of a wide range of skills.</li> <li>Accurate presentation.</li> <li>Reach well justified conclusions.</li> </ul>
S6	<ul style="list-style-type: none"> <li>Knows and uses UK and world geography to describe and analyse places.</li> <li>Understand physical and human features work together to make places different and change.</li> <li>Can explain how places change and how local people are affected.</li> <li>Pick out geographical patterns at different scales.</li> <li>Uses key words well.</li> <li>Understand that different uses of the environment leads to conflict</li> <li>Knows that different opinions lead to different ways of using and caring for the environment including sustainability</li> </ul>	<ul style="list-style-type: none"> <li>Ask relevant geographical questions.</li> <li>Effective use of a range of skills with very few errors.</li> <li>Good presentation.</li> <li>Reach conclusions based on evidence.</li> </ul>
S5	<ul style="list-style-type: none"> <li>Knows more detailed UK and world geography</li> <li>Can make detailed descriptions of physical and human features</li> <li>Show how processes make places similar or different and how local people are affected.</li> <li>Can describe and begin to explain geographical patterns.</li> <li>Knows the key words and uses them properly.</li> <li>Understand how people can change the environment.</li> <li>Understands sustainability and that people hold different views on it.</li> </ul>	<ul style="list-style-type: none"> <li>Explain views and suggest plausible conclusions.</li> <li>Satisfactory use of a range of skills.</li> <li>Satisfactory presentation.</li> </ul>
S4	<ul style="list-style-type: none"> <li>Knows basic UK and world geography</li> <li>Can pick out physical and human features and describe them.</li> <li>Can explain how places change and how local people are affected.</li> <li>Can describe simple geographical patterns.</li> <li>Knows the key words and uses some of them.</li> </ul>	<ul style="list-style-type: none"> <li>Use of a range of simple skills, with some errors.</li> <li>Answer some geographical questions.</li> </ul>

	<ul style="list-style-type: none"> <li>• Can show how people improve the environment or damage it.</li> <li>• Give reasons for their own views on environmental change Know that other people hold different views on the environment.</li> </ul>	
S3	<ul style="list-style-type: none"> <li>• Describe and distinguish between physical and human features.</li> <li>• Give some reasons why features are found where they are.</li> <li>• Begin to use geographical vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>• Use of a small range of simple skills, although errors appear such as lack of labels or inappropriate scale.</li> <li>• Use some sources to answer geographical questions.</li> </ul>
S2	<ul style="list-style-type: none"> <li>• Describe features of a human or physical environment.</li> <li>• Suggest how physical features might affect people or the environment.</li> </ul>	<ul style="list-style-type: none"> <li>• Attempts to use simple skills.</li> <li>• Answers questions with support.</li> </ul>
S1	<ul style="list-style-type: none"> <li>• Name some physical or human features of a place.</li> </ul>	<ul style="list-style-type: none"> <li>• Comments on geographical features with support.</li> </ul>

History Steps	Chronology	Knowledge	Interpretations	Sources	Writing
9	<ul style="list-style-type: none"> <li>You have extensive and detailed factual knowledge and understanding.</li> <li>You can analyse relationships between a wide range of events, people, ideas and changes and between the features of different past societies and cultures</li> </ul>	<ul style="list-style-type: none"> <li>Your explanations and analyses of reasons for, and results of, events and changes, are very well explained.</li> <li>You analyse links between events and developments that took place in different countries and in different periods.</li> </ul>	<ul style="list-style-type: none"> <li>You make balanced judgements based on your understanding of the value of different interpretations of historical events and developments.</li> </ul>	<ul style="list-style-type: none"> <li>You use sources of information critically, carry out your own historical enquiries and develop and support an argument.</li> </ul>	<ul style="list-style-type: none"> <li>Your use of punctuation and grammar is very fluent, concise and uses a wide range of vocabulary.</li> <li>You make very good use of dates and terms</li> </ul>
8	<ul style="list-style-type: none"> <li>You show a wide knowledge of history.</li> <li>You examine developments and changes in different places and between different periods.</li> </ul>	<ul style="list-style-type: none"> <li>Your explanations are well supported by evidence and set in a wider historical context.</li> </ul>	<ul style="list-style-type: none"> <li>You can provide a balanced judgement about the value of different interpretations by assessing the strengths and weaknesses.</li> </ul>	<ul style="list-style-type: none"> <li>You can confidently use sources critically and independently to carry out historical research and reach conclusions. All arguments and conclusions are supported by detailed evidence.</li> </ul>	<ul style="list-style-type: none"> <li>Precise use of structure and accuracy of punctuation and grammar.</li> <li>Fluent, concise written style which is focused on the question.</li> </ul>
7	<ul style="list-style-type: none"> <li>You are able to examine the links between different features within and across periods.</li> </ul>	<ul style="list-style-type: none"> <li>You put your explanations of causes and consequences in a wider historical context.</li> </ul>	<ul style="list-style-type: none"> <li>You are beginning to explain the importance of different historical interpretations.</li> </ul>	<ul style="list-style-type: none"> <li>You can confidently use sources critically and independently to carry out historical research and reach conclusions.</li> </ul>	<ul style="list-style-type: none"> <li>More precision of structure and coherency than step 6. Developed use of punctuation and grammar.</li> </ul>
6	<ul style="list-style-type: none"> <li>You have detailed knowledge about periods within History</li> <li>You use this knowledge to compare features of a particular period or society.</li> </ul>	<ul style="list-style-type: none"> <li>You are able to examine causes and consequences.</li> <li>You are able to prioritise with explanation.</li> <li>You are able to identify links between causes.</li> </ul>	<ul style="list-style-type: none"> <li>You show confidence in explaining WHY different historical interpretations have been presented.</li> </ul>	<ul style="list-style-type: none"> <li>You can select evidence from a range of sources.</li> <li>You can identify and analyse strengths and weaknesses by assessing provenance (who, when, purpose).</li> </ul>	<ul style="list-style-type: none"> <li>You are able to use a balanced structure which is focused on the question.</li> <li>You use paragraphs to structure your response including prioritisation of interpretations.</li> </ul>
5	<ul style="list-style-type: none"> <li>You describe different people and periods from History.</li> </ul>	<ul style="list-style-type: none"> <li>You are able to identify the causes and consequences of events.</li> </ul>	<ul style="list-style-type: none"> <li>You can describe, and begin to explain, different</li> </ul>	<ul style="list-style-type: none"> <li>You can identify the strengths and weaknesses of sources.</li> </ul>	<ul style="list-style-type: none"> <li>You are able to use relevant evidence to provide a structure which</li> </ul>

	<ul style="list-style-type: none"> <li>You can make links between and across different periods.</li> </ul>	<ul style="list-style-type: none"> <li>You are beginning to organise causes by making links e.g. with reference to priority and long term, short term.</li> </ul>	<p>interpretations of events in History.</p>	<ul style="list-style-type: none"> <li>You can use the evidence from the sources to support an argument.</li> </ul>	<p>gives both sides of an argument.</p> <ul style="list-style-type: none"> <li>Answers are structured into paragraphs with a coherent structure.</li> </ul>
<b>4</b>	<ul style="list-style-type: none"> <li>You describe some features of the past and make some links to other time periods</li> </ul>	<ul style="list-style-type: none"> <li>You make some links between causes, consequences and events</li> <li>You are able to link how one event led to another.</li> </ul>	<ul style="list-style-type: none"> <li>You can show how some people have interpreted the past with different views.</li> </ul>	<ul style="list-style-type: none"> <li>You can select sources which are relevant to your historical study</li> </ul>	<ul style="list-style-type: none"> <li>You are able to select and organise information to answer questions. You are beginning to use paragraphs – including introductions and conclusions-and key historical terms.</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>You confidently use dates and times when talking about the past.</li> <li>You describe people and periods in the past.</li> </ul>	<ul style="list-style-type: none"> <li>You give some descriptions of some main events, people and changes.</li> <li>You can identify some changes and consequences.</li> </ul>	<ul style="list-style-type: none"> <li>You understand what interpretation means.</li> <li>You can identify and explain positive and negative language.</li> </ul>	<ul style="list-style-type: none"> <li>You can select evidence from sources in order to extract information</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>You are beginning to organise your work and ideas by using paragraphs and some key historical terms.</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>You can place events and objects in order, and can recognise that your own lives are different from the lives of people in the past.</li> </ul>	<ul style="list-style-type: none"> <li>You show some knowledge of the main events and people you have studied.</li> </ul>	<ul style="list-style-type: none"> <li>You are beginning to recognise that there are reasons why people in the past acted as they did.</li> </ul>	<ul style="list-style-type: none"> <li>You can handle sources of information to answer simple questions about the past.</li> </ul>	<ul style="list-style-type: none"> <li>You can write with some structure</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>You know the difference between present and past in your own and other people's lives.</li> </ul>	<ul style="list-style-type: none"> <li>You know and recount episodes from stories about the past.</li> </ul>	N/A	<ul style="list-style-type: none"> <li>You can find answers to some simple questions about the past from sources of information.</li> </ul>	<ul style="list-style-type: none"> <li>You can write with some structure.</li> </ul>
<b>B.3</b>	<ul style="list-style-type: none"> <li>You show some awareness between past &amp; present in your own and other people's lives.</li> </ul>	<ul style="list-style-type: none"> <li>You show an awareness and can recount episodes from stories about the past.</li> </ul>	N/A	<ul style="list-style-type: none"> <li>You can find some answers to some simple questions about the past from sources of information.</li> </ul>	<ul style="list-style-type: none"> <li>You are beginning to write with some sentence and paragraph structure.</li> </ul>

Languages Steps	MFL Step grid 2021
9	<ul style="list-style-type: none"> <li>• Meets the requirements of an 8, plus:</li> <li>• Uses their initiative to produce more individual pieces of written and spoken work.</li> <li>• Immerses themselves in the culture e.g. by listening to music in the target language.</li> <li>• Is keen to experiment with their language in a sophisticated way.</li> <li>• Is highly accurate in all work produced.</li> </ul>
8	<ul style="list-style-type: none"> <li>• Consistently passes vocab tests.</li> <li>• Consistently recalls and uses previous vocab.</li> <li>• Can confidently manipulate grammar to increase creativity in their work.</li> <li>• Is able to produce detailed passages of written or spoken language from a range of topics with accuracy.</li> <li>• Is able to understand complex language from a wide range of topics.</li> <li>• Is able to give a range of opinions and extensive justifications with accuracy.</li> </ul>
S7	<ul style="list-style-type: none"> <li>• Consistently passes vocab tests.</li> <li>• Consistently recalls and uses previous vocab.</li> <li>• Can regularly manipulate grammar to increase creativity in their work.</li> <li>• Is able to produce more detailed paragraphs of written or spoken language from a range of topics with accuracy.</li> <li>• Is able to understand increasingly complex language from a range of topics.</li> <li>• Is able to give a range of opinions and justify them using more complex conjunctions.</li> </ul>
S6	<ul style="list-style-type: none"> <li>• Regularly passes vocab tests.</li> <li>• Is able to recall and use previous vocab.</li> <li>• Can sometimes manipulate grammar to increase creativity in their work.</li> <li>• Is able to produce more detailed paragraphs of written or spoken language from a range of topics with increasing accuracy.</li> <li>• Is able to understand increasingly complex language from a range of topics.</li> <li>• Is able to give a range of opinions and justify them using some different conjunctions.</li> </ul>
S5	<ul style="list-style-type: none"> <li>• Regularly passes vocab tests.</li> <li>• Is able to recall and use previous vocab.</li> <li>• Is beginning to manipulate grammar to increase creativity in their work.</li> <li>• Is able to produce more detailed paragraphs of written or spoken language from a range of topics which is usually accurate.</li> <li>• Is able to understand more complex language from a range of topics.</li> <li>• Is able to give a range of opinions and justify them using a conjunction.</li> </ul>
S4	<ul style="list-style-type: none"> <li>• Regularly passes vocab tests.</li> <li>• Is able to recall previous vocab.</li> <li>• Is able to understand the basic grammar principles that they have been taught.</li> </ul>

	<ul style="list-style-type: none"> <li>• Is able to produce short paragraphs of written or spoken language from a range of topics without scaffolding.</li> <li>• Is able to understand longer paragraphs of written and spoken language from a range of topics</li> <li>• Is able to give a simple opinion and justify it using a conjunction</li> </ul>
S3	<ul style="list-style-type: none"> <li>• Regularly passes vocab tests.</li> <li>• Is able to recognise previous vocab</li> <li>• Is able to understand some of the basic grammar principles that they have been taught</li> <li>• Is able to produce short paragraphs of written or spoken language from the current topic of study without scaffolding.</li> <li>• Is able to understand longer paragraphs of written and spoken language from the current topic of study</li> <li>• Is able to give a simple opinion and justify it.</li> </ul>
S2	<ul style="list-style-type: none"> <li>• Regularly passes vocab tests.</li> <li>• Is able to recognise some previous vocab.</li> <li>• Is beginning to understand some of the basic grammar principles that they have been taught</li> <li>• Is able to write or say short sentences from the current topic of study without scaffolding.</li> <li>• Is able to understand shorter paragraphs of written and spoken language from the current topic of study</li> <li>• Give a simple opinion</li> </ul>
S1	<ul style="list-style-type: none"> <li>• Mostly passes vocab tests.</li> <li>• Can use scaffolding to write or say 2-3 simple sentences.</li> <li>• Can pick out key details from a short piece of written or spoken language.</li> <li>• Recognises opinions</li> </ul>
B3	<ul style="list-style-type: none"> <li>• Can achieve well on vocabulary tests into English.</li> <li>• Can use scaffolding to write or say 1-2 simple sentences.</li> <li>• Can pick out some key details from a short piece of written or spoken text.</li> </ul>
B2	<ul style="list-style-type: none"> <li>• Sometimes achieves well on vocabulary tests into English.</li> <li>• Can use scaffolding to write or say a simple sentence.</li> <li>• Can pick out some information from a short piece of written or spoken text.</li> </ul>
B1	<ul style="list-style-type: none"> <li>• Occasionally achieves well on vocabulary tests into English.</li> <li>• Can copy and repeat sentences accurately.</li> <li>• Can pick out familiar words from a short piece of written or spoken text.</li> </ul>



Maths steps	1st Step	2nd Step	3rd Step	4th Step	5th Step	6th Step	7th Step	8th Step	9th Step
Number	<ul style="list-style-type: none"> <li>Round positive whole numbers to the nearest 10, 100 or 1000</li> </ul>	<ul style="list-style-type: none"> <li>Apply four operations in correct order to integers and proper fractions</li> </ul>	<ul style="list-style-type: none"> <li>Round decimals to the nearest whole number</li> </ul>	<ul style="list-style-type: none"> <li>Round numbers to significant figures</li> </ul>	<ul style="list-style-type: none"> <li>Divide decimals with one or two places by single digit whole numbers</li> </ul>	<ul style="list-style-type: none"> <li>Identify upper and lower bounds for rounding discrete and continuous data</li> </ul>	<ul style="list-style-type: none"> <li>Understand that each of the headings in the place value system, to the right of the unit column, can be written as powers of 10</li> </ul>	<ul style="list-style-type: none"> <li>Multiply and divide simple fractions - positive and negative</li> </ul>	<ul style="list-style-type: none"> <li>Use inequality notation to specify simple error intervals due to truncation or rounding</li> </ul>
	<ul style="list-style-type: none"> <li>Add, subtract, multiply and divide integers - positive and negative</li> </ul>	<ul style="list-style-type: none"> <li>Extend written methods to <math>HTU \times U</math></li> </ul>	<ul style="list-style-type: none"> <li>Multiply and divide decimals by 10, 100, 1000, and explain the effect</li> </ul>	<ul style="list-style-type: none"> <li>Use equality and inequality symbols</li> </ul>	<ul style="list-style-type: none"> <li>Add and subtract simple fractions with denominators of any size</li> </ul>	<ul style="list-style-type: none"> <li>Identify the upper and lower bounds of a measurement</li> </ul>	<ul style="list-style-type: none"> <li>Multiply both sides of an inequality by a negative number</li> </ul>	<ul style="list-style-type: none"> <li>Calculate with roots (surds and exact values)</li> </ul>	<ul style="list-style-type: none"> <li>Estimate powers and roots of any given positive numbers</li> </ul>
	<ul style="list-style-type: none"> <li>Use standard column procedures to add and subtract whole numbers</li> </ul>	<ul style="list-style-type: none"> <li>Understand addition and subtraction as they apply to whole numbers and decimals</li> </ul>	<ul style="list-style-type: none"> <li>Multiply by 0</li> </ul>	<ul style="list-style-type: none"> <li>Multiply three digit by two digit whole numbers</li> </ul>	<ul style="list-style-type: none"> <li>Multiply a fraction by an integer</li> </ul>	<ul style="list-style-type: none"> <li>Recognize that measurements given to the nearest whole unit may be inaccurate by up to one half in either direction</li> </ul>	<ul style="list-style-type: none"> <li>Understand the difference between squaring a negative number and subtracting a squared number</li> </ul>	<ul style="list-style-type: none"> <li>Write numbers less than 10 in standard index form</li> </ul>	<ul style="list-style-type: none"> <li>Recall that <math>x</math> to the power of 0 = 1 and <math>x</math> to the power of -1 is <math>1/n</math> for positive integers</li> </ul>
	<ul style="list-style-type: none"> <li>Know by heart</li> </ul>	<ul style="list-style-type: none"> <li>Multiply and divide integers by</li> </ul>	<ul style="list-style-type: none"> <li>Understand multiplication as it</li> </ul>	<ul style="list-style-type: none"> <li>Divide three digit by two</li> </ul>	<ul style="list-style-type: none"> <li>Be able to multiply any number by 0.1 and 0.01</li> </ul>	<ul style="list-style-type: none"> <li>Understand that each of the headings in the place value system, to the left of</li> </ul>	<ul style="list-style-type: none"> <li>Find the reciprocal of simple</li> </ul>	<ul style="list-style-type: none"> <li>Convert between large and</li> </ul>	

	<p>multipl ication facts up to 10 x 10</p>	<p>10 and 100, and explain the effect</p>	<p>applies to whole numbers and decimals</p>	<p>digit whole numbers</p>		<p>the tens column, can be written as a power of 10</p>	<p>numbers/fra ctions mentally</p>	<p>small numbers into standard form and vice-versa</p>	
	<ul style="list-style-type: none"> <li>• Use halving</li> </ul>	<ul style="list-style-type: none"> <li>• Understand that halving is the reverse of doubling</li> </ul>	<ul style="list-style-type: none"> <li>• Understand division as it applies to whole numbers and decimals</li> </ul>	<ul style="list-style-type: none"> <li>• Extend written methods to U.t x U</li> </ul>	<ul style="list-style-type: none"> <li>• Be able to divide any number by 0.1 and 0.01</li> </ul>	<ul style="list-style-type: none"> <li>• Write numbers as a decimal number of millions or thousands</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the order in which to calculate expressions that contain powers and brackets in both the numerator and denominator</li> </ul>	<ul style="list-style-type: none"> <li>• Multiply and divide in standard form</li> </ul>	
	<ul style="list-style-type: none"> <li>• Use doubling</li> </ul>	<ul style="list-style-type: none"> <li>• Apply simple tests of divisibility (3, 6, 4, 25)</li> </ul>	<ul style="list-style-type: none"> <li>• Extend written methods to HTU divided by U</li> </ul>	<ul style="list-style-type: none"> <li>• Multiply decimals with one or two places by single digit whole numbers</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the effect of multiplying any integer by a power of 10</li> </ul>	<ul style="list-style-type: none"> <li>• Use knowledge of place value to calculate the product or division of two decimals where one or both are less than 1</li> </ul>	<ul style="list-style-type: none"> <li>• Know that a number multiplied by its reciprocal is 1</li> </ul>		
	<ul style="list-style-type: none"> <li>• Partition to multiply mentally TU x U</li> </ul>	<ul style="list-style-type: none"> <li>• Know square numbers 6 x 6 to 9 x 9</li> </ul>	<ul style="list-style-type: none"> <li>• Use standard column procedure to add and subtract decimals with up to two places</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to add and subtract simple fractions and those with simple common denominators</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the effect of dividing any integer by a power of 10</li> </ul>	<ul style="list-style-type: none"> <li>• Divide integers and decimals, including by decimals</li> </ul>	<ul style="list-style-type: none"> <li>• Know that the reciprocal of a reciprocal is the original number</li> </ul>		
	<ul style="list-style-type: none"> <li>• Find a differen</li> </ul>	<ul style="list-style-type: none"> <li>• Put digits in the correct</li> </ul>	<ul style="list-style-type: none"> <li>• Extend written</li> </ul>	<ul style="list-style-type: none"> <li>• Add and subtract</li> </ul>	<ul style="list-style-type: none"> <li>• Add and subtract negative integers from</li> </ul>	<ul style="list-style-type: none"> <li>• Use standard column procedure to add and</li> </ul>	<ul style="list-style-type: none"> <li>• Use conventional</li> </ul>		

	ce by counting up through the next multiple of 10	place in a calculation	methods to TU x TU	positive numbers from negative integers	positive and negative numbers	subtract integers and decimals of any size	notation for the priority of operations, including roots and reciprocals		
	<ul style="list-style-type: none"> <li>• Add three or more multiples of 10</li> </ul>	<ul style="list-style-type: none"> <li>• Know what each digit represents in numbers with up to two decimal places</li> </ul>	<ul style="list-style-type: none"> <li>• Know and use the order of operations</li> </ul>	<ul style="list-style-type: none"> <li>• Multiply and divide negative integers by a positive number</li> </ul>	<ul style="list-style-type: none"> <li>• Use mental strategies for multiplication - doubling and halving strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Multiply and divide by decimals, dividing by transforming to division by an integer</li> </ul>	<ul style="list-style-type: none"> <li>• Understand and use compound measures; density, pressure and speed</li> </ul>		
	<ul style="list-style-type: none"> <li>• Recognise multiples up to <math>10 \times 10</math></li> </ul>	<ul style="list-style-type: none"> <li>• Be able to use <math>&gt;</math> or <math>&lt;</math> correctly between two positive decimals. Decimals should be to 4 or 5 significant figures</li> </ul>	<ul style="list-style-type: none"> <li>• Quickly derive associated division facts</li> </ul>	<ul style="list-style-type: none"> <li>• Add and subtract integers - positive and negative numbers</li> </ul>	<ul style="list-style-type: none"> <li>• Use mental strategies for multiplication - partition two 2-digit numbers where one number includes a decimal</li> </ul>	<ul style="list-style-type: none"> <li>• Divide an integer by a fraction</li> </ul>	<ul style="list-style-type: none"> <li>• Round numbers and measures to an appropriate degree of accuracy</li> </ul>		
	<ul style="list-style-type: none"> <li>• Apply simple tests of divisibility (2, 9, 10, 5)</li> </ul>	<ul style="list-style-type: none"> <li>• Be able to order positive decimals with the largest on the left. Decimals should be 4 or 5 significant figures</li> </ul>	<ul style="list-style-type: none"> <li>• Check a result by working it backwards</li> </ul>	<ul style="list-style-type: none"> <li>• Multiply and divide negative integers by a negative number</li> </ul>	<ul style="list-style-type: none"> <li>• Use mental strategies for multiplication of decimals - doubling and halving strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Be able to simplify expressions containing powers to complete the calculation</li> </ul>	<ul style="list-style-type: none"> <li>• Find HCF and LCM using prime factors</li> </ul>		

<ul style="list-style-type: none"> <li>• Know square numbers, <math>10 \times 10</math>, <math>1 \times 1</math> to <math>5 \times 5</math></li> </ul>	<ul style="list-style-type: none"> <li>• Be able to order positive decimals as a list with the smallest on the left. Decimals should be 4 or 5 significant figures.</li> </ul>	<ul style="list-style-type: none"> <li>• Round numbers to decimal places</li> </ul>	<ul style="list-style-type: none"> <li>• Be able to subtract integers and decimals with up to two decimal places</li> </ul>	<ul style="list-style-type: none"> <li>• Have strategies for calculating fractions and decimals of a number</li> </ul>	<ul style="list-style-type: none"> <li>• Understand which parts of an expression is raised to a power</li> </ul>	<ul style="list-style-type: none"> <li>• Use prime factorisation to represent a number as a product of its primes using index notation</li> </ul>		
<ul style="list-style-type: none"> <li>• Order positive and negative integers</li> </ul>		<ul style="list-style-type: none"> <li>• Recognise and use multiples and factors and use simple tests of divisibility</li> </ul>	<ul style="list-style-type: none"> <li>• Be able to add and subtract integers and decimals and decimals with varying numbers of decimal places</li> </ul>	<ul style="list-style-type: none"> <li>• Add and subtract up to 5 fractions mixing both addition and subtraction in the calculation</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise and use relationships between operations, including inverse operations</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise that prime factor decomposition of a positive number is unique</li> </ul>		
<ul style="list-style-type: none"> <li>• Use diagrams to compare two or more simple fractions</li> </ul>		<ul style="list-style-type: none"> <li>• Identify numbers with exactly two factors (primes)</li> </ul>	<ul style="list-style-type: none"> <li>• Be able to add and subtract more than two integers or decimals with up to two decimal places, but with varying numbers of</li> </ul>	<ul style="list-style-type: none"> <li>• Add mixed number fractions without common denominators, where the fraction parts add up to more than 1</li> </ul>	<ul style="list-style-type: none"> <li>• Calculate average speed, distance, time - in mph as well as metric units</li> </ul>	<ul style="list-style-type: none"> <li>• Add and subtract fractions (mixed) - positive and negative</li> </ul>		

				decimal places					
		<ul style="list-style-type: none"> <li>Understand the difference between factor, multiple and prime numbers</li> </ul>	<ul style="list-style-type: none"> <li>Use inverse operations</li> </ul>	<ul style="list-style-type: none"> <li>Multiply an integer by a fraction</li> </ul>	<ul style="list-style-type: none"> <li>Convert between metric speed measures</li> </ul>	<ul style="list-style-type: none"> <li>Use the square, cube and power keys on a calculator</li> </ul>			
		<ul style="list-style-type: none"> <li>Find all the factor pairs for any whole number with any support</li> </ul>	<ul style="list-style-type: none"> <li>Simplify fractions by cancelling all common factors</li> </ul>	<ul style="list-style-type: none"> <li>Be able to work with calculations where the brackets are squared or square rooted</li> </ul>	<ul style="list-style-type: none"> <li>Understand the effect of multiplying or dividing by any number between 0 and 1</li> </ul>	<ul style="list-style-type: none"> <li>Use the index laws to include negative power answers and understand that these answers are smaller than 1</li> </ul>			
		<ul style="list-style-type: none"> <li>Able to determine factors and multiples of numbers by listing</li> </ul>	<ul style="list-style-type: none"> <li>Be able to work with calculations where numbers are squared within a bracket</li> </ul>	<ul style="list-style-type: none"> <li>Be able to estimate answers to calculations involving 2 or more operations and BODMAS</li> </ul>	<ul style="list-style-type: none"> <li>Multiply and divide simple fractions (proper and improper) - positive and negative</li> </ul>	<ul style="list-style-type: none"> <li>Use the laws of indices to multiply and divide numbers written in index notation</li> </ul>			
		<ul style="list-style-type: none"> <li>Understand the vocabulary of prime numbers, factors, multiples and common factors</li> </ul>	<ul style="list-style-type: none"> <li>Know that the contents of brackets are evaluated first</li> </ul>	<ul style="list-style-type: none"> <li>Apply systematic listing strategies</li> </ul>	<ul style="list-style-type: none"> <li>Add and subtract fractions (proper and improper) - positive and negative</li> </ul>	<ul style="list-style-type: none"> <li>Convert between currencies</li> </ul>			

			<ul style="list-style-type: none"> <li>• Recognise that every number can be written as a product of two factors</li> </ul>	<ul style="list-style-type: none"> <li>• Use conventional notation for priority of operations, including brackets and powers</li> </ul>	<ul style="list-style-type: none"> <li>• Multiply and divide decimals - positive and negative</li> </ul>	<ul style="list-style-type: none"> <li>• Use halving and doubling strategies on fractions to find the decimal equivalents of other fractions</li> </ul>	<ul style="list-style-type: none"> <li>• Estimate the answer to calculations by rounding numbers to 1 sig fig</li> </ul>		
			<ul style="list-style-type: none"> <li>• Convert terminating decimals to fractions</li> </ul>	<ul style="list-style-type: none"> <li>• Add and subtract decimals - positive and negative</li> </ul>	<ul style="list-style-type: none"> <li>• Find the lowest common multiple by listing</li> </ul>	<ul style="list-style-type: none"> <li>• Convert a fraction to a decimal to make a calculation easier</li> </ul>	<ul style="list-style-type: none"> <li>• Check reasonableness of answers</li> </ul>		
			<ul style="list-style-type: none"> <li>• Recall known facts including fraction to decimal conversions</li> </ul>	<ul style="list-style-type: none"> <li>• Find common factors and primes</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise rules relating to odd and even numbers</li> </ul>	<ul style="list-style-type: none"> <li>• Be able to find square roots by factorising</li> </ul>	<ul style="list-style-type: none"> <li>• Estimate answers to one or two step calculations</li> </ul>		
			<ul style="list-style-type: none"> <li>• Extend mental methods of calculation to include fractions</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise and use common factor, highest common factor and lowest common multiple</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the vocabulary of highest common factor and lowest common multiple</li> </ul>	<ul style="list-style-type: none"> <li>• Be able to find cube roots by factorising</li> </ul>	<ul style="list-style-type: none"> <li>• Write numbers greater than 10 in standard form</li> </ul>		
			<ul style="list-style-type: none"> <li>• Calculate simple percentages</li> </ul>	<ul style="list-style-type: none"> <li>• Find the prime factor decomposition of a number</li> </ul>	<ul style="list-style-type: none"> <li>• Use division to convert a fraction to a decimal</li> </ul>	<ul style="list-style-type: none"> <li>• Mentally be able to calculate the square of numbers less than 16 multiplied by a multiple of 10</li> </ul>			

				less than 100					
		<ul style="list-style-type: none"> <li>• Recognise the first few triangular numbers</li> </ul>	<ul style="list-style-type: none"> <li>• Find the HCF and LCM of two numbers</li> </ul>	<ul style="list-style-type: none"> <li>• Convert a terminating decimal to a fraction and simplify the fraction</li> </ul>	<ul style="list-style-type: none"> <li>• Combine laws of arithmetic for brackets with mental calculations of squares</li> </ul>				
		<ul style="list-style-type: none"> <li>• Know square numbers beyond 10 x 10</li> </ul>	<ul style="list-style-type: none"> <li>• Know the prime factorisation of numbers up to 30. They must give their answers as powers</li> </ul>	<ul style="list-style-type: none"> <li>• Work interchangeably with terminating decimals and their corresponding fractions</li> </ul>	<ul style="list-style-type: none"> <li>• Combine laws of arithmetic for brackets with mental calculations of cubes</li> </ul>				
		<ul style="list-style-type: none"> <li>• Find roots of square numbers up to 100</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise two-digit prime numbers</li> </ul>	<ul style="list-style-type: none"> <li>• Learn fractional equivalents to key recurring decimals</li> </ul>	<ul style="list-style-type: none"> <li>• Combine laws of arithmetic for brackets with mental calculations of square roots</li> </ul>				
		<ul style="list-style-type: none"> <li>• Compare decimals in different contexts</li> </ul>	<ul style="list-style-type: none"> <li>• Calculate simple fractions of quantities and measurements</li> </ul>	<ul style="list-style-type: none"> <li>• Know the denominators of simple fractions that produce recurring decimals, and those that do not</li> </ul>	<ul style="list-style-type: none"> <li>• Combine laws of arithmetic for brackets with mental calculations of cube roots</li> </ul>				
		<ul style="list-style-type: none"> <li>• Understand and use decimal notation and place value</li> </ul>	<ul style="list-style-type: none"> <li>• Extend percentage calculation strategies with jottings to find any percentage</li> </ul>	<ul style="list-style-type: none"> <li>• Interpret percentages as the operator 'so many hundredths of'</li> </ul>	<ul style="list-style-type: none"> <li>• Be able to use mental strategies to solve word problems set in context using square roots and cube roots mentally</li> </ul>				

			<ul style="list-style-type: none"> <li>• Approximate before carrying out an addition or subtraction</li> </ul>	<ul style="list-style-type: none"> <li>• Use index notation for squares and cubes and for positive integer powers of 10</li> </ul>	<ul style="list-style-type: none"> <li>• Calculate fractions of quantities and measurements</li> </ul>	<ul style="list-style-type: none"> <li>• Establish index laws for positive powers where the answer is a positive power</li> </ul>			
				<ul style="list-style-type: none"> <li>• Be able to order negative decimals with the smallest to the left. Decimals should be to 2 or 3 decimal places</li> </ul>	<ul style="list-style-type: none"> <li>• Give the positive and negative square roots of a number</li> </ul>	<ul style="list-style-type: none"> <li>• Use an extended range of calculator functions</li> </ul>			
				<ul style="list-style-type: none"> <li>• Be able to order negative decimals with the smallest to the right. Decimals should be to 2 or 3 decimal places</li> </ul>	<ul style="list-style-type: none"> <li>• Use index notation for small integer powers</li> </ul>	<ul style="list-style-type: none"> <li>• Order fractions by converting them to decimals or otherwise</li> </ul>			
				<ul style="list-style-type: none"> <li>• Be able to use <math>&gt;</math> or <math>&lt;</math> correctly between</li> </ul>	<ul style="list-style-type: none"> <li>• Find and interpret roots of non-square numbers using square root key</li> </ul>	<ul style="list-style-type: none"> <li>• Use one calculation to find the answer to another</li> </ul>			



				two negative decimals. Decimals should be to 2 or 3 decimal places					
				<ul style="list-style-type: none"> <li>Order fractions, decimals and percentages</li> </ul>	<ul style="list-style-type: none"> <li>Extend mental calculations to squares and square roots</li> </ul>	<ul style="list-style-type: none"> <li>Express a multiplicative relationship between two quantities as a ratio or a fraction</li> </ul>			
				<ul style="list-style-type: none"> <li>Make estimates and approximations of calculations - use a range of ways to find an approximate answer</li> </ul>	<ul style="list-style-type: none"> <li>Extend mental calculations to cubes and cube roots</li> </ul>	<ul style="list-style-type: none"> <li>Use numbers of any size rounded to 1 significant figure to make standardised estimates for calculations with one step</li> </ul>			
				<ul style="list-style-type: none"> <li>Check a result by considering if it is of the right order of magnitude</li> </ul>	<ul style="list-style-type: none"> <li>Be able to estimate square roots of non-square numbers less than 100</li> </ul>	<ul style="list-style-type: none"> <li>Know there are different ways of finding an approximate answer</li> </ul>			
Algebra			<ul style="list-style-type: none"> <li>Find outputs of more complex functions</li> </ul>	<ul style="list-style-type: none"> <li>Substitute positive integers into simple formulae</li> </ul>	<ul style="list-style-type: none"> <li>Substitute positive and negative integers into simple formulae</li> </ul>	<ul style="list-style-type: none"> <li>Substitute positive integers into expressions involving small powers (up to 3)</li> </ul>	<ul style="list-style-type: none"> <li>Use systematic trial and improvement to find the</li> </ul>	<ul style="list-style-type: none"> <li>Find the equation of a straight-line from its graph</li> </ul>	<ul style="list-style-type: none"> <li>Change the subject of a complex formula that involves</li> </ul>

		expressed in words	expressed in letter symbols				approximate solution to one decimal place of an equation		fractions e.g. make u or v the subject of the formula $\frac{1}{v} + \frac{1}{u} = \frac{1}{t}$
		<ul style="list-style-type: none"> <li>Find the inputs of simple functions expressed in words by using the output and inverse operations</li> </ul>	<ul style="list-style-type: none"> <li>Substitute integers into more complex formulae expressed in letter symbols</li> </ul>	<ul style="list-style-type: none"> <li>Write expressions to solve problems representing a situation</li> </ul>	<ul style="list-style-type: none"> <li>Select an expression/equation/formula/identity from a list</li> </ul>	<ul style="list-style-type: none"> <li>Construct and solve equations that involves multiplying out brackets by a negative number</li> </ul>	<ul style="list-style-type: none"> <li>Identify the line of symmetry of a quadratic graph</li> </ul>	<ul style="list-style-type: none"> <li>Identify and interpret gradients from an equation <math>ax + by = c</math></li> </ul>	
		<ul style="list-style-type: none"> <li>Use functions machines to find coordinates</li> </ul>	<ul style="list-style-type: none"> <li>Identify variables and use letter symbols</li> </ul>	<ul style="list-style-type: none"> <li>Understand the difference between an expression and an equation and the meaning of the key vocabulary 'term'</li> </ul>	<ul style="list-style-type: none"> <li>Use the distributive law to take out numerical common factors</li> </ul>	<ul style="list-style-type: none"> <li>Derive a simple formula, including those involving square, cubes and roots</li> </ul>	<ul style="list-style-type: none"> <li>Recognise that when the linear and inverse of a linear function are plotted, they are a reflection in the line <math>y = x</math></li> </ul>	<ul style="list-style-type: none"> <li>Find approximate solutions of a quadratic equation from the graph of the corresponding quadratic function</li> </ul>	
		<ul style="list-style-type: none"> <li>Discuss and interpret line graphs and graphs of functions from a range of sources</li> </ul>	<ul style="list-style-type: none"> <li>Identify formulae and functions</li> </ul>	<ul style="list-style-type: none"> <li>Understand the different role of letter symbols in formulae and functions</li> </ul>	<ul style="list-style-type: none"> <li>Manipulate expressions by taking out common factors, not necessarily the highest</li> </ul>	<ul style="list-style-type: none"> <li>Multiply out brackets involving positive terms such as <math>(a + b)(c + d)</math> and collect like terms</li> </ul>	<ul style="list-style-type: none"> <li>Interpret distance-time graphs and calculate the speed of individual sections, total distance</li> </ul>	<ul style="list-style-type: none"> <li>Recognise, sketch and interpret graphs of simple cubic functions</li> </ul>	

								and total time	
		<ul style="list-style-type: none"> <li>• Read values from straight-line graphs for real life situations</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the unknowns in a formula and a function</li> </ul>	<ul style="list-style-type: none"> <li>• Select an expression/equation/formula from a list</li> </ul>	<ul style="list-style-type: none"> <li>• Change the subject of a formula in one step</li> </ul>	<ul style="list-style-type: none"> <li>• Substitute positive and negative integers into linear expressions involving powers</li> </ul>	<ul style="list-style-type: none"> <li>• Interpret gradient as a rate of change in distance-time and speed-time graphs, containers emptying and filling, and unit price graphs</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise, sketch and interpret reciprocal graphs</li> </ul>	
		<ul style="list-style-type: none"> <li>• Use conventions and notation for 2D coordinates in all four quadrants</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the distinction between equations, formulae and functions</li> </ul>	<ul style="list-style-type: none"> <li>• Express simple functions in symbols</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to consider the features of graphs of simple linear functions where y is given explicitly in terms of x</li> </ul>	<ul style="list-style-type: none"> <li>• Know and understand the meaning of an identity and use the = sign</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and interpret roots, intercepts and turning points of a quadratic graph</li> </ul>	<ul style="list-style-type: none"> <li>• Find the coordinates of the midpoint of a line from coordinates using a formula</li> </ul>	
		<ul style="list-style-type: none"> <li>• Draw, label and scale axes</li> </ul>	<ul style="list-style-type: none"> <li>• Simplify algebraic expressions by collecting like terms</li> </ul>	<ul style="list-style-type: none"> <li>• Generate four quadrants coordinate pairs of simple linear functions</li> </ul>	<ul style="list-style-type: none"> <li>• Use gradients to interpret how one variable changes in relation to another</li> </ul>	<ul style="list-style-type: none"> <li>• Factorise to one bracket by taking out the highest common factor for all terms</li> </ul>	<ul style="list-style-type: none"> <li>• Given the coordinates of points A and B, calculate the length of AB</li> </ul>	<ul style="list-style-type: none"> <li>• Solve linear inequalities in two variables graphically</li> </ul>	
		<ul style="list-style-type: none"> <li>• Use the correct notation to show inclusive and exclusive inequalities</li> </ul>	<ul style="list-style-type: none"> <li>• Create basic expressions from worded examples</li> </ul>	<ul style="list-style-type: none"> <li>• Draw and use graphs to solve distance-time problems</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss and interpret linear and non-linear graphs from a range of sources</li> </ul>	<ul style="list-style-type: none"> <li>• Find an unknown where it is not the subject of the formula and</li> </ul>	<ul style="list-style-type: none"> <li>• Plot and draw graphs of straight lines without</li> </ul>	<ul style="list-style-type: none"> <li>• Solve two simultaneous inequalities algebraically and show the</li> </ul>	

							where an equation must be solved	using a table of values (use intercept and gradient)	solution set on a number
		<ul style="list-style-type: none"> <li>Describe simple functions in words</li> </ul>	<ul style="list-style-type: none"> <li>Find outputs of more complex functions and inputs using inverse operations</li> </ul>	<ul style="list-style-type: none"> <li>Interpret information from a complex real-life graph, read values and discuss trends</li> </ul>	<ul style="list-style-type: none"> <li>Draw distance-time graphs and velocity-time graphs</li> </ul>	<ul style="list-style-type: none"> <li>Rearrange simple equations</li> </ul>	<ul style="list-style-type: none"> <li>Write down the equation of a line parallel to a given line</li> </ul>	<ul style="list-style-type: none"> <li>Answer simple proof and 'show that' questions using consecutive integers, squares, even numbers <math>2n</math>, odd numbers <math>2n+1</math></li> </ul>	
		<ul style="list-style-type: none"> <li>Generate terms of a simple sequence using term-to-term rules</li> </ul>	<ul style="list-style-type: none"> <li>Construct functions to describe mappings (completing a number machine)</li> </ul>	<ul style="list-style-type: none"> <li>Find the coordinate points identified by geometrical information in 2D for simple shapes e.g. squares and parallelograms</li> </ul>	<ul style="list-style-type: none"> <li>Find the coordinates of the midpoint of a line from a given graph</li> </ul>	<ul style="list-style-type: none"> <li>Know that the gradient of a line is the change in <math>y</math> over change in <math>x</math></li> </ul>	<ul style="list-style-type: none"> <li>Recognise a quadratic function from its equation and explain the shape of its graph</li> </ul>	<ul style="list-style-type: none"> <li>Continue a quadratic sequence and use the <math>n</math>th term to generate terms</li> </ul>	
		<ul style="list-style-type: none"> <li>Find the next term in a sequence, including negative values</li> </ul>	<ul style="list-style-type: none"> <li>Plot a simple distance time graph (straight-line graphs)</li> </ul>	<ul style="list-style-type: none"> <li>Plot a graph of a simple linear function in the first quadrant</li> </ul>	<ul style="list-style-type: none"> <li>Plot the graphs of simple linear functions in the form <math>y=mx+c</math> in four quadrants</li> </ul>	<ul style="list-style-type: none"> <li>Without drawing the graphs, compare and contrast features of graphs such as <math>y = 4x</math>, <math>y = 4x + 6</math>, <math>y = x + 6</math></li> </ul>	<ul style="list-style-type: none"> <li>Solve more complex linear inequalities in one variable and represent the solution on a number line</li> </ul>	<ul style="list-style-type: none"> <li>Use finite/infinite and ascending/descending to describe sequences</li> </ul>	

			<ul style="list-style-type: none"> <li>• Generate and describe simple integer sequences - square and triangle numbers</li> </ul>	<ul style="list-style-type: none"> <li>• Read x and y coordinates in all four quadrants</li> </ul>	<ul style="list-style-type: none"> <li>• Plot and draw graphs of straight lines using a table of values</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise that equations of the form <math>y=mx+c</math> correspond to straight-line graphs in the coordinate plane</li> </ul>	<ul style="list-style-type: none"> <li>• Identify parallel lines from their equations</li> </ul>	<ul style="list-style-type: none"> <li>• Use algebra to support proofs</li> </ul>	<ul style="list-style-type: none"> <li>• Distinguish between arithmetic and geometric sequences</li> </ul>
			<ul style="list-style-type: none"> <li>• Generate terms of a simple sequence arising from practical contexts</li> </ul>	<ul style="list-style-type: none"> <li>• Identify points with given coordinates and coordinates of a given point in all four quadrants</li> </ul>	<ul style="list-style-type: none"> <li>• Drawing and recognising lines parallel to axes, plus <math>y = x</math> and <math>y = -x</math></li> </ul>	<ul style="list-style-type: none"> <li>• Write down whole number values which satisfy an inequality</li> </ul>	<ul style="list-style-type: none"> <li>• Generate points and plot graphs of simple quadratic functions, then more general functions</li> </ul>	<ul style="list-style-type: none"> <li>• Use algebra to support and construct arguments</li> </ul>	<ul style="list-style-type: none"> <li>• Continue geometric progression and find term to term rule, including negative, fraction and decimal terms</li> </ul>
			<ul style="list-style-type: none"> <li>• Generate terms of a more complex sequence arising from practical contexts</li> </ul>	<ul style="list-style-type: none"> <li>• Plot and draw graphs of <math>y = a</math>, <math>x = a</math>, <math>y = x</math> and <math>y = -x</math></li> </ul>	<ul style="list-style-type: none"> <li>• Generate terms of a linear sequence using position to term rules with positive integers</li> </ul>	<ul style="list-style-type: none"> <li>• Find a specific term in the sequence using position to term rules</li> </ul>	<ul style="list-style-type: none"> <li>• Construct a table of values, including negative values of x for a function such as <math>y = ax</math> squared</li> </ul>	<ul style="list-style-type: none"> <li>• Generate arithmetic sequences of numbers, squared integers and sequences derived from diagrams</li> </ul>	<ul style="list-style-type: none"> <li>• Simplify expressions involving brackets and powers</li> </ul>
			<ul style="list-style-type: none"> <li>• Use notation and symbols correctly</li> </ul>	<ul style="list-style-type: none"> <li>• Show inequalities on a number line</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise arithmetic sequences from diagrams and draw the next term in a pattern sequence</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise sequences including those for odd and even numbers</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise a graph which represents a quadratic function</li> </ul>	<ul style="list-style-type: none"> <li>• Identify which terms cannot be in a sequence</li> </ul>	<ul style="list-style-type: none"> <li>• Square a linear expression and collect like terms</li> </ul>

			<ul style="list-style-type: none"> <li>Find a term given its position in a sequence like tenth number in 4 x table is 40 (one operation on n)</li> </ul>	<ul style="list-style-type: none"> <li>Predict how the sequence should continue and test for several more terms</li> </ul>	<ul style="list-style-type: none"> <li>Begin to use formal algebra to describe the nth term in an arithmetic sequence</li> </ul>	<ul style="list-style-type: none"> <li>Plot the graphs of linear functions in the form <math>y = mx + c</math> and recognise and compare their features</li> </ul>	<ul style="list-style-type: none"> <li>Generate the sequence of triangle numbers by considering the arrangement of dots and deduce that <math>T(n) = 1 + 2 + 3</math> etc.</li> </ul>	
			<ul style="list-style-type: none"> <li>Find a term of a practical sequence given its position in the sequence</li> </ul>	<ul style="list-style-type: none"> <li>Recognise simple sequences including triangle, square cube numbers and Fibonacci type sequences</li> </ul>	<ul style="list-style-type: none"> <li>Know that expressions involving repeated multiplications can be written using powers</li> </ul>	<ul style="list-style-type: none"> <li>Recognise that linear functions can be rearranged to give y explicitly in terms of x</li> </ul>	<ul style="list-style-type: none"> <li>Recognise and use simple geometric progressions</li> </ul>	
			<ul style="list-style-type: none"> <li>Generate terms of a linear sequence using term-to-term rule, using positive or negative integers</li> </ul>	<ul style="list-style-type: none"> <li>Begin to use linear expressions to describe the nth term in a one-step arithmetic sequence e.g. nth term is <math>3n</math> or <math>n + 5</math></li> </ul>	<ul style="list-style-type: none"> <li>Understand the difference between <math>2n</math> and <math>n</math> squared</li> </ul>	<ul style="list-style-type: none"> <li>Solve simple linear inequalities in one variable and represent the solution on a number line</li> </ul>	<ul style="list-style-type: none"> <li>By looking at the spatial patterns of triangular numbers, deduce the nth term is <math>\frac{1}{2}n(n + 1)</math></li> </ul>	
			<ul style="list-style-type: none"> <li>Find a specific term in the sequence using term-</li> </ul>	<ul style="list-style-type: none"> <li>Begin to use linear expressions to describe the nth term in a two-step arithmetic sequence</li> </ul>		<ul style="list-style-type: none"> <li>Represent the solution set for inequalities using set notation</li> </ul>	<ul style="list-style-type: none"> <li>Use function machines to find the terms of a sequence</li> </ul>	

				to-term rules	e.g. nth term is $3n + 2$ or $n/2 - 5$				
				<ul style="list-style-type: none"> <li>• Generate and describe integer sequences such as powers of 2 and growing rectangles</li> </ul>			<ul style="list-style-type: none"> <li>• Argue mathematically to show algebraic expressions are equivalent</li> </ul>	<ul style="list-style-type: none"> <li>• Solve exactly, by elimination of an unknown, linear/linear simultaneous equations, including where both need multiplying</li> </ul>	
				<ul style="list-style-type: none"> <li>• Know that an arithmetic sequence is generated by a starting number, then adding a constant number</li> </ul>			<ul style="list-style-type: none"> <li>• Find and use the nth term of an arithmetic sequence</li> </ul>	<ul style="list-style-type: none"> <li>• Solve linear/linear simultaneous equations graphically</li> </ul>	
				<ul style="list-style-type: none"> <li>• Write the term-to-term definition of a sequence in words</li> </ul>			<ul style="list-style-type: none"> <li>• Simplify simple expressions involving index notation</li> </ul>	<ul style="list-style-type: none"> <li>• Solve simultaneous equations, linear/linear simultaneous, where neither or one</li> </ul>	

								equation needs multiplying	
			<ul style="list-style-type: none"> <li>• Know that expressions can be written in more than one way e.g. <math>2x3 + 2x7 = 2(3 + 7)</math></li> </ul>					<ul style="list-style-type: none"> <li>• Write simultaneous equations to represent a situation</li> </ul>	
			<ul style="list-style-type: none"> <li>• Use arithmetic operations with algebra</li> </ul>					<ul style="list-style-type: none"> <li>• Set up and solve a pair of simultaneous equations in two variables</li> </ul>	
			<ul style="list-style-type: none"> <li>• Multiply together two simple algebraic expressions e.g. <math>2a \times 3b</math></li> </ul>					<ul style="list-style-type: none"> <li>• Solve simultaneous equations representing a real-life situation graphically and interpret the solutions in the context of the question</li> </ul>	
Probability			<ul style="list-style-type: none"> <li>• Use a probability</li> </ul>	<ul style="list-style-type: none"> <li>• Apply the property</li> </ul>	<ul style="list-style-type: none"> <li>• Know that if the probability of an</li> </ul>	<ul style="list-style-type: none"> <li>• Draw a probability tree diagram based on given</li> </ul>	<ul style="list-style-type: none"> <li>• Record outcomes of</li> </ul>	<ul style="list-style-type: none"> <li>• Find a missing</li> </ul>	



		scale with words	that the probabilities of an exhaustive set of outcomes sum to 1	event is p, the probability of it not occurring is 1-p	information (no more than three branches per event)	events in Venn Diagrams	probability from a list or two-way table including algebraic terms	
		<ul style="list-style-type: none"> <li>Mark events and/or probabilities on a probability scale of 0 to 1</li> </ul>	<ul style="list-style-type: none"> <li>Identify all possible mutually exclusive outcomes of a single event</li> </ul>	<ul style="list-style-type: none"> <li>Identify different mutually exclusive outcomes and know that the sum of probabilities of all outcomes is 1</li> </ul>	<ul style="list-style-type: none"> <li>Apply probabilities from experimental data to a different experiment in applying to two step outcomes</li> </ul>	<ul style="list-style-type: none"> <li>Use theoretical models to include outcomes using spinners, dice, coins etc.</li> </ul>	<ul style="list-style-type: none"> <li>Use tree diagrams to calculate the probability of two dependent events</li> </ul>	
			<ul style="list-style-type: none"> <li>Apply probabilities from experimental data to a different experiment in simple situations</li> </ul>	<ul style="list-style-type: none"> <li>Estimate the number of times an event will occur, given the probability and the number of trials</li> </ul>	<ul style="list-style-type: none"> <li>Identify conditions for a fair game - from a small set of options</li> </ul>			
			<ul style="list-style-type: none"> <li>Understand and use experimental and theoretical measures of probability including relative frequency</li> </ul>	<ul style="list-style-type: none"> <li>Compare experimental and theoretical probabilities</li> </ul>	<ul style="list-style-type: none"> <li>Calculate the probabilities of the final event of a set of mutually exclusive events</li> </ul>			
			<ul style="list-style-type: none"> <li>Use the vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Compare relative frequencies from</li> </ul>	<ul style="list-style-type: none"> <li>Use and draw sample space diagrams</li> </ul>			

			of probability	samples of different sizes				
			<ul style="list-style-type: none"> <li>• Understand and use the probability scale from 0 to 1</li> </ul>	<ul style="list-style-type: none"> <li>• Identify all mutually exclusive outcomes for two successive events with three outcomes in each event</li> </ul>	<ul style="list-style-type: none"> <li>• Draw a frequency tree based on given information and use this to find probability and expected outcome</li> </ul>			
			<ul style="list-style-type: none"> <li>• Find and justify probabilities based on equally likely outcomes in simple contexts</li> </ul>	<ul style="list-style-type: none"> <li>• Record outcomes of events in tables and grids</li> </ul>	<ul style="list-style-type: none"> <li>• Record outcomes of probability experiments in tables</li> </ul>			
				<ul style="list-style-type: none"> <li>• Apply probabilities from experimental data to a different experiment (a combination of two outcomes)</li> </ul>	<ul style="list-style-type: none"> <li>• Use tree diagrams to calculate the probability of two independent events</li> </ul>			
				<ul style="list-style-type: none"> <li>• When interpreting results of an experiment use vocabulary of probability</li> </ul>				
				<ul style="list-style-type: none"> <li>• Find the probability of an event happening using relative frequency</li> </ul>				
				<ul style="list-style-type: none"> <li>• Write probabilities in words, fractions, decimals and percentages</li> </ul>				

					<ul style="list-style-type: none"> <li>• Work out probabilities from frequency tables</li> </ul>				
					<ul style="list-style-type: none"> <li>• Work out probabilities from two-way tables</li> </ul>				
Statistics	<ul style="list-style-type: none"> <li>• Find the range from a set of ordered data</li> </ul>	<ul style="list-style-type: none"> <li>• Find the range of a small set of data</li> </ul>	<ul style="list-style-type: none"> <li>• Chose and justify appropriate diagrams, graphs and charts, using ICT as appropriate, to illustrate a short report</li> </ul>	<ul style="list-style-type: none"> <li>• Interpret simple diagrams and charts</li> </ul>	<ul style="list-style-type: none"> <li>• Interpret and/or compare bar graphs and frequency diagrams which are misleading (with false origins, different scales etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• Identify which graphs are the most useful in the context of a problem</li> </ul>	<ul style="list-style-type: none"> <li>• Use more complex two way tables</li> </ul>	<ul style="list-style-type: none"> <li>• Know the appropriate use of a cumulative frequency diagram</li> </ul>	<ul style="list-style-type: none"> <li>• Interpret and analyse information in a range of linear graphs - to describe how one variable changes in relation to another</li> </ul>
			<ul style="list-style-type: none"> <li>• Draw conclusions based on the shape of line graphs</li> </ul>	<ul style="list-style-type: none"> <li>• Understand which representat ion is most appropriate for the data being presented</li> </ul>	<ul style="list-style-type: none"> <li>• Construct on paper, and using ICT, simple pie charts using categorical data</li> </ul>	<ul style="list-style-type: none"> <li>• Interpret and discuss data</li> </ul>	<ul style="list-style-type: none"> <li>• Construct on paper, and using ICT, frequency diagrams for grouped discrete data</li> </ul>	<ul style="list-style-type: none"> <li>• Construct cumulative frequency tables</li> </ul>	<ul style="list-style-type: none"> <li>• Construct cumulative frequency graphs</li> </ul>
			<ul style="list-style-type: none"> <li>• Represent data in a table</li> </ul>	<ul style="list-style-type: none"> <li>• Interpret data in a simple table</li> </ul>	<ul style="list-style-type: none"> <li>• Use simple two-way tables</li> </ul>	<ul style="list-style-type: none"> <li>• Produce ordered back-to-back stem and leaf diagrams</li> </ul>	<ul style="list-style-type: none"> <li>• Find the median, mode and range from a stem and leaf diagram</li> </ul>	<ul style="list-style-type: none"> <li>• Calculate possible values of the set of data given summary statistics</li> </ul>	<ul style="list-style-type: none"> <li>• Interpret cumulative frequency graphs</li> </ul>
			<ul style="list-style-type: none"> <li>• Extract data and interpret discrete bar charts</li> </ul>	<ul style="list-style-type: none"> <li>• Extract data and interpret frequency tables</li> </ul>	<ul style="list-style-type: none"> <li>• Construct a simple (no boundary data) frequency table with given equal class intervals for continuous data</li> </ul>	<ul style="list-style-type: none"> <li>• Make inferences about data through extracting information from a two-way table</li> </ul>	<ul style="list-style-type: none"> <li>• Estimate the mean of grouped data using the mid-interval value</li> </ul>	<ul style="list-style-type: none"> <li>• Interpret box plots to find median, quartiles, range and interquartil</li> </ul>	<ul style="list-style-type: none"> <li>• Find the median, quartiles and interquartile range for large data sets with grouped data</li> </ul>

								e range, and draw conclusions	
		<ul style="list-style-type: none"> <li>• Find mode from a discrete data bar chart</li> </ul>	<ul style="list-style-type: none"> <li>• Interpret simple pie charts</li> </ul>	<ul style="list-style-type: none"> <li>• Construct a frequency table with given equal class intervals for continuous data (boundary data given)</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise when it is appropriate to use mean, median or mode in more complex cases (put in extreme values)</li> </ul>	<ul style="list-style-type: none"> <li>• Understand that the frequency represented by corresponding sectors in two pie charts is dependent upon the total populations</li> </ul>	<ul style="list-style-type: none"> <li>• Produce box plots from raw data and identify outliers when given quartiles and median</li> </ul>	<ul style="list-style-type: none"> <li>• Compare the measures of spread between a pair of box plots/cumulative frequency graphs</li> </ul>	
		<ul style="list-style-type: none"> <li>• Extract data and interpret line graphs</li> </ul>	<ul style="list-style-type: none"> <li>• Group data, where appropriate, in equal class intervals</li> </ul>	<ul style="list-style-type: none"> <li>• Identify where boundary data would go for different use of inequalities. Discrete and continuous data</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise when modal class is the most appropriate statistic for grouped data</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise the advantages and disadvantages between measures of averages</li> </ul>	<ul style="list-style-type: none"> <li>• Use random numbers to get a sample</li> </ul>	<ul style="list-style-type: none"> <li>• Select and justify a sampling scheme and a method to investigate a population including random and stratified sampling</li> </ul>	
		<ul style="list-style-type: none"> <li>• Find the mode group from a discrete data grouped bar chart</li> </ul>	<ul style="list-style-type: none"> <li>• Design and use data collection sheets for grouped, discrete and continuous data</li> </ul>	<ul style="list-style-type: none"> <li>• Design tables recording discrete and continuous data</li> </ul>	<ul style="list-style-type: none"> <li>• Construct and use frequency polygons to compare sets of data</li> </ul>	<ul style="list-style-type: none"> <li>• Criticise questions from a questionnaire</li> </ul>			

			<ul style="list-style-type: none"> <li>• Construct on paper, and using ICT, simple bar graphs to represent discrete data</li> </ul>	<ul style="list-style-type: none"> <li>• Use information provided to complete a two-way table</li> </ul>	<ul style="list-style-type: none"> <li>• Construct complex bar graphs (should be compound)</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and explain anomalies in data sets</li> </ul>	<ul style="list-style-type: none"> <li>• Understand how sources of data may be biased</li> </ul>		
			<ul style="list-style-type: none"> <li>• Answer simple questions about 'most likely' from a simple bar chart</li> </ul>	<ul style="list-style-type: none"> <li>• Produce pie charts for categorical data and discrete/continuous numerical data</li> </ul>	<ul style="list-style-type: none"> <li>• Construct with ICT simple line graphs for time series</li> </ul>	<ul style="list-style-type: none"> <li>• Understand that the expression 'estimate' will be used where appropriate, when finding the mean of grouped data sets</li> </ul>	<ul style="list-style-type: none"> <li>• Decide what data to collect and what analysis is needed</li> </ul>		
			<ul style="list-style-type: none"> <li>• Find the mode from any bar chart</li> </ul>	<ul style="list-style-type: none"> <li>• Calculate the mean of a set of data</li> </ul>	<ul style="list-style-type: none"> <li>• Design a question for a questionnaire</li> </ul>	<ul style="list-style-type: none"> <li>• Calculate the mean and range from a frequency table for discrete data</li> </ul>	<ul style="list-style-type: none"> <li>• Write questionnaire questions to eliminate bias, on timing and location of survey to ensure sample is representative</li> </ul>		
			<ul style="list-style-type: none"> <li>• Construct on paper, and using ICT, bar and line graphs to represent data</li> </ul>	<ul style="list-style-type: none"> <li>• Compare two simple distributions using the range and the median</li> </ul>	<ul style="list-style-type: none"> <li>• Critique questions for a questionnaire</li> </ul>	<ul style="list-style-type: none"> <li>• Understand how different sample sizes may not be representative of a whole population</li> </ul>	<ul style="list-style-type: none"> <li>• Know the definition of random sampling</li> </ul>		
			<ul style="list-style-type: none"> <li>• Produce bar charts</li> </ul>	<ul style="list-style-type: none"> <li>• Calculate the mean from a</li> </ul>	<ul style="list-style-type: none"> <li>• Design and use two-way table for discrete and grouped data</li> </ul>	<ul style="list-style-type: none"> <li>• Identify what primary data to collect and in what</li> </ul>	<ul style="list-style-type: none"> <li>• State how reliable their</li> </ul>		

			including dual bar charts	simple frequency table		format, including grouped data	predictions are		
			<ul style="list-style-type: none"> <li>• Produce pictograms</li> </ul>	<ul style="list-style-type: none"> <li>• Compare two simple distributions using the range and the mean</li> </ul>	<ul style="list-style-type: none"> <li>• Produce grouped frequency tables for continuous data</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise quantitative and qualitative data</li> </ul>	<ul style="list-style-type: none"> <li>• Draw a line of best fit by eye and understand what they represent</li> </ul>		
			<ul style="list-style-type: none"> <li>• Find the mode and range for a small set of discrete data</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise when it is appropriate to use range, mean, median or mode in simple cases (nice data with no extreme values)</li> </ul>	<ul style="list-style-type: none"> <li>• Compare two distributions given summary statistics in simple cases</li> </ul>	<ul style="list-style-type: none"> <li>• Identify possible sources of bias and plan to minimize it</li> </ul>	<ul style="list-style-type: none"> <li>• Understand that correlation does not imply causality</li> </ul>		
			<ul style="list-style-type: none"> <li>• Calculate the median of a set of data</li> </ul>	<ul style="list-style-type: none"> <li>• Interpret data from simple compound and comparative bar charts</li> </ul>	<ul style="list-style-type: none"> <li>• Compare two distributions given summary statistics in more complex cases</li> </ul>	<ul style="list-style-type: none"> <li>• Understand what is meant by a sample and a population</li> </ul>	<ul style="list-style-type: none"> <li>• Distinguish between positive, negative and zero correlation using lines of best fit</li> </ul>		
			<ul style="list-style-type: none"> <li>• Find the modal class of a small set of grouped discrete data</li> </ul>	<ul style="list-style-type: none"> <li>• Calculate the range, modal class, interval containing the median</li> </ul>	<ul style="list-style-type: none"> <li>• Compare two distributions using the range of the data</li> </ul>	<ul style="list-style-type: none"> <li>• Understand primary and secondary data sources</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciate that correlation is a measure of the strength of the association</li> </ul>		

			and find an estimate of the mean from a grouped frequency table			between two variable and that zero correlation does not imply zero relationship		
		<ul style="list-style-type: none"> <li>• Compare two simple distributions using the range and the mode</li> </ul>	<ul style="list-style-type: none"> <li>• From a pie chart, find the mode and total frequency</li> </ul>	<ul style="list-style-type: none"> <li>• Interpret data from compound and comparative bar charts</li> </ul>		<ul style="list-style-type: none"> <li>• Use a line of best fit, or otherwise, to predict values of one variable given values of the other variable</li> </ul>		
		<ul style="list-style-type: none"> <li>• Draw conclusions from simple statistics for a single distribution</li> </ul>		<ul style="list-style-type: none"> <li>• Interpret a scatter graph</li> </ul>		<ul style="list-style-type: none"> <li>• Use the line of best fit to make a prediction</li> </ul>		
		<ul style="list-style-type: none"> <li>• Find the modal class of a set of continuous data</li> </ul>		<ul style="list-style-type: none"> <li>• Draw scatter graphs</li> </ul>		<ul style="list-style-type: none"> <li>• Interpolate and extrapolate apparent trends, whilst knowing the dangers of doing so</li> </ul>		
		<ul style="list-style-type: none"> <li>• Calculate the mean, median, mode and range for discrete data</li> </ul>				<ul style="list-style-type: none"> <li>• Interpret correlation in terms of the problems</li> </ul>		

			<ul style="list-style-type: none"> <li>Find the mode and range from a bar chart</li> </ul>						
			<ul style="list-style-type: none"> <li>Interpret simple pie charts using simple fractions and percentages and multiples of 10%</li> </ul>						
Geometry and measures	<ul style="list-style-type: none"> <li>Explain why some shapes tessellate and why other shapes do not</li> </ul>	<ul style="list-style-type: none"> <li>Use a protractor to measure acute angles to the nearest degree</li> </ul>	<ul style="list-style-type: none"> <li>Use correct notation for labelling angles</li> </ul>	<ul style="list-style-type: none"> <li>Identify interior and exterior angles in shapes</li> </ul>	<ul style="list-style-type: none"> <li>Solve problems using properties of angles, of parallel and intersecting lines, and of triangle and other polygons</li> </ul>	<ul style="list-style-type: none"> <li>Given the bearing of point A from point B, work out the bearing of point B from point A</li> </ul>	<ul style="list-style-type: none"> <li>Mark on a diagram the position of point B given the bearing from point A</li> </ul>	<ul style="list-style-type: none"> <li>Find the surface area of simple shapes (prisms) using the formula for triangles and rectangles and other shapes</li> </ul>	<ul style="list-style-type: none"> <li>Prove and use the fact that the angle in a semi-circle is a right angle</li> </ul>
	<ul style="list-style-type: none"> <li>Tessellate combinations of polygons</li> </ul>	<ul style="list-style-type: none"> <li>Measure lines to the nearest millimetre</li> </ul>	<ul style="list-style-type: none"> <li>Distinguish between acute and obtuse angles</li> </ul>	<ul style="list-style-type: none"> <li>Know the definition of a set of lines which are perpendicular to each other</li> </ul>	<ul style="list-style-type: none"> <li>Identify alternate and corresponding angles on parallel lines and their values</li> </ul>	<ul style="list-style-type: none"> <li>Identify co-interior angles and their values</li> </ul>	<ul style="list-style-type: none"> <li>Use accurate drawings to solve bearings problems</li> </ul>	<ul style="list-style-type: none"> <li>Find the surface area and volumes of compound solids constructed from cubes, cuboids, cones, pyramids, spheres</li> </ul>	<ul style="list-style-type: none"> <li>Prove and use the fact that angles in the same segment are equal</li> </ul>



<ul style="list-style-type: none"> <li>• Know the sum of angles on a straight line</li> </ul>	<ul style="list-style-type: none"> <li>• Know the sum of the angles around a point</li> </ul>	<ul style="list-style-type: none"> <li>• Distinguish between acute, obtuse and reflex angles</li> </ul>	<ul style="list-style-type: none"> <li>• Calculate angles around a point</li> </ul>	<ul style="list-style-type: none"> <li>• Find the areas of triangles by counting i.e. adding full and partial squares</li> </ul>	<ul style="list-style-type: none"> <li>• Use the sum of the exterior angles of any polygon is 360 degrees</li> </ul>	<ul style="list-style-type: none"> <li>• Use the sum of the interior angles of an n-sided polygon</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise the formula for length of arcs in circles</li> </ul>	<ul style="list-style-type: none"> <li>• Prove and use the fact that opposite angles of a cyclic quadrilateral sum to 180 degrees</li> </ul>
<ul style="list-style-type: none"> <li>• Find the perimeter of a square or rectangle by counting</li> </ul>	<ul style="list-style-type: none"> <li>• Identify parallel lines</li> </ul>	<ul style="list-style-type: none"> <li>• Identify perpendicular lines</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise and use vertically opposite angles</li> </ul>	<ul style="list-style-type: none"> <li>• Know the formulae for the volume of a cube and a cuboid</li> </ul>	<ul style="list-style-type: none"> <li>• Calculate the interior angles of regular polygons</li> </ul>	<ul style="list-style-type: none"> <li>• Calculate the interior angles of polygons</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise the formula for area of sectors in a circle</li> </ul>	<ul style="list-style-type: none"> <li>• Prove and use facts about the angles subtended at the centre and at the circumference</li> </ul>
<ul style="list-style-type: none"> <li>• Know the terms face, edge and vertex</li> </ul>	<ul style="list-style-type: none"> <li>• Find the perimeter of a square or rectangle</li> </ul>	<ul style="list-style-type: none"> <li>• Use the formula for the area of a square and rectangle</li> </ul>	<ul style="list-style-type: none"> <li>• Use sum of angles in a triangle to find missing angle values</li> </ul>	<ul style="list-style-type: none"> <li>• Use a formula to calculate the area of parallelograms</li> </ul>	<ul style="list-style-type: none"> <li>• Use the sum of angles in a triangle to deduce and use the angle sum in any polygon</li> </ul>	<ul style="list-style-type: none"> <li>• Find the size of each interior angle or the size of each exterior angle or the number of sides of a regular polygon</li> </ul>	<ul style="list-style-type: none"> <li>• Solve problems using angles, triangles and circles</li> </ul>	<ul style="list-style-type: none"> <li>• Use the sine, cosine and tangent ratios to find the lengths of unknown sides in right-angled triangles</li> </ul>
<ul style="list-style-type: none"> <li>• Identify and name common solids: cube, cuboid, cylinder, prism, pyramid, sphere</li> </ul>	<ul style="list-style-type: none"> <li>• Construct diagrams of everyday 2D situations involving rectangles, triangles, perpendicular and parallel lines</li> </ul>	<ul style="list-style-type: none"> <li>• Calculate the surface area of a cube with a net</li> </ul>	<ul style="list-style-type: none"> <li>• Derive and use the sum of angles in a triangle and a quadrilateral</li> </ul>	<ul style="list-style-type: none"> <li>• Use a formula to calculate the area of triangles</li> </ul>	<ul style="list-style-type: none"> <li>• Deduce and use the formula for the area of a parallelogram</li> </ul>	<ul style="list-style-type: none"> <li>• Calculate volumes of shapes made from cuboids, for length given as whole numbers</li> </ul>	<ul style="list-style-type: none"> <li>• Use similarity to solve problems in 2D shapes</li> </ul>	<ul style="list-style-type: none"> <li>• Use the appropriate ratio to find a length, or angle, and hence solve a two dimensional problems</li> </ul>

	and cone								
<ul style="list-style-type: none"> <li>Identify complex arrangements of a net of an open cube</li> </ul>	<ul style="list-style-type: none"> <li>Know and use geometric properties of cuboids</li> </ul>	<ul style="list-style-type: none"> <li>Use nets to calculate the surface area of simple cuboids</li> </ul>	<ul style="list-style-type: none"> <li>Derive and use the fact that the exterior angle of a triangle is equal to the sum of the two opposite interior angles</li> </ul>	<ul style="list-style-type: none"> <li>Deduce and use formulae for the area of a triangle</li> </ul>	<ul style="list-style-type: none"> <li>Use a formula to calculate the area of trapezia</li> </ul>	<ul style="list-style-type: none"> <li>Calculate the volumes of right prisms</li> </ul>	<ul style="list-style-type: none"> <li>Use simple examples of the relationship between enlargement and area and volumes of simple shapes and solids</li> </ul>	<ul style="list-style-type: none"> <li>Find angles of elevation or angles of depression</li> </ul>	
<ul style="list-style-type: none"> <li>Identify more complex arrangements of a net of a closed cube</li> </ul>	<ul style="list-style-type: none"> <li>Choose suitable metric units to estimate length and area</li> </ul>	<ul style="list-style-type: none"> <li>Calculate perimeter and area of compound shapes made from triangles, rectangles and other shapes</li> </ul>	<ul style="list-style-type: none"> <li>Use the sum of the interior angle and the exterior angle is 180 degrees</li> </ul>	<ul style="list-style-type: none"> <li>Calculate areas of compound shapes made from rectangles and triangles</li> </ul>	<ul style="list-style-type: none"> <li>Deduce and use formula for the area of a trapezium</li> </ul>	<ul style="list-style-type: none"> <li>Calculate the surface area of right prisms</li> </ul>	<ul style="list-style-type: none"> <li>Understand that a locus in 3D can be a plane or curved surface and extend understanding of loci to include 3D problems</li> </ul>	<ul style="list-style-type: none"> <li>Know that the tangent at any point on a circle is perpendicular to the radius at that point</li> </ul>	
<ul style="list-style-type: none"> <li>Work out time intervals</li> </ul>	<ul style="list-style-type: none"> <li>Understand that area is measured in square centimetres</li> </ul>	<ul style="list-style-type: none"> <li>Identify different nets of a cuboid</li> </ul>	<ul style="list-style-type: none"> <li>Calculate the area of simple shapes made from rectangles</li> </ul>	<ul style="list-style-type: none"> <li>Know and understand the term 'congruent'</li> </ul>	<ul style="list-style-type: none"> <li>Calculate surface areas of shapes made from cuboids, for lengths given as whole numbers</li> </ul>	<ul style="list-style-type: none"> <li>Calculate the lengths and areas given the volumes in right prisms</li> </ul>	<ul style="list-style-type: none"> <li>Understand that the standard constructions using straight edge and compasses relate to the properties of two</li> </ul>	<ul style="list-style-type: none"> <li>Know that the perpendicular from the centre to the chord bisects the chord</li> </ul>	

								intersecting circles	
<ul style="list-style-type: none"> <li>• Read and interpret scales on a range of measuring instruments</li> </ul>	<ul style="list-style-type: none"> <li>• Draw parallel lines</li> </ul>	<ul style="list-style-type: none"> <li>• Know and use geometric properties of shapes made from cuboids</li> </ul>	<ul style="list-style-type: none"> <li>• Calculate the area of more complex shapes made from rectangles</li> </ul>	<ul style="list-style-type: none"> <li>• Know that triangles given SSS, SAS, ASA or RHS are unique, but that triangles given SSA or AAA are not</li> </ul>	<ul style="list-style-type: none"> <li>• Know the formulae for the circumference and area of a circle</li> </ul>	<ul style="list-style-type: none"> <li>• Calculate the lengths, areas and volumes in cylinders</li> </ul>	<ul style="list-style-type: none"> <li>• Know the formula for Pythagoras' theorem and use to find a shorter side</li> </ul>	<ul style="list-style-type: none"> <li>• Complete a formal geometric proof of similarity of two given triangles</li> </ul>	
<ul style="list-style-type: none"> <li>• Record readings from scales to a suitable degree of accuracy</li> </ul>	<ul style="list-style-type: none"> <li>• Mark parallel lines on a diagram</li> </ul>	<ul style="list-style-type: none"> <li>• Record estimates to a suitable degree of accuracy</li> </ul>	<ul style="list-style-type: none"> <li>• Calculate the surface area of cube without a net</li> </ul>	<ul style="list-style-type: none"> <li>• Know that translations, rotations and reflections map objects to congruent images</li> </ul>	<ul style="list-style-type: none"> <li>• Use the formula for the circumference of a circle</li> </ul>	<ul style="list-style-type: none"> <li>• Use the formulae for the circumference and area of a circle, given the circumference or area, to calculate the radius or diameter of the circle</li> </ul>	<ul style="list-style-type: none"> <li>• Use and apply Pythagoras' theorem to solve problems</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	
<ul style="list-style-type: none"> <li>• Suggest suitable units to estimate or measure length, mass and capacity</li> </ul>	<ul style="list-style-type: none"> <li>• Identify quadrilaterals from everyday usage</li> </ul>	<ul style="list-style-type: none"> <li>• Use units of measurement to estimate and solve problems in everyday contexts</li> </ul>	<ul style="list-style-type: none"> <li>• Calculate the perimeter and area of shapes made from rectangles</li> </ul>	<ul style="list-style-type: none"> <li>• Identify simple nets of 3D shapes - regular polyhedra</li> </ul>	<ul style="list-style-type: none"> <li>• Use the formulae for area of a circle, given the radius or the diameter</li> </ul>	<ul style="list-style-type: none"> <li>• Find the perimeters and areas of semi-circles and quarter circles</li> </ul>	<ul style="list-style-type: none"> <li>• Use the sine, cosine and tangent ratios to find the lengths of unknown sides in a right-angled triangle</li> </ul>		

<ul style="list-style-type: none"> <li>• Identify all the symmetries of 2D shapes</li> </ul>	<ul style="list-style-type: none"> <li>• Know that the sum of the angles in a triangle is 180 degrees</li> </ul>	<ul style="list-style-type: none"> <li>• Know that measurements using real numbers depend upon the choice of unit chosen</li> </ul>	<ul style="list-style-type: none"> <li>• Calculate the surface area of simple cuboids (without the use of nets)</li> </ul>	<ul style="list-style-type: none"> <li>• Use straight edge and compasses to construct the midpoint and perpendicular bisector of a line segment</li> </ul>	<ul style="list-style-type: none"> <li>• Identify congruent shapes</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to use congruency to solve simple problems in triangle and quadrilaterals</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the language of planes, and recognise the diagonals of a cuboid</li> </ul>	
<ul style="list-style-type: none"> <li>• Recognise properties of rectangles</li> </ul>	<ul style="list-style-type: none"> <li>• Use correct notation for labelling lines</li> </ul>	<ul style="list-style-type: none"> <li>• Use correct notation for labelling triangles</li> </ul>	<ul style="list-style-type: none"> <li>• Use the basic congruence criteria for triangles (SSS, SAS, ASA, RHS)</li> </ul>	<ul style="list-style-type: none"> <li>• Draw a circle given the radius or diameter</li> </ul>	<ul style="list-style-type: none"> <li>• Identify 2D shapes that are congruent or similar by reference to sides and angles</li> </ul>	<ul style="list-style-type: none"> <li>• Use the information given about the length of sides and sizes of angles to determine whether triangles are congruent, similar or neither</li> </ul>	<ul style="list-style-type: none"> <li>• Derive the fact that base angles of isosceles triangles are equal</li> </ul>	
<ul style="list-style-type: none"> <li>• Recognise properties of squares</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise reflection symmetry</li> </ul>	<ul style="list-style-type: none"> <li>• Mark perpendicular lines on a diagram</li> </ul>	<ul style="list-style-type: none"> <li>• Use ruler and protractor to construct simple nets of 3D shapes using squares, rectangles and triangles</li> </ul>	<ul style="list-style-type: none"> <li>• Know that translations, rotations and reflections preserve length and angle</li> </ul>	<ul style="list-style-type: none"> <li>• Identify shapes which are similar, including all regular polygons with equal number of sides</li> </ul>	<ul style="list-style-type: none"> <li>• Use straight edge and compasses to construct the perpendicular from or to a point on a line segment</li> </ul>	<ul style="list-style-type: none"> <li>• Transform 2D shapes by simple combinations of rotations, reflections and translations (e.g. repeated rotation)</li> </ul>	
<ul style="list-style-type: none"> <li>• Draw sketches</li> </ul>	<ul style="list-style-type: none"> <li>• Understand and use the language</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise and visualise the symmetry of a</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to use plans</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise that enlargement</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise that all corresponding angles in</li> </ul>	<ul style="list-style-type: none"> <li>• Use straight edge and compasses to</li> </ul>	<ul style="list-style-type: none"> <li>• Transform 2D shapes by a more</li> </ul>	

	s of shapes	associated with rotations	2D shape: line symmetry	and elevations	preserves angles but not lengths	similar shapes are equal in size	construct a triangle, given right angle, hypotenuse and side	complex combination of rotations, reflections and translations (e.g. reflection followed by a rotation)	
	<ul style="list-style-type: none"> <li>Scale a shape on a grid (without a centre specified)</li> </ul>	<ul style="list-style-type: none"> <li>Recognise where a shape will be after a translation</li> </ul>	<ul style="list-style-type: none"> <li>Calculate angles in a triangle</li> </ul>	<ul style="list-style-type: none"> <li>Solve simple problems involving units of measurements in the context of length and area</li> </ul>		<ul style="list-style-type: none"> <li>Identify more complex nets of 3D shapes including irregular polyhedra</li> </ul>	<ul style="list-style-type: none"> <li>Draw the locus equidistant between 2 points or from a point</li> </ul>	<ul style="list-style-type: none"> <li>Add and subtract vectors</li> </ul>	
	<ul style="list-style-type: none"> <li>Understand and use the language associated with reflections</li> </ul>	<ul style="list-style-type: none"> <li>Translate a shape on a square/coordinate grid</li> </ul>	<ul style="list-style-type: none"> <li>Identify simple angle, side and symmetry properties of triangles</li> </ul>	<ul style="list-style-type: none"> <li>Use geometric language appropriately</li> </ul>		<ul style="list-style-type: none"> <li>Deduce properties of simple 3D shapes from 2D their representations</li> </ul>	<ul style="list-style-type: none"> <li>Produce shapes and paths by using descriptions of loci</li> </ul>		
	<ul style="list-style-type: none"> <li>Understand and use the language associated with</li> </ul>	<ul style="list-style-type: none"> <li>Recognise and visualise the reflection in a mirror line of a 2D shape</li> </ul>	<ul style="list-style-type: none"> <li>Identify angle, side and symmetry properties of simple quadrilaterals</li> </ul>	<ul style="list-style-type: none"> <li>Identify regular and irregular polygons</li> </ul>		<ul style="list-style-type: none"> <li>Analyse 3D shapes through 2D representations</li> </ul>	<ul style="list-style-type: none"> <li>Use constructions to find the locus of a point that moves</li> </ul>		

	translations						according to a rule		
	<ul style="list-style-type: none"> <li>Recognise where a shape will be after a reflection</li> </ul>		<ul style="list-style-type: none"> <li>Recognise and visualise rotation about a given point (rotation point must be outside the shape)</li> </ul>	<ul style="list-style-type: none"> <li>Draw or complete diagrams with a given number of lines of symmetry</li> </ul>		<ul style="list-style-type: none"> <li>Analyse 3D shapes through cross-sections, plans and elevations</li> </ul>	<ul style="list-style-type: none"> <li>Understand loci about a point, line and corner</li> </ul>		
			<ul style="list-style-type: none"> <li>Begin to estimate the size of angles</li> </ul>	<ul style="list-style-type: none"> <li>Draw or complete diagrams with a given order of rotational symmetry</li> </ul>		<ul style="list-style-type: none"> <li>Draw plans and elevations of 3D shapes</li> </ul>	<ul style="list-style-type: none"> <li>Construct angles of 60, 90, 30 and 45 degrees</li> </ul>		
			<ul style="list-style-type: none"> <li>Use a protractor to measure obtuse angles to the nearest degree</li> </ul>	<ul style="list-style-type: none"> <li>Recognise and visualise the rotational symmetry of a 2D shape</li> </ul>		<ul style="list-style-type: none"> <li>Use straight edge and compasses to construct the bisector of an angle</li> </ul>	<ul style="list-style-type: none"> <li>Know the formula for Pythagoras' theorem and use to find the hypotenuse</li> </ul>		
			<ul style="list-style-type: none"> <li>Use a protractor to draw acute angles to the nearest degree</li> </ul>	<ul style="list-style-type: none"> <li>Identify and plot points determined by geometric information</li> </ul>		<ul style="list-style-type: none"> <li>Use straight edge and compasses to construct a triangle given 3 sides</li> </ul>	<ul style="list-style-type: none"> <li>Know that the perpendicular distance from a point to a line is the shortest distance to the line</li> </ul>		
			<ul style="list-style-type: none"> <li>Use a protractor to</li> </ul>	<ul style="list-style-type: none"> <li>Find coordinate</li> </ul>		<ul style="list-style-type: none"> <li>Construct an equilateral triangle</li> </ul>	<ul style="list-style-type: none"> <li>Justify if a triangle is</li> </ul>		

		measure reflex angles to the nearest degree	of points determined by geometric information			right-angled given its three different lengths		
		<ul style="list-style-type: none"> <li>• Measure shapes to find perimeters and areas</li> </ul>	<ul style="list-style-type: none"> <li>• Solve geometric problems use side and angle properties of equilateral and isosceles triangles</li> </ul>		<ul style="list-style-type: none"> <li>• Construct a regular hexagon inside a circle</li> </ul>	<ul style="list-style-type: none"> <li>• Use vector notation for translations</li> </ul>		
			<ul style="list-style-type: none"> <li>• List the properties of each, or identify (name) a given shape</li> </ul>		<ul style="list-style-type: none"> <li>• Begin to use the trigonometric ratios to find the size of an angle in a right-angled triangle</li> </ul>	<ul style="list-style-type: none"> <li>• Use 2D vector notation for translations</li> </ul>		
			<ul style="list-style-type: none"> <li>• Name all quadrilaterals that have a specific property</li> </ul>		<ul style="list-style-type: none"> <li>• Draw and label diagrams from given information</li> </ul>	<ul style="list-style-type: none"> <li>• Understand and use the language and notation associated with enlargement</li> </ul>		
			<ul style="list-style-type: none"> <li>• Solve simple geometrical problems using properties of triangles</li> </ul>		<ul style="list-style-type: none"> <li>• Solve geometrical problems using side and angle properties of equilateral, isosceles and right-angled triangles</li> </ul>	<ul style="list-style-type: none"> <li>• Enlarge 2D shapes, given a fractional scale factor</li> </ul>		

			<ul style="list-style-type: none"> <li>• Solve simple geometrical problems using properties of quadrilaterals</li> </ul>		<ul style="list-style-type: none"> <li>• Know the names of parts of a circle</li> </ul>	<ul style="list-style-type: none"> <li>• Find the centre of rotation</li> </ul>		
			<ul style="list-style-type: none"> <li>• Use a protractor to draw obtuse angles to the nearest degree</li> </ul>		<ul style="list-style-type: none"> <li>• Know the definition of a circle</li> </ul>	<ul style="list-style-type: none"> <li>• Describe a transformation</li> </ul>		
			<ul style="list-style-type: none"> <li>• Use a protractor to draw reflex angles to the nearest degree</li> </ul>		<ul style="list-style-type: none"> <li>• Draw circles and arcs to a given radius</li> </ul>	<ul style="list-style-type: none"> <li>• Describe reflection on a coordinate grid</li> </ul>		
			<ul style="list-style-type: none"> <li>• Understand and use the language associated with bearings</li> </ul>		<ul style="list-style-type: none"> <li>• Enlarge 2D shapes, given a centre of enlargement and a positive whole number scale factor</li> </ul>	<ul style="list-style-type: none"> <li>• Colour in missing squares to complete a reflection</li> </ul>		
			<ul style="list-style-type: none"> <li>• Use bearings to specify direction</li> </ul>		<ul style="list-style-type: none"> <li>• Explore enlargement using ICT</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise whether a reflection is correct</li> </ul>		
			<ul style="list-style-type: none"> <li>• Give a bearing between</li> </ul>		<ul style="list-style-type: none"> <li>• Enlarge a given shape using (0,0) as the centre of enlargement</li> </ul>	<ul style="list-style-type: none"> <li>• Express points as</li> </ul>		



				the points on a map or scaled plan			position vectors		
						<ul style="list-style-type: none"> <li>Enlarge shapes with a centre other than (0,0)</li> </ul>	<ul style="list-style-type: none"> <li>Understand and use vector notation</li> </ul>		
						<ul style="list-style-type: none"> <li>Find the centre of enlargement</li> </ul>			
Ratio, proportion and rates of change	<ul style="list-style-type: none"> <li>Convert a percentage to a number of hundredths or tenths</li> </ul>	<ul style="list-style-type: none"> <li>Read and construct scale drawings</li> </ul>	<ul style="list-style-type: none"> <li>Use fraction notation to describe parts of shapes</li> </ul>	<ul style="list-style-type: none"> <li>Divide a quantity into two parts in a given ratio, where ratio is given in ratio notation</li> </ul>	<ul style="list-style-type: none"> <li>Use the unitary method to solve simple word problems involving ratio and direct proportion</li> </ul>	<ul style="list-style-type: none"> <li>Compare ratios by changing them to the form 1:m or m:1</li> </ul>	<ul style="list-style-type: none"> <li>Interpret and write ratios to describe a situation</li> </ul>	<ul style="list-style-type: none"> <li>Write a ratio as linear function</li> </ul>	<ul style="list-style-type: none"> <li>Use expressions of the form <math>y</math> is proportional to <math>x</math> cubed</li> </ul>
			<ul style="list-style-type: none"> <li>Recognise the equivalence of percentages, fractions and decimals</li> </ul>	<ul style="list-style-type: none"> <li>Convert a larger whole number metric unit to a smaller unit</li> </ul>	<ul style="list-style-type: none"> <li>Divide a quantity into more than two parts in a given ratio</li> </ul>	<ul style="list-style-type: none"> <li>Solve a ratio problem in context</li> </ul>	<ul style="list-style-type: none"> <li>Understand and use compound measures (density, speed, pressure)</li> </ul>	<ul style="list-style-type: none"> <li>Extend to simple conversions of compound measures (e.g. convert between m/s and km/hr)</li> </ul>	<ul style="list-style-type: none"> <li>Identify direct proportion from a table of values by comparing ratios of values</li> </ul>
			<ul style="list-style-type: none"> <li>Define percentages as number of parts per hundred</li> </ul>	<ul style="list-style-type: none"> <li>Convert between simple metric units</li> </ul>	<ul style="list-style-type: none"> <li>Convert one metric unit to another, including decimals</li> </ul>	<ul style="list-style-type: none"> <li>Divide a given quantity into two parts in a given part:part or part:whole ratio</li> </ul>	<ul style="list-style-type: none"> <li>Solve problems using constant rates and related formulae</li> </ul>	<ul style="list-style-type: none"> <li>Convert imperial units to imperial units</li> </ul>	

			<ul style="list-style-type: none"> <li>• Draw lines and shapes to scale</li> </ul>	<ul style="list-style-type: none"> <li>• Convert a smaller whole number metric unit to a larger unit</li> </ul>	<ul style="list-style-type: none"> <li>• Use fraction notation to express a smaller whole number as a fraction of a larger one</li> </ul>	<ul style="list-style-type: none"> <li>• Write a ratio as a fraction</li> </ul>	<ul style="list-style-type: none"> <li>• Solve problems involving compound measures</li> </ul>	<ul style="list-style-type: none"> <li>• Convert between metric and imperial units</li> </ul>	
			<ul style="list-style-type: none"> <li>• Use and interpret maps and scale drawings, using a variety of scales and units</li> </ul>	<ul style="list-style-type: none"> <li>• Express one number as a fraction of another</li> </ul>	<ul style="list-style-type: none"> <li>• Use a ratio to find one quantity when the other is known</li> </ul>	<ul style="list-style-type: none"> <li>• Know rough metric equivalences of imperial measurements in daily use (feet, miles, pounds, pints, gallons)</li> </ul>	<ul style="list-style-type: none"> <li>• Write lengths, areas and volumes of two shapes as ratios in simplest form</li> </ul>	<ul style="list-style-type: none"> <li>• Use graphs to calculate measures including unit price, average speed, distance, time, acceleration</li> </ul>	
			<ul style="list-style-type: none"> <li>• Estimate length using a scale diagram</li> </ul>	<ul style="list-style-type: none"> <li>• Express the division of a quantity into a number of parts as a ratio</li> </ul>	<ul style="list-style-type: none"> <li>• Use proportional reasoning to solve a problem</li> </ul>	<ul style="list-style-type: none"> <li>• Convert between metric area measurements</li> </ul>	<ul style="list-style-type: none"> <li>• Estimate conversions</li> </ul>	<ul style="list-style-type: none"> <li>• Use percentages in real life situations: compound interest, depreciation, percentage profit and loss</li> </ul>	
				<ul style="list-style-type: none"> <li>• Use percentages to compare simple proportions</li> </ul>	<ul style="list-style-type: none"> <li>• Use strategies for finding equivalent fractions, decimals and percentages, involving decimal percentages</li> </ul>	<ul style="list-style-type: none"> <li>• Convert between metric measures of volume and capacity</li> </ul>	<ul style="list-style-type: none"> <li>• Use algebraic methods to solve problems involving variables in direct proportion</li> </ul>	<ul style="list-style-type: none"> <li>• Calculate repeated proportional change</li> </ul>	

			<ul style="list-style-type: none"> <li>Recall equivalent fractions, decimals and percentages including for fractions that are greater than 1</li> </ul>	<ul style="list-style-type: none"> <li>Find the outcome of a given percentage increase</li> </ul>	<ul style="list-style-type: none"> <li>Set up equations to show direct proportion</li> </ul>	<ul style="list-style-type: none"> <li>Use expressions of the form <math>y</math> is inversely proportional to <math>x</math></li> </ul>	<ul style="list-style-type: none"> <li>Find the original amount given the final amount after a percentage change (reverse percentages)</li> </ul>	
			<ul style="list-style-type: none"> <li>Express one given number as a percentage of another</li> </ul>	<ul style="list-style-type: none"> <li>Find the outcome of a given percentage decrease</li> </ul>	<ul style="list-style-type: none"> <li>Use expressions of the form <math>y</math> is directly proportional to <math>x</math></li> </ul>	<ul style="list-style-type: none"> <li>Interpret the gradient of a straight-line graph as a rate of change</li> </ul>	<ul style="list-style-type: none"> <li>Use calculators for reverse percentage calculations by doing an appropriate division</li> </ul>	
			<ul style="list-style-type: none"> <li>Find a percentage of a quantity using a multiplier</li> </ul>	<ul style="list-style-type: none"> <li>Use a multiplier to increase or decrease by a percentage</li> </ul>	<ul style="list-style-type: none"> <li>Identify direct proportion from a graph</li> </ul>	<ul style="list-style-type: none"> <li>Use calculators to explore exponential growth and decay</li> </ul>	<ul style="list-style-type: none"> <li>Understand that the ratio of any two sides is constant in similar right-angled triangles</li> </ul>	
			<ul style="list-style-type: none"> <li>Interpret percentages and percentage change as a fraction or a decimal</li> </ul>	<ul style="list-style-type: none"> <li>Use percentages greater than 100%</li> </ul>	<ul style="list-style-type: none"> <li>Recognise graphs showing constant rates of change, average rates of change and variable rates of change</li> </ul>	<ul style="list-style-type: none"> <li>Use compound interest</li> </ul>	<ul style="list-style-type: none"> <li>Understand the implication of enlargement for perimeter</li> </ul>	

				<ul style="list-style-type: none"> <li>• Use ratio notation</li> </ul>	<ul style="list-style-type: none"> <li>• Express one quantity as a percentage of another</li> </ul>	<ul style="list-style-type: none"> <li>• Use a unitary method to solve problems</li> </ul>	<ul style="list-style-type: none"> <li>• Represent repeated proportional change using a multiplier raised to a power</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the scale factor of an enlargement as the ratio of the lengths of any two corresponding line segments</li> </ul>	
				<ul style="list-style-type: none"> <li>• Reduce a ratio to its simplest form</li> </ul>	<ul style="list-style-type: none"> <li>• Simplify a ratio expressed in different units</li> </ul>	<ul style="list-style-type: none"> <li>• Compare two quantities using percentages, including a range of calculations and contexts</li> </ul>	<ul style="list-style-type: none"> <li>• Understand direct proportion as equality of ratios</li> </ul>	<ul style="list-style-type: none"> <li>• Enlarge 2D shapes and recognise the similarity of resulting shapes</li> </ul>	
					<ul style="list-style-type: none"> <li>• Reduce ratios in the simplest form, including three-part ratios</li> </ul>	<ul style="list-style-type: none"> <li>• Use percentages in real life situations: VAT, value of profit or loss, simple interest, income tax calculations</li> </ul>	<ul style="list-style-type: none"> <li>• Use measures in ratio and proportion problems (currency conversions, rates of pay, best value)</li> </ul>		
						<ul style="list-style-type: none"> <li>• Use and interpret maps using proper map scales (1:25000 etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• Express a multiplicative relationship between two quantities as a ratio or a fraction</li> </ul>		
						<ul style="list-style-type: none"> <li>• Simplify a ratio expressed in fractions or decimals</li> </ul>	<ul style="list-style-type: none"> <li>• Use the unitary method for</li> </ul>		

							an inverse operation		
						<ul style="list-style-type: none"><li>• Write ratios in the form 1:m or m:1</li></ul>	<ul style="list-style-type: none"><li>• Use and interpret scale drawings, where scales use mixed units and drawings aren't done on squared paper, but have been drawn to scale</li></ul>		
							<ul style="list-style-type: none"><li>• Know that enlargements of 2D shapes produce similar shapes</li></ul>		

Music Steps	Performing Overall	Singing or playing on my own	Improvising and Composing	Notations	Listening and context
S9	<ul style="list-style-type: none"> <li>• Can perform and lead the ensemble, (including making their own arrangement of the music) in different styles with an outstanding contribution to ensemble work.</li> </ul>	<ul style="list-style-type: none"> <li>• Can perform very complex and extended pieces in a variety of styles shaping phrases, adding different nuances suitable for different styles and justifying judgements about their interpretation.</li> </ul>	<ul style="list-style-type: none"> <li>• Can compose and improvise extended pieces showing development of ideas with an outstanding sense of direction and style.</li> </ul>	<ul style="list-style-type: none"> <li>• Can perform and compose using a variety of notations with excellent accuracy</li> </ul>	<ul style="list-style-type: none"> <li>• Describes music within its cultural context with outstanding detail</li> </ul>
S8	<ul style="list-style-type: none"> <li>• Can perform and lead (adapting parts if necessary) in different styles making a significant contribution to ensemble work.</li> </ul>	<ul style="list-style-type: none"> <li>• Can perform complex and extended pieces in a variety of styles shaping phrases justifying judgements about their interpretation.</li> </ul>	<ul style="list-style-type: none"> <li>• Can compose and improvise extended pieces with a sense of direction and style.</li> </ul>	<ul style="list-style-type: none"> <li>• Can perform and compose using relevant notation that can be interpreted accurately by others.</li> </ul>	<ul style="list-style-type: none"> <li>• Describes music within its cultural context in detail.</li> </ul>
S7	<ul style="list-style-type: none"> <li>• Can perform in different styles and makes a significant contribution to ensemble work</li> </ul>	<ul style="list-style-type: none"> <li>• Can perform complex pieces and include detail of phrasing, articulation and dynamics with a sense of style.</li> </ul>	<ul style="list-style-type: none"> <li>• Creates cohesive compositions using different structures, genres and styles and traditions.</li> </ul>	<ul style="list-style-type: none"> <li>• Can perform and sight read from relevant notations</li> </ul>	<ul style="list-style-type: none"> <li>• Makes critical judgements about musical characteristics and describes how they are reflected in their own and others' work</li> </ul>
S6	<ul style="list-style-type: none"> <li>• Can take account of other's mistakes in group work to fit in with performance and to guide other parts sympathetically</li> </ul>	<ul style="list-style-type: none"> <li>• Can perform fairly complex pieces with a number of more difficult features and play in several styles with some attention to detail.</li> </ul>	<ul style="list-style-type: none"> <li>• Can add extra layers and/or parts to improve their composition and show some development of ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Can perform from different relevant notations.</li> </ul>	<ul style="list-style-type: none"> <li>• Analyses and compares music from different styles and genres. Starting to analyse several characteristics.</li> </ul>
S5	<ul style="list-style-type: none"> <li>• Can make subtle adjustments to their part within group performances.</li> </ul>	<ul style="list-style-type: none"> <li>• Can make use of tempo, dynamics and phrasing in their performances</li> <li>• Makes improvements to their work in the light of the chosen style</li> </ul>	<ul style="list-style-type: none"> <li>• Can compose in different styles.</li> </ul>	<ul style="list-style-type: none"> <li>• Can use appropriate notation to plan and refine material (composition)</li> </ul>	<ul style="list-style-type: none"> <li>• Analyses and compares music from different styles and genres</li> </ul>

S4	<ul style="list-style-type: none"> <li>• Can perform a part from memory or notation in time with other ensemble members.</li> </ul>	<ul style="list-style-type: none"> <li>• Can refine and improve their work</li> </ul>	<ul style="list-style-type: none"> <li>• Composes music using rhythm, melody, chords and structure</li> </ul>	<ul style="list-style-type: none"> <li>• Can work out and interpret another form of notation eg TAB or traditional notation.</li> </ul>	<ul style="list-style-type: none"> <li>• Analyses and compares musical features correctly and describes how music reflects time and place.</li> </ul>
S3	<ul style="list-style-type: none"> <li>• Can play or song from simple notation and by ear with an awareness of other parts</li> </ul>	<ul style="list-style-type: none"> <li>• Can suggest improvements to their own and others' work</li> </ul>	<ul style="list-style-type: none"> <li>• Can improvise rhythmic and melodic phrases and compose within a musical structure.</li> </ul>	<ul style="list-style-type: none"> <li>• Can read and notate more complex graphic scores.</li> </ul>	<ul style="list-style-type: none"> <li>• Can describe music using appropriate musical vocabulary</li> </ul>
S2	<ul style="list-style-type: none"> <li>• Can contribute to combinations of several layers of sound and recognise how musical elements are combined and used expressively</li> </ul>	<ul style="list-style-type: none"> <li>• Can Play or sing rhythmically simple parts using a limited range of notes. Can make improvements to their work</li> </ul>	<ul style="list-style-type: none"> <li>• Can improvise repeated patterns</li> </ul>	<ul style="list-style-type: none"> <li>• Can read and notate simple symbols as part of a graphic score</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss Musical Elements and their combined effect</li> </ul>

PE Steps	Range and quality of skills	Physical attributes	Decision Making
9	<ul style="list-style-type: none"> <li>• Demonstrates and selects all core and advanced skills with an <b>outstanding</b> standard of accuracy, control and fluency, in both isolation and competitive situations.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates an <b>outstanding</b> level of physical fitness and psychological control to perform effectively.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates an <b>outstanding</b> understanding of the rules of the activity.</li> <li>• Demonstrates an <b>outstanding</b> application of strategies, tactics and compositional ideas.</li> <li>• <b>Demonstrates an outstanding awareness of the strengths and weaknesses and actions of other players.</b></li> <li>• <b>Communication is outstanding.</b></li> </ul>
8	<ul style="list-style-type: none"> <li>• Demonstrates and selects all core and advanced skills with an <b>excellent</b> standard of accuracy, control and fluency, in both isolation and competitive situations.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates an <b>excellent</b> level of physical fitness and psychological control to perform effectively.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates an <b>excellent</b> understanding of the rules of the activity.</li> <li>• Demonstrates an <b>excellent</b> application of strategies, tactics and compositional ideas.</li> <li>• <b>Demonstrates an excellent awareness of the strengths and weaknesses and actions of other players.</b></li> <li>• <b>Communication is excellent.</b></li> </ul>
7	<ul style="list-style-type: none"> <li>• Demonstrates and selects all core and most advanced skills with an <b>excellent</b> standard of accuracy, control and fluency, in both isolation and competitive situations.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates an <b>excellent</b> level of physical fitness and psychological control to perform effectively.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates an <b>excellent</b> understanding of the rules of the activity.</li> <li>• Demonstrates an <b>excellent</b> application of strategies, tactics and compositional ideas.</li> <li>• <b>Demonstrates an excellent awareness of the strengths and weaknesses and actions of other players.</b></li> <li>• <b>Communication is excellent.</b></li> </ul>
6	<ul style="list-style-type: none"> <li>• Demonstrates and selects most core and advanced skills with a <b>very good</b> standard of accuracy, control and fluency, in both isolation and competitive situations.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates a <b>very good</b> level of physical fitness and psychological control to perform effectively.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates a <b>very good</b> understanding of the rules of the activity.</li> <li>• Demonstrates a <b>very good</b> application of strategies, tactics and compositional ideas.</li> <li>• <b>Demonstrates a very good awareness of the strengths and weaknesses and actions of other players.</b></li> <li>• <b>Communication is very good.</b></li> </ul>
5	<ul style="list-style-type: none"> <li>• Demonstrates and selects most core and some advanced skills with a <b>very good</b> standard of accuracy, control and fluency, in both isolation and competitive situations.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates a <b>very good</b> level of physical fitness and psychological control to perform effectively.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates a <b>very good</b> understanding of the rules of the activity.</li> <li>• Demonstrates a <b>very good</b> application of strategies, tactics and compositional ideas.</li> <li>• <b>Demonstrates a very good awareness of the strengths and weaknesses and actions of other players.</b></li> </ul>



			<ul style="list-style-type: none"> <li>• <b>Communication is very good.</b></li> </ul>
4	<ul style="list-style-type: none"> <li>• Demonstrates and selects some core and some advanced skills with a <b>good</b> standard of accuracy, control and fluency, in both isolation and competitive situations.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates a <b>good</b> level of physical fitness and psychological control to perform effectively.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates a <b>good</b> understanding of the rules of the activity.</li> <li>• Demonstrates a <b>good</b> application of strategies, tactics and compositional ideas.</li> <li>• <b>Demonstrates a good awareness of the strengths and weaknesses and actions of other players.</b></li> <li>• <b>Communication is good.</b></li> </ul>
3	<ul style="list-style-type: none"> <li>• Demonstrates and selects some core and few advanced skills with an <b>adequate</b> standard of accuracy, control and fluency, in both isolation and competitive situations.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates an <b>adequate</b> level of physical fitness and psychological control to perform effectively.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates an <b>adequate</b> understanding of the rules of the activity.</li> <li>• Demonstrates an <b>adequate</b> application of strategies, tactics and compositional ideas.</li> <li>• <b>Demonstrates an adequate awareness of the strengths and weaknesses and actions of other players.</b></li> <li>• <b>Communication is adequate.</b></li> </ul>
2	<ul style="list-style-type: none"> <li>• Demonstrates and selects few core and advanced skills with a <b>limited</b> standard of accuracy, control and fluency, in both isolation and competitive situations.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates a <b>limited</b> level of physical fitness and psychological control to perform effectively.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates a <b>limited</b> understanding of the rules of the activity.</li> <li>• Demonstrates a <b>limited</b> application of strategies, tactics and compositional ideas.</li> <li>• <b>Demonstrates a limited awareness of the strengths and weaknesses and actions of other players.</b></li> <li>• <b>Communication is limited.</b></li> </ul>
1	<ul style="list-style-type: none"> <li>• Demonstrates and selects some core skills with a <b>poor</b> standard of accuracy, control and fluency, in both isolation and conditioned situations.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates a <b>poor</b> level of physical fitness and psychological control to perform effectively.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates a <b>poor</b> understanding of the rules of the activity.</li> <li>• Demonstrates a <b>poor</b> application of strategies, tactics and compositional ideas.</li> <li>• <b>Demonstrates a poor awareness of the strengths and weaknesses and actions of other players.</b></li> <li>• <b>Communication is poor.</b></li> </ul>

RPE Steps	Facts with understanding	Personal development	Philosophical and ethical thinking skills
9	<ul style="list-style-type: none"> <li>• Accurate and relevant knowledge and understanding of religious belief, ethical theory and philosophy.</li> <li>• Evaluate and Synthesise their impact with discernment</li> </ul>	<ul style="list-style-type: none"> <li>• Synthesise ideas and critically assess evidence and draw an overall conclusion using a range of arguments with reasoned discussion and explain personal opinion.</li> </ul>	<ul style="list-style-type: none"> <li>• Research a broad range of ideas and concepts from different scholars</li> <li>• Use specialist terms and critically assess the different positions. (philosophical, ethical, theological, sociological or psychological perspectives)</li> </ul>
8	<ul style="list-style-type: none"> <li>• Analyse different positions, justify with detailed evidence and evaluate impact on the wider world</li> </ul>	<ul style="list-style-type: none"> <li>• Bring together (Synthesise) ideas using different techniques (philosophical, ethical, theological, sociological or psychological perspectives) and creativity (different mediums), and critically evaluate your reasons, evidence and conclusions.</li> </ul>	<ul style="list-style-type: none"> <li>• Research and critically evaluate ideas, reasons, evidence and questions from different perspectives (philosophical, ethical, theological, sociological or psychological perspectives)</li> </ul>
7	<ul style="list-style-type: none"> <li>• Evaluate arguments, their sources and their impact on different viewpoints</li> </ul>	<ul style="list-style-type: none"> <li>• Express and justify opinions and further questions coherently and creatively with relevant evidence and examples</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate and justify viewpoints, research (e.g ultimate questions / ethical issues) and personal opinions with evidence</li> </ul>
6	<ul style="list-style-type: none"> <li>• Explain with understanding ideas and their impact on different viewpoints</li> </ul>	<ul style="list-style-type: none"> <li>• Express, justify and compare ideas using examples and start to raise further questions</li> </ul>	<ul style="list-style-type: none"> <li>• Enquire and interpret ideas, reasons and impacts of ideas accurately and develop philosophical or ethical questions</li> </ul>
5	<ul style="list-style-type: none"> <li>• Explain the impact of ideas and connections to different viewpoints</li> </ul>	<ul style="list-style-type: none"> <li>• Explain your reflection on different ideas and viewpoints with reasons why</li> </ul>	<ul style="list-style-type: none"> <li>• Investigate and explain the impact of different beliefs or philosophical ideas and links between them.</li> </ul>
4	<ul style="list-style-type: none"> <li>• Outline and connect religious/philosophical or ethical ideas with different possible meanings</li> </ul>	<ul style="list-style-type: none"> <li>• Show different ideas and understanding of the concepts with a personal reflection</li> </ul>	<ul style="list-style-type: none"> <li>• Describe and discuss ideas. Show understanding of the symbolism, philosophical, ethics, religious or theological perspectives.</li> </ul>
3	<ul style="list-style-type: none"> <li>• Describe and select</li> </ul>	<ul style="list-style-type: none"> <li>• Ask relevant questions and give thoughtful responses, starting to use technical terms</li> </ul>	<ul style="list-style-type: none"> <li>• Describe and discuss ideas and consider links between different points of view. Raise questions....how, what, why</li> </ul>
2	<ul style="list-style-type: none"> <li>• Retell ideas and practices studied</li> </ul>	<ul style="list-style-type: none"> <li>• Ask questions (who, what why, how) and give an opinion</li> </ul>	<ul style="list-style-type: none"> <li>• Collect information and start to use it in tasks, giving your own ideas too</li> </ul>
1	<ul style="list-style-type: none"> <li>• Recall basic facts e.g. Names, places</li> </ul>	<ul style="list-style-type: none"> <li>• Observe...who, what, why, when</li> </ul>	<ul style="list-style-type: none"> <li>• Show curiosity. Find out about</li> </ul>