



# **Magpie Learning Centre**

**Year 7**

**Assessment Milestones**

# ENGLISH

	READING	WRITING	ORACY
<b>MASTERING</b>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• My knowledge of plot is generally secure.</li> <li>• My knowledge of themes is generally secure.</li> <li>• My knowledge of language and structure is generally secure.</li> <li>• My knowledge of the conventions of transactional texts is generally secure.</li> <li>• My knowledge of the conventions of fiction is generally secure.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• I can make some comments on the meaning of a text.</li> <li>• I can give personal responses.</li> <li>• I can select some appropriate quotations.</li> <li>• I can use some subject terminology accurately.</li> </ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• My knowledge of the conventions of different forms of text is generally secure.</li> <li>• My knowledge of the purpose of different forms of text is generally secure.</li> <li>• My knowledge of rhetorical and persuasive devices is generally secure.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• I can often create form accurately.</li> <li>• I can often demonstrate structure.</li> <li>• I can express myself.</li> <li>• I can craft a basic structured narrative.</li> <li>• I can sometimes adapt my register.</li> <li>• I can often develop ideas.</li> <li>• I can use imagery and descriptive devices.</li> <li>• I can generally demonstrate grammatic accuracy with basic structures.</li> <li>• I can use a variety of sentence structures with minimal errors.</li> <li>• I can spell most high frequency words accurately with some phonetic errors.</li> <li>• I can spell some complex and irregular words correctly with some phonetic errors.</li> </ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• My knowledge of rhetorical devices and their use in speech is developing.</li> <li>• My knowledge of persuasive devices is developing.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• I can speak independently when prompted.</li> <li>• I can respond to questions.</li> <li>• I can ask some independent questions.</li> <li>• I can sometimes express my own views.</li> <li>• I can attempt to adapt my tone and vocabulary to suit my purpose and audience.</li> </ul>
<b>SECURING</b>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• My knowledge of plot is basic but accurate.</li> <li>• My knowledge of themes is basic but accurate.</li> <li>• My knowledge of language and structure is basic but accurate.</li> <li>• My knowledge of the conventions of transactional texts is basic but accurate.</li> <li>• My knowledge of the conventions of fiction is basic but accurate.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• I can make some basic comments on the meaning of a text.</li> <li>• I can give basic responses.</li> <li>• I can select some quotations but lack accuracy.</li> <li>• I can use some subject terminology but this is not always accurate.</li> </ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• My knowledge of the conventions of different forms of text is basic.</li> <li>• My knowledge of the purpose of different forms of text is basic.</li> <li>• My knowledge of rhetorical and persuasive devices is basic.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• I can sometimes create form accurately.</li> <li>• I can sometimes demonstrate structure.</li> <li>• I can express myself but may need support.</li> <li>• I can craft a basic narrative.</li> <li>• I can sometimes adapt my register with support.</li> <li>• My ideas are not fully developed.</li> <li>• I can use some basic imagery.</li> <li>• I can sometimes demonstrate grammatic accuracy with basic structures.</li> <li>• I can use a variety of sentence structures with several errors.</li> <li>• I can spell some high frequency words accurately with some phonetic errors.</li> <li>• I occasionally spell complex and irregular words correctly with quite frequent phonetic errors.</li> </ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• My knowledge of rhetorical devices and their use in speech is basic.</li> <li>• My knowledge of persuasive devices is basic.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• I can speak independently when prompted but this is not developed.</li> <li>• I can give basic responses to questions.</li> <li>• I can ask some basic questions.</li> <li>• I can sometimes express my own views with support</li> <li>• I can attempt to adapt my tone and vocabulary to suit the purpose and audience but this is not consistent.</li> </ul>

<b>DEVELOPING</b>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• My knowledge of plot is basic with some errors.</li> <li>• My knowledge of themes is basic with some errors.</li> <li>• My knowledge of language and structure is basic with some errors.</li> <li>• My knowledge of the conventions of transactional texts is basic with some errors.</li> <li>• My knowledge of the conventions of fiction is basic with some errors.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• I can make some basic comments on a text.</li> <li>• I can give basic responses with support.</li> <li>• My answers are not yet supported with quotations.</li> <li>• I am not yet using subject terminology.</li> </ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• My knowledge of the conventions of different forms of text is basic with some errors.</li> <li>• My knowledge of the purpose of different forms of text is basic with some errors.</li> <li>• My knowledge of rhetorical and persuasive devices is basic with some errors.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• I can sometimes create basic forms.</li> <li>• I can sometimes demonstrate basic structures.</li> <li>• I can sometimes express myself with support.</li> <li>• I can create a basic narrative with some inconsistencies.</li> <li>• I struggle to adapt my register.</li> <li>• My ideas are not yet developed.</li> <li>• I can use some basic imagery with inconsistencies.</li> <li>• I have some grammatical mistakes in my work.</li> <li>• I write in simple sentences with some errors.</li> <li>• I spell some high frequency words accurately with frequent errors.</li> </ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• I am beginning to show some knowledge of rhetorical devices.</li> <li>• I am beginning to show some knowledge of persuasive devices.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• I find it tricky to speak independently.</li> <li>• I find it tricky to give basic responses to questions.</li> <li>• I generally do not ask basic questions.</li> <li>• I find it difficult to express my own views.</li> <li>• I am not yet adapting my tone and vocabulary to suit the purpose and audience.</li> </ul>
<b>EMERGING</b>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• My knowledge of plot is basic and incomplete with some errors.</li> <li>• My knowledge of themes is basic and incomplete with some errors.</li> <li>• My knowledge of language and structure is basic and incomplete with some errors.</li> <li>• My knowledge of the conventions of transactional texts is basic and incomplete with some errors.</li> <li>• My knowledge of the conventions of fiction is basic and incomplete with some errors.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• I can make some basic comments on a text with support.</li> <li>• I can give basic responses with support.</li> <li>• My answers are closed and not evidenced.</li> <li>• I am not yet using subject terminology.</li> </ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• My knowledge of the conventions of different forms of text is basic and incomplete with frequent errors.</li> <li>• My knowledge of the purpose of different forms of text is basic and incomplete with frequent errors.</li> <li>• My knowledge of rhetorical and persuasive devices is basic and incomplete with frequent errors.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• I can sometimes create basic forms with some errors.</li> <li>• I can sometimes demonstrate basic structures with some errors.</li> <li>• I can sometimes express myself simply with support.</li> <li>• I can create a basic narrative with frequent inconsistencies.</li> <li>• I am not yet able to adapt my register.</li> <li>• My ideas are not yet developed.</li> <li>• I can use some basic imagery with frequent inconsistencies.</li> <li>• I have some grammatical mistakes in my work.</li> <li>• I write in simple sentences with frequent errors.</li> <li>• I spell some high frequency words accurately with frequent errors.</li> </ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• I am beginning to show some very basic knowledge of rhetorical devices.</li> <li>• I am beginning to show some very basic knowledge of persuasive devices.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• I struggle to speak independently without support.</li> <li>• I struggle to give basic responses to questions without support.</li> <li>• I generally do not ask basic questions.</li> <li>• I find it difficult to express my own views appropriately.</li> <li>• I am not yet adapting my tone and vocabulary to my purpose and audience.</li> </ul>

<b>BEGINNING</b>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• I can sort some elements of plot with support.</li> <li>• I am beginning to identify the differences between fiction and transactional writing.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• I can understand some basic texts.</li> <li>• I can read short texts with support.</li> <li>• I can attempt to answer multiple choice questions.</li> </ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• I can identify some basic punctuation and its usage.</li> <li>• I can identify some basic text types.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• I can communicate basic ideas in writing.</li> <li>• I am beginning to write simple sentences.</li> <li>• I am beginning to spell simple words accurately, although this is not secure.</li> </ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• I am able to listen attentively for limited periods.</li> <li>• I am able to identify different tones.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• I prefer not to give oral responses.</li> <li>• My speech is not always clear.</li> <li>• I am not yet adapting my tone or register for different audiences and situations.</li> </ul>
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# MATHS

	NUMBER, RATIO, PROPORTION AND RATES OF CHANGE	ALGEBRA	GEOMETRY	DATA HANDLING, PROBABILITY AND STATISTICS
<b>MASTERING</b>	<ul style="list-style-type: none"> <li>I can add and subtract 4-digit numbers.</li> <li>I can multiply 2 or 3-digit numbers by a single digit number.</li> <li>I can divide 3-digit numbers by a single digit number.</li> <li>I can multiply integers by 10, 100 or 1000.</li> <li>I can divide by 10, 100 or 1000 to give an integer solution.</li> <li>I can round numbers to the nearest 10 or 100.</li> <li>I can order numbers written to 1 decimal place.</li> <li>I can write equivalent fractions.</li> <li>I can simplify fractions.</li> <li>I can add and subtract fractions with common denominators.</li> <li>I can find 50% of a number.</li> <li>I can recognise simple divisibility tests e.g. for 5s and 10s.</li> <li>I can order integers including negatives.</li> <li>I can represent a ratio visually.</li> <li>I can double and halve any number.</li> </ul>	<ul style="list-style-type: none"> <li>I can solve missing number problems.</li> <li>I can substitute positive integers into simple expressions.</li> <li>I can find outputs for simple function machines.</li> <li>I understand basic algebraic notation.</li> <li>I can write a simple expression e.g. 4 more than a number.</li> <li>I can find the next number in simple linear descending sequences.</li> <li>I can plot coordinates in the first quadrant.</li> <li>I can find missing numbers in linear sequences.</li> </ul>	<ul style="list-style-type: none"> <li>I can identify 2D and 3D shapes.</li> <li>I can explain the different properties of the different triangles.</li> <li>I understand notation for sides of equal lengths.</li> <li>I can identify and classify different types of angles.</li> <li>I am able to find the perimeters of simple shapes.</li> <li>I am able to find areas of squares and rectangles by counting squares.</li> <li>I can recall and use basic angle facts in simple problems e.g. angles on a line.</li> <li>I know basic metric conversions facts.</li> <li>I can make accurate measurements e.g. to the nearest millimetre.</li> <li>I can complete a symmetrical drawing.</li> <li>I can recall the difference between regular and irregular polygons.</li> <li>I can work with 24hr clock.</li> </ul>	<ul style="list-style-type: none"> <li>I can interpret pictograms.</li> <li>I can construct a simple frequency table.</li> <li>I can find the mode of a set of data.</li> <li>I am able to order sets of data.</li> <li>I can describe probability with words.</li> <li>I can place simple events on the probability scale.</li> </ul>
<b>SECURING</b>	<ul style="list-style-type: none"> <li>I can add and subtract 3-digit numbers.</li> <li>I can multiply single digit numbers.</li> <li>I can give the value of a digit within a 2 or 3-digit number.</li> <li>I can order 2 or 3-digit numbers.</li> <li>I know 2, 3, 5, 9 and 10 times table.</li> <li>I understand simple visual representations of fractions.</li> <li>I can halve any even 2-digit number.</li> <li>I can complete simple money questions involving pounds and pence.</li> </ul>	<ul style="list-style-type: none"> <li>I can find the next number in simple linear ascending sequences.</li> <li>I can find missing numbers in simple problems.</li> </ul>	<ul style="list-style-type: none"> <li>I can identify triangles, rectangles, squares and circles.</li> <li>I can recall key time facts (minutes in an hour etc).</li> <li>I can read simple times (3 o'clock).</li> <li>I can make measurements with simple measuring apparatus such as rulers and thermometers.</li> <li>I understand AM and PM.</li> </ul>	<ul style="list-style-type: none"> <li>I can read information from a simple Table.</li> <li>I can construct and interpret tally charts</li> <li>I can interpret a simple bar chart.</li> </ul>

DEVELOPING	<ul style="list-style-type: none"> <li>I know number bonds to 20.</li> <li>I can count to 20.</li> <li>I can order single digit numbers.</li> <li>I can halve even numbers below 20.</li> <li>I can double numbers.</li> <li>I can count in 2s, 5s, and 10s.</li> <li>I can recognise coins.</li> <li>I can add money (pence).</li> </ul>	<ul style="list-style-type: none"> <li>I can identify odd and even numbers.</li> <li>I can suggest values less than or greater than a number.</li> </ul>	<ul style="list-style-type: none"> <li>I can count the number of sides a shape has.</li> <li>I know group shapes together.</li> <li>I know key time facts (e.g. days of the week, months etc).</li> </ul>	<ul style="list-style-type: none"> <li>I can find the highest result from a bar chart.</li> <li>I can interpret most popular results from tally charts.</li> </ul>
EMERGING	<ul style="list-style-type: none"> <li>I can count to 10.</li> <li>I can number bond to 10.</li> <li>I can give a number, identify 1 more and 1 less.</li> <li>I can identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.</li> </ul>		<ul style="list-style-type: none"> <li>I can compare, describe and solve practical problems for: <ul style="list-style-type: none"> <li>-lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]</li> <li>-mass/weight [for example, heavy/light, heavier than, lighter than]</li> <li>-capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]</li> <li>-time [for example, quicker, slower, earlier, later].</li> </ul> </li> </ul>	
BEGINNING	<ul style="list-style-type: none"> <li>I can count to 10.</li> <li>I know number bonds to 10.</li> <li>I can give a number, identify 1 more and 1 less.</li> <li>I can identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.</li> </ul>		<ul style="list-style-type: none"> <li>I can compare, describe and solve practical problems for: <ul style="list-style-type: none"> <li>-lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]</li> <li>-mass/weight [for example, heavy/light, heavier than, lighter than]</li> <li>-capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]</li> <li>-time [for example, quicker, slower, earlier, later].</li> </ul> </li> </ul>	

# SCIENCE

<b>MASTERING</b>	<ul style="list-style-type: none"> <li>• I can recognise that scientific ideas are based on evidence.</li> <li>• I can decide on an appropriate approach to answer a question (i.e. using a fair test).</li> <li>• I can describe, or show in the way I perform a task, how to vary one factor while keeping others the same. I may be prompted or supported with this.</li> <li>• I am able to make simple predictions, possibly based on everyday experience.</li> <li>• I can select information from simple sources I am given.</li> <li>• I am able to select suitable equipment and make observations/measurements that are adequate.</li> <li>• I can record observations, comparisons and measurements using tables and bar charts.</li> <li>• I will begin to plot points to form simple line graphs, using these to point out patterns.</li> <li>• I will begin to relate my conclusions to patterns and scientific knowledge.</li> <li>• I can communicate conclusions using appropriate scientific language.</li> <li>• I can suggest improvements and give simple reasons.</li> </ul>
<b>SECURING</b>	<ul style="list-style-type: none"> <li>• I can respond to suggestions and put forward my own ideas about how to find an answer to a question.</li> <li>• I can recognise why it is important to collect data to answer questions.</li> <li>• I can use a limited range of simple texts to find information.</li> <li>• I am able to make relevant observations and measurements using a limited range of simple equipment.</li> <li>• I can carry out a fair test, with some help, recognising and explaining why it is fair.</li> <li>• I can record observations in provided tables.</li> <li>• I am able to provide explanations for observations and for simple patterns in recorded measurements.</li> <li>• I can communicate what I have found out using some scientific language.</li> <li>• I can suggest simple improvements in my work, with support.</li> </ul>
<b>DEVELOPING</b>	<ul style="list-style-type: none"> <li>• I can respond to simple suggestions about how to find things out.</li> <li>• I can make my own simple suggestions about how to collect data, with support.</li> <li>• I can use short, simple texts to find information.</li> <li>• I can use simple equipment provided.</li> <li>• I am able to make basic observations related to a task.</li> <li>• I can observe and compare living things, objects or events.</li> <li>• I can describe observations using some scientific vocabulary and record in simple tables.</li> <li>• I can say whether what happened was what I expected.</li> </ul>
<b>EMERGING</b>	<ul style="list-style-type: none"> <li>• I can describe or respond appropriately to simple features of a range of objects, living things and events I observe.</li> <li>• I can communicate my findings in a number of simple ways (i.e. talk about my work through drawings or simple charts).</li> <li>• I can make observations with support from an adult.</li> <li>• I will be supported to use simple equipment.</li> </ul>
<b>BEGINNING</b>	<ul style="list-style-type: none"> <li>• I can observe patterns and regular changes in living things, objects or events.</li> <li>• I can make my own observations of changes when questioned directly.</li> <li>• I can identify common materials/ objects/ features.</li> </ul>

# ART

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">MASTERING</p>	<ul style="list-style-type: none"> <li>• I can answer questions about artist's work.</li> <li>• I can begin to analyse artwork.</li> <li>• I can contribute my own opinions.</li> <li>• I can use all materials and techniques successfully.</li> <li>• I am starting to show skill in my use of materials.</li> <li>• I can draw from observation using a range of mark making techniques.</li> <li>• My designs are drawn reasonably neatly and I have included some of my own ideas.</li> <li>• My final piece links to some of my earlier work and the project theme. I have shown some ability to use materials and techniques appropriately.</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">SECURING</p>	<ul style="list-style-type: none"> <li>• I can answer questions about artist's work.</li> <li>• I can begin to analyse artwork.</li> <li>• I can contribute my own opinions.</li> <li>• I can use all materials and techniques successfully. I am starting to show skill in my use of materials.</li> <li>• I can draw from observation using a range of mark making techniques.</li> <li>• My designs are drawn reasonably neatly and I have included some of my own ideas.</li> <li>• My final piece links to the project theme and I have used materials and techniques independently.</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">DEVELOPING</p>	<ul style="list-style-type: none"> <li>• I can answer questions about artist's work.</li> <li>• I can begin to analyse artwork.</li> <li>• I can contribute my own opinions.</li> <li>• I can use all materials and techniques successfully. I am starting to show skill in my use of materials.</li> <li>• I can draw somethings more accurately than others and am starting to show more tone and texture in my work.</li> <li>• My designs are drawn out with some attention to detail and are reasonably clear.</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">EMERGING</p>	<ul style="list-style-type: none"> <li>• I can answer questions about artist's work.</li> <li>• I can begin to analyse artwork.</li> <li>• I can contribute my own opinions.</li> <li>• I can use most materials and techniques successfully and I am starting to get more creative with them.</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">BEGINNING</p>	<ul style="list-style-type: none"> <li>• I can independently use key words to describe work.</li> <li>• I can answer questions about artist's work.</li> </ul>



# COMPUTING

	COMPUTER SCIENCE	INFORMATION TECHNOLOGY	DIGITAL LITERACY
<b>MASTERING</b>	<ul style="list-style-type: none"> <li>I can solve problems by breaking them into smaller parts.</li> <li>I can work with variables.</li> <li>I can explain logically how some simple algorithms work.</li> <li>I use logical reasoning to detect and correct errors in algorithms.</li> <li>I understand computer networks including the internet and what they're for.</li> <li>I understand how search results are ranked.</li> </ul>	<ul style="list-style-type: none"> <li>I can use more than one piece of software to accomplish given goals/tasks.</li> <li>I can select, use and combine software on a range of digital devices.</li> <li>I can analyse data.</li> <li>I can evaluate data.</li> <li>I can design and create systems.</li> </ul>	<ul style="list-style-type: none"> <li>I understand the opportunities computer networks offer for collaboration.</li> <li>I can effectively evaluate digital content and know what is plausible.</li> </ul>
<b>SECURING</b>	<ul style="list-style-type: none"> <li>I can design programs that can accomplish specific goals.</li> <li>I can design and create programs in Scratch, Python or VB.</li> <li>I can fix errors in my programs that accomplish specific goals.</li> <li>I can create programs that contain basic loops.</li> <li>I can use logical reasoning to detect and correct errors in programs.</li> <li>I understand how computer networks can provide multiple services, such as the world wide web.</li> <li>I know how search results are selected.</li> </ul>	<ul style="list-style-type: none"> <li>I can select a variety of software to accomplish given goals.</li> <li>I can select, use and combine internet services.</li> <li>I can evaluate the information that I get to use in my work.</li> <li>I can collect suitable data for my work.</li> <li>I can present data, such as using graphs.</li> </ul>	<ul style="list-style-type: none"> <li>I understand the opportunities computer networks offer for communication.</li> <li>I can identify a range of ways to report concerns about content online.</li> <li>I can recognise acceptable and unacceptable behaviour.</li> </ul>
<b>DEVELOPING</b>	<ul style="list-style-type: none"> <li>I can write programs in Scratch that accomplish specific goals.</li> <li>I can use sequence in programs such as "If" and "Else".</li> <li>I can work with various forms of input and output.</li> </ul>	<ul style="list-style-type: none"> <li>I can search the internet effectively using suitable keywords and operators.</li> <li>I can use a variety of software programs to produce my work and complete projects.</li> <li>I can collect information.</li> <li>I can design and create content.</li> <li>I can present information.</li> <li>I use technology responsibly.</li> <li>I can identify a range of ways to report concerns about contact online.</li> </ul>	<ul style="list-style-type: none"> <li>I use technology responsibly.</li> <li>I can identify a range of ways to report concerns about contact online.</li> </ul>
<b>EMERGING</b>	<ul style="list-style-type: none"> <li>I understand that algorithms are implemented as programs on digital devices.</li> <li>I understand that programs execute by following precise and unambiguous instructions.</li> <li>I can fix (debug) errors in computer programs I make.</li> <li>I can use logical reasoning to predict the behaviour of a simple program.</li> </ul>	<ul style="list-style-type: none"> <li>I can save and store files into meaningful folders with suitable file names to keep my user area organised.</li> <li>I can use technology purposefully to manipulate digital content.</li> <li>I know that computers have different input and output devices and can use them.</li> <li>I know that a variety of digital devices can be classed as a computer.</li> </ul>	<ul style="list-style-type: none"> <li>I can use technology respectfully.</li> <li>I can identify where to go for help and support when I have concerns about content or contact on the internet or other online technologies.</li> </ul>
<b>BEGINNING</b>	<ul style="list-style-type: none"> <li>I understand what an algorithm is.</li> <li>I can create simple programs in Scratch.</li> </ul>	<ul style="list-style-type: none"> <li>I can use technology purposefully to create digital content.</li> <li>I can save my work properly into folders.</li> <li>I can save images from the internet.</li> <li>I can use technology purposefully to retrieve digital content.</li> </ul>	<ul style="list-style-type: none"> <li>I can use technology safely.</li> <li>I know how to keep information private.</li> <li>I keep personal information private.</li> <li>I know how technology can be used outside of school.</li> </ul>

# DESIGN

MASTERING	<ul style="list-style-type: none"><li>• I research and explore relevant information based on the users' needs.</li><li>• I use social, moral and cultural information to understand the user more clearly.</li><li>• I can select specialist tools and justify my choices.</li><li>• I compare and contrast existing products by analysing them and explaining how the information I have found will influence my designs.</li><li>• I understand and use the properties of materials and the performance of structural elements to achieve functioning solutions.</li><li>• I can decide the most suitable way to show my ideas.</li></ul>
SECURING	<ul style="list-style-type: none"><li>• I understand social, moral and cultural issues that link to the users' needs.</li><li>• I can select the correct tools in my practical work and explain their function.</li><li>• I can analyse existing products and use this to develop ideas.</li><li>• I understand the properties of materials to achieve functioning solutions.</li><li>• I can present my ideas using 2D and 3D techniques.</li></ul>
DEVELOPING	<ul style="list-style-type: none"><li>• I use research to identify users' needs.</li><li>• I can name the tools I use.</li><li>• I look at existing products that are relevant to my work and use them to generate ideas.</li><li>• I understand the properties of some materials and know how they might benefit my product.</li><li>• I can present my ideas using sketches and useful annotation.</li></ul>
EMERGING	<ul style="list-style-type: none"><li>• I understand a design brief and user needs.</li><li>• I can name some of the tools I use.</li><li>• I look at other products to help me with my ideas.</li><li>• I understand the properties of some materials.</li><li>• I can present my ideas using sketches.</li></ul>
BEGINNING	<ul style="list-style-type: none"><li>• I can independently use key subject vocabulary to describe work.</li><li>• I can present my ideas using at least one method.</li></ul>

## DRAMA

MASTERING	<ul style="list-style-type: none"> <li>• I am beginning to make positive contributions to group work by developing ideas for performance.</li> <li>• I can comment on how a piece of Drama should be performed and why.</li> <li>• I am beginning to apply performance skills effectively to portray a range of characters.</li> <li>• I am beginning to discuss the aims and purpose of a dramatic work and how an audience should respond.</li> <li>• I can sometimes use drama terminology in a thoughtful way to discuss a dramatic work (e.g. I see a dramatic work as a production rather than just a story).</li> </ul>
SECURING	<ul style="list-style-type: none"> <li>• I can share ideas with other members of the group when working on pieces of collaborative drama.</li> <li>• I will help to develop the ideas of other group members when working on a piece of collaborative drama.</li> <li>• I can use generally appropriate performance skills to portray characters and tell a story.</li> <li>• I can comment on a piece of drama and share opinions with some explanation.</li> <li>• I am able to use some drama specific vocabulary to comment upon a dramatic work.</li> </ul>
DEVELOPING	<ul style="list-style-type: none"> <li>• I can share and develop a few simpler ideas for performance – although I may need prompting to do so.</li> <li>• I am able to work within a group setting (although I may need support with this).</li> <li>• I am able to use simple performance skills in order to play a character or tell a story.</li> <li>• I can demonstrate some evidence of drama vocabulary and ideas.</li> <li>• I am sometimes able to make simple comments expressing a response to a performance.</li> </ul>
EMERGING	<ul style="list-style-type: none"> <li>• I can listen to the ideas of others and am able to begin developing my own performance idea.</li> <li>• I can play a supporting role within a group context.</li> <li>• I can select basic performance methods to perform a simple character or story.</li> <li>• I am able to make a simple comment on a piece of drama.</li> <li>• I can demonstrate some basic preferences and ideas in response to performance - when I am offered options from which to choose from.</li> </ul>
BEGINNING	<ul style="list-style-type: none"> <li>• I am beginning to grasp basic concepts of character, narrative and performance.</li> <li>• I can follow the performances of other group members and demonstrates some skills of basic comprehension.</li> <li>• I am able to participate in some drama activities with support.</li> <li>• I am beginning to demonstrate some basic comprehension of character, narrative and performance (e.g. selecting correct plot summaries with teacher assistance.)</li> <li>• I am able to demonstrate basic preferences in response to a performance piece. I may need support from staff in doing so.</li> </ul>

# CITIZENSHIP

<b>MASTERING</b>	<ul style="list-style-type: none"> <li>• I can begin to explain how laws are created and why we need them, with examples.</li> <li>• I can begin to explain how human rights are valued in the United Kingdom and the importance of them being protected by law.</li> <li>• I can explain the importance of different roles within the justice system.</li> <li>• I can identify the hierarchy in the consumer rights system.</li> <li>• I can explain the effect of workplace discrimination and identify some consequences of it.</li> <li>• I can begin to explain what is meant by World Trade and can identify some of the benefits and the drawbacks associated with it.</li> <li>• I am able to offer opinions, with explanations, of asylum seekers and refugees.</li> <li>• I understand what is meant by campaigning and can identify different ways in which this is done.</li> <li>• I can offer opinions about whether protests are a good way of achieving change.</li> <li>• I can identify the different parts of Parliament and am able to start to explain the difference between the House of Commons and the House of Lords.</li> <li>• I can explain in more detail, with examples, how the media influences our lives.</li> <li>• I can explain what climate change is and give examples of the consequences of it.</li> <li>• I can understand why authorities might step in when there are family concerns and identify reasons for this.</li> <li>• I can explain why everyone has a right to an education while understanding that education can look different for different people.</li> </ul>
<b>SECURING</b>	<ul style="list-style-type: none"> <li>• I can begin to explain how laws are created.</li> <li>• I can describe the court hierarchy of the civil and criminal justice systems.</li> <li>• I can explain how consumers are protected by law.</li> <li>• I can describe the role of trade unions.</li> <li>• I can identify some global businesses.</li> <li>• I can explain what is meant by asylum seekers and refugees.</li> <li>• I can identify the different parts of Parliament and can identify the responsibilities of MPs.</li> <li>• I can identify at least three devices used by media to influence their audience.</li> <li>• I am able to explain what is meant by the term 'natural disaster'.</li> <li>• I can explain what climate change is.</li> <li>• I can understand why authorities might step in when there are family concerns.</li> </ul>
<b>DEVELOPING</b>	<ul style="list-style-type: none"> <li>• I can explain the differences between laws and rules, providing examples of each.</li> <li>• I can identify some human rights and provide examples of how these are demonstrated in our society.</li> <li>• I can describe the roles of some key individuals within the justice system.</li> <li>• I can describe why we need consumer rights and provide examples.</li> <li>• I can describe why workers' rights need protecting.</li> <li>• I can start to explain why we pay taxes in the UK and what the money is used for.</li> <li>• I can understand what is meant by 'economic migration' and am able to give examples of what this is.</li> <li>• I can offer an opinion on whether the voting age should be lowered to 16.</li> <li>• I can identify the differences between different types of government; namely dictatorships and democracies and provide examples of both.</li> <li>• I can begin to explain how the media influences our lives.</li> <li>• I can explain what pollution is, what contributes to it and how it impacts on our environment and I am beginning to explain what climate change is.</li> <li>• I can identify how changes in the law have impacted on families (same sex marriage, changes in divorce laws, custody).</li> <li>• I can offer opinions about parents' rights and responsibilities.</li> </ul>

EMERGING	<ul style="list-style-type: none"><li>• I can describe why we need laws and rules with examples.</li><li>• I can identify different courts within the civil and criminal justice systems.</li><li>• I can provide some examples of workplace discrimination.</li><li>• I can identify some pros and cons of economic migration.</li><li>• I am able to explain how people's right to vote has changed over the years.</li><li>• I can explain the differences between tabloid and broadsheet newspapers.</li><li>• I can understand that everyone has a right to an education.</li></ul>
BEGINNING	<ul style="list-style-type: none"><li>• I can explain the differences between laws and rules and describe why we need them.</li><li>• I can identify some basic human rights and explain why they are important.</li><li>• I can identify the two different court systems in England and Wales.</li><li>• I can recognise some consumer rights.</li><li>• I can understand what is meant by the term discrimination.</li><li>• I can recognise the word 'migration'.</li><li>• I can understand what is meant by democracy.</li><li>• I can identify at least three different examples of media.</li><li>• I understand what pollution is.</li><li>• I can offer a definition of family, explaining what it means to them and provide different examples of families.</li></ul>

# HISTORY

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">MASTERING</p>	<ul style="list-style-type: none"> <li>• I can use correct historical terms and vocabulary throughout written responses.</li> <li>• I can show a clear understanding of chronology, timelines and some key dates.</li> <li>• I understand, know and remember some key historical facts and details.</li> <li>• I understand changes over time and consistently make connections between areas of study.</li> <li>• I understand a range of key features of past societies.</li> <li>• I understand the nature and beliefs of past societies.</li> <li>• I can engage in and analyse source materials.</li> <li>• I show an understanding of why a source may be biased.</li> <li>• I will begin to analyse source materials critically.</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">SECURING</p>	<ul style="list-style-type: none"> <li>• I can use correct historical terms and vocabulary consistently in written responses.</li> <li>• I can show a secure understanding of chronology and timelines.</li> <li>• I understand and know key historical facts and details.</li> <li>• I can show a secure understanding of a range of source materials.</li> <li>• I understand changes over time and make connections between areas of study.</li> <li>• I show a secure understanding of key features of past societies.</li> <li>• I understand the nature of past civilisations.</li> <li>• I will begin to consider why a source may be biased.</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">DEVELOPING</p>	<ul style="list-style-type: none"> <li>• I can use correct historical terms in written responses.</li> <li>• I can show an understanding of chronology and timelines.</li> <li>• I can show an understanding of key historical facts and details.</li> <li>• I understand features of a range of source materials.</li> <li>• I understand changes over time.</li> <li>• I can recognise key features of past societies.</li> <li>• I can engage productively with source materials.</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">EMERGING</p>	<ul style="list-style-type: none"> <li>• I can use some historical terms and vocabulary accurately.</li> <li>• I understand features of chronology and timelines.</li> <li>• I can show an understanding of some key historical facts and details.</li> <li>• I can engage positively with some source materials.</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">BEGINNING</p>	<ul style="list-style-type: none"> <li>• I can use some correct historical terms.</li> <li>• I can show an understanding of simple timelines and chronology.</li> <li>• I can engage with some source materials.</li> </ul>

# FRENCH

<b>MASTERING</b>	<ul style="list-style-type: none"> <li>• I can take part in a longer conversation or presentation without (many) notes.</li> <li>• I can use the grammar &amp; vocabulary I have learned to create my own sentences with good pronunciation.</li> <li>• I can understand spoken language and dialogues with different sentence patterns and structures at normal speed.</li> <li>• I can understand longer texts and use context to work out unfamiliar words.</li> <li>• I can write short texts and adapt a model using my own words or phrases.</li> </ul>
<b>SECURING</b>	<ul style="list-style-type: none"> <li>• I can give answers to more difficult and longer questions with correct pronunciation using familiar words.</li> <li>• I can also ask longer questions and give more developed answers to questions people ask me. I can use varied connectives and I can vary my syntax.</li> <li>• I understand short passages and dialogues (conversations) spoken at normal speed.</li> <li>• I can follow instructions in the target language. I can write down the main points I hear.</li> <li>• I can understand simple texts and I can use a dictionary to look up new words &amp; meanings.</li> <li>• I can write down the main points I read in the target language.</li> <li>• I can write sentences with some help and begin to develop my ideas and give opinions.</li> </ul>
<b>DEVELOPING</b>	<ul style="list-style-type: none"> <li>• I can give longer answers to simple questions with correct pronunciation.</li> <li>• I can also ask questions and give answers to questions people ask me. I can pronounce familiar words correctly.</li> <li>• I can understand longer statements &amp; more complicated words.</li> <li>• I can understand familiar phrases and words and use my book or knowledge organiser to find out new words and help embed them.</li> <li>• I can copy phrases correctly with few spelling mistakes.</li> <li>• I can use accents &amp; silent letters most of the time.</li> <li>• I can spell words I know from memory.</li> </ul>
<b>EMERGING</b>	<ul style="list-style-type: none"> <li>• I can give longer answers to simple questions with correct pronunciation.</li> <li>• I can also ask questions and give answers to questions people ask me.</li> <li>• I can pronounce familiar words correctly.</li> <li>• I can understand longer statements &amp; more complicated words.</li> <li>• I can understand familiar phrases and words and use my book or knowledge organiser to find out new words and help embed them.</li> <li>• I can copy phrases correctly with few spelling mistakes.</li> <li>• I can use accents &amp; silent letters most of the time.</li> <li>• I can spell words I know from memory.</li> </ul>
<b>BEGINNING</b>	<ul style="list-style-type: none"> <li>• I can understand questions and respond to them with two or three words in the target language.</li> <li>• I can identify the main points in short texts.</li> <li>• I may need help with unfamiliar vocabulary.</li> <li>• I can identify the main points in listening extracts.</li> <li>• I may need help with unfamiliar vocabulary.</li> <li>• I can copy words in the target language correctly and use accents in the right places.</li> <li>• I pronounce most words correctly and may need support with longer words.</li> </ul>

## PHYSICAL EDUCATION

MASTERING	<ul style="list-style-type: none"> <li>• I can demonstrate more complex skills with greater control and consistency to help to outwit my opponent in either drills or conditioned games. These skills may sometimes deteriorate under pressure.</li> <li>• I can use and develop a range of complex strategies and compositional ideas to overcome opponents in team and individual games, whilst demonstrating control and consistency to take advantage of my own (teams') strength.</li> <li>• I can consistently show leadership skills, such as communication and cooperation, to develop my own or team performance to be successful whilst using more complex ideas with control.</li> <li>• I have a more complex understanding of a range of rules and safety considerations in PE and sport and consistently control myself accordingly.</li> <li>• I can consistently make more complex judgements on the strengths and weaknesses of my own performance and that of others, whilst taking control through suggesting improvements.</li> </ul>
SECURING	<ul style="list-style-type: none"> <li>• I can demonstrate more complex skills with some control, although I might make mistakes, resulting in a deterioration of skill. I will be trying these skills in drills and conditioned games.</li> <li>• I can use a range of more complex strategies and compositional ideas to control my contribution to an activity and seek an advantage over others.</li> <li>• I can show leadership skills through communicating more complex ideas to help myself and others achieve success. I can show control through listening and cooperating with others.</li> <li>• I have a more complex understanding of a range of rules and safety considerations in PE and sport and control myself accordingly.</li> <li>• I can take control over explaining more complex strengths and weaknesses of my own performance and that of others.</li> </ul>
DEVELOPING	<ul style="list-style-type: none"> <li>• I can demonstrate a range of basic skills with more control, accuracy and some fluency within drills, although these can often deteriorate.</li> <li>• I can use basic strategies and compositional ideas within my play/performance to allow my contribution to be performed with control whilst reacting to others.</li> <li>• I can communicate basic ideas whilst demonstrating control (listening) to help solve problems.</li> <li>• I have a basic understanding of the rules regarding safety in PE and sport and can control myself accordingly.</li> <li>• I can take control over describing basic strengths and weaknesses of my own performance and that of others.</li> </ul>
EMERGING	<ul style="list-style-type: none"> <li>• I can demonstrate basic skills such as throwing and catching with limited control and accuracy.</li> <li>• I can contribute to basic strategies and compositional ideas that are suggested to me, allowing me to perform a role within a team or individual activity.</li> <li>• I can work with others to complete a task, whilst following basic instructions.</li> <li>• I have a basic understanding of the rules regarding safety in PE and sport.</li> <li>• I can identify basic strengths and weaknesses of my own performance and that of others</li> </ul>
BEGINNING	<ul style="list-style-type: none"> <li>• I can demonstrate basic skills such as throwing and catching with limited control.</li> <li>• I can contribute to basic strategies that are told to me.</li> <li>• I can work with others to complete a task, whilst following two instructions.</li> </ul>



## PERSONAL, SOCIAL AND HEALTH EDUCATION (PSHE)

<b>MASTERING</b>	<ul style="list-style-type: none"> <li>• I can describe ways to promote physical, sexual, mental and emotional health.</li> <li>• I can explain the personal and social risks associated with substance misuse.</li> <li>• I can recognise and explain how to challenge unhealthy/negative relationship behaviours.</li> <li>• I can demonstrate how to show respect to others and promote equality and inclusion.</li> <li>• I can identify some skills and attributes that employers value.</li> <li>• I can suggest ways to benefit from positive online behaviours, manage online risks and critique digital media sources.</li> </ul>
<b>SECURING</b>	<ul style="list-style-type: none"> <li>• I can manage transitions between important stages in life, including physical, emotional and practical changes.</li> <li>• I can identify bullying or hurtful behaviour and suggest some strategies for responding to it, both on and offline.</li> <li>• I can describe what it means to be ambitious and challenge career stereotypes.</li> <li>• I can identify unique features associated with communicating online.</li> </ul>
<b>DEVELOPING</b>	<ul style="list-style-type: none"> <li>• I can suggest ways to help others to make healthy choices and support their wellbeing.</li> <li>• I can describe my views and values on moral issues and listen to others' views respectfully.</li> <li>• I can describe what conflict means and simple ways to reduce conflict.</li> <li>• I can identify potential risks and benefits of financial decisions and can suggest influences on financial decision making.</li> <li>• I can describe basic employment rights and responsibilities.</li> <li>• I can explain rights and responsibilities that promote inclusion for all, and the benefits of living in a diverse community.</li> </ul>
<b>EMERGING</b>	<ul style="list-style-type: none"> <li>• I can list some support and health services and describe when and how to get help.</li> <li>• I can distinguish between healthy/positive and unhealthy/negative relationships.</li> <li>• I can show respect for others and identify basic rights and responsibilities that promote inclusion.</li> </ul>
<b>BEGINNING</b>	<ul style="list-style-type: none"> <li>• I can identify some safe and unsafe choices for health and wellbeing.</li> <li>• I can describe how to show respect to others.</li> <li>• I can recognise peer pressure and suggest some ways to manage it.</li> <li>• I can reflect on personal strengths and identify areas to improve.</li> </ul>

## RELIGIOUS EDUCATION (RE)

MASTERING	<ul style="list-style-type: none"><li>• I can use a range of correct vocabulary and terminology consistently and accurately.</li><li>• I show an extensive understanding of key religious facts and features of belief.</li><li>• I articulate, explain and make links between beliefs and concepts informed by religious teachings and sources of authority.</li><li>• I can develop and express personal opinions on moral concepts thoughtfully and appropriately.</li></ul>
SECURING	<ul style="list-style-type: none"><li>• I can use correct vocabulary and terminology consistently in written responses.</li><li>• I show a secure understanding of key religious facts and features linked to belief.</li><li>• I articulate and explain beliefs and concepts informed by religious teachings.</li><li>• I can develop and express personal opinions on moral concepts.</li></ul>
DEVELOPING	<ul style="list-style-type: none"><li>• I can use correct vocabulary and terminology consistently in written responses.</li><li>• I show a secure understanding of key religious facts and features linked to belief.</li><li>• I articulate and explain beliefs and concepts informed by religious teachings.</li><li>• I can develop and express personal opinions on moral concepts.</li></ul>
EMERGING	<ul style="list-style-type: none"><li>• I can use some religious/topical terms and vocabulary accurately.</li><li>• I show an understanding of some key religious facts and features.</li><li>• I understand key features of beliefs and values.</li></ul>
BEGINNING	<ul style="list-style-type: none"><li>• I can use some correct religious/topical vocabulary.</li><li>• I show an understanding of some key details, facts, symbols and features of religions.</li><li>• I can explore some core beliefs.</li></ul>