



Magpie Learning Centre

Year 8

Assessment Milestones

ENGLISH

	READING	WRITING	ORACY
MASTERING	<p>Knowledge</p> <ul style="list-style-type: none"> • My knowledge of plot is secure. • My knowledge of themes is secure. • My knowledge of language and structure is secure. • My knowledge of the conventions of transactional texts is secure. • My knowledge of the conventions of fiction is secure. <p>Skills</p> <ul style="list-style-type: none"> • I can make some thoughtful comments on the meaning of a text. • I can construct responses which are personal. • I can select a range of quotations which are appropriate. • I can use a range of subject terminology accurately. 	<p>Knowledge</p> <ul style="list-style-type: none"> • My knowledge of the conventions of different forms of text is secure. • My knowledge of the purpose of different forms of text is secure. • My knowledge of rhetorical and persuasive devices is secure. <p>Skills</p> <ul style="list-style-type: none"> • I can create form accurately. • I can demonstrate structure. • I can express myself clearly. • I can craft a structured narrative. • I can adapt my register appropriately. • I can develop ideas. • I can use imagery and descriptive devices creatively. • I can generally demonstrate grammatic accuracy. • I can use a variety of sentence structures accurately. • I can spell most high frequency words accurately. • I can spell some complex and irregular words correctly. 	<p>Knowledge</p> <ul style="list-style-type: none"> • My knowledge of rhetorical devices and their use in speech is becoming evident. • My knowledge of persuasive devices is becoming evident. <p>Skills</p> <ul style="list-style-type: none"> • I can speak independently. • I can respond to questions with detail. • I can ask some thoughtful questions. • I can express my own views. • I can sometimes adapt my tone and vocabulary to suit the purpose and audience.
SECURING	<p>Knowledge</p> <ul style="list-style-type: none"> • My knowledge of plot is generally secure. • My knowledge of themes is generally secure. • My knowledge of language and structure is generally secure. • My knowledge of the conventions of transactional texts is generally secure. • My knowledge of the conventions of fiction is generally secure. <p>Skills</p> <ul style="list-style-type: none"> • I can make some comments on the meaning of a text. • I can give personal responses. • I can select some appropriate quotations. • I can use some subject terminology accurately. 	<p>Knowledge</p> <ul style="list-style-type: none"> • My knowledge of the conventions of different forms of text is generally secure. • My knowledge of the purpose of different forms of text is generally secure. • My knowledge of rhetorical and persuasive devices is generally secure. <p>Skills</p> <ul style="list-style-type: none"> • I can often create form accurately. • I can often demonstrate structure. • I can express myself. • I can craft a basic structured narrative. • I can sometimes adapt my register. • I can often develop ideas. • I can use imagery and descriptive devices. • I can generally demonstrate grammatic accuracy with basic structures. • I can use a variety of sentence structures with minimal errors. • I can spell most high frequency words accurately with some phonetic errors. • I can spell some complex and irregular words correctly with some phonetic errors. 	<p>Knowledge</p> <ul style="list-style-type: none"> • My knowledge of rhetorical devices and their use in speech is developing. • My knowledge of persuasive devices is developing. <p>Skills</p> <ul style="list-style-type: none"> • I can speak independently when prompted. • I can respond to questions. • I can ask some independent questions. • I can sometimes express my own views. • I can attempt to adapt my tone and vocabulary to suit the purpose and audience.

DEVELOPING	<p>Knowledge</p> <ul style="list-style-type: none"> • My knowledge of plot is basic but accurate. • My knowledge of themes is basic but accurate. • My knowledge of language and structure is basic but accurate. • My knowledge of the conventions of transactional texts is basic but accurate. • My knowledge of the conventions of fiction is basic but accurate. <p>Skills</p> <ul style="list-style-type: none"> • I can make some basic comments on the meaning of a text. • I can give basic responses. • I can select some quotations but lack accuracy. • I can use some subject terminology but this is not always accurate. 	<p>Knowledge</p> <ul style="list-style-type: none"> • My knowledge of the conventions of different forms of text is basic. • My knowledge of the purpose of different forms of text is basic. • My knowledge of rhetorical and persuasive devices is basic. <p>Skills</p> <ul style="list-style-type: none"> • I can sometimes create form accurately. • I can sometimes demonstrate structure. • I can express myself but may need support. • I can craft a basic narrative. • I can sometimes adapt my register with support. • My ideas are not yet fully developed. • I can use some basic imagery. • I can sometimes demonstrate grammatic accuracy with basic structures. • I can use some variety of sentence structures with several errors. • I can spell some high frequency words accurately with some phonetic errors. • I occasionally spell complex and irregular words correctly with quite frequent phonetic errors. 	<p>Knowledge</p> <ul style="list-style-type: none"> • My knowledge of rhetorical devices and their use in speech is basic. • My knowledge of persuasive devices is basic. <p>Skills</p> <ul style="list-style-type: none"> • I can speak independently when prompted but this is not developed. • I can give basic responses to questions. • I can ask some basic questions. • I can sometimes express my own views with support. • I can attempt to adapt my tone and vocabulary to suit the purpose and audience but this is not consistent.
EMERGING	<p>Knowledge</p> <ul style="list-style-type: none"> • My knowledge of plot is basic with some errors. • My knowledge of themes is basic with some errors. • My knowledge of language and structure is basic with some errors. • My knowledge of the conventions of transactional texts is basic with some errors. • My knowledge of the conventions of fiction is basic with some errors. <p>Skills</p> <ul style="list-style-type: none"> • I can make some basic comments on a text. • I can give basic responses with support. • My answers are not yet supported with quotations. • I am not yet using subject terminology. 	<p>Knowledge</p> <ul style="list-style-type: none"> • My knowledge of the conventions of different forms of text is basic with some errors. • My knowledge of the purpose of different forms of text is basic with some errors. • My knowledge of rhetorical and persuasive devices is basic with some errors. <p>Skills</p> <ul style="list-style-type: none"> • I can sometimes create basic forms. • I can sometimes demonstrate basic structures. • I can sometimes express myself with support. • I can create a basic narrative with some inconsistencies. • I struggle to adapt my register. • My ideas are not yet developed. • I can use some basic imagery with inconsistencies. • I have some grammatical mistakes in my work. • I write in simple sentences with some errors. • I spell some high frequency words accurately with frequent errors. 	<p>Knowledge</p> <ul style="list-style-type: none"> • I am beginning to show some knowledge of rhetorical devices. • I am beginning to show some knowledge of persuasive devices. <p>Skills</p> <ul style="list-style-type: none"> • I struggle to speak independently. • I struggle to give basic responses to questions. • I generally do not ask basic questions. • I find it difficult to express my own views. • I am not yet adapting my tone and vocabulary to my purpose and audience.

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

	NUMBER, RATIO, PROPORTION AND RATES OF CHANGE	ALGEBRA	GEOMETRY	DATA HANDLING, PROBABILITY AND STATISTICS
MASTERING	<ul style="list-style-type: none"> I can add and subtract with decimals. I can multiply a 2-digit number by another 2-digit number. I can order numbers expressed to 2 or 3 decimal places. I can round numbers to 1 or 2 decimal places. I can multiply decimals by 10, 100, 1000. I can convert between mixed numbers and improper fractions. I can find fractions of amounts. I can find percentages of amounts. I know key FDP equivalents. I can identify factors and multiples of numbers. I can recall square numbers and associated roots up to 10. I understand and recall the first 5 primes. I perform simple calculations (e.g. single digit numbers) involving negatives. I can simplify ratio and find equivalent ratios. I can convert a ratio into a fraction. I can share a quantity in a given ratio. I can solve simple problems involving proportional reasoning. 	<ul style="list-style-type: none"> I can collect like terms to simplify expressions. I can expand simple brackets. I can substitute values into expressions. I can solve simple one and two-step equations. I can continue linear sequences including when the difference between terms is a decimal. I can plot coordinates. I can read off conversion graphs. I can read off real-life graphs. I can complete a simple table of values for linear graphs. I can identify horizontal and vertical lines from a function. 	<ul style="list-style-type: none"> I can explain the different properties of a range of quadrilaterals. I can recognise and understand the notation for parallel and perpendicular lines. I can solve simple perimeter problems. I can calculate areas of rectangles, triangles and rectilinear shapes. I can find missing dimensions of rectangles from the given area. I can calculate the volume of cuboids. I can identify the different parts of a circle using appropriate terminology. I am able to recall and apply angles facts, including questions involving geometric properties of triangles and quadrilaterals. I can measure angles accurately using a protractor. I am able to give appropriate units for measuring objects. I can perform conversions with metric measurements. I can construct ASA and SAS triangles. I can identify lines of symmetry. I can perform basic transformations. 	<ul style="list-style-type: none"> I can classify types of data. I can construct a grouped frequency table for continuous data. I can find the mean, median, mode and range from lists of data. I can construct bar charts and pictograms. I can interpret pie charts. I can find the probability of equally likely single events. I can use mutually exclusivity to calculate probabilities. I can list possible outcomes of events.
SECURING	<ul style="list-style-type: none"> I can add and subtract 4-digit numbers. I can multiply 2 or 3-digit numbers by a single digit number. I can divide 3-digit numbers by a single digit number. I can multiply integers by 10, 100 or 1000. I can divide by 10, 100 or 1000 to give an integer solution. I can round numbers to the nearest 10 or 100. I can order numbers written to 1 decimal place. I can write equivalent fractions. I can simplify fractions. I can add and subtract fractions with common denominators. I can find 50% of a number. I can recognise simple divisibility tests e.g. for 5s and 10s. I can order integers including negatives. I can represent a ratio visually. I can double and halve any number. 	<ul style="list-style-type: none"> I can solve missing number problems. I can substitute positive integers into simple expressions. I can find outputs for simple function machines. I understand basic algebraic notation. I can write a simple expression e.g. 4 more than a number. I can find the next number in simple linear descending sequences. I can plot coordinates in the first quadrant. I can find missing numbers in linear sequences. 	<ul style="list-style-type: none"> I can identify 2D and 3D shapes. I can explain the different properties of the different triangles. I understand notation for sides of equal lengths. I can identify and classify different types of angles. I can find the perimeters of simple shapes. I am able to find areas of squares and rectangles by counting squares. I can recall and use basic angle facts in simple problems e.g. angles on a line. I know basic metric conversions facts. I make accurate measurements e.g. to the nearest millimetre. I can complete a symmetrical drawing. I can recall the difference between regular and irregular polygons. I can work with 24hr clock. 	<ul style="list-style-type: none"> I can interpret pictograms. I can construct a simple frequency table. I can find the mode of a set of data. I am able to order sets of data. I can describe probability with words. I can place simple events on the probability scale.

DEVELOPING	<ul style="list-style-type: none"> I can add and subtract 3-digit numbers. I can multiply single digit numbers. I can give the value of a digit within a 2 or 3-digit number. I can order 2 or 3-digit numbers. I know 2, 3, 5, 9 and 10 times table. I understand simple visual representations of fractions. I can halve any even 2-digit number. I can complete simple money questions involving pounds and pence. 	<ul style="list-style-type: none"> I can find the next number in simple linear ascending sequences. I can find missing numbers in simple problems. 	<ul style="list-style-type: none"> I can identify triangles, rectangles, squares and circles. I can recall key time facts (minutes in an hour etc). I can read simple times (3 o'clock). I can make measurements with simple measuring apparatus such as rulers and thermometers. I can understand AM and PM. 	<ul style="list-style-type: none"> I can read information from a simple table. I can construct and interpret tally charts. I can interpret a simple bar chart.
EMERGING	<ul style="list-style-type: none"> I know number bonds to 20. I can count to 20. I can order single digit numbers. I can halve even numbers below 20. I can double numbers. I can count in 2s, 5s and 10s. I can recognise coins. I can add money (pence). 	<ul style="list-style-type: none"> I can identify odd and even numbers. I can suggest values less than or greater than a number. 	<ul style="list-style-type: none"> I can count the number of sides a shape has. I can group shapes together. I know key time facts (e.g. days of the week, months etc). 	<ul style="list-style-type: none"> I can find the highest result from a bar chart. I can interpret most popular results from tally charts.
BEGINNING	<ul style="list-style-type: none"> I can count to 10. I know number bonds to 10. Given a number, I can identify 1 more and 1 less. 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. 		<ul style="list-style-type: none"> I can compare, describe and solve practical problems for: <ul style="list-style-type: none"> - lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] - mass/weight [for example, heavy/light, heavier than, lighter than] - capacity and volume [for example, full/empty, more than, less than, half, half full, quarter] - time [for example, quicker, slower, earlier, later]. 	

SCIENCE

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">MASTERING</p>	<ul style="list-style-type: none"> • I can describe how experimental evidence and creative thinking have been combined to provide a scientific explanation. • I can identify an appropriate approach when trying to answer a scientific question. • I can select from a range of sources of information. • I can identify key factors to be considered in a fair test. • I am able to make predictions based on my scientific knowledge and understanding. • I can select equipment for a range of tasks and plan to use it effectively. • I can make observations/comparisons/measurements with appropriate precision. • I am beginning to repeat observations/measurements and offer simple explanations for differences. • I can record observations and measurements systematically. • I present data as line graphs as appropriate. • I am able to draw conclusions consistent with the evidence and begin to relate these to knowledge. • I can make practical suggestions about how methods can be improved. • I use appropriate scientific language and conventions to communicate qualitative and quantitative data.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">SECURING</p>	<ul style="list-style-type: none"> • I can recognise that scientific ideas are based on evidence. • I can decide on an appropriate approach to answer a question (i.e. using a fair test). • I can describe, or show in the way I perform a task, how to vary one factor while keeping others the same. • I can make predictions. • I can select information from sources provided to me. • I can select suitable equipment and make observations/measurements that are adequate. • I can record my observations, comparisons and measurements using tables and bar charts. • I am beginning to plot points to form simple line graphs, use these to point out and interpret patterns. • I am beginning to relate my conclusions to patterns and scientific knowledge. • I can communicate conclusions with appropriate scientific language. • I can suggest improvements and give reasons.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">DEVELOPING</p>	<ul style="list-style-type: none"> • I can respond to suggestions and put forward my own ideas about how to find an answer to a question. • I can recognise why it is important to collect data to answer questions. • I use a range of simple texts to find information. • I make relevant observations and measurements using a range of simple equipment. • I can carry out a fair test, with some help, recognising and explaining why it is fair. • I record observations in a variety of ways. • I provide explanations for observations and for simple patterns in recorded measurements. • I can communicate what I have found out in a scientific way. • I can suggest improvements in my work.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">EMERGING</p>	<ul style="list-style-type: none"> • I can respond to suggestions about how to find things out. • I can make my own suggestions about how to collect data, with support. • I can use simple texts to find information. • I can use simple equipment provided. • I can make observations related to a task. • I can observe and compare living things, objects or events. • I can describe observations using scientific vocabulary and record in simple tables. • I am able to say whether what happened was what I expected.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">BEGINNING</p>	<ul style="list-style-type: none"> • I can describe or respond appropriately to simple features of a range of objects, living things and events I observe. • I can communicate my findings in a number of simple ways (i.e. talk about my work, through drawings or simple charts). • I can make observations with support from an adult but may need to be directed. • I am supported to use simple equipment.

ART

MASTERING	<ul style="list-style-type: none"> • I can give detailed information and opinions about artists' work. • I can analyse and explain my opinions clearly. • I can independently select the most appropriate materials and techniques for my work and have used them carefully to produce skilful outcomes. • I can draw from observation accurately (excellent tone and texture), showing a high level of detail and good proportions. • My designs are creative and my ideas are challenging and are presented clearly and neatly. • My final piece shows that I am starting to challenge myself and I have used materials effectively showing good shape, colour, tone and texture.
SECURING	<ul style="list-style-type: none"> • I can give detailed information and opinions about artists' work. • I can analyse and explain my opinions clearly. • I can independently select the most appropriate materials and techniques for my work and have used them carefully to produce skilful outcomes. • I can draw from observation accurately (excellent tone and texture), showing a high level of detail and good proportions. • My designs are creative and my ideas are challenging and are presented clearly and neatly. • My final piece links well to my research and ideas. I have used materials and techniques well to produce a consistent outcome with some good use of shape and colour.
DEVELOPING	<ul style="list-style-type: none"> • I can give detailed information and opinions about artists' work. • I can analyse and explain my opinions clearly. • I can independently select the most appropriate materials and techniques for my work and have used them carefully to produce skilful outcomes. • I can draw from observation confidently (showing good tone and texture) and am starting to show more details and accuracy. • My designs are drawn clearly and neatly and my ideas are starting to become creative.
EMERGING	<ul style="list-style-type: none"> • I can give detailed information and opinions about artists' work. • I can analyse and explain my opinions clearly. • I can use a wider range of materials and techniques imaginatively and independently (without help) and have produced some skilful and some challenging outcomes.
BEGINNING	<ul style="list-style-type: none"> • I can analyse artworks in written work and in class discussions. • I can start to explain my opinions giving reasons.

COMPUTING

	COMPUTER SCIENCE	INFORMATION TECHNOLOGY	DIGITAL LITERACY
MASTERING	<ul style="list-style-type: none"> I can use a programming language to solve computational problems. I understand simple Boolean logic. I understand how numbers can be represented in binary. I understand how text can be represented digitally in the form of binary digits. I understand how pictures can be represented digitally in the form of binary digits. 	<ul style="list-style-type: none"> I am able to undertake creative projects with challenging goals. I can work with applications across a range of devices. I can effectively and carefully collect data for my work. I can list various computer hardware components associated with networks. I understand the hardware components that make up computer systems. 	<ul style="list-style-type: none"> I understand a range of ways to use technology respectfully. I recognise inappropriate content. I recognise inappropriate contact. I recognise inappropriate behaviour. I know how to report concerns. I can reuse digital artefacts for a given audience. I can attend to usability of digital artefacts.
SECURING	<ul style="list-style-type: none"> I can solve problems by decomposing them into smaller parts. I can work with variables. I can explain logically how some simple algorithms work. I use logical reasoning to detect and correct errors in algorithms. I understand computer networks including the internet and what they're for. I understand how search results are ranked. 	<ul style="list-style-type: none"> I can use more than one piece of software to accomplish given goals/tasks. I can select, use and combine software on a range of digital devices. I can analyse data. I can evaluate data. I can design and create systems. 	<ul style="list-style-type: none"> I understand the opportunities computer networks offer for collaboration. I can effectively evaluate digital content and know what is plausible.
DEVELOPING	<ul style="list-style-type: none"> I can design programs that can accomplish specific goals. I can design and create programs in Scratch, Python or VB. I can fix errors in my programs that accomplish specific goals. I can create programs that contain basic loops. I can use logical reasoning to detect and correct errors in programs. I understand how computer networks can provide multiple services, such as the world wide web. I know how search results are selected. 	<ul style="list-style-type: none"> I can select a variety of software to accomplish given goals. I can select, use and combine internet services. 	<ul style="list-style-type: none"> I can evaluate the information that I get to use in my work. I can collect suitable data for my work. I can present data, such as using graphs. I understand the opportunities computer networks offer for communication. I can identify a range of ways to report concerns about content online. I can recognise acceptable / unacceptable behaviour.
EMERGING	<ul style="list-style-type: none"> I can write programs in Scratch that accomplish specific goals. I can use sequence in programs such as "If" and "Else". I can work with various forms of input. I can work with various forms of output. 	<ul style="list-style-type: none"> I can search the internet effectively using suitable keywords and operators. I can use a variety of software programs to produce my work and complete projects. I can collect information. I can design and create content. I can present information. 	<ul style="list-style-type: none"> I use technology responsibly. I can identify a range of ways to report concerns about contact online.
BEGINNING	<ul style="list-style-type: none"> I understand that algorithms are implemented as programs on digital devices. I understand that programs execute by following precise and unambiguous instructions. I can fix errors (debug) errors in computer programs I make. I can use logical reasoning to predict the behaviour of simple programs. 	<ul style="list-style-type: none"> I can save and store files into meaningful folders with suitable file names to keep my user area organised. I use technology purposefully to manipulate digital content. I know that computers have different input and output devices and can use them. I know that a variety of digital devices can be classed as a computer. 	<ul style="list-style-type: none"> I use technology respectfully. 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.

DESIGN

MASTERING	<ul style="list-style-type: none">• I can design a brief and specification based on the user's social, cultural and moral information.• I plan all aspects of my work to ensure that possible problems have been considered.• I can use feedback to consider improvements to my work.• I can combine electronic components to make a functioning product.• I can use my design ideas to help produce working models.
SECURING	<ul style="list-style-type: none">• I can develop a specification which fulfils a design brief based on my own market research.• I can plan my work to improve efficiency of work and the use of materials.• I can adapt my approach to suit user feedback.• I can identify electronic components and match them to their symbols.• I can demonstrate how my design ideas fulfil the specification.
DEVELOPING	<ul style="list-style-type: none">• I can adapt a specification to suit a user's needs.• I can be accurate and precise when I work.• I can use feedback to make judgements about my work.• I can identify and name some electronic components.• I understand the importance of exploring various ideas.
EMERGING	<ul style="list-style-type: none">• I use my research into users' needs to justify my design decisions.• I can be accurate when I work.• I consider the views of others when evaluating my work.• I understand some basic electronic solutions.• I can use a range of techniques to explore a design idea.
BEGINNING	<ul style="list-style-type: none">• I regularly use key subject vocabulary to describe work.• I can present my ideas using at least two methods.

DRAMA

MASTERING	<ul style="list-style-type: none"> • I can make some positive contributions to group work by developing ideas for performance. • I can add meaning to group performance ideas (e.g. exploring themes, developing character or context). • I can often apply performance skills effectively to portray a range of characters – sometimes convincingly. • I can offer some more detailed analysis of a dramatic work (e.g. discuss the intention of dialogue or performance and its impact on audience). • I can use some drama terminology in a thoughtful way to discuss a dramatic work.
SECURING	<ul style="list-style-type: none"> • I am sometimes able to offer positive contributions to group work – helping to move forward ideas for performance. • I am beginning to make contributions regarding how and why a piece of drama should be performed. • I can apply enough performance skills to be able to play a character and tell a story – often effectively. • I am beginning to offer valuable comments regarding how a piece of drama is performed. • I can demonstrate a broadening drama vocabulary and am able to comment on works accordingly.
DEVELOPING	<ul style="list-style-type: none"> • I am able to offer a growing range of ideas for performance, although may need prompting. • I am able to make some simple contributions to the work of other group members. I may need supporting in this. • I am able to play the part of a character or tell a story. I have the confidence to stand up in front of my peers and have a go. • I can express an opinion after experiencing a dramatic work. • I am able to use a number of simple drama words to express ideas, when prompted.
EMERGING	<ul style="list-style-type: none"> • I can listen to the ideas of others and develop a few simple ideas of my own whilst working in a group. • I am able to participate in some group activities, such as drama games and warm-ups. • I can select (and sometimes apply) basic drama skills to portray simple characters or tell simple stories. • I can demonstrate basic understanding of simple drama terms when commenting upon a piece of drama. • I can make some simple personal comments in response to a performance.
BEGINNING	<ul style="list-style-type: none"> • I am sometimes able to follow the ideas of others when discussing and developing performance ideas. • I will sometimes play small performance roles if supported and encouraged. • I will sometimes attempt to participate in drama activities in front of my peers – as myself, rather than in character. • I demonstrate basic comprehension of events and characters in response to performance. • I can sometimes demonstrate basic preferences in response to performance, when offered choices and supported.

CITIZENSHIP

MASTERING	<ul style="list-style-type: none"> • I can explain how laws are created and why they are needed in society, with clear examples. • I am beginning to compare how human rights are valued in some countries but not in others and provide examples. • I can identify some organisations that campaign for human rights. • I can explain the hierarchy of the civil and criminal justice systems, using examples. • I can describe the hierarchy of the consumer rights system and provide examples of different processes. • I can explain the differences between dismissal, redundancy and resignation and can identify potential grounds for unfair dismissal. • I can explain, and provide examples of, some of the benefits of World Trade and the effect it has globally. • I can identify the different types of aid that may be offered to countries in crisis. • I can identify some of the processes asylum seekers must go through in order to be allowed to remain in the UK. • I can identify some of the forms of discrimination experienced in society. • I can identify ways in which the media can influence people's political beliefs. • I can explain in detail the differences between local and national government; describing their impact on the public's lives and can explain in detail the role of an MP. • I can explain what is meant by freedom of expression and offer opinions about privacy vs freedom to publish. • I can explain how climate change impacts on the earth (weather, habitats, disasters, etc). • I can offer opinions, with explanations, of different types of schools (private, comprehensive, religious).
SECURING	<ul style="list-style-type: none"> • I can begin to explain how laws are created and why we need them, with examples. • I can begin to explain how human rights are valued in the United Kingdom and the importance of them being protected by law. • I can explain the importance of different roles within the justice system. • I can identify the hierarchy in the consumer rights system. • I can explain the effect of workplace discrimination and the identify some consequences of it. • I can begin to explain what is meant by World Trade and can identify some of the benefits and the drawbacks associated with it. • I am able to offer opinions, with explanations, of asylum seekers and refugees. • I understand what is meant by campaigning and can identify different ways in which this is done. • I can offer opinions about whether protests are a good way of achieving change. • 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. • I can explain in more detail, with examples, how the media influences our lives. • I can explain what climate change is and give examples of the consequences of it. • I can understand why authorities might step in when there are family concerns and identify reasons for this. • I can explain why everyone has a right to an education while understanding that education can look different for different people.
DEVELOPING	<ul style="list-style-type: none"> • I can begin to explain how laws are created. • I can describe the court hierarchy of the civil and criminal justice systems. • I can explain how consumers are protected by law. • I can describe the role of trade unions. • I can identify some global businesses. • I can explain what is meant by asylum seekers and refugees. • I can identify the different parts of parliament. • I can identify the responsibilities of MPs. • I can identify at least three devices used by media to influence their audience. • I am able to explain what is meant by the term 'natural disaster'. • I can explain what climate change is. • I understand why authorities might step in when there are family concerns.

EMERGING	<ul style="list-style-type: none"> • I can explain the differences between laws and rules, providing examples of each. • I can identify some human rights and provide examples of how these are demonstrated in our society. • I can describe the roles of some key individuals within the justice system. • I can describe why we need consumer rights and provide examples. • I can describe why workers' rights need protecting. • I can start to explain why we pay taxes in the UK and what the money is used for. • I can understand what is meant by 'economic migration' and am able to give examples of what this is. • I can offer an opinion on whether the voting age should be lowered to 16. • I can identify the differences between different types of government; namely dictatorships and democracies and provide examples of both. • I can begin to explain how the media influences our lives. • I can explain what pollution is, what contributes to it and how it impacts on our environment and am beginning to explain what climate change is. • I can identify how changes in the law have impacted on families (same sex marriage, changes in divorce laws, custody). • I can offer opinions about parents' rights and responsibilities.
BEGINNING	<ul style="list-style-type: none"> • I can describe why we need laws and rules with examples. • I can identify different courts within the civil and criminal justice systems. • I can provide some examples of workplace discrimination. • I can identify some pros and cons of economic migration. • I am able to explain how people's right to vote has changed over the years. • I can explain the differences between tabloid and broadsheet newspapers. • I understand that everyone has a right to an education.

HISTORY

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">MASTERING</p>	<ul style="list-style-type: none"> • I use correct historical terms and vocabulary widely and accurately. • I show a confident understanding of chronology, timelines and key dates. • I know and understand key historical facts and details as a coherent, chronological narrative. • I can explain change and continuity over time and consistently make connections between areas of study. • I understand and analyse key features of past societies. • I use a range of historical sources to make informed judgements. • I show an understanding of potential bias. • I gain and deploy a historically grounded understanding of abstract concepts such as empire/civilisation etc. • I am beginning to consider cause and consequence.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">SECURING</p>	<ul style="list-style-type: none"> • I can use correct historical terms and vocabulary throughout written responses. • I can show a clear understanding of chronology, timelines and some key dates. • I understand, know and remember some key historical facts and details. • I understand changes over time and consistently make connections between areas of study. • I understand a range of key features of past societies. • I understand the nature and beliefs of past societies. • I engage and analyse source materials. • I show an understanding of why a source may be biased. • I am beginning to analyse source materials critically.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">DEVELOPING</p>	<ul style="list-style-type: none"> • I can use correct historical terms and vocabulary consistently in written responses. • I show a secure understanding of chronology and timelines. • I understand and know key historical facts and details. • I show a secure understanding of a range of source materials. • I understand changes over time and make connections between areas of study. • I show a secure understanding of key features of past societies. • I understand the nature of past civilisations. • I am beginning to consider why a source may be biased.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">EMERGING</p>	<ul style="list-style-type: none"> • I can use correct historical terms in written responses. • I show an understanding of chronology and timelines. • I show an understanding of key historical facts and details. • I understand features of a range of source materials. • I understand changes over time. • I recognise key features of past societies. • I engage productively with source materials.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">BEGINNING</p>	<ul style="list-style-type: none"> • I use some historical terms and vocabulary accurately. • I understand features of chronology and timelines. • I show an understanding of some key historical facts and details. • I engage positively with some source materials.

FRENCH

MASTERING	<ul style="list-style-type: none"> • I can adapt language to produce extended and detailed responses quite fluently and I am mostly accurate. I can speak using at least three tenses. • I can understand longer spoken texts and can understand 3 time frames. • I can understand longer texts in unfamiliar topics using both the past and future tenses. I am becoming more confident working out meaning of texts on unfamiliar topics and vocabulary. • I can write in paragraphs using a variety of language and vocabulary, using at least 3 tenses including using il/elle/nous.
SECURING	<ul style="list-style-type: none"> • I can talk about what I have done in the past or what I will do in the future. I can talk on topics studied independently. • I can understand what people say about what happened in the past or what will happen in the future. • I can understand people's opinions and about events in the past or in the future. I can find out information on my own. • I can write short passages either using the past or future tenses and I can write about my opinions and feelings with reasons.
DEVELOPING	<ul style="list-style-type: none"> • I can take part in a longer conversation or presentation without (many) notes. I can use the grammar and vocabulary I have learned to create my own sentences with good pronunciation. • I can understand spoken language and dialogues with different sentence patterns and structures at normal speed. • I can understand longer texts and use context to work out unfamiliar words. • I can write short texts and adapt a model using my own words or phrases.
EMERGING	<ul style="list-style-type: none"> • I can give answers to more difficult and longer questions with correct pronunciation using familiar words. I can also ask longer questions and give more developed answers to questions people ask me. • I understand short passages and dialogues (conversations) spoken at normal speed. I can follow instructions. I can write down the main points I hear in the target language. • I can understand simple texts and I can use a dictionary to look up new words and meanings. I can write down the main points I read in the target language. • I can write sentences with some help and begin to develop my ideas and give opinions.
BEGINNING	<ul style="list-style-type: none"> • I can give longer answers to simple questions with correct pronunciation. I can also ask questions and give answers to questions people ask me. I can pronounce familiar words correctly. • I can understand longer statements and more complicated words. • I can understand familiar phrases and words and use my book or knowledge organiser to find out new words and help embed them. • I can copy phrases correctly with few spelling mistakes. I can use accents and silent letters most of the time. I can spell words I know from memory.

PHYSICAL EDUCATION

MASTERING	<ul style="list-style-type: none"> • I can demonstrate complex and transferable skills consistently within drills and games to effectively outwit my opponents. • I can use and develop a range of complex strategies to consistently and effectively take advantage of my own/team's strengths, whilst recognising the weaknesses of opponents. • I can consistently use my leadership and cooperation to be an effective leader that ensures complex ideas are performed successfully. • I can consistently make more complex judgments on the strengths and weakness of my own performances and that of others, whilst justifying the effectiveness of my suggestions for improvements.
SECURING	<ul style="list-style-type: none"> • 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. • 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. • 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. • I have a more complex understanding of a range of rules and safety considerations in PE and sport and consistently control myself accordingly. • 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.
DEVELOPING	<ul style="list-style-type: none"> • 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. • 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. • 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. • I have a more complex understanding of a range of rules and safety considerations in PE and sport and control myself accordingly. • I can take control over explaining more complex strengths and weaknesses of my own performance and that of others.
EMERGING	<ul style="list-style-type: none"> • I can demonstrate a range of basic skills with more control, accuracy and some fluency within drills, although these can often deteriorate. • 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. • I can communicate basic ideas whilst demonstrating control (listening) to help solve problems. • I have a basic understanding of the rules regarding safety in PE and sport and can control myself accordingly. • I can take control over describing basic strengths and weaknesses of my own performance and that of others.
BEGINNING	<ul style="list-style-type: none"> • I can demonstrate basic skills such as throwing and catching with limited control and accuracy. • 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. • I can work with others to complete a task, whilst following basic instructions. • I have a basic understanding of the rules regarding safety in PE and sport. • I can identify basic strengths and weaknesses of my own performance and that of others.

PERSONAL, SOCIAL AND HEALTH EDUCATION (PSHE)

MASTERING	<ul style="list-style-type: none"> • I can say what contraception is, give some examples and why their use should be discussed with a partner. • I can recognise emergency situations, perform some basic first aid and can follow instructions to keep safe. • I can describe the role of a parent and list the options available if someone becomes pregnant. • I can identify who I can speak to and where to find advice and support for relationships, sexual health, and pregnancy.
SECURING	<ul style="list-style-type: none"> • I can suggest some risks of substance misuse. • I can describe complex emotions, the features of positive mental health, warning signs of mental ill-health and identify signs that help is needed. • I can explain common causes of conflict and conflict resolution strategies. • I can describe features of parenthood and explain the options available if someone becomes pregnant. • I can explain how to effectively budget and find suitable sources of support and information around financial opportunities and risks.
DEVELOPING	<ul style="list-style-type: none"> • I can suggest some ways to promote physical, sexual, mental and emotional health. • I can explain and demonstrate ways to support others to make healthy choices and promote their wellbeing. • I can state what is meant by consent in simple terms; explain everyone's right to wait until they are ready to be intimate; and the responsibility the seeker of consent has to ensure consent is given. I can identify how to recognise, ask for, give, not give and withdraw consent. • I can identify different next steps, pathways and careers. • I can demonstrate a range of skills and attributes for employability. • I can describe a range of employment rights and responsibilities.
EMERGING	<ul style="list-style-type: none"> • I can suggest ways to maintain a healthy self-concept. • I can identify choices for health and wellbeing that are safe or unsafe/risky and explain why. • I can explain and manage influences on relationship expectations. • I can explain what budgeting is, why it is important and where to get help with financial decision-making. • I can reflect effectively on personal strengths and areas for development, and take account of feedback, in order to improve.
BEGINNING	<ul style="list-style-type: none"> • I can identify transitional stages in life and suggest ways of managing them. • I can identify different types of relationship and suggest ways to build and manage relationships. • I can explain how to respond to unhealthy/negative relationship behaviours, including bullying, discrimination, abuse and online encounters.

RELIGIOUS EDUCATION (RE)

MASTERING	<ul style="list-style-type: none"> • I can use a range of correct vocabulary and terminology confidently. • I can show a detailed and comprehensive understanding of key religious facts and features of belief. • I recognise how and why sources of authority are used, expressed and interpreted in different ways. • I can develop, express and explore personal opinions on moral concepts thoughtfully, appropriately and maturely.
SECURING	<ul style="list-style-type: none"> • I can use a range of correct vocabulary and terminology consistently and accurately. • I show an extensive understanding of key religious facts and features of belief. • I can articulate, explain and make links between beliefs and concepts informed by religious teachings and sources of authority. • I can develop and express personal opinions on moral concepts thoughtfully and appropriately.
DEVELOPING	<ul style="list-style-type: none"> • I can use correct vocabulary and terminology consistently in written responses. • I can show a secure understanding of key religious facts and features linked to belief. • I can articulate and explain beliefs and concepts informed by religious teachings. • I can develop and express personal opinions on moral concepts.
EMERGING	<ul style="list-style-type: none"> • I use correct vocabulary and terminology. • I understand key religious facts and features and link to beliefs. • I identify and explain beliefs and concepts. • I am beginning to develop my own opinions on moral concepts.
BEGINNING	<ul style="list-style-type: none"> • I use some religious/topical terms and vocabulary accurately. • I show an understanding of some key religious facts and features. • I understand key features of beliefs and values.