

Year 7 & 8 — I Can Statements

Art

Year	Band 2–4	Band 5–6	Band 7–9
Year 7	- I can record my observations by drawing from 2D and 3D sources with reasonable accuracy in shape, proportion, and basic light and shadow. - I can experiment with a range of different media, such as pencil, paint, and collage to produce clear and intentional effects. - I can look at the work of other artists and identify their main techniques or themes, then use those ideas to influence my own practical work. - I can select and present my work in a sketchbook, showing the journey of my ideas from the initial starting point to a final piece. - I can use basic art vocabulary to review my progress, identifying what went well and what I could do differently to improve my next attempt.	- I can record observations with good technical skill, showing a clear understanding of proportion and using varied tonal range to create 3D form. - I can experiment with different media and techniques, such as blending oil pastels or layering watercolours, showing control. - I can identify specific characteristics of an artist's style and adapt those elements into my own work to show a meaningful connection. - I can develop my ideas in a logical sequence, using my sketchbook to show how I have practiced and improved specific parts of my project before starting a final piece. - I can use relevant art vocabulary to annotate my work, describing how I have used formal elements (line, tone, and colour) and reflecting on what I need to do to improve further.	- I can record observations with accuracy, using sensitive mark-making and a wide tonal range to capture complex textures and fine details. - I can conduct in-depth research into diverse artists and cultures, identifying links between their techniques and my own work rather than just copying their style. - I can experiment with media, such as layering mixed materials to discover new ways of expressing my ideas. - I can develop a consistent creative journey in my sketchbook, showing how one experiment leads directly to the next through intentional refinement. - I can write annotations that use high-level art vocabulary to explain my choices and evaluate how my experiments help me reach my goal.
Year 8	- I can use a range of drawing techniques, such as perspective, depth, and movement, to record observations with increasing realism and control. - I can select and experiment with mixed media and different mark-making styles to communicate specific moods or emotions in my work. - I can research contemporary and historical artists and explain how their techniques or styles have influenced the development of my own ideas. - I can show a clear journey in my sketchbook by refining my initial sketches through multiple experiments before reaching a final outcome. - I can use specialist art vocabulary to annotate my work, explaining my creative choices and how I have used "visual language" (colour theory or texture) to meet my goals.	- I can record observations with consistent technical skill, using more complex techniques like cross-hatching or blending to accurately represent different textures and surfaces. - I can select and use media with increasing confidence, demonstrating an ability to layer materials (such as ink and wash or mixed media) - I can demonstrate a clear connection between my own work and the artists I have studied, showing that I understand their concepts rather than just copying their visual style. - I can use my sketchbook to refine my ideas, showing a series of small test pieces where I have tried different compositions or colour palettes before committing to a final outcome. - I can write annotations that explain my creative decisions, using a range of art terms to analyse how my work is developing and how it meets the project goals.	- I can record observations with high level technical skill, using sophisticated mark-making and visual language (colour theory or complex textures) to create a sense of mood and depth. - I can conduct independent research into a range of diverse artists and cultures, critically analysing their methods to develop my own unique ideas. - I can take creative risks by experimenting with different media, such as mixing traditional painting with other media. - I can show a developed creative journey in my sketchbook, documenting how I have refined my ideas to reach a meaningful final outcome. - I can use specialist vocabulary to write annotations that describe and evaluate the success of my project, my choices and how they link to my original intentions.

Biblical Hebrew

Year	Band 2–4	Band 5–6	Band 7–9
Year 7	- I can recognise and translate high-frequency Biblical Hebrew words. - I can identify the three-letter root of verbs where all three letters are present. - I can translate the future tense אֵיתָן prefixes and identify the presence of a vav conversive at the beginning of a word. - I can distinguish between a noun and a verb in Biblical Hebrew.. - I can identify if a noun is masculine or feminine and whether it is singular or plural.	- I can recognise and translate common Biblical Hebrew vocabulary. - I can identify the three-letter root of a verb from a common root even if letters are missing. - I can recognise and translate verbs in the future and the future with a vav conversive. - I can define and identify common parts of speech in Biblical Hebrew. - I can define and identify person, gender and number of common Biblical Hebrew vocabulary.	- I can translate less common vocabulary and identify words with multiple meanings based on their context within a verse. - I can identify the roots of verbs even with missing letters, and explain which letters have dropped or changed. - I can identify and accurately translate sequences of verbs in the future and future with a vav conversive. - I can define and identify common parts of speech in Biblical Hebrew, including in simple unseen texts using the context. - I can identify person, gender, and number in irregular nouns and verbs, including those with pronoun suffixes.
Year 8	- I can distinguish between the past and future tense of a regular verb. - I can translate verbs from the 50 most common roots in the future, past or future with a vav conversive. - I can identify simple pronoun suffixes on nouns and translate them accurately. - I can recognise and translate basic Biblical Hebrew prefixes. - I can identify a dagesh and explain some reasons why there might be a dagesh..	- I can identify the tense of any verb in the future, past or future with a vav conversive. - I can translate verbs from the 100 common roots in the future, past or future with a vav conversive. - I can translate nouns, prepositions and verbs with pronoun suffixes, and I can identify pronouns as possessive, subject or object pronouns. - I can recognise and translate common Biblical Hebrew prefixes. - I can explain some reasons why there might be a dagesh in Biblical Hebrew and what happens if a guttural האחרת letter should have a dagesh.	- I can identify the tense and translate any verb in the future, past, future with a vav conversive and past with a vav conversive. - I can translate verbs from the 100 common roots across all four tenses, even when modified by complex prefixes and/or suffixes.. - I can accurately identify and translate complex pronoun suffixes attached to plural nouns, prepositions and verbs. - I can identify when a prefix has swallowed the definite article 'the' and explain how the vowel change signals this. - I can explain some reasons why there might be a dagesh in Biblical Hebrew including detail about missing letters, and I can identify a vowel change due to a guttural האחרת letter rejecting a dagesh.

Chumash - Girls

Year	Band 2–4	Band 5–6	Band 7–9
Year 7	- I can identify some of the 200 most common Hebrew words in Tanach when they appear in pesukim. - I can identify some common grammar rules, such as vav conversive. - When roots are identified, I can use the roots to work out the meaning of unfamiliar words. - I can recall the main parts of the storyline and find simple answers within the Meforshim with guidance - I can identify a simple personal response to the main events within the text and share a basic understanding of them.	- I can translate extracts of pesukim and demonstrate a developing knowledge of the 200 most common Hebrew words in Tanach. - I can identify and explain some common grammar rules, such as vav conversive. - I can use roots to work out the meaning of unfamiliar words. - I can recall the events of the storyline and identify specific insights from the Meforshim to answer comprehension questions - I can express a simple personal response to themes, characters, and relationships within the text and attempt an understanding of relevant life lessons.	- I can translate pesukim and demonstrate a secure knowledge of the 200 most common Hebrew words in Tanach. - I can identify, explain and apply some common grammar rules, such as vav conversive. - I can use roots to work out the meaning of unfamiliar words, even when there are missing letters. - I can recall the events of the storyline with details and explain insights from the Meforshim to explain deeper meanings or nuances within the text - I can express a developed personal response to themes, characters, and relationships within the text and express an understanding of relevant life lessons.
Year 8	- I can translate extracts of pesukim with guidance and have a developing knowledge of the 200 most common Hebrew words in Tanach. - I can identify roots and common words in short extracts from commentaries - I can identify common grammar rules such as nouns and verbs with pronoun suffixes - I can express a personal response to themes, characters, and relationships within the text and express an understanding of relevant life lessons. - I can recall the main parts of the storyline and find simple answers within the Meforshim with guidance - I can identify a simple personal response to the main events within the text and share a basic understanding of them.	- I can translate longer and extracts of pesukim with guidance and have a developing knowledge of the 400 most common Hebrew words in Tanach. - I can translate short extracts from commentaries with vocab guidance - I can identify and explain common grammar rules such as nouns and verbs with pronoun suffixes and the most common rules of dagesh usage. - I can recall the events of the storyline and identify specific insights from the Meforshim to answer comprehension questions - I can express a personal response to themes, characters, and relationships within the text and express an understanding of relevant life lessons.	- I can accurately translate longer and more complex extracts of pesukim and have a secure knowledge of the 400 most common Hebrew words in Tanach. - I can translate and understand extracts from commentaries with vocab help and I have a developing knowledge of the common meforshim words. - I can identify, explain and apply common grammar rules such as nouns and verbs with pronoun suffixes and the most common rules of dagesh usage. - I can recall the events of the storyline with details and explain insights from the Meforshim to explain deeper meanings or nuances within the text - I can express a developed personal response to themes, characters, and relationships within the text and express an understanding of relevant life lessons.

Computer Science

Year	Band 2–4	Band 5–6	Band 7–9
Year 7	- I can explain what is meant by E-Safety. - I can change 8-bit binary numbers (0s and 1s) into a decimal or denary number. - I can make a simple working formula in Excel. - I can define a Computer Network, LAN and WAN. - I can draw a flowchart for zebra crossings and a one way traffic light in Flowol 4. - I can use a variable in coding to make a simple program.	- I can explain what E-Safety is and know how to protect yourself from online threats. - I can accurately convert 8-bit sequences between Binary and Decimal (Denary). - I can identify and use correct cell references and basic functions to make a formula in excel. - I can explain the differences between LAN, WAN and the important protocols used. - I can make flowcharts to solve problems like Zebra Crossings and Traffic Lights in Flowol 4. - I can use variables in coding and construct a block-based program involving selection and iteration.	- I can evaluate the effectiveness of different E-Safety measures. - I can accurately convert 8-bit sequences between Binary and Decimal (Denary) and explain how binary numbers are used to represent data in a computer using ASCII. - I can use correct cell references to make advanced formulas including, SUM, AVERAGE, MAX, MIN and IF. - I can explain in detail with examples the differences between LAN and WAN and explain protocols of Computer Networks. - I can make flowcharts to solve problems including Zebra Crossings one way and two-way traffic Lights, Pelican Crossing and Light house in Flowol 4. - I can independently construct complex block-based programs and use sub-routines to improve efficiency.
Year 8	- I can use text-based language to program a Micro:bit to show text and images on the LED screens. - I can identify a variable run and modify a program that involves sequence and selection. - I can identify what a web page is and use HTML tags to add text and an image to a web page. - I can identify personal data and explain why I shouldn't share it or use someone else's account without permission	- I can use Micro Python to write text-based code that controls the Micro:bit's LED display and respond to its buttons. - I can create variables and use selection (IF) and iteration (Loops) to make programs in Python. - I can use HTML tags to structure a web page's content and CSS to define its visual style, including colours, fonts, and layout. - I can explain the purpose of the Computer Misuse Act and Data Protection Act (GDPR) and describe how to protect myself from online threats.	- I can use MicroPython code to read sensor inputs and use buttons to display text and images on the LED screen. - I can use multiple selection (if-elif) alongside conditional (while) and count-controlled (for) loops to modify and make Python programs. - I can use HTML to structure web content and an external CSS stylesheet to design a responsive, multi-page website. - I can evaluate real-world scenarios using the Computer Misuse Act and UK GDPR, and analyze the effectiveness of different cybersecurity measures against online threats.

English

Year	Band 2–4	Band 5–6	Band 7–9
Year 7 Reading	- I can identify obvious ideas. - I can make simple inferences. - I can use some quotations. - I can give basic explanations. - I can comment simply on language. - I can comment simply on structure.	- I can identify key ideas and explain them. - I can make clear inferences using evidence. - I can use relevant quotations. - I can explain how evidence supports ideas. - I can explain language effects. - I can explain structural choices.	- I can identify subtle ideas with perceptive interpretation. - I can make developed, perceptive inferences. - I can use precise, integrated quotations. - I can give detailed, insightful analysis. - I can give perceptive language analysis. - I can analyse structure in a sophisticated way.
Year 7 Writing	- I can write for a clear purpose. - I can use paragraphs. - I can use some sentence variety. - I can use appropriate vocabulary. - I can use mostly correct punctuation.	- I can write for different audiences/purposes. - I can use clear, organised paragraphs. - I can use a range of sentences. - I can use vocabulary suited to tone. - I can use generally accurate punctuation.	- I can adapt writing confidently for audience/purpose. - I can use cohesive, fluent paragraphs. - I can use a wide range for effect. - I can use ambitious, precise vocabulary. - I can use highly accurate punctuation.
Year 8 Reading	- I can identify clear ideas in a text. - I can make supported inferences. - I can use appropriate quotations. - I can give clear explanations of evidence. - I can explain language choices clearly. - I can comment on structure.	- I can identify and explain key ideas and how they develop. - I can make clear, relevant inferences using evidence. - I can select and embed relevant quotations. - I can explain how evidence supports interpretations. - I can analyse words and techniques in detail. - I can explain structural choices (e.g. openings, shifts).	- I can synthesise ideas and explain their development perceptively. - I can make perceptive inferences, exploring what is implied. - I can select and embed precise quotations fluently. - I can give detailed, analytical interpretations of evidence. - I can analyse language perceptively, exploring how meaning is shaped. - I can analyse structure in a detailed and sophisticated way (e.g. contrasts, shifts).
Year 8 Writing	- I can write for a clear purpose and audience. - I can use clear paragraphs. - I can use some varied sentence structures - I can use appropriate vocabulary. - I can use mostly accurate punctuation.	- I can adapt my writing for different purposes and audiences. - I can use well-developed, logically ordered paragraphs. - I can use a controlled range of sentence structures. - I can use precise vocabulary to suit my writing. - I can use a range of punctuation accurately.	- I can adapt my writing confidently, making deliberate choices about tone and form. - I can use cohesive, well-linked paragraphs with a range of devices. - I can use a wide, controlled range of sentences to shape meaning and effect. - I can use sophisticated, precise vocabulary to create specific effects. - I can use a wide range of punctuation accurately and deliberately for effect.

Food Technology

Year	Band 2–4	Band 5–6	Band 7–9
Year 7	- I can apply some basic hygiene rules. - I can hold food securely and apply the claw method to use a knife safely. - I can use the Eatwell Guide to identify some of the components of a healthy diet. - I can identify the 5 main food groups and understand some of their functions in the body. - I can follow instructions to use equipment safely to prepare, cook and measure ingredients with some support. - I can describe the taste, texture and appearance of food with guidance.	- I can follow basic personal hygiene rules (apron, hair tied back, handwashing). - I can demonstrate safe knife skills using the 'bridge' and 'claw' methods. - I can use the Eatwell Guide to identify the components of a healthy, balanced diet. - I can identify the 5 main food groups and understand their functions in the body. - I can use equipment safely to prepare, cook and measure ingredients. - I can evaluate my own dishes and suggest improvements for taste, texture, aroma and appearance.	- I can apply a range of hygiene rules and say why they are important. - I can safely and efficiently produce uniform culinary cuts to improve cooking efficiency and food presentation. - I can use the principles of the Eatwell Guide to devise meals and menus for a healthy balanced diet. - I can identify a range of food groups and I am able to confidently analyse and explain their functions in the body. - I can use a range of equipment independently and safely to carefully prepare, cook and measure ingredients with accuracy. - I can use sensory analysis to evaluate in detail and describe the strengths of my dishes and identify how they could be improved and made healthier.
Year 8	- I can identify the 8 tips for good health in class. - I can identify which of the five food groups an ingredient belongs to. - I can state the functions of some nutrients and identify ways to make a recipe healthier with some support. - I can use a range of equipment safely with some help. - I can cook a range of savoury dishes with some help. - I can use equipment and apply heat safely with some support.	- I can recognise if my diet is healthy based on the 8 tips for good health and relate it to my own diet. - I can identify which of the five food groups an ingredient belongs to and explain the effects of them in the body. - I can state the functions of various nutrients and independently identify how to make a recipe healthier. - I can use a range of equipment independently and safely and say what it is used for. - I can cook a range of savoury dishes whilst following a recipe independently. - I can use equipment and apply heat safely and independently in different ways.	- I can describe and explain the principles of the 8 tips for good health and use it when planning menus to improve my own lifestyle and health. - I can identify which of the five food groups an ingredient belongs to and explain the effects of an excess or deficiency of them in the body. - I understand the functions of a range of macro and micronutrients and can analyse a recipe and explain how to make it healthier in relation to government guidelines. - I can use a range of equipment independently and safely, say what the equipment is used for and work with skill and accuracy. - I can cook a range of savoury dishes whilst following a recipe independently. I work with skill and accuracy and use garnishes to improve the appearance of my dishes. - I can use a range of equipment independently and apply heat safely using a range of methods. I can suggest alternative healthier methods of cooking.

Geography

Year	Band 2–4	Band 5–6	Band 7–9
Year 7	- I can recall and describe features of a place using some key vocabulary (e.g. hot, cold, wet, dry). - I can follow instructions to complete a simple fieldwork task in school. - I can draw a basic bar graph with support. - I can identify simple patterns in data or maps (e.g. hottest month, most rainfall). - I can name some continents, oceans and countries studied. - I can recognise basic links between people and the environment.	- I can recall and apply geography facts to similar contexts using key vocabulary. - I can conduct a fieldwork investigation within the school. - I can draw and label simple bar graphs. - I can analyse data sets and maps to spot clear patterns, commenting on obvious increases, decreases or differences (e.g. a climate graph or choropleth map). - I can make links between human and physical geography. - I can identify the location of the continents, oceans and key countries from the SOW.	- I can explain geographical patterns using appropriate subject vocabulary. - I can independently carry out and suggest improvements to a simple fieldwork enquiry. - I can accurately construct and interpret a range of graphs (e.g. bar charts and climate graphs). - I can analyse data and maps to describe patterns and begin to explain reasons for them. - I can clearly explain links between human and physical geography using examples. - I can accurately locate and describe places using maps, including continents, oceans and countries studied. - I can apply my knowledge to unfamiliar places or scenarios.
Year 8	- I can describe simple geographical processes (earthquakes, weather, rivers). - I can identify causes or effects of events using prompts or examples. - I can recognise that places are different (e.g. developing/developed, safe/risky). - I can use simple data (graphs/maps). - I can write short answers using some geographical words. - I can name and locate some continents, oceans and countries studied.	- I can describe and explain key physical and human geographical processes, including hazards (tectonic and weather), development and the water cycle, using accurate geographical vocabulary. - I can explain the causes and effects of geographical events and issues, using specific place-based examples. - I can explain why the impacts of hazards and environmental issues vary between places, considering factors such as wealth, location, population and management. - I can interpret and analyse geographical data, using evidence from the example and my own geographical knowledge. - I can communicate geographical understanding clearly, using structured writing (e.g. PEEL), accurate terminology and justified explanations. - I can accurately locate and describe places at different scales, including the continents, oceans and specific countries studied such as the UK, Iceland, the USA, Italy and Malawi, using maps and atlases.	- I can explain and evaluate geographical processes, showing a clear understanding of how they are interconnected. - I can assess the causes and consequences of geographical events, using detailed and accurate case study knowledge. - I can evaluate why impacts vary, weighing up different factors (e.g. wealth, governance, preparedness) and making supported judgements. - I can confidently interpret, analyse and draw conclusions from a range of geographical data sources. - I can accurately locate, describe and compare places at a range of scales, using detailed place knowledge. - I can apply my understanding to unfamiliar contexts and suggest solutions to geographical issues.

Halacha - Girls

Year	Band 2–4	Band 5–6	Band 7–9
Year 7	- I can identify and define some key halachic terms and apply them to recognise errors in a given practical scenario. - I can explain the reasons behind some halachic practices or errors by referencing relevant Hebrew sources. - I can express awareness of relevant points and explanations, sometimes referencing halachic sources to answer specific questions. - I can demonstrate an understanding of the 'how and why' of some mitzvot by providing some reasons for the halachic rulings studied in class.	- I can accurately identify and define key halachic terms and apply them to recognise errors in a given practical scenario. - I can explain the reasons behind specific halachic practices or errors by referencing relevant Hebrew sources. - I can begin to extract and summarise relevant points and explanations directly from halachic sources to answer specific questions. - I can demonstrate a developing understanding of the 'how and why' of mitzvot by providing accurate reasons for the halachic rulings studied in class.	- I can independently identify and define a range of complex halachic terms and apply them to recognise errors in a given practical scenario. - I can explain the reasons behind specific halachic practices or errors by referencing relevant Hebrew sources in detail. - I can extract and summarise relevant points and explanations directly from halachic sources to answer specific questions, explaining each source and its relevance. - I can demonstrate a sophisticated understanding of the 'how and why' of mitzvot by providing accurate reasons for the halachic rulings studied in class.
Year 8	- I can identify and define key halachic terms and apply them to recognize errors in a given practical scenario. - I can state the reasons behind common halachic practices by sometimes accurately locating and referencing relevant Hebrew sources. - I can sometimes identify and summarize basic points from halachic sources to answer straightforward questions. - I can show a clear understanding of the 'how and why' of mitzvot by outlining the fundamental reasons for the rulings studied in class.	- I can accurately identify and define key halachic terms and apply them to recognise errors in a given practical scenario. - I can explain the reasons behind specific halachic practices or errors by referencing relevant Hebrew sources. - I can extract and summarise relevant points and explanations from sources to provide detailed answers to halachic questions. - I can demonstrate a detailed level of understanding by describing and explaining the meaning of practices and mitzvot studied in class.	- I can independently identify and define a wide range of complex halachic terms and apply them to recognise errors in a given practical scenario. - I can explain the reasons behind a range of halachic practices or errors by referencing relevant Hebrew sources in detail. - I can independently extract, synthesize, and evaluate information and explanations from sources to provide detailed answers to halachic questions. - I can demonstrate a sophisticated and evaluative level of understanding by describing and explaining the meaning of practices and mitzvot studied in class.

History

Year	Band 2–4	Band 5–6	Band 7–9
Year 7	- I can identify and describe the long term and short term causes of events and use 2–3 basic examples. - I can identify and describe examples of change and continuity (things that have not changed) and use 1 basic example. - I can identify and describe important events, individuals, developments and explain how and why they are important using 1 basic example. - I can use the content and provenance of a source to make basic inferences concerning usefulness using quotations or references. - I can use full sentences to structure my answers.	- I can identify and explain the long term and short term causes of events and use 2–3 basic examples. - I can make simple explanations of examples of change and continuity (things that have not changed) and use 2–3 basic examples. - I can identify important events, individuals, developments and explain how and why they are important using 2–3 basic examples. - I can use the content and provenance of a source to make basic inferences and judgements concerning usefulness using quotations or references. - I can use PEEL paragraphs to clearly structure my answers.	- I can identify and explain a range of long term and short term causes of events and make developed explanations about them using 2–3 specific examples. - I can identify examples of change and continuity (things that have not changed) and make developed explanations about them using 2–3 specific examples. - I can identify important events, individuals or developments and make developed explanations about them using 2–3 specific examples. - I can analyse the content and provenance of a source to make developed inferences and judgements concerning usefulness using quotations or references and link with my own specific knowledge. - I can use PEEL paragraphs to clearly structure my answers.
Year 8	- I can identify and explain the long term and short term causes of events and use 2–3 basic examples. - I can make simple explanations of examples of change and continuity (things that have not changed) and use 2–3 basic examples. - I can identify important events, individuals, developments and explain how and why they are important using 2–3 basic examples. - I can use the content and provenance of a source to make basic inferences and judgements concerning usefulness using quotations or references. - I can use PEEL paragraphs to clearly structure my answers.	- I can identify and explain a range of long term and short term causes of events and make developed explanations about them using 2–3 specific examples. - I can identify examples of change and continuity (things that have not changed) and make developed explanations about them using 2–3 specific examples. - I can identify important events, individuals or developments and make developed explanations about them using 2–3 specific examples. - I can analyse the content and provenance of a source to make developed inferences and judgements concerning usefulness using quotations or references and link with my own specific knowledge. - I can use PEEL paragraphs to clearly structure my answers.	- I can identify and explain a range of long term and short term causes of events and make developed and sustained explanations about them using 2–3 specific examples. - I can identify examples of change and continuity (things that have not changed) and make developed and sustained explanations about them using 2–3 specific examples. - I can identify important events, individuals or developments and make developed and sustained explanations about them using 2–3 specific examples. - I can analyse the content and provenance of a source to make developed and sustained inferences and judgements concerning usefulness using quotations or references and link with my own specific knowledge. - I can use PEEL paragraphs to clearly structure my answers.

Maths

Year	Band 2–4	Band 5–6	Band 7–9
Year 7	- I can collect like terms and expand simple linear brackets. - I can solve one-step and simple two-step linear equations - I can apply the order of operations (BIDMAS) to numerical expressions. - I can identify properties of 2D shapes and simplify basic ratios. - I can simplify ratios and equivalent ratios	- I can manipulate expressions with factorising and expanding. - I can solve an equation with x terms on both sides. - I can use basic number skills in questions including fractions and decimals. - I can solve problems in simple 2D shapes and composite shapes. - I can work with ratios and proportions.	- I can embed my number skills including fractions and decimals into a variety of topics - I can formulate algebraic expressions and solve equations derived from worded problems. - I can solve complex equations involving unknowns on both sides, brackets, and fractions. - I can apply algebraic methods to solve geometric problems. - I can assign parts of a ratio to specific quantities in multi-step problems.
Year 8	- I can solve two step equations some with fractions - I can form the equations of a horizontal, vertical and basic diagonal lines(understanding basic concept of gradient and intercept) - I can form numbers in standard form. - I can work percentage of amounts and simple ratios - I can work with averages and range from a list of number and calculate mean from a discrete frequency table and basic probability	- I can solve equations with unknowns on both sides and include fractions. - I can identify the gradient and intercept to form the equation of a line. - I can write large and small numbers in standard form and use calculations - I can work with multipliers and combine ratios - I can work estimate averages from a grouped table and look at experimental probability and expectation.	- I can solve equations with unknowns on both sides and include fractions with x in the denominator - I can identify the gradient and intercept for the equation of a line when its not in the form of $y=mx+c$ - I can do complex calculations with standard form and powers and ensuring answers are converted to standard form - I can work with fractions ratios and percentages mixed as well as in worked problems - I can estimate and interpret the averages from a grouped frequency table and look at experimental probability and expectation and its limitations.

MFL

Year	Band 2–4	Band 5–6	Band 7–9
Year 7	- Listening: I can recognize words we have used in class. I can understand the main topic of a short clip (e.g., "this person is talking about their cat"). I might need to hear it twice to catch the details. - Speaking: I can have a short "back-and-forth" to introduce myself. I can say "I like..." and "I don't like..." using basic words. - Reading: I can understand short messages (1–3 sentences) and dialogues. I can use a vocabulary list to help me find the meaning of a text. - Writing: I can write a few short sentences about myself or my pets from memory. I can use a dictionary to find new words to make my writing personal.	- Listening: I can follow a story about school or hobbies. I can pick out specific details (like times, dates, or names) and tell if the speaker likes or dislikes something. - Speaking: I can answer questions without just saying "yes" or "no." I can give a reason for my opinion (e.g., "I like Art because it is interesting"). My pronunciation is clear enough for a native speaker to understand me. - Reading: I can read 2-3 paragraphs and find the key facts. I can identify when someone is giving an opinion. - Writing: I can write a clear paragraph (roughly 40-60 words) on topics like my family or school. I use different verbs and adjectives, mostly in the present tense, with only a few mistakes.	- Listening: I can understand long recordings at a normal pace. I can work out the meaning of new words by listening to the sentences around them. I don't need to hear it twice to get the main points. - Speaking: I can start a conversation and keep it going. I can link 3 or more sentences using "because" or "but" to explain my views. I use two different tenses (e.g., Present and Past) accurately. - Reading: I can read a full page of text independently. Even if there are words I haven't seen before, I can use the rest of the sentence to "detective out" the translation. - Writing: I can write a detailed piece (about 90 words) using sophisticated vocabulary (synonyms for "and" or "but"). I use at least two different time frames correctly.
Year 8	- Listening: I can understand the main points of a passage about my home or my school. I can pick out key details if the speaker talks slowly and clearly. - Speaking: I can answer questions about familiar topics like "What did you do on holiday?" I can give a simple reason for my opinion using "because." - Reading: I can read a medium-length paragraph (5-8 sentences) and answer questions about it. I can spot opinions if the speaker uses clear words like "great" or "terrible." - Writing: I can write a short paragraph (30-50 words). I can use some past or near future phrases, though I might still make mistakes with the verb endings.	- Listening: I can understand a 1-minute recording about holidays or school. I can follow a conversation and identify what people agree or disagree on without needing it repeated. - Speaking: I can speak with some flow. I can use at least two tenses (e.g., Present and Past) to talk about what I did or what I am doing, giving reasons for my opinions. - Reading: I can read 3-4 long paragraphs (about half a page). I can figure out the translation of an unfamiliar word by looking at the pictures or the words next to it. - Writing: I can write a solid description or email (70-90 words). I use more than one tense (e.g., Present and Past) and try to use a variety of connectives (Synonyms) so my writing isn't repetitive.	- Listening: I can understand people speaking at a natural, fast speed. I can draw conclusions (decide what the overall message is) and identify the speaker's attitude (e.g., if they are annoyed or excited, negative or positive). - Speaking: I can speak fluently for over a minute. I move easily between Past, Present, and near Future tenses. I can justify my opinions with complex reasons. - Reading: I can read challenging, full-page texts. I am a "context expert" - I can accurately translate or explain new, difficult vocabulary just by looking at how it is used in the story. - Writing: I can write a well-structured report or letter (approximately 120 words) using paragraphs. I use a wide range of grammar, including attempting more complex structures such as "if" clauses and three different time frames (present, past and near future).

Music

Year	Band 2–4	Band 5–6	Band 7–9
Year 7	- I can work in a group ensemble with the ability to maintain a steady beat - I can identify basic Musical Elements and apply the terminology to my appraisal skills - I can read basic music notation	- I can perform with increasing confidence and accuracy, ensuring mistakes do not break the flow. - I can demonstrate control of musical elements like dynamics, tempo, and rhythm in my performance. - I can create and develop musical ideas using specific structures (e.g. verse-chorus, ternary). - I can use technical vocabulary (e.g. texture, timbre, dynamics, tempo) to describe music and analyse my work, suggesting improvements.	- I can assume the role of a leader/conductor in a performance - I can perform using technique that is expressive, musical and accurate - I can apply my knowledge of musical terminology to express, appraise and analyse a piece of music. - I can improvise melodies or rhythms within a given style or key.
Year 8	- I can perform in a group with an understanding of how my part combines with others in an ensemble - I can appraise my performance using basic musical terminology based on the Elements of Music - I can compose a short piece with a basic idea of similarity and contrast. - I can recognise specific instruments and musical genres	- I can perform a melody accurately, paying attention to rhythm, dynamics and tempo - I can demonstrate control, confidence and musical expression when performing - I can use standard chord progressions to compose popular music/songs - I can identify and analyse Musical Elements in a composition, using advanced Musical terminology to appraise a piece of music	- I can perform with confidence and fluency and I can take on a leadership role within the group/ensemble - I can assess my performance and others and draw comparisons between the two, whilst using a wide range of musical terminology to analyse the music. - I can react sensitively and intuitively to others in a performance and make the necessary musical adjustments.

Year	Band 2–4	Band 5–6	Band 7–9
Year 7	• I can follow some of the basic rules of the activity with support and reminders. • I can take part in activities to develop my cardiovascular fitness, coordination, speed and strength. • I can attempt simple challenges but often need encouragement and guidance. • I can recognise when a skill or technique does not look right, but I need help to understand how to improve it. • I can join in with a warm-up and cool-down when guided by my teacher. • I can identify that exercise is good for me, but I need support to explain why it is important. • I can begin to reflect on my performance when prompted by my teacher	• I can demonstrate and apply some of the rules of the activity, although I do not always do so consistently. • I can perform a range of skills with increasing confidence and control. • I can develop my cardiovascular fitness, coordination, speed and strength to cope with the demands of the activity. • I can identify when a technique or skill is incorrect, but I do not always know how to improve it. • I can follow instructions to warm up and cool down safely and understand their purpose. • I can explain why exercise contributes to a healthy, active lifestyle, although my understanding of its benefits is still developing. • I can respond to feedback to help improve my performance.	• I can consistently demonstrate, apply and explain the rules of the activity during performance. • I can confidently perform a range of skills with control, accuracy and consistency. • I can use my cardiovascular fitness, coordination, speed and strength effectively to meet the demands of the activity. • I can identify strengths and weaknesses in my own and others' performance and suggest ways to improve techniques and skills. • I can independently lead a safe and effective warm-up and complete an appropriate cool-down, explaining their importance. • I can explain how regular exercise contributes to a healthy, active lifestyle, including physical, mental and social benefits. • I can reflect on feedback and make effective improvements to my performance and skill execution.

Science

Year	Band 2–4	Band 5–6	Band 7–9
Year 7	- I can recall basic facts and label diagrams using a provided word bank. - I can identify a scientific idea if it is shown in a familiar picture or example. - I can identify the Independent Variable and the equipment needed to change it, and the Dependent Variable and the equipment needed to measure it. - I can plot points on a graph and find the highest or lowest value in a table. - I can substitute numbers into a simple formula like $\text{Speed} = \text{Distance} / \text{Time}$.	- I can describe processes in my own words and define scientific terms accurately. - I can apply a rule I've learned to a new situation (e.g., using gravity to explain a falling ball). - I can write a logical method, which others can reproduce, and identify which variables must be controlled to make it fair/valid. - I can describe the trend in a graph (e.g., "as the heat increases, the rate increases") and give a simple conclusion. I can work out a scale for a graph given a table of results. - I can calculate an average (mean) and use the correct units (e.g., cm, kg, s, N).	- I can explain why things happen using the word 'because' to link cause and effect. I am beginning to evaluate a statement using my knowledge and information given to make a judgement. - I can predict what will happen in a complex experiment by linking two different science ideas. - I can justify why a specific piece of equipment was used and suggest how to make the results more precise. I am beginning to evaluate whether a method is valid. - I can identify anomalies (outliers) in data, give a reason why they might happen to make an experiment more reliable. I can use a graph to draw a detailed conclusion. - I can rearrange equations and convert units (e.g., converting minutes into seconds) before calculating.
Year 8	- I can describe processes in my own words and define scientific terms accurately. - I can apply a rule I've learned to a new situation (e.g., using gravity to explain a falling ball). - I can write a logical method, which others can reproduce, and identify which variables must be controlled to make it fair/valid. I can identify practical risks and control measures. - I can describe the trend in a graph (e.g., "as the heat increases, the rate increases") and give a simple conclusion. I can work out a scale for a graph given a table of results. - I can calculate an average (mean) and use the correct units (e.g., cm, kg, s, N). I can work out percentages of substances.	- I can explain why things happen using the word 'because' to link cause and effect. I am beginning to evaluate a statement using my knowledge and information given to make a judgement. - I can predict what will happen in a complex experiment by linking two different science ideas. - I can justify why a specific piece of equipment was used and suggest how to make the results more precise. I am beginning to evaluate whether a method is valid. - I can identify anomalies (outliers) in data, give a reason why they might happen to make an experiment more reliable. I can use a graph to draw a detailed conclusion. - I can rearrange equations and convert units (e.g., converting minutes into seconds) before calculating.	.

Textiles

Year	Band 2–4	Band 5–6	Band 7–9
Year 7	- I can understand what a Design Brief is and how to research and design with this in mind - I can use research skills to understand facts about Designers and how this can help with my work. - I can create a quality design for a planned product - I can use the sewing machine safely, with straight line stitching and threading up - I can use decorative techniques to create my design ideas - I can use developed art vocabulary to review my progress, identifying what went well and what I could do differently to improve my next attempt - I can select and present my work showing the journey of my ideas from the initial starting point to a final piece.	- I can understand what a Design Brief is and how to research and design with this in mind - I can use research skills to understand facts about Designers and how this can help with my work. - I can create a quality developed design for a planned product - I can use the sewing machine safely, with straight line stitching and threading up - I can use decorative techniques to create my design ideas - I can use developed art vocabulary to review my progress, identifying what went well and what I could do differently to improve my next attempt - I can select and present my work showing the journey of my ideas from the initial starting point to a final piece.	- I can interpret a Design Brief and how to research and design to create a personal response. - I can use research skills to understand facts about Designers and how this can help with my work, finding different routes - I can create a quality refined design for a planned product - I can use the sewing machine safely, with straight line stitching and threading up - I can use decorative techniques to create my design ideas - I can use refined art vocabulary to review my progress, identifying what went well and what I could do differently to improve my next attempt - I can select and present my work showing the journey of my ideas from the initial starting point to a final piece.
Year 8	- I can develop my own Design Brief based on a teacher led theme - I can create a quality designs for a planned product that uses my research into contemporary designers - I can use the sewing machine safely, with straight line stitching and threading up - I can use basic decorative techniques to create my design ideas - I can use developed art vocabulary to review my progress, identifying what went well and what I could do differently to improve my next attempt - I can select and present my work showing the journey of my ideas from the initial starting point to a final piece.	- I can develop my own Design Brief based on my own theme. - I can create a quality designs for a planned product that uses my research into contemporary designers - I can use the sewing machine safely, with straight line stitching and threading up the top and bobbin. - I can use developed decorative techniques to create my design ideas - I can use developed art vocabulary to review my progress, identifying what went well and what I could do differently to improve my next attempt - I can select and present my work showing the journey of my ideas from the initial starting point to a final piece.	- I can develop my own Design Brief based on my own theme - I can create a quality designs for a planned product that uses my research into contemporary designers - I can use the sewing machine safely, with straight line stitching and threading up the top and bobbin. - I can competently combine decorative techniques to create my design ideas - I can use refined art vocabulary to review my progress, identifying what went well and what I could do differently to improve my next attempt - I can select and present my work showing the journey of my ideas from the initial starting point to a final piece.