

English KEY STAGE THREE ASSESSMENT FRAMEWORK, YEAR 7					
Learning Focus	Milestone 1	Milestone 2	Milestone 3	Milestone 4	Milestone 5
	Emerging	Developing	Securing	Mastering	Beyond
R1 Reading and understanding	I can begin to read a text and show some understanding of the ideas in it.	I can show clear understanding of the main ideas in a text.	I can begin to offer my own ideas about a text.	I can suggest a range of my own ideas about a text.	I can begin to recognise patterns and themes in texts.
R2 Exploring the writer's craft	I can remember the literal meaning of the words in a text.	I can understand the way that words are chosen to create meaning in a text.	I can suggest alternative meanings for word choices in a text.	I can recognise that words have connotations and identify at least one clear example.	I can recognise the connotations of words and suggest a range of relevant examples.
R3 Making judgements	I can express an opinion on a text.	I can justify my opinion on a text.	I can show evidence for my opinion about a text.	I can consider different ideas and opinions.	I can begin to question a text's ideas and importance.
R4 Synthesising ideas	I can recognise an idea in one text and write about it.	I can identify ideas across two texts and write these down.	I can begin to recognise links between ideas across texts.	I can find at least one link between texts and write about it with some success.	I can find links between texts and write about them successfully.
R5 Context	I can discuss how a text is linked to the world.	I can recognise that a text was written in a particular time.	I can demonstrate my knowledge of at least one area where a text discusses something relevant to its context.	I can offer my ideas about a range of simple ideas about how a text relates to its context.	I can write in detail about one area in which a text is linked to its context.
R6 Evidence	I can retell parts of the story.	I can refer to relevant parts of the story.	I can paraphrase from the text.	I can include information from the text using quotation marks.	I can select some relevant evidence from the text and use quotation marks.
W1 Clear and correct writing	I can write in sentences with some occasional punctuation.	I write in sentences using mostly accurate simple punctuation.	I can write in simple and compound sentences using the correct word order.	I can write in simple, compound, and complex sentences.	I can select sentence types for effect.
W2 Organising writing	I can plan my writing appropriately.	I can occasionally use paragraphing in my writing.	I can write in paragraphs throughout my work.	I can organise my writing into paragraph which flow well and help readers understand my ideas.	I can begin to organise my writing for effect.

W3 Ambitious vocabulary	I can use descriptive words in my writing.	I can begin to use some ambitious vocabulary in my writing.	I can use some ambitious vocabulary in my writing,	I can begin to choose words for effect in my writing.	I can combine vocabulary for imaginative effect.
W4 Spelling, punctuation, grammar and accuracy	I can use some simple SPaG but there is little accuracy yet.	I can show a simple grasp of SPaG in my writing.	I can write so that SPaG does not affect a reader's understanding of my work.	I can begin to show some accuracy in my SPaG.	I can produce work with elements of good accuracy in at least one area of SPaG.
W5 Imaginative writing	I can use verbs and adjectives for effect.	I can use basic alliteration and similes.	I can use a range of simple language devices.	I can use at least one example of a language device imaginatively.	I can use a range of language devices accurately and with some imaginative success.
SL1 Building knowledge	I can remember some elements of a text.	I can remember the basic plot of a text.	I can remember some of the ideas in texts.	I can remember the names of characters and setting in texts.	I can remember the themes and message of texts.
SL2 Verbal Articulation	I can speak simply.	I can speak clearly to one or more people.	I can speak using correct syntax and grammar.	I can speak using a range of vocabulary.	I can speak using some ambitious vocabulary.

Mathematics
KEY STAGE THREE ASSESSMENT FRAMEWORK, YEAR 7

Learning Focus	Milestone 1	Milestone 2	Milestone 3	Milestone 4	Milestone 5
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Number	I can:	I can:	I can:	I can:	I can:
N1 – Understanding place value	<p>Know the difference between positive and negative numbers</p> <p>Know how to place positive integers on a number line</p>	<p>Write down the place value of a digit, for example, what is the value of 4 in 0.24</p> <p>Order decimals, for example which is bigger, 0.24 or 0.3</p> <p>Know how to express numbers in digits and words</p>	<p>Know how to place negative numbers on a number line</p> <p>Place decimals to 1 decimal place on a number line</p>	<p>Place positive and negative decimals to 2 or more decimal places on a number line</p>	
N2 - Rounding	<p>Round to the nearest integer, ten and hundred</p>	<p>Round numbers to given powers of 10</p> <p>Round numbers to 1 decimal place</p>	<p>Round numbers to 2 or more decimal places</p> <p>Round integers to 1 significant figure</p>	<p>Round integers and decimals to 2 or more significant figures</p>	<p>Find minimum and maximum values</p> <p>Start to identify upper and lower bounds of numbers</p>
N3 – The four operations	<p>Add and subtract two-digit numbers using the column method</p> <p>Know the times tables up to 12 x 12</p> <p>Know division sums up to 144/12 = 12</p>	<p>Multiply whole numbers and decimals by 10, 100 and 1000</p> <p>Divide whole numbers and decimals by 10, 100 and 1000</p> <p>Multiply any three-digit number by any two-digit numbers without a calculator</p> <p>Add and subtract decimals to two places</p>	<p>Divide three-digit numbers two-digit numbers without a calculator (where the answer is an integer)</p> <p>Multiply and divide negative integers</p> <p>Add and subtract negative integers</p> <p>Add and subtract decimals</p>	<p>Estimate and approximate answers to calculations</p>	<p>Solve numerical problems involving multiplication and division with numbers of any size</p>

N4 – Powers and Roots		<p>Know key square numbers up to 100</p> <p>Calculate squares and square roots (with and without the use of a calculator)</p>	<p>Calculate cubes and cube roots (with and without the use of a calculator)</p> <p>Know square roots and square numbers up to $15 \times 15 = 225$</p>	<p>Be able to find powers of values with and without a calculator</p> <p>Understand that squaring and square rooting are inverse operations</p> <p>Confidently use terminology surround powers and roots.</p>	<p>Know how to calculate integer roots using product of prime factors</p>
N5 – Factors, Multiples and Primes	<p>Understand what a factor is and how to Identify factors of simple numbers</p>	<p>Find all of the factors of a number</p> <p>Know how to identify multiples of simple numbers</p>	<p>Understand what common multiples and common factors are</p>	<p>Find the lowest common multiple (LCM) of two simple numbers</p> <p>Find the highest common factor (HCF) of two simple numbers</p>	<p>Find the lowest common multiple (LCM) of two more complex numbers</p> <p>Find the highest common factor (HCF) of two more complex numbers</p> <p>Write more complex numbers as a product of their prime factors</p>
N6 – BIDMAS and the order of operations	<p>Be able to perform a simple sum with more than one operation e.g. $8 - 5 + 2$</p>	<p>Use and apply the order of operations for sums involving addition, subtraction, multiplication and division</p>	<p>Use and apply the order of operations involving all operations</p>	<p>Use and apply BIDMAS to other parts of the mathematics curriculum (e.g., averages, substitution)</p>	
N7 – Fractions	<p>Draw simple fractions of $1/2$</p>	<p>Find equivalent fractions</p> <p>Simplify fractions such as $12/20$</p> <p>Work out fractions of quantities such as $3/5$ of 20</p>	<p>Arrange fractions in order of size</p> <p>Express one number as a fraction of another</p> <p>Add, subtract, multiply and divide simple fractions</p>	<p>Know how to convert between improper fractions and mixed numbers</p> <p>Add, subtract, multiply and divide more complex fractions</p>	<p>Add, subtract, multiply and divide mixed numbers</p>

<p>N8 – Percentages</p>	<p>Know how to shade 1%, 10% and 50% of a shape</p> <p>Work out 1%, 10% and 50% of a number with and without a calculator</p>	<p>Work out percentages of a number such as 15% or 60% with and without a calculator</p>	<p>Be able to solve simple worded percentage problems</p> <p>Be able to increase and decrease an amount by 10%, 50%, 5%</p>	<p>Increase or decrease a quantity by a given percentage</p>	<p>Work out a percentage increase or decrease</p> <p>Express one quantity as a percentage of another</p> <p>Use reverse percentages to calculate original values</p> <p>Know how to perform a repeated percentage change (compound interest)</p>
<p>N9 – FDP (Fractions, Decimals and Percentages)</p>	<p>Know key conversions: $0.5 = 50\% = \frac{1}{2}$</p>	<p>Change a percentage into a decimal and vice versa</p> <p>Change a percentage to a fraction</p>	<p>Convert freely between fractions, decimals and percentages</p>		<p>Divide a number by a decimal such as $1 \div 0.2$ and $2.8 \div 0.07$</p>
<p>N10 - Ratio</p>		<p>Simplify a two-part ratio</p>	<p>Know how to simplify a three-part ratio</p> <p>Know how to share an amount by a simple ratio (e.g. divide £30 in the ratio 2:3)</p>	<p>Know how to share an amount by a three-part ratio</p> <p>Be able to solve worded ratio problems</p>	<p>Know how to apply ratio to proportion questions e.g. recipes</p>

Mathematics
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Algebra	I can:	I can:	I can:	I can:	I can:
A1 – Use key algebra facts (Algebraic Manipulation)	Understand that $2 \times a = 2a$ Understand that $a + a + a = 3a$	Understand expressions involving powers e.g. that $a \times a = a^2$	Write an expression from a problem		Rearrange linear formulae such as $s = 4q - 7$
A2 – Collecting like terms and simplifying	Simplify simple expressions e.g., $b + b + b + b = 4b$	Simplify expressions with one variable such as $a + 2a + 3a$ Simplify expressions such as $3 \times 2a$	Simplify expressions with more than one variable such as $2a + 5b + a - 2b$ Simplify expressions involving powers such as $2a \times 3a$	Simplify expressions with three or more variables and different powers	Simplify expressions involving division
A3 – Solving equations	Solve simple equations involving symbols and images	Solve equations such as $4x = 24$ and $x - 3 = 7$	Solve equations such as $x/2 = 9$ and $4x - 2 = 22$	Solve linear equations with unknowns on each side such as $3x - 4 = 5 + x$	Find a solution to a problem by forming an equation and solving it
A4 – Substitution	Substitute into simple expressions e.g. if $a = 3$ and $b = 2$, what is $a + b$	Use a formula written in words such as <i>Cost = 20 x distance travelled in miles</i> Substitute positive numbers into a simple formula	Use a simple formula such as $P = 2w + 2h$ Substitute negative numbers into a simple formula Use formulae from Mathematics and other subjects	Substitute numbers into more complicated formulae	Create a formula from given information
A5 – Sequences and the “n”th term	Continue a sequence of numbers or diagrams Write down terms of a simple sequence	Find a missing term in a sequence of positive numbers Write the term-to-term rule in a sequence involving positive numbers	Find a particular term in a sequence involving negative or fractional numbers Write the term-to-term rule in a sequence involving	Write the terms of a sequence or series given the nth term Calculate the nth term from a series of diagrams	

			negative or fractional numbers		
A6 - Coordinates	Use coordinates in the first quadrant, such as plot the point $(3, 2)$	Use coordinates in all four quadrants	Identify patterns in coordinates	Know how to find the midpoint of two coordinates	Begin to understand how lines have an equation

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Geometry and Measures	I can:	I can:	I can:	I can:	I can:
G1 – Units of measurement	Measure a line using cm and mm Choose an appropriate unit	Change between mm, cm, m and km <i>e.g. what is 3.2m in cm?</i>	Change between: • mg, g and kg ml and l	Change between metric and imperial units <i>e.g. what is 12km in miles?</i>	Convert between units of area and volume <i>e.g. what is 3m² in cm²?</i>
G2 – Perimeter	Find the perimeter of a shape by counting sides of squares	Work out the perimeter of a simple rectangle	Find the perimeter of a compound shape	Find the circumference of a circle	Solve problems involving circles such as a finding the perimeter of a semicircle
G3 – Area	Find the area of a square by counting squares Estimate the area of an irregular shape by counting squares and part squares	Work out the area of a rectangle Work out the area of a triangle	Find the area of more complex shapes including parallelogram and rhombus Find the area of simple compound shapes	Find the area of more complex compound shapes Find the area of a trapezium Find the area of a circle	Solve problems involving circles such as finding the area of a sector
G4 – 3D Shapes	Know the names of key 3 dimensional shapes	Know how to identify the number of edges, faces and vertices a 3D shape has	Be able to draw plans and elevations of 3D shapes	Construct and recognise the nets of 3-D solids such as pyramids and triangular prisms	
G5 – Properties of shapes	Recognise and name shapes such as isosceles triangle, parallelogram, rhombus, trapezium and hexagon	Draw all the lines of symmetry on a 2-D shape Name, draw or complete 2-D shapes from information about their symmetry	Draw tessellating designs	Classify a quadrilateral by geometric properties	
G6 – Angles	Recognise obtuse, acute and reflex angles	Estimate angles Measure and draw angles accurately to the nearest degree	Know the key angle rules: • On a straight line • Around a point • In a triangle • Opposite angles	Show that the exterior angle of a triangle is equal to the sum of the interior opposite angles	Calculate interior and exterior angles of a regular polygon

			Calculate a missing angle in a quadrilateral	Use angle properties of equilateral, Isosceles and right-angled triangles Calculate interior and exterior angles of a quadrilateral	
G7 - Transformations	Reflect a basic shape in a given mirror line	Reflect a basic shape in the x- or y-axis	Reflect any shape in any vertical or horizontal line on a pair of axes	Reflect shapes across a diagonal mirror line	Describe a reflection fully using equations of lines

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Data Handling & Probability	I can:	I can:	I can:	I can:	I can:
S1 – Presenting Data	Construct and interpret a pictogram Design and use tally charts for discrete and grouped data	Draw and interpret accurate bar charts (including dual bar charts and composite bar charts)	Draw a scatter graph	Interpret a scatter graph and comment on the correlation	Draw a line of best fit on a scatter graph by inspection
S2 – Processing Data	Work out the range for a set of numbers	Write down the mode from a graph and a set of numbers	Work out the mean for a set of numbers Work out the median for a set of numbers		
S3 - Probability	Place events on a probability scale	Express simple probability as a fraction	Calculate single event probabilities as a fraction Display outcomes systematically	Draw and interpret a sample space diagram	

Science – Biology					
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Classification and Cells 1 B	<p>I can state that cells are the fundamental unit "building block" of organisms (8)</p> <p>I can name some equipment that may be used to observe cells (6,7)</p> <p>I can list some tissues and organs (11)</p> <p>I can name the main Kingdoms of living things (1)</p>	<p>I can list the main parts of cells (cell wall, cell membrane, nucleus, vacuole, mitochondria and chloroplasts) and identify them from a diagram (8)</p> <p>I can accurately draw parts of cells when viewing them under a light microscope (6,7)</p> <p>I can describe a tissue, an organ and an organ system and describe how multicellular organisms are organised (11)</p> <p>I can name an example of a unicellular organism (5)</p> <p>I can use keys to classify organisms (2,3,4)</p> <p>I can describe the main groups of plants, Invertebrates and Vertebrates (2,3,4)</p>	<p>I can describe the functions of the main parts of cells, including the cell wall, cell membrane, cytoplasm, nucleus, vacuole, mitochondria and chloroplasts (8)</p> <p>I can describe the structural adaptations of some animal and plant cells (9)</p> <p>I can describe the difference between a unicellular and a multicellular organism (10)</p> <p>I can identify some structures of amoeba and euglena (10)</p> <p>I can explain the differences between groups and use these ideas to produce my own keys (5)</p>	<p>I can compare and contrast animal and plant cells (6,7)</p> <p>I can identify the structural adaptations of some unicellular organisms (10)</p> <p>I can organise individuals into their groups applying knowledge to new organisms (1,3,4,5)</p>	<p>I can explain the structure and function of euglena (10)</p> <p>I can explain the process that occurs in chloroplasts (8,9)</p> <p>I can develop Keys to enable classification of more complex and unusual organisms (5)</p>

Science – Biology
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Life 3 B	<p>I can name and describe the functions of some tissues and organs in the human reproductive systems (5)</p> <p>I can state what is meant by fertilisation (5)</p> <p>I can state how long pregnancy lasts (7)</p> <p>I can state a simple definition of the menstrual cycle (11)</p> <p>I can name the parts of a flower (1)</p> <p>I can state what is meant by pollination (2)</p> <p>I can describe the methods of seed and fruit dispersal (3)</p>	<p>I can describe fertilisation (5)</p> <p>I describe the main structures in the male and female reproductive systems (5)</p> <p>I can name and describe the functions of some tissues and organs in the reproductive systems of plants (1)</p>	<p>I can explain how gametes are involved in fertilisation (5)</p> <p>I can describe the function of the main structures in the male and female reproductive systems (5)</p> <p>I can describe the stages of pregnancy and birth (6,7,8)</p> <p>I can describe the main stages in the menstrual cycle (11)</p> <p>I can describe the process of pollination (2)</p> <p>I can describe the process of fertilisation in plants (12)</p>	<p>I can explain the sequence of fertilisation and implantation (5,7)</p> <p>I can describe accurately the sequence of events during gestation (8)</p>	<p>I can explain how the different parts of the male and female reproductive system work together to achieve certain functions (5)</p> <p>I can explain in detail how contractions bring about birth (8)</p> <p>I can evaluate some methods used to resolve infertility problems (12)</p> <p>I can make links between the menstrual cycle, fertilisation and infertility problems. I can discuss the impact of menstrual lifestyle on the foetus (10,12)</p> <p>I can discuss the importance of insect pollination and plant reproduction, with reference to human food security (2)</p> <p>I can explain the processes of wind and insect pollination comparing the similarities and differences between the two (2)</p>

SCIENCE - Biology – KEY STAGE THREE ASSESSMENT FRAMEWORK, YEAR 7

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Body Systems 2 B	I can describe MRS GREN (1) I can identify the organ systems and their organs that help us complete MRS GREN (1/2) I can label diagrams of the Heart, Lungs and Kidneys (3,5,9) I can identify organs of the Digestive system (7,8)	I describe the function of the Heart, Lungs and Kidneys (3,4,5,9) I can identify and describe the functions of parts of the skeletal and muscular systems (10,11) I can identify functions of organs of the digestive system (7) I can describe blood as a mixture (6)	I can explain how the Heart, Lungs and Kidneys functions (3,4,5,9) I can explain how the skeletal and muscular systems work together, including antagonistic pairs (10,11) I can describe the role of digestive enzymes (8)	I can explain these systems work together (1,12) I can explain how the Heart, Lungs and Kidneys are adapted to allow their function (3,4,5,9) I can describe the function of different components in blood (6) I can name enzymes, their substrates and products (8)	I can evaluate what would happen if these organs don't work properly (3) I can explain the specificity of enzymes (8)

SCIENCE - Biology – KEY STAGE THREE ASSESSMENT FRAMEWORK, YEAR 7

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Environment 4 B	<p>I can state that all organisms in an ecosystem may affect each other and are affected by their environment (1,2,3,8,9,10,13,14)</p> <p>I can construct and interpret simple food chains (9)</p> <p>I can identify variation between organisms of the same and different types (2)</p>	<p>I can describe how a change in the numbers of one organism may affect another (10)</p> <p>I can list some physical environmental factors in an environment (1)</p> <p>I can use food webs to write food chains (9)</p>	<p>I can use food chains to make food webs (9)</p> <p>I can identify predators, prey, consumers, producers, herbivores and carnivores from a food chain (9)</p>	<p>I can describe and explain how organisms may be affected by their environment, with reference to adaptations (2,3)</p> <p>I can explain how a change in the numbers of one organism may affect another, with reference to competition and predation (10,11,13)</p> <p>I can explain how adaptations increase the chances of survival for organisms (2,3,13)</p>	<p>I can evaluate the impact of humans on other organisms, with reference to the accumulation of toxic materials (14,15)</p> <p>I can explain how energy is lost in food chains (10,11)</p> <p>I can interpret and draw pyramid of numbers (11)</p> <p>I can explain the effects of some persistent pesticides on top predators (11,14)</p>

Science – Chemistry
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Learning Focus	Milestone 1	Milestone 2	Milestone 3	Milestone 4	Milestone 5
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Acids 2 C	<p>I can state that different acids and alkalis may have different strengths (2)</p> <p>I can state colours on the pH scale (4)</p>	<p>I can state the purpose of an indicator and describe how Universal indicator is used to find the strength of an acid or alkali using the pH scale (3)</p>	<p>I can describe neutralisation and the reaction of metals and acids, as examples of chemical reactions (6)</p> <p>I can identify the ions responsible for acidity and alkalinity (10)</p> <p>I can identify strengths and weaknesses of different substances on the pH scale using different indicators (4)</p>	<p>I can identify a salt from a word equation (11)</p> <p>I can select the appropriate indicator to use when testing particular strength Acids and Alkalis (5)</p>	<p>I can write word equations for the reactions of acids with bases, alkalis, metals and carbonates (11)</p>

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Particles and Matter 1 C	<p>I can list some mixtures.</p> <p>I can use simple techniques to separate mixtures (13,14)</p> <p>I can draw particle diagrams to represent a solid, liquid and gas.</p> <p>I can classify materials as solid, liquid or gases (1)</p> <p>I can list the changes of states (2)</p> <p>I can identify simple diagrams of elements, compounds and mixtures (13)</p>	<p>I can identify simple techniques for separating mixtures and select appropriate techniques for separating given mixtures (14,15)</p> <p>I can describe how temperature can affect solubility.</p> <p>I can describe how pressure occurs in gases (5,11,12)</p> <p>I can name and describe the properties of the three states of matter (1,2,3)</p> <p>I can describe how changes of state can occur (2)</p> <p>I can list examples of atoms, elements and compounds (13)</p> <p>I can draw simple diagrams to represent an element, compound and mixture (13)</p> <p>I can state that particles may move through a fluid by diffusion (4)</p>	<p>I can describe what happens at different stages of distillation. (16)</p> <p>I can explain how temperature can affect solubility (12)</p> <p>I can describe how to carry out simple techniques for separating mixtures (14)</p> <p>I can explain changes of states of matter with reference to energy levels of particles (2)</p> <p>I can describe, in detail, the differences in arrangements, in motion and in closeness of particles explaining changes of state, shape and density.</p> <p>I can explain the properties of the three states of matter with reference to the particle model (2,3)</p> <p>I can compare and contrast the similarities and differences between solids, liquids and gases with particular reference to density differences (2,3)</p>	<p>I can explain how simple techniques for separating mixtures work (14,15,16,17)</p> <p>I can analyse a chromatograph (17,18)</p> <p>I can explain the process of distillation (16)</p> <p>I can explain what causes pressure (5)</p> <p>I can explain the differences between atoms, elements and compounds (13)</p> <p>I can suggest how the rate of diffusion may be affected (4)</p>	<p>I can explain how chromatography can be used in the wider world (17)</p> <p>I can apply my knowledge of physical changes and particles in explaining, with diagrams, what is meant by Brownian motion in gases (1,6)</p> <p>I can use the particle theory to explain the properties of volume and compressibility of gases (1,3)</p>

			<p>I can explain how changes in temperature can affect the motion and spacing of particles. I can explain how pressure in gases may change (2,5,6)</p>		
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			<p>I can describe what diffusion is and explain how diffusion happens in terms of the particle model (4)</p>		
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Science – Physics
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Learning Focus	Milestone 1	Milestone 2	Milestone 3	Milestone 4	Milestone 5
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Electricity 2 P	<p>I can draw a circuit that includes at least one bulb and one cell (1,8,9)</p> <p>I can state that an electrical circuit must be complete and include a power source, wires and a component for electricity to flow (1)</p> <p>I can identify conductors and insulators (1)</p>	<p>I can identify series and parallel circuits.</p> <p>I can state that electrical current is the same in all parts of a series circuit and that potential difference is shared (8,9)</p> <p>I can draw the circuit symbols of some common components of electrical circuits.</p> <p>I can name the components used to measure potential difference and current.</p> <p>I can state that the potential difference of a battery or cell is what causes the current to flow, and that a battery or cell of higher potential difference will cause more current to flow (1,8,9)</p> <p>I can construct simple electrical circuits (1)</p>	<p>I can state that resistance is a measurement of how easy or hard it is for current to flow through an object (7)</p> <p>I can describe how to correctly connect an ammeter and a voltmeter to a circuit (1,8,9)</p> <p>I can describe electrical current as the flow of charge in a circuit (2,6)</p>	<p>I can describe how in a parallel circuit the potential difference is the same for each branch as the battery or cell (9)</p> <p>I can describe that objects of increased resistance allow less current to flow (7)</p>	<p>I can suggest some applications for materials of higher or lower resistance (7)</p> <p>I can explain how a fuse works and choose an appropriate fuse for a given appliance (7)</p>

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Learning Focus	Milestone 1	Milestone 2	Milestone 3	Milestone 4	Milestone 5
	Emerging	Developing	Securing	Mastering	Beyond
Energy 1 P	<p>I can state that energy is stored in food and fuel (1,6)</p> <p>I can state the units for energy (1)</p> <p>I can list some energy resources (2,8,9)</p> <p>I can name the three sides of the Fire Triangle (3)</p>	<p>I can name the energy type that is stored in food and fuel (1,6)</p> <p>I can name different energy stores (1)</p> <p>I can describe how the energy in different energy resources can be used (2,6,7,8)</p> <p>I can state that energy is always conserved.</p> <p>I can name different energy stores (1)</p>	<p>I can explain how almost all energy on Earth comes from the Sun (7)</p> <p>I can describe how coal, oil and gas were formed (7)</p> <p>I can compare and contrast energy resources (9)</p> <p>I can describe ways in which energy is stored, including describing chemical, gravitational and elastic as forms of potential energy (1)</p>	<p>I can use scientific principles to suggest which energy resources may be most suitable (9)</p> <p>I can describe how energy may be wasted and/or dissipated, and I can explain situations that may change the amount of energy wasted (1,4)</p> <p>I can describe the effect on a fire of removing one side of the Fire Triangle (3)</p> <p>I can describe food as a fuel (6)</p>	<p>I can use scientific principles to suggest and justify which energy resources may be most suitable (8,9)</p> <p>I can suggest ways to put out a fire by applying my knowledge of the Fire Triangle (3)</p>

Science – Physics
KEY STAGE THREE ASSESSMENT FRAMEWORK, YEAR 7

Learning Focus	Milestone 1	Milestone 2	Milestone 3	Milestone 4	Milestone 5
	Emerging	Developing	Securing	Mastering	Beyond
Forces 3 P	<p>I can list some forces. I can state that speed is a measurement of how fast an object is moving (1)</p> <p>I can state that forces act as a push or a pull, are either contact or non-contact, forces may occur when two objects interact and they are measured in Newtons (1,2,8)</p> <p>I can state that a force may affect the speed, direction or shape of an object and that motion may change depending on the size of the force (1,6)</p> <p>I can state that mass and weight are NOT the same thing (9)</p>	<p>I can describe forces using force arrow diagrams (6,7)</p> <p>I can identify if a particular force is contact or non-contact (including gravity, magnetism and static electricity) (1)</p> <p>I can describe weight as depending on Gravity (9)</p>	<p>I can describe Hooke's Law (4)</p> <p>I can describe how floating or sinking is dependent on density (5)</p> <p>I can describe air and water resistance and explain ways of reducing or increasing air and water resistance (9)</p> <p>I can convert between mass and weight (9)</p>	<p>I can describe friction (10)</p> <p>I can explain ways of reducing or increasing friction and discuss some applications of friction (10)</p> <p>I can describe what balanced forces are and explain when a force is balanced or unbalanced (7)</p> <p>I can describe what a resultant force is (7)</p> <p>I can interpret resultant forces to predict the effect on an object's motion (7,6)</p> <p>I can calculate extension of springs using Hooke's Law (4)</p>	<p>I can calculate a resultant force (7)</p> <p>I can apply Hooke's Law to the measurement of forces using a force meter (3,4)</p> <p>I can explain what is meant by elastic limit and limit of proportionality (3,4)</p> <p>I can use calculations of density to predict whether an object will float or sink (5)</p>

Geography
KEY STAGE THREE ASSESSMENT FRAMEWORK, YEAR 7

Learning Focus	Milestone 1	Milestone 2	Milestone 3	Milestone 4	Milestone 5
	Emerging	Developing	Securing	Mastering	Beyond
1) LOCATIONAL KNOWLEDGE World's countries, maps of world, environmental regions, key characteristics, key cities	I can: attempt to recall some information about a place, but it is likely to be incorrect or severely lacking in detail	I can: offer one or two simple but perhaps incorrect statements relating to the issue and to the location being studied	I can: recall vague detail (often without facts and figures) relating to the issue and to the location being studied	I can: recall specific facts relating to the issue and to the location being studied, these may include facts and figures	I can: recall a range of specific detail relating to the issue and to the location being studied, this will include facts and figures.
2) PHYSICAL PROCESSES geological timescales, tectonics, rocks, weathering and soils, weather & climate, climate change from Ice Age to present, hydrology, coasts	I can: make some simple observations about physical processes and landforms	I can: identify a limited range of basic physical processes and landforms	I can: recognise and describe physical processes and landforms, although detail might be vague	I can: explain physical processes in detail using a variety of key words explain fully how a variety of landforms have been formed	<i>I can:</i> use named examples and place knowledge to explain physical processes with specific detail using a wide range of key words and definitions. confidently explain in detail how the landforms have been formed using both key words and definitions
3) HUMAN PROCESSES population and urbanisation, international development,	I can: make some simple observations about human processes	I can: identify a limited range of basic human processes, e.g. people move to cities	I can: recognise and describe human processes, although detail might be vague	I can: explain human processes in detail using a variety of keywords	I can: use named examples and place knowledge to explain human processes with specific detail using a wide range of key words and definitions.

economic activity, the use of natural resources					
4) GEOGRAPHICAL SKILLS Globes, maps (including OS) and atlases in the classroom and in the field, map skills, aerial & satellite photographs, GIS	I can: use some simple skills e.g. find countries in an atlas and make some simple observations about map features, such as the points of the compass	I can: use atlases, globes and OS maps to find places and recognise picture and line features such as roads and rivers	I can: view and describe the distribution of geographical features using 4-figure grid references, scale and the eight points of the compass	I can: fully explain the distribution of geographical features using 6 figure grid references accurately	I can: use a range of map skills, including GIS, topographical and thematic mapping to view places and data

History

KEY STAGE THREE ASSESSMENT FRAMEWORK, YEAR 7

Learning Focus	Milestone 1	Milestone 2	Milestone 3	Milestone 4	Milestone 5
	Emerging	Developing	Securing	Mastering	Beyond
Knowledge, Understanding and Explanation	I can describe an event or historical process	I can describe an event or historical process I can use some specific facts and detail	I can write developed explanation I can use some specific facts and detail I can provide an unsupported judgement	I can write more developed explanation I can use specific facts and detail I can provide a supported judgement	I can write fully developed explanation I can use specific facts and detail throughout my answer I can provide a supported judgement
Source Evaluation	I can paraphrase or simply copy from the source I do not use the source to fully answer the question	I show some understanding of the sources I directly refer to and quote the sources in your answer	I show a good understanding of the sources I can directly refer to and quote the sources in your answer I can include own basic knowledge to evaluate the sources	I can show a good understanding of the sources I directly refer to and quote the sources in my answer I include further developed own knowledge to evaluate the sources	I show a good understanding of the sources I directly refer to and quote the sources in my answer I include developed own knowledge to evaluate the source I include basic evaluation of the provenance of the source (N.O.P)

Modern Foreign Languages KEY STAGE THREE ASSESSMENT FRAMEWORK, YEAR 7					
Learning Focus	Milestone 1	Milestone 2	Milestone 3	Milestone 4	Milestone 5
	Emerging	Developing	Securing	Mastering	Beyond
Listening (Yr 7)	I can: understand cognates when I hear them	I can: answer simple questions about what I hear	I can/I am: respond to most questions in English	I can/I am: give some responses in the target language from a list of answers	I can/I am: give some responses in the target language
	match single words I hear to pictures match short phrases I hear to the English meaning or picture	match simple sentences I hear to the English meaning or picture			
		pick out key vocabulary, key verbs and question words understand (dis)likes	pick out a few of the main points and simple opinions (positive and negative) and some reasons from a short spoken passage made up of familiar language, including the third person	pick out the main points, opinions, reasons and a few key details from a longer spoken passage of familiar language	confidently understand a longer spoken passage in the first and third person
	translate single words I hear into English	translate short phrases I hear into English	translate simple sentences I hear into English	understand and translate sentences containing unknown words into English	understand and translate longer sentences into English
		transcribe simple words that I hear accurately	transcribe short phrases	transcribe phrases containing unknown words	transcribe whole sentences
			beginning to identify when 2 different tenses are used in texts with familiar verbs (present AND past OR future)	identify when two different tenses are used in texts with familiar verbs	recognise 2 different tenses well starting to recognise when 3 tenses are being used with familiar language and key verbs.
				beginning to use context/clues to help me work out some unfamiliar language	use context and my own knowledge to work out the meaning of unfamiliar words I hear

Modern Foreign Languages
KEY STAGE THREE ASSESSMENT FRAMEWORK, YEAR 7

Learning Focus	Milestone 1	Milestone 2	Milestone 3	Milestone 4	Milestone 5
	Emerging	Developing	Securing	Mastering	Beyond
Reading (Yr 7)	I can: use my exercise book or a word list to find out the meaning of words with the help of my teacher	I can/I am: use my exercise book or a word list to find out the meaning of words or some phrases independently	I can: look up unfamiliar words in a dictionary	I can:	I can: use context and my own knowledge to work out the meaning of unfamiliar words
	read and translate single words into English recognise cognates	read and translate phrases into English	read and translate a few sentences into English	read and translate a short text containing two tenses into English with the help of a dictionary or my exercise book	read and translate a short text into English without much help
	read and match single words to pictures read and match short phrases to the English meaning or picture	read and match simple sentences to the English meaning or picture			
		pick out a few of the main points and simple opinions from a short text made up of familiar language	pick out a few of the main points and simple opinions from a short text made up of familiar language, including the third person	pick out the main points, opinions, reasons and a few details from a longer text made up of familiar language in the first and third person	pick out the main points, opinions and details from a longer text containing some unknown words and a different tense
		beginning to use reading strategies to work out unfamiliar words	understand words from different topics in new contexts. recognise negative statements	understand phrases from different topics in new contexts.	
			recognise whether texts refer to the present AND the past OR future tense	recognise 2 tenses with a range of different personal pronouns	recognise 3 tenses in texts
				read and understand key points from authentic or online texts	approach authentic texts with confidence and resilience

Modern Foreign Languages KEY STAGE THREE ASSESSMENT FRAMEWORK, YEAR 7					
Learning Focus	Milestone 1	Milestone 2	Milestone 3	Milestone 4	Milestone 5
	Emerging	Developing	Securing	Mastering	Beyond
					understand the finer detail in authentic or online texts
Speaking (Yr 7)	I can:	I can:	I can/I am:	I can/I am:	I can/am:
	repeat words my teacher says	pronounce familiar language correctly	pronounce words and phrases correctly most of the time especially with familiar language	pronounce phrases and verb endings correctly most of the time with familiar and unfamiliar language	pronounce words and phrases well using some intonation
	say common sounds in the language				
	say single words (when I see a picture)	say a few short phrases take part in a conversation of 3 or 4 phrases.	take part in a longer conversation of prepared questions using connectives	take part in a longer conversation containing an unprepared question vary the language I use use my knowledge of grammar to create my own sentences with some help from my teacher	take part in a longer, more spontaneous conversation create my own sentences more independently
	answer familiar questions	ask and answer familiar questions ask my teacher to repeat a question I haven't understood	ask and answer more difficult questions, sometimes spontaneously	respond spontaneously to an unprepared question but I might be hesitant or make a few mistakes	quite spontaneous with my questions and answers, and classroom interaction
	use simple classroom language phrases	say simple sentences, including some classroom language phrases	use classroom language more often	beginning to use the TL meaningfully for classroom routine purposes	
			use simple sentences to describe a photograph	use longer sentences to describe a photograph	use more complex structures to describe a photograph
			starting to talk about other people using the third person	quite confidently speak in the first and third person	confidently speak in the first and third person
		use key verbs in the present tense with confidence	beginning to speak about events in two tenses	beginning to use 3 tenses when speaking	

Modern Foreign Languages KEY STAGE THREE ASSESSMENT FRAMEWORK, YEAR 7					
Learning Focus	Milestone 1	Milestone 2	Milestone 3	Milestone 4	Milestone 5
	Emerging	Developing	Securing	Mastering	Beyond
			give opinions	give and justify my opinions	give and justify my opinions using different conjunctions
Writing (Yr 7)	I can: -copy single words and phrases and label pictures -write single words from memory -choose words to complete a short phrase -write short sentences following a model from my teacher	I can/I am: write words and short phrases from memory without making too many mistakes	I can/am: write longer sentences from memory and give opinions, sometimes spontaneously	I can: write a short paragraph use my knowledge of grammar to create my own sentences with some help from my teacher	I can/I am: -write a longer paragraph -write sentences with increasing spontaneity, without the help of resources -use my knowledge of grammar to create my own sentences independently, with help from dictionaries and glossaries
	translate single words and short phrases into the target language	translate short sentences into the target language	translate short paragraphs using "I" into the target language with some accuracy	translate sentences using "I" in two tenses into the target language	translate a short paragraph using "I" containing two tenses into the target language
	give positive and negative opinions	justify positive and negative opinions		give my own opinions and justify them	give my own opinions and justify them using different conjunctions
		use basic connectives	use connectives, intensifiers and adverbs of frequency to make my sentences more complex	use conjunctions to make my sentences more complex	
		transcribe words when I hear them, although I may make mistakes	getting more accurate when I transcribe what I hear or translate in the target language	transcribe and translate into the target language. Even though I may still make mistakes, my work is mainly correct	transcribe and translate into the target language and my work is mainly correct
		starting to use a wider range of verbs	use at least 5 different verbs accurately	write sentences with increasing spontaneity	incorporate a wider range of structures and vocabulary
			starting to write about other people using the third person	write about other people using the third person	confidently write in the first and third person
			-starting to write and translate a second tense (present AND past OR	use two different tenses accurately with a range of verbs	starting to write in 3 tenses

**Modern Foreign Languages
KEY STAGE THREE ASSESSMENT FRAMEWORK, YEAR 7**

Learning Focus	Milestone 1	Milestone 2	Milestone 3	Milestone 4	Milestone 5
	Emerging	Developing	Securing	Mastering	Beyond
			future) but there may be errors with verb endings -introduce changes of tense with time phrases		
			My spelling is easily understandable	My spelling is usually good	My spelling is consistently good

Art
KEY STAGE THREE ASSESSMENT FRAMEWORK, YEAR 7

Learning Focus & Discipline + projects	Milestone 1	Milestone 2	Milestone 3	Milestone 4	Milestone 5
	Emerging	Developing	Securing	Mastering	Beyond
DEVELOP <i>Developing ideas through research and investigations from a variety of sources (online, in books and from viewing art at galleries or museums)</i>	I can: show the development of one idea from my own art investigations show a verbal or written ability to understand other artists' work, in relation to my own artwork	I can: show a development of one or more ideas from investigating other artworks show a basic verbal or written ability to understand other artists' work in relation to my own	I can: show a secure development of several ideas from investigating other artworks I can show a secure understanding of other artists' work in relation to my own	I can: verbally discuss, write and generate several ideas from investigating other artworks or artefacts understand other artists' work and talk about their work relating this to my own work	I can: talk to peers, verbally discuss and write to develop a range of ideas through investigating other artworks or artefacts make judgements and critically relate my work to the work of other artists'
Drawing (1,3,4,5)					
Mixed Media (2)					
Painting (3,6)					
Sculpture (4,6)					
REFINE <i>Making work by experimenting with a variety of media, materials, techniques and processes.</i>	I can: make a decision about my own artwork, from being able to look at my previous work select media/materials, techniques and processes which sometimes relate to my intention	I can: show an ability to develop my own artwork through looking at previous work I have completed explore ideas through using a few processes of experimentation and review	I can: securely refine my work through looking at others work, and my own securely explore ideas through using a range of processes of experimentation and review	I can: consistently refine my work, through feedback, viewing other artworks and my own consistently explore ideas through using a range of processes of experimentation and review	I can: competently and consistently refine my work through feedback, viewing other artworks and my own competently and consistently select the correct media, techniques and processes

		select some media, techniques and processes which relate to my intentions	select appropriate media, techniques and processes which relate to my intentions	consistently select the correct media, techniques and processes which relate directly to my intentions	which relate directly to my intentions
Drawing (1,3,4,5,6)					
Painting (3,6)					
Mixed media (2)					
Sculpture (4,6)					
RECORD <i>Drawing to record ideas, observations and insights relevant to intentions as work progresses.</i>	I can: draw using some mark-making techniques write about what I have done in the lesson through DIRT time	I can: draw using an appropriate set of mark-making techniques for purpose write about my artwork and use DIRT time effectively to develop my skills	I can: Produce an accurate drawing showing some understanding of line, or shape or tone Use appropriate mark-making techniques, showing skill and purpose write independently about my artwork and use DIRT time to effectively develop my skills in art	I can: consistently draw accurately using a variety and range of mark-making techniques, showing skill and purpose produce some accurate drawings showing good use of line/shape and tone write independently and give an opinion about my artwork and use DIRT time, to develop my skills in art	I can: Produce some accurate drawings, showing some good use of line, shape, tone and texture which makes the object/s appear 3D Shown creative flair and imagination in your drawings write independently and critically about my artwork
Drawing (1,3,4,5,6)					
Sculpture (4,6)					
PRESENT <i>Present a personal and meaningful response that</i>	I can: produce an emerging personal response to the tasks set in and outside of the art lesson	I can: develop a personal response to the tasks set in and outside of lessons	I can: present a secure and purposeful response to the tasks set in and outside of lessons	I can: consistently present a purposeful and meaningful response to all tasks set in and outside of lessons	I can: competently and consistently present a purposeful and meaningful response to all

<i>realises intentions and demonstrates understanding of visual language.</i>	show an emerging understanding of using the formal elements, such as drawing, painting, sculpture and mixed media techniques and processes that I have learnt	show a basic understanding of using the formal elements, such as painting, drawing, sculpture and mixed media techniques	show a secure understanding of using the formal elements, such as painting, drawing, sculpture and mixed media techniques	show a consistent understanding of using the formal elements to communicate my ideas	tasks set in and outside of lessons show a competent and consistent understanding of using the formal elements to communicate my ideas
Drawing (1,3,4,5,6)					
Mixed media (2)					
Painting (3,6)					
Sculpture (4,6)					

Computing
KEY STAGE THREE ASSESSMENT FRAMEWORK, YEAR 7

Learning Focus	Milestone 1	Milestone 2	Milestone 3	Milestone 4	Milestone 5
	Emerging	Developing	Securing	Mastering	Beyond
C1 - Programming, Development and Algorithms	<p>I/I can:</p> <p>understand that computers need precise instructions</p> <p>know that users can develop their own programs, and can demonstrate this by creating a simple program (with support)</p>	<p>I/I can:</p> <p>design simple algorithms using loops, and selection i.e. if statements</p> <p>use arithmetic operators (+, -, *, /), if statements, and loops, within programs</p> <p>create programmes that give a meaningful output</p> <p>use logical reasoning to predict the behaviour of programs</p> <p>detect and corrects simple errors i.e. debugging, in programs</p>	<p>I/I can:</p> <p>design solutions (algorithms) that use repetition and two-way selection i.e. if, then and else</p> <p>use flowcharts to express solutions.</p> <p>use logical reasoning to predict outputs, having an awareness of inputs.</p> <p>Create programmes that take an input, process data and give a meaningful output.</p> <p>declare and assigns variables</p> <p>use post-tested loop e.g. 'until', and a sequence of selection statements in programs, including an "if, then and else" statement</p>	<p>I/I can:</p> <p>design solutions by decomposing a problem and creates a sub-solution for each of these parts</p> <p>recognise that different solutions exist for the same problem</p> <p>selects the appropriate data types</p> <p>create programs that implement algorithms to achieve given goals</p>	<p>I/I can:</p> <p>Understand that iteration is the repetition of a process such as a loop</p> <p>identify similarities and differences in situations and can use these to solve problems (pattern recognition)</p> <p>be able to create a basic search and bubble sort algorithm</p> <p>practical experience of a high-level textual language, including using standard libraries when programming</p> <p>use a range of operators and expressions e.g. Boolean, and applies them in the context of program control.</p>
Topic 1					
Topic 2					
C2 - Hardware & Processing	<p>I/I can:</p> <p>understand that computers have no intelligence and that computers can do nothing unless a program is executed</p> <p>recognise that all software executed on digital devices is programmed</p>	<p>I/I can:</p> <p>recognise that a range of digital devices can be considered a computer</p> <p>recognise and can use a range of input and output devices</p> <p>understand how programs specify</p>	<p>I/I can:</p> <p>know that computers collect data from various input devices, including sensors and application software</p> <p>understand the difference between hardware and application</p>	<p>I/I can:</p> <p>understand why and when computers are used</p> <p>understand the main functions of the operating system</p>	<p>I/I can:</p> <p>recognise and understands the function of the main internal parts of basic computer architecture</p> <p>understands the concepts behind the fetch-execute cycle</p>

		the function of a general purpose computer	software, and their roles within a computer system	know the difference between physical, wireless and mobile networks	
Topic 1					
Topic 2					
C3 - Information Technology	<p>I/I can:</p> <p>use software under the control of the teacher to create, store and edit digital content using appropriate file and folder names</p> <p>understand that people interact with computers</p> <p>talk about my work and makes changes to improve it</p>	<p>I/I can:</p> <p>use technology with increasing independence to purposefully organise digital content</p> <p>show an awareness for the quality of digital content collected</p> <p>use a variety of software to manipulate and present digital content: data and information</p> <p>talk about my work and make improvements to solutions based on feedback received</p>	<p>I/I can:</p> <p>collect, organise and present data and information in digital content</p> <p>create digital content to achieve a given goal through combining software packages and internet services to communicate with a wider audience e.g. blogging</p> <p>make appropriate improvements to solutions based on feedback received, and can comment on the success of the solution</p>	<p>I/I can:</p> <p>make judgements about digital content when evaluating and repurposing it for a given audience</p> <p>recognise the audience when designing and creating digital content</p> <p>understand the potential of information technology for collaboration when computers are networked</p> <p>use criteria to evaluate the quality of solutions, can identify improvements making some refinements to the solution, and future solutions</p>	<p>I/I can:</p> <p>evaluate the appropriateness of digital devices, internet services and application software to achieve given goals</p> <p>design criteria to critically evaluate the quality of solutions, uses the criteria to identify improvements and can make appropriate refinements to the solution</p>
Topic 1					
Topic 2					

Design and Technology
KEY STAGE 3 YEAR 7 ASSESSMENT MATRIX

Learning Focus	Milestone 1	Milestone 2	Milestone 3	Milestone 4	Milestone 5
	Emerging	Developing	Securing	Mastering	Beyond
Investigating 1. Brainstorming, examining objects, drawings and models	I can: collect information that can help me in understanding the designing activity	I can: use information gathered on a product to explain the qualities it has that make it successful.	I can: Use information gathered to propose some changes to the product to improve its function.	I can: Use information gathered to propose changes to the product to improve its function and appeal	I can: Use information gathered to propose changes to the product to improve its function, appeal and aesthetic.
Designing and Making 2. Use line, shape, form, light, colour, measurement 3. recognise, handle and use a variety of tools safely 4. select and use correct tools and equipment for the purpose intended	I can: produce drawings and sketches with limited success. With prompting show that using tools and equipment appropriately is essential for safe practice. With prompting select the most appropriate tools and equipment. shape materials during making with limited accuracy and with lots of assistance .	I can: produce annotated drawings and sketches with limited success using some reference to my research and demonstrating limited techniques . use tools, machinery and safety equipment correctly with little prompting . With occasional prompting select the most appropriate tools and equipment. shape materials during making with satisfactory	I can: produce annotated drawings and sketches with good success using good reference to my research and demonstrating good drawing techniques (isometric), thick and thin lines, 3 tone shading considering the constraints of materials. With no prompting select the most appropriate tools and equipment. shape materials during making with good accuracy and with no assistance . A good level of finish.	I can: produce annotated drawings and sketches with excellent success using detailed reference to my research and demonstrating excellent drawing techniques (isometric, exploded views), thick and thin lines, 3 tone shading considering the constraints of materials and some user preference . predict the most appropriate tools and equipment and safety measures. shape materials during making with excellent	I can: produce annotated drawings and sketches with excellent success using detailed reference to my research and demonstrating excellent drawing techniques (isometric, section views, exploded views), thick and thin lines, 3 tone shading considering the constraints of materials and their properties and clear reference to user preference plan and predict the most appropriate tools and equipment and safety measures. Find alternative

<p>5. apply the appropriate techniques, processes & safety using tools and equipment</p> <p>6. understand the materials for the task.</p>	<p>explain with some prompting the materials chosen.</p>	<p>accuracy and with some assistance. A satisfactory level of finish.</p> <p>explain with some prompting the materials chosen and why.</p>	<p>with some prompting combine different materials to improve the aesthetic of the product</p>	<p>accuracy and with no assistance. An excellent level of finish.</p>	<p>orders of work to avoid queuing.</p>
<p>Designing through CAD</p> <p>7. Perform basic functions using 2D Design</p> <p>8. Make changes to settings such as paper size, line colour.</p> <p>9. Edit drawings using the tool bar.</p>	<p>I can:</p> <p>load 2D design and use the basic functions to draw simple 2D shapes</p> <p>with prompting, change basic settings. Alter paper size with prompting.</p> <p>with prompting, edit simple shapes to make more complex ones.</p> <p>with prompting, copy images to save time</p>	<p>I can:</p> <p>load 2D design and use the basic functions to draw more detailed 2D shapes</p> <p>with little prompting, change basic settings. Alter paper size with minimal prompting.</p> <p>with little prompting, edit simple shapes to make more complex ones and combine two shapes.</p> <p>with little prompting, copy images to save time</p>	<p>I can:</p> <p>load 2D design and use the advanced functions to draw complex 2D shapes</p> <p>with no prompting, change advanced settings. Alter paper size to suit the task without prompting.</p> <p>with no prompting, edit simple shapes to make more complex ones and combine two shapes.</p> <p>with no prompting, copy images to save time</p>	<p>I can:</p> <p>load 2D design and use the advanced functions to draw complex 2D shapes and simple 3D forms.</p> <p>Automatically change advanced settings to suit. Alter paper size to suit the task without prompting.</p> <p>edit simple shapes to make more complex ones and combine two or more shapes to speed up the drawing process.</p> <p>copy images to save time.</p>	<p>I can:</p> <p>load 2D design and use the advanced functions to draw complex 2D shapes and complex 3D forms.</p> <p>Automatically change advanced settings to suit. help others to set up their work. Alter paper size to suit the task without prompting.</p> <p>edit complex ones and combine two or more shapes to speed up the drawing process.</p> <p>Copy and mirror images to save time.</p>

<p>10. Duplicate drawings using tool bar.</p>					
<p>Evaluation</p> <p>Evaluate their finished products or prototypes in order to test whether they work well and if the design can be corrected or improved</p>	<p>I can:</p> <p>evaluate outcome against original intention.</p> <p>propose simple modifications to improve effectiveness of solution.</p>	<p>I can:</p> <p>propose a few basic modifications to improve effectiveness of solution.</p> <p>Some reference to the original task.</p>	<p>I can:</p> <p>propose detailed modifications to improve effectiveness of solution with reference made to the location of intended use.</p> <p>Some reference to the original task and user need.</p>	<p>I can:</p> <p>propose detailed modifications to improve effectiveness of solution with detailed reference made to the location of intended use. Testing is superficial.</p> <p>detailed reference to the original task and user need.</p>	<p>I can:</p> <p>propose detailed modifications to improve effectiveness of solution with detailed reference made to the location of intended use. Testing is detailed and demonstrates a working product.</p> <p>detailed reference to the original task and user need</p>

Drama					
KEY STAGE THREE ASSESSMENT FRAMEWORK, YEAR 7					
Learning Focus	Milestone 1	Milestone 2	Milestone 3	Milestone 4	Milestone 5
	Emerging	Developing	Securing	Mastering	Beyond
1. Rehearsal and preparing to perform	<p>I/I can:</p> <p>find it difficult to work with a wide range of my peers</p> <p>struggle with sharing ideas in group or class discussions</p> <p>spend too much time considering ideas and not applying them during rehearsal</p> <p>struggle to complete tasks on time. My performance work is not always the best it could be.</p> <p>join in with the rehearsal but I do not always know what to do</p> <p>let problems affect my concentration and work, even if they have not happened in the lesson</p>	<p>I/I can:</p> <p>work effectively with most other people in my class</p> <p>share ideas but am reluctant to do so</p> <p>have ideas but struggle to apply them to my work.</p> <p>try to complete tasks within the timeframe given but do not always finish them. This sometimes means that my performance work is not always the best it could be.</p> <p>join in with the rehearsal but usually only play minor roles</p> <p>stay focussed during the rehearsal. My work always has a clear beginning, middle and end.</p>	<p>I/ I can:</p> <p>work with anyone else in the class</p> <p>volunteer to work with people who I would not usually choose to spend time with</p> <p>use all rehearsal time available to prepare for performance. I get started on practical work quickly</p> <p>offer my own ideas to the group and demonstrate creativity and imagination that benefits my own work</p> <p>play both lead and minor roles. The characters I create are both stereotypical and realistic</p> <p>always consider where my audience will be when I am rehearsing. I make sure that I do not have my back to the audience.</p>	<p>I/I can:</p> <p>work effectively with any member of the class to create pieces of work for performance</p> <p>have a reasonable understanding of the content of the performance</p> <p>use rehearsal time effectively to prepare for performance within the limits of the genre or style</p> <p>respond to and develop the ideas of others</p> <p>play both lead and minor roles and have original ideas for characters.</p> <p>consider blocking, entrances and exits in my work</p>	<p>I/I can:</p> <p>work with any member of the class offering ideas and can take on a leadership role without overpowering the group</p> <p>make others feel comfortable in group work and involve them by listening to their ideas and offering advice independently</p> <p>always use rehearsal time effectively to create, complete and rehearse the tasks that I have been set</p> <p>communicate ideas which demonstrate excellent creativity, imagination that benefits my work and the work of others</p> <p>use the influence of theatre practitioners to develop my work</p> <p>make good use of the stage space by spreading my</p>

					performance out. I use a range of different levels to make my work look interesting
2. Performing	<p>I/I can:</p> <p>sometimes stay in role for some of the performance</p> <p>work with some members of the group, but usually get distracted or distract others</p> <p>find it hard to act out improvised drama from a stimulus. The scenes I make are usually very short.</p> <p>sometimes use my voice to show I am playing a character that is different from myself</p> <p>use my voice to show my character. Sometimes the audience cannot hear or understand me as I speak too quiet or fast.</p> <p>use movement in my performance but it is not always engaging for an audience</p>	<p>I/I can:</p> <p>stay in role for most of the performance</p> <p>create a well organised performance. I am aware of my responsibilities when performing in front of an audience</p> <p>use my own ideas in improvised drama and can also build on the ideas of others</p> <p>use my voice with some attention to detail when playing a character</p> <p>project my voice so that the audience can hear me.</p> <p>use movement with some attention to detail when playing a character</p>	<p>I/I can:</p> <p>stay in role for all of the performance</p> <p>create a well organised performance. I am aware of my responsibilities when I am performing in front of an audience</p> <p>use movement and dialogue (speech) which is appropriate to my character in improvised drama</p> <p>use my voice with attention to detail when playing a character</p> <p>choose vocabulary to suit my character and their situation, including the place and time period</p> <p>use movement with attention to detail when playing a character</p>	<p>I/I can:</p> <p>stay in role for all of the performance, even when mistakes happen</p> <p>communicate with members of the audience, other performers and the examiner when performing</p> <p>use movement and dialogue to effectively show a character in improvised drama. I consistently avoid blocking others</p> <p>make good use of pitch, pause, pace and tone when using vocal skills for my character</p> <p>choose vocabulary to suit my character and their situation, including the place and time period. This is referenced subtly in the character performance.</p> <p>make good use of gesture, stillness, fluency and expression when using my</p>	<p>I/I can:</p> <p>stay in role for all of the performance. It is clear to my audience that I am thinking as my character when performing.</p> <p>communicate to an excellent standard with other performers, audience members and the examiner</p> <p>use improvisation successfully when working from a stimulus or to develop new ideas for devised scenes.</p> <p>make excellent use of pitch, pause, pace and tone when using vocal skills for my character</p> <p>use vocal pauses to create tension or comedy, or to communicate character.</p> <p>make excellent use of gesture, stillness, fluency and</p>

	use one or two drama techniques in my work but they are not always used effectively	use some drama techniques or strategies with some control	use a range of drama techniques or strategies carefully and effectively	movement skills to play a character use a range of strategies and a range of genres, styles and stage types with some control	expression when using my movement skills to play a character perform using any strategies and in any genre, style, type of stage type with excellent control
3. Evaluation and Written Work	<p>I/I can:</p> <p>find it difficult to give verbal feedback or write an evaluation without help</p> <p>sometimes try to evaluate my own work and the work of other people.</p> <p>sometimes try to discuss what went well and suggest improvements. I don't always use drama vocabulary</p> <p>often forget to use spelling, punctuation and grammar</p> <p>write very basic evaluations. I do not explain my thoughts.</p> <p>struggle with researching information by myself.</p>	<p>I can:</p> <p>use some drama vocabulary in written and verbal feedback. My work shows that I have a basic understanding of drama.</p> <p>usually try to evaluate my own work and the work of others.</p> <p>usually try to discuss strengths and areas for improvement. I sometimes use drama vocabulary</p> <p>try to use basic spelling punctuation and grammar (SPAG) but I do not always use it accurately</p> <p>write basic evaluations. Explain my thoughts briefly.</p> <p>research adequately, but it may be copied from the</p>	<p>I can:</p> <p>use drama vocabulary in written and verbal feedback. My work proves that I have a good understanding of drama.</p> <p>evaluate my own work and the work of others.</p> <p>usually try to discuss strengths and areas for improvement using drama vocabulary</p> <p>usually always use SPAG accurately in my work</p> <p>write evaluations which explain some of my thoughts in reasonable detail</p> <p>research adequately. Some work is copied from the</p>	<p>I can:</p> <p>use a range of drama vocabulary in written and verbal feedback. My work proves that I have a great understanding of drama.</p> <p>always evaluate my own work and the work of others.</p> <p>discuss strengths and areas for improvement using a wide range drama vocabulary correctly</p> <p>always use SPAG accurately in my work. I sometimes challenge myself to use more ambitious language.</p> <p>write fairly detailed evaluations and explain most of my thoughts.</p> <p>use research well to improve my learning. Most of my</p>	<p>I can:</p> <p>use a wide range of drama terminology in written and verbal feedback. My work demonstrates an excellent understanding of drama. I evaluate using a high level of detail.</p> <p>always evaluate my own work and the work of others.</p> <p>always discuss strengths and areas for improvement using complex drama terminology.</p> <p>always use SPAG accurately in my work. I usually challenge myself to use more ambitious language</p> <p>show commitment and effort in my evaluations. I explain all of my thoughts using a high level of detail.</p>

		internet instead of written in my own words	internet and some is written in my own words	ideas are written in my own words.	use research incredibly well to improve my learning. All of my ideas are written in my own words.
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Food Preparation & Nutrition

KEY STAGE THREE ASSESSMENT FRAMEWORK, YEAR 7

Learning Focus	Milestone 1	Milestone 2	Milestone 3	Milestone 4	Milestone 5
	Emerging	Developing	Securing	Mastering	Beyond
1.Food Safety	<p>I can: Use the knives safely, using the bridge and claw hold. I can prepare myself for practice lessons, i.e personal hygiene.</p>	<p>I can: Boil, simmer, chop and cut on the correct chopping board and drain water safely. I arrive to lesson ready to cook</p>	<p>I can: Safely use a number of cooking methods and equipment without support. I know the best place to store food.</p>	<p>I can: Clean and check all my equipment at the start and end of lesson.</p>	<p>Understand how bacteria spreads and can be prevented.</p>
2.Food preparation	<p>I can: Peel –slice –and chop fruit. Weigh and measure liquids and solids accurately. Turn the oven on and off. Turn the hob on and off</p>	<p>I can: Demonstrate bridge –claw hold. Cut fruit into even pieces. I can grate, cut and peel fruit and vegetables with some accuracy.</p>	<p>I can: Cut fruit into even pieces. Grate-juice-blend Adjust the oven temperature and hob. Taste sweet /savoury foods. Understand rubbing in method.</p>	<p>I can: Cut fruit/vegetables into even sized pieces. Test for readiness. Select oven temperatures appropriately. Adjust seasoning.</p>	<p>I can: Mash –shred –segment Use a food processor. Use an electric hand whisk</p>
3.Evaluation	<p>I can: State positive points about my own work and that of my peers.</p>	<p>I can: Recognise mistakes in my own work and can list improvements.</p>	<p>I can: Make suggestions to modify my own work and that of my peers. I can reflect on my own work and recognise how I can improve the presentation of my work.</p>	<p>I can: Make suggestions how to adapt the recipe to meet a specific need. I.e a gluten free diet</p>	<p>I can: Make suggestions how to change the sensory characteristics of a recipe. Explain how some ingredients work together to change the outcome.</p>

<p>4.SPAG</p>	<p>I can: Name and spell a range of fruit and vegetables.</p> <p>Read simple recipes and instructions.</p>	<p>I can: Write an evaluation using a template to help me.</p>	<p>I can: Write a report that shows some understanding of technical language and with few spelling mistakes.</p>	<p>I can: Write a report that explains and reviews how practical work can be modified.</p>	<p>I can: Write a report that how good understanding of how ingredients work and why.</p>

Music

KEY STAGE THREE ASSESSMENT FRAMEWORK, YEAR 7

Learning Focus	Milestone 1	Milestone 2	Milestone 3	Milestone 4	Milestone 5															
	Emerging	Developing	Securing	Mastering	Beyond															
Listening, Appraising and Reading Music	<p>I can:</p> <p>1 Describe the music elements and recognise some in listening tasks</p> <table border="1" style="width: 100%; height: 20px;"> <tr> <td style="width: 33%;"></td> <td style="width: 33%;"></td> <td style="width: 33%;"></td> </tr> </table>				<p>I can:</p> <p>6 Explore the contexts, origins and traditions of different musical styles</p> <table border="1" style="width: 100%; height: 20px;"> <tr> <td style="width: 33%;"></td> <td style="width: 33%;"></td> <td style="width: 33%;"></td> </tr> </table>				<p>I can:</p> <p>11 Identify musical features in listening tasks using appropriate vocabulary</p> <table border="1" style="width: 100%; height: 20px;"> <tr> <td style="width: 33%;"></td> <td style="width: 33%;"></td> <td style="width: 33%;"></td> </tr> </table>				<p>I can:</p> <p>16 Identify and describe the use of musical features and music elements in listening tasks using appropriate vocabulary</p> <table border="1" style="width: 100%; height: 20px;"> <tr> <td style="width: 33%;"></td> <td style="width: 33%;"></td> <td style="width: 33%;"></td> </tr> </table>				<p>I can:</p> <p>19 Evaluate and make critical judgements about the use of the music elements and/or music devises in listening tasks</p> <table border="1" style="width: 100%; height: 20px;"> <tr> <td style="width: 33%;"></td> <td style="width: 33%;"></td> <td style="width: 33%;"></td> </tr> </table>			
<p>2 Classify instruments according to their physical properties and identify instruments in listening tasks</p> <table border="1" style="width: 100%; height: 20px;"> <tr> <td style="width: 33%;"></td> <td style="width: 33%;"></td> <td style="width: 33%;"></td> </tr> </table>				<p>7 Identify different genres of music and their features in a listening task</p> <table border="1" style="width: 100%; height: 20px;"> <tr> <td style="width: 33%;"></td> <td style="width: 33%;"></td> <td style="width: 33%;"></td> </tr> </table>				<p>12 Notate known rhythmical symbols (semibreves, minims, crotchets, quavers, semiquavers, dotted note values and their rest signs) and pitches in the Treble Clef using simple time signatures</p> <table border="1" style="width: 100%; height: 20px;"> <tr> <td style="width: 33%;"></td> <td style="width: 33%;"></td> <td style="width: 33%;"></td> </tr> </table>				<p>17 Read and notate music in the Bass Clef</p> <table border="1" style="width: 100%; height: 20px;"> <tr> <td style="width: 33%;"></td> <td style="width: 33%;"></td> <td style="width: 33%;"></td> </tr> </table>				<p>20 Identify and write the major key signatures up to four sharps and four flats</p> <table border="1" style="width: 100%; height: 20px;"> <tr> <td style="width: 33%;"></td> <td style="width: 33%;"></td> <td style="width: 33%;"></td> </tr> </table>				
<p>3 Suggest improvements to my own and others' work</p> <table border="1" style="width: 100%; height: 20px;"> <tr> <td style="width: 33%;"></td> <td style="width: 33%;"></td> <td style="width: 33%;"></td> </tr> </table>				<p>8 Recognise the following rhythmical symbols and their rest signs: semibreves, minims, crotchets, quavers and semiquavers</p> <table border="1" style="width: 100%; height: 20px;"> <tr> <td style="width: 33%;"></td> <td style="width: 33%;"></td> <td style="width: 33%;"></td> </tr> </table>				<p>13 Construct and recognise the difference between major, minor and chromatic scales</p> <table border="1" style="width: 100%; height: 20px;"> <tr> <td style="width: 33%;"></td> <td style="width: 33%;"></td> <td style="width: 33%;"></td> </tr> </table>				<p>18 Notate known rhythmical symbols (semibreves, minims, semiquavers, quavers, dotted note values and their rest signs) and pitches in the Grand Staff using simple and compound time signatures</p> <table border="1" style="width: 100%; height: 20px;"> <tr> <td style="width: 33%;"></td> <td style="width: 33%;"></td> <td style="width: 33%;"></td> </tr> </table>				<p>21 Identify and write the minor key signatures up to four sharps and four flats</p> <table border="1" style="width: 100%; height: 20px;"> <tr> <td style="width: 33%;"></td> <td style="width: 33%;"></td> <td style="width: 33%;"></td> </tr> </table>				
<p>4 I can interpret graphic scores</p> <table border="1" style="width: 100%; height: 20px;"> <tr> <td style="width: 33%;"></td> <td style="width: 33%;"></td> <td style="width: 33%;"></td> </tr> </table>				<p>9 Read treble clef notation with ledger lines</p> <table border="1" style="width: 100%; height: 20px;"> <tr> <td style="width: 33%;"></td> <td style="width: 33%;"></td> <td style="width: 33%;"></td> </tr> </table>				<p>14 Determine tonality by ear</p> <table border="1" style="width: 100%; height: 20px;"> <tr> <td style="width: 33%;"></td> <td style="width: 33%;"></td> <td style="width: 33%;"></td> </tr> </table>												
<p>5 Recognise the following rhythmical symbols: semibreves, minims,</p>	<p>10 Identify tones and semitones on the keyboard including sharps and flats</p>	<p>15 Construct major and minor chords</p>																		

	<p>crotchets, quavers and semiquavers</p> <p><input type="text"/> <input type="text"/> <input type="text"/></p> <p><input type="text"/> <input type="text"/> <input type="text"/></p>	<p><input type="text"/> <input type="text"/> <input type="text"/></p>	<p><input type="text"/> <input type="text"/> <input type="text"/></p>		
Performance	<p>I can:</p> <p>1 Realising a graphic score in sound</p> <p><input type="text"/> <input type="text"/> <input type="text"/></p> <p>2 Perform pieces of music using the white notes of the keyboard within a range of one octave using a note guide</p> <p><input type="text"/> <input type="text"/> <input type="text"/></p> <p>3 Perform with reasonable fluency and accuracy on the keyboard from a score with letternames or numbers</p> <p><input type="text"/> <input type="text"/> <input type="text"/></p> <p>4 Perform for an audience</p> <p><input type="text"/> <input type="text"/> <input type="text"/></p> <p>5 Play three chords on the ukulele</p>	<p>I can:</p> <p>6 Perform pieces of music on using the white and the black keys of the keyboard within a range of two octaves using a note guide</p> <p><input type="text"/> <input type="text"/> <input type="text"/></p> <p>7 Perform fluently and accurately on the keyboard from a score with letter names</p> <p><input type="text"/> <input type="text"/> <input type="text"/></p> <p>8 Maintain my part during ensemble performances</p> <p><input type="text"/> <input type="text"/> <input type="text"/></p> <p>9 Play four chords on the ukulele</p> <p><input type="text"/> <input type="text"/> <input type="text"/></p>	<p>can:</p> <p>11 Perform fluently and accurately on the keyboard without a note guide</p> <p><input type="text"/> <input type="text"/> <input type="text"/></p> <p>12 Adjust my part showing awareness of the needs of others during ensemble playing</p> <p><input type="text"/> <input type="text"/> <input type="text"/></p> <p>13 Read/play from tab notation</p> <p><input type="text"/> <input type="text"/> <input type="text"/></p> <p>14 Demonstrate a high level of confidence during performances</p> <p><input type="text"/> <input type="text"/> <input type="text"/></p>	<p>I can:</p> <p>15 Perform longer parts with reasonable technical skill using expression, tempo, timbre, dynamics and phrasing</p> <p><input type="text"/> <input type="text"/> <input type="text"/></p> <p>16 Play from a musical score without the letter names written on to assist me</p> <p><input type="text"/> <input type="text"/> <input type="text"/></p> <p>17 Add a chordal accompaniment to a melody using both hands to play the keyboard</p> <p><input type="text"/> <input type="text"/> <input type="text"/></p>	<p>I can:</p> <p>18 Play more challenging parts on my own instrument or the keyboard (ABRSM Grade 1)</p> <p><input type="text"/> <input type="text"/> <input type="text"/></p> <p>19 Read a musical score coherently</p> <p><input type="text"/> <input type="text"/> <input type="text"/></p> <p>20 Make appropriate adjustments to my part within an ensemble considering sound balance</p> <p><input type="text"/> <input type="text"/> <input type="text"/></p>

	<input type="text"/> <input type="text"/> <input type="text"/> 	10 Demonstrate reasonable confidence during performances <input type="text"/> <input type="text"/> <input type="text"/>			
Composition	I can: 1 Create simple melodic or rhythmical phrases with a set of given note values or pitches <input type="text"/> <input type="text"/> <input type="text"/> 2 Create compositions which explore 3 music elements <input type="text"/> <input type="text"/> <input type="text"/> 3 Develop composition ideas during rehearsal time <input type="text"/> <input type="text"/> <input type="text"/> 4 Compose using some form of notation <input type="text"/> <input type="text"/> <input type="text"/>	I can: 5 Create melodic and rhythmic material within a given structure and key/scale <input type="text"/> <input type="text"/> <input type="text"/> 6 Create compositions which explore 4-5 music elements <input type="text"/> <input type="text"/> <input type="text"/> 7 Refine and improve initial ideas effectively during rehearsals <input type="text"/> <input type="text"/> <input type="text"/> 8 Score my composition in a clear and unambiguous way <input type="text"/> <input type="text"/> <input type="text"/>	I can: 9 Create/compose music which explores 7-8 music elements and some musical devises <input type="text"/> <input type="text"/> <input type="text"/> 10 Score my composition using existing musical symbols <input type="text"/> <input type="text"/> <input type="text"/> 11 Use computer software to compose <input type="text"/> <input type="text"/> <input type="text"/>	I can: 12 Create/compose musical compositions using a range of music elements and devices <input type="text"/> <input type="text"/> <input type="text"/> 13 Compose complementary parts <input type="text"/> <input type="text"/> <input type="text"/>	I can: 14 Create/compose musical compositions exploiting the music elements and devices <input type="text"/> <input type="text"/> <input type="text"/> 15 Explore a range of different styles, genres and traditions in my compositions <input type="text"/> <input type="text"/> <input type="text"/>

Physical Education

KEY STAGE THREE ASSESSMENT FRAMEWORK, YEAR 7

Learning Focus	Milestone 1	Milestone 2	Milestone 3	Milestone 4	Milestone 5
	Emerging	Developing	Securing	Mastering	Beyond
Skills and Techniques 1 Demonstrate skills in physical activity and sport (individual and team), applying appropriate technique(s)	I can: Perform some basic skills but don't grasp them first time, (little accuracy and control)	I can: Perform basic skills with the correct technique Starting to be consistent when performing skills in a drill situation	I can: Convert the basic skills into a competitive situation Skills are performed inconsistently in a game situation with inconsistent application	I can: Sometimes perform the basic skills in a competitive situation with varying success These skills may sometimes break down under pressure	I can: Demonstrate skills to a high level within conditioned drills and competitive games
Tactical Awareness 2 Demonstrate and apply appropriate decision-making skills, tactics within PE Understanding players strengths and weaknesses	I can: Within a small group, discuss basic tactics and ideas, that allow myself to perform a role within a team or individual activity.	I can: With a partner, use basic tactics and ideas, that allow myself to perform a role within a team or individual activity.	I can: Use two basic tactics or ideas within a competitive situation	I can: Use a range of tactics and ideas within a competitive situation, with some success	I can: Use a full range of tactics and ideas within a competitive situation, to sometimes gain an advantage over others

<p>Coaching and Leadership 3</p> <p>Using communication and leadership skills, demonstrate ideas and problem-solving solutions in spontaneous and/or pre-determined ways whilst under pressure in physical activity and sport</p>	<p>I can: Lead a warm up in a pair, however sometimes communication is unclear and I struggle to be heard</p>	<p>I can: Name some muscles and bones whilst leading a warm up in a pair</p>	<p>I can: Project my voice working towards communicating clearly and effectively within leading a warm up</p>	<p>I can: Lead a warm up on my own without any teacher support, consistently use my leadership skills, such as communication and cooperation.</p>	<p>I can: Demonstrate my leadership skills within drill situations, and games demonstrating captaincy</p>
<p>Evaluation of Knowledge 4</p> <p>Explain the rules and regulations of a sport, evaluate the effect and exercise, and to demonstrate and show an understanding of the sport</p>	<p>I can: List the main skills for this sport</p> <p>Understand that exercise is part of a healthy lifestyle</p> <p>List basic rules of this sport</p>	<p>I can: Explain why a warm up is important</p> <p>Measure my own heart rate</p>	<p>I can: Describe how to perform some of the basic skills</p> <p>Name two fitness components (e.g. Agility and Coordination)</p>	<p>I can: Identify some of the immediate effects of exercise</p> <p>Describe a consequence of a rule break within this sport</p>	<p>I have: Explain the long-term effects of exercise</p> <p>Implement the rules in a practical environment/game</p>

<p>Analysis of Performance 5 Analyse and evaluate performance to bring about personal improvement in physical activity and sport</p>	<p>I can: Identify basic strengths and weaknesses of my own performance</p>	<p>I can: Describe basic strengths and weaknesses of my own performance</p>	<p>I can: Describe basic strengths and weaknesses of my own performance and for my peers</p>	<p>I can: Explain the strengths and weaknesses of my own performance, explaining the impact it will have on my overall performance</p>	<p>I can: Explain the strengths and weaknesses of my peer's performance, explaining the impact it will have on their performance</p>
<p>Health and Safety 6 Understand 'rules', health and safety guidelines and 'fair play' in physical activity and sport</p>	<p>I have: a basic understanding of the rules regarding safety in PE and sport</p>	<p>I have: a basic understanding of the rules regarding safety in PE and can control myself</p>	<p>I have: a better understanding of the rules and safety aspects in PE and control</p>	<p>I have: a higher understanding of the rules and safety aspects in PE and apply myself in sensible manner</p>	

Textiles					
KEY STAGE THREE ASSESSMENT FRAMEWORK, YEAR 7					
Learning Focus	Milestone 1	Milestone 2	Milestone 3	Milestone 4	Milestone 5
	Emerging	Developing	Securing	Mastering	Beyond
<p>DEVELOP</p> <p><i>Developing ideas through research and investigations from a variety of sources (online, in books and from viewing art at galleries or museums)</i></p>	<p>I can:</p> <p>show the development of one idea from my own textile investigations</p> <p>show a verbal or written ability to understand other textile work, in relation to my own textile work</p>	<p>I can:</p> <p>show a development of one or more ideas from investigating other textile pieces</p> <p>show a basic verbal or written ability to understand other textile artists' work in relation to my own</p>	<p>I can:</p> <p>show a secure development of several ideas from investigating other textiles pieces</p> <p>I can show a secure understanding of other textile artists' work in relation to my own</p>	<p>I can:</p> <p>verbally discuss, write and generate several ideas from investigating other textile artworks or artefacts</p> <p>understand other textile artists' work and talk about their work relating this to my own work</p>	<p>I can:</p> <p>talk to peers, verbally discuss and write to develop a range of ideas through investigating other textile artworks or artefacts</p> <p>make judgements and critically relate my work to the work of other textile artists'</p>
Literacy tasks (1)					
Design skills (1)					
Making skills (1)					
<p>REFINE</p> <p><i>Making work by experimenting with a variety of media, materials, techniques and processes.</i></p>	<p>I can:</p> <p>make a decision about my own work, from being able to look at my previous work</p> <p>select media/materials, techniques and processes which sometimes relate to my intention</p> <p>finish an textile outcome with some loose threads, and uneven edges</p>	<p>I can:</p> <p>show an ability to develop my own textile samples, and outcome through looking at previous work I have completed</p> <p>explore ideas through using a few processes of experimentation and review</p> <p>select some textile medias, techniques and processes which relate to my intentions</p>	<p>I can:</p> <p>securely refine my work through looking at others work, and my own to develop samples and outcomes</p> <p>securely explore ideas through using a range of processes of experimentation and review</p> <p>select the appropriate media, techniques and processes which relate to my intentions</p>	<p>I can:</p> <p>consistently refine my work, through feedback, viewing other textiles and my own</p> <p>consistently explore ideas through using a range of processes of experimentation and review</p>	<p>I can:</p> <p>competently and consistently refine my work through feedback, viewing other artists' textiles and my own</p> <p>competently and consistently explore ideas through using a range of processes of experimentation and review</p>
Making skills (1)					

<p>RECORD <i>Drawing to record ideas, observations and insights relevant to intentions as work progresses.</i></p>	<p>I can: draw designs using some mark-making techniques write about what I have done in the lesson through DIRT time</p>	<p>I can: draw designs through using an appropriate set of mark-making techniques for purpose write about my artwork and use DIRT time effectively to develop my skills</p>	<p>I can: produce an accurate designs showing some understanding of line, or shape or pattern Use appropriate mark-making techniques, showing skill and purpose write independently about my textile work and use DIRT time to effectively develop my skills in textiles</p>	<p>I can: consistently draw accurate designs using a variety and range of mark-making techniques, showing skill and purpose produce some accurate designs showing good use of line/shape and pattern write independently and give an opinion about my artwork use DIRT time, to develop my skills in textile</p>	<p>I can: produce some accurate designs, showing some good use of line, shape, pattern and texture produce some clever and visually interesting designs, linking to my theme show creative flair and imagination in my designs write independently and critically about my textile work</p>
<p>Design skills (1)</p>					
<p>PRESENT <i>Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</i></p>	<p>I can: produce an emerging personal response to the tasks set in and outside of the textiles lessons show an emerging understanding of using the textile techniques, such as quilting, machine stitching, hand- stitching, dyeing and batik</p>	<p>I can: develop a personal response to the tasks set in and outside of lessons show a basic understanding of using the textile techniques, such as quilting, machine stitching, hand- stitching, dyeing and batik</p>	<p>I can: present a secure and purposeful response to the tasks set in and outside of lessons show a secure understanding of using the textile techniques, such as quilting, machine stitching, hand- stitching, dyeing and batik</p>	<p>I can: consistently present a purposeful and meaningful response to all tasks set in and outside of lessons show a consistent understanding of using the textile techniques, such as quilting, machine stitching, hand- stitching, dyeing and batik</p>	<p>I can: competently and consistently present a purposeful and meaningful response to all tasks set in and outside of lessons show a competent and consistent understanding of using the textile techniques, such as quilting, machine stitching, hand- stitching, dyeing and batik to communicate my ideas</p>
<p>Making skills (1)</p>					

