



Y8 READING

Word

- I can engage in discussions to explore a range of sophisticated words with different meanings.
- I can demonstrate appropriate intonation, tone and volume when reading aloud a range of plays and reciting poetry to make the meaning clear to the audience.
- I engage in discussions to explore a range of sophisticated words with different meanings.

Language & Viewpoint

- I can comment on how language, including more complex figurative language, is used to contribute to meaning.
- I have learned a range of poetry by heart and can perform to others.
- I can make comparisons within and across texts of different genres.
- I can express views formed from independent reading, explaining and justifying my opinion and courteously challenging those of others in structured debate.
- I can explain and discuss my understanding of what I have read, including through formal presentation and debate. I can maintain focus on the topic, and, use cue-cards to assist me.
- I can recommend books to others based on my own preferences, giving detailed reasons for my choice in a range of verbal and non-verbal forms.
- I can demonstrate a positive attitude to reading, by frequently reading for pleasure a range of both fiction and non-fiction including some older literature and texts from other cultures.

Organisation & Structure

- I can explain in good detail how language, structure and presentation can contribute to the meaning of a text.

Understand, Retrieve & Interpret

- In non-fiction, I can retrieve, record and present more detailed information to the reader.
- I can ask questions to enhance my understanding of a range of challenging texts.
- I can identify themes and conventions and demonstrate understanding of their use in and across a range of writing. I can convey my response in writing.
- I can identify key details that support main ideas and can use them to summarise content drawn from an extended complete text.
- I have read and am able to begin to draw comparisons between a range of books including fiction and non-fiction, drama and poetry.
- I can distinguish between fact and opinion in reference to a text and explain my reasoning in detail, supporting my answer with a quote.
- I can make more complex predictions based on details which are stated and implied.
- I can draw inferences such as inferring character's feelings, thoughts and motives from their actions, and justify references with evidence. I can quote evidence to support my interpretation.
- I can independently draw on contextual evidence to make sense of what I have read in both familiar and unfamiliar texts.
- I can make multiple inferences to show wider critical thinking.



Y8 WRITING

Transcription

- I am able to write from memory complex sentences that include words and punctuation from the glossary of terms.

Writing for a purpose

- I can write for a range of purposes and audiences, demonstrating manipulation and control to achieve the intended effect.

Planning, drafting & editing

- When planning for narratives, characters and settings are adapted and developed from a wide range of sources.
- I can use a drafting process to make deliberate choices of grammar and vocabulary to change and enhance the meaning for intended effect.
- I can evaluate and edit the effectiveness of my own and others' writing to make changes in vocabulary, grammar and punctuation to enhance effects and clarify meaning.

Handwriting, organisation & presentation

- I can structure my writing with an awareness of the audience, purpose and context through deliberately shaping paragraphs to present, withhold, expand, emphasise or develop material to achieve the intended effect.
- I can use a wide range of cohesive devices such as deliberate repetition, precisely chosen adverbials and relevant tense use sustained throughout my writing.
- My handwriting is legible, fluent and consistently maintained when writing at sustained, efficient speed.
- I choose appropriate writing tools which supports the high standard of presentation in my work.
- I take pride in my work and it is presented to a consistently high standard.



Y8 SPELLING & GRAMMAR

Spelling

- I can write using accurate spelling, including more ambitious vocabulary choices.
- I can use a dictionary and thesaurus efficiently.

Punctuation

- I can consistently use a full range of punctuation for clarity and emphasis, with only occasional errors in more ambitious constructions.

Grammar

- I can use the passive voice to affect the presentation of information in both formal and informal situations.
- My clauses are manipulated to emphasise relationships between ideas or to convey information succinctly.

Terminology

- I can make precise vocabulary and grammatical choices including the use of the subjunctive mood where appropriate, in order to suit both formal and informal situations.



Y8 MATHS

Algebra

- I can use and interpret algebraic notation. I can substitute integer values into formulae and expressions, including scientific formulae.
- I understand and use the concepts and vocabulary of expressions, equations, inequalities, terms, factors and correlations.
- I can simplify, expand and factorise algebraic expressions to maintain equivalence.
- I can rearrange formulae to change the subject.
- I can use algebraic methods to solve linear equations.
- I understand how the position of a point changes if one or both of its coordinates are multiplied by -1.
- I can model situations or procedures by translating them into linear algebraic expressions or formulae.
- I recognise and produce graphs of linear functions of one variable.
- I can interpret linear mathematical relationships both algebraically and graphically.
- From linear graphs, I can find approximate answers to contextual questions.

Number

- I can order positive and negative integers, decimals, fractions and numbers given in the form \sqrt{n} .
- I can relate percentages to decimals and fractions by showing their relative positions on a number line.
- I can use standard units of mass, length, time, money and other measures, including with decimal and fractional quantities.
- I can round numbers and measures to different degrees of accuracy.
- I can multiply and divide a whole number by a fraction, whether positive or negative.
- I understand the priority of operations, including brackets and powers.
- I recognise and use relationships between the operations $+$, $-$, \times , \div , squaring and finding the square root, including inverse operations.
- I can interpret fractions and percentages as operators.
- I can use integer powers.
- I can use prime factorization.
- I can use decimals and their corresponding fractions and percentages.
- I can interpret percentages and percentage changes as a fraction or a decimal, express one quantity as a percentage of another, compare two quantities using percentages, work with percentages greater than 100%.
- I can use approximation through rounding to the nearest whole number or to one or two decimal places, to estimate answers.
- I can use a calculator to calculate results accurately and then interpret them appropriately.

Probability, Statistics, Ratio & Proportion

- I can represent data on a scatter graph.
- I can record and describe the frequency of outcomes of simple probability experiments.
- I can make better informed judgements about the fairness of situations.
- I can begin to allocate probabilities to particular outcomes by considering all possible outcomes.
- I understand why, when there are two possible outcomes, the probabilities of the two possible outcomes sum to 1.
- I use graphical representation involving discrete, continuous and grouped data; and appropriate measures of central tendency and spread.
- I can describe simple mathematical relationships between two variables that can be seen in the data derived from own experiments or observations.
- I can use ratio notation including fractions.
- I can use scale fractions when constructing shapes by enlargement.
- I can divide a given quantity into any ratio.

Geometry & Measure

- I can calculate lengths represented by line segments in scale drawings given scale factors as ratios in any form.
- I can draw and measure line segments and angles in geometric figures.
- I can derive and apply formulae to calculate and solve problems involving perimeter and area of triangles, parallelograms, trapezia, volume of cuboids and other prisms.
- I can describe, sketch and draw points, lines, parallel lines, perpendicular lines, right angles, regular polygons, and other polygons that are reflectionally and rotationally symmetric.
- I can use conventional terms and notations to describe angles with a sum of 180° .
- I can use the standard ruler and compass constructions.
- I can recognise and use the perpendicular distance from a point to a line as the shortest distance to the line.
- I can classify quadrilaterals by their geometric properties and provide convincing arguments to support classification decisions.
- I know that translations, rotations and reflections map shapes onto congruent shapes.
- I derive and use the sum of angles in a triangle.



Y8 PHYSICS

Forces

- I can describe forces as pushes or pulls, arising from the interaction between two objects.
- I can use force arrows in diagrams, adding forces in one dimension, balanced and unbalanced forces.
- I can explain moments as the turning effect of a force.
- I can describe forces: associated with deforming objects; stretching and squashing - springs; friction between surfaces, pushing things out of the way; resistance of air and water.
- I can define forces as measured in newtons, measurements of stretch or compression as the force applied is changed.
- I can investigate force-extension linear relation; Hooke's Law.
- I can consider work done and energy changes on deformation.
- I can investigate non-contact forces: gravity forces acting at a distance on Earth and in space, forces between magnets and forces due to static electricity.
- I can describe opposing forces and equilibrium, including weight held by stretched spring or supported on a compressed surface.

Waves

- I can describe waves on water as undulations which travel through water with transverse motion.
- I can describe the frequencies of sound waves measured in hertz.
- I understand that sound needs a medium to travel.
- I understand the speed of sound in air, water and solids.
- I can explain that sound is produced by vibrations of objects, in loud speakers, detected by their effects on microphone diaphragm and the ear drum.
- I know that sound waves are longitudinal.
- I can describe the auditory range of humans and animals.
- I can describe light waves travelling through a vacuum.
- I can investigate the transmission of light through materials.
- I can use the ray model to explain imaging in mirrors, the pinhole camera, the refraction of light and action of convex lens in focusing.
- I consider light as transferring energy from source to absorber leading to chemical and electrical effects.
- I can describe colours using different frequencies of light, white light and prisms.

Electromagnetism

- I can describe electric currents, measured in amperes, in circuits, series and parallel circuits, currents add where branches meet and current as flow of charge.
- I can investigate potential difference, measured in volts, battery and bulb ratings; resistance, measured in ohms, as the ratio of potential difference to current.
- I can investigate differences in resistance between conducting and insulating components.
- I can describe electrostatic forces as the separation of positive or negative charges when objects are rubbed together: transfer of electrons.
- I can explain the idea of electric field, forces acting across the space between objects not in contact.
- I can consider magnetic poles, attraction and repulsion.
- I can investigate the magnetic effort of a current, electromagnets, D.C. motors (principles only).

Energy

- I can apply the conservation of energy to simple machines.
- I can explain what is meant by equilibrium.
- I can describe how to reduce error in experimental apparatus.
- I can describe how energy is transferred by particles in conduction and convection.
- I can describe how a thermal insulator can reduce energy transfer.
- I can describe some sources of infrared radiation, and how energy is transferred.
- I can describe different ways to insulate in terms of conduction, convection and radiation.



Reactions

- I understand that chemical reactions involve the rearrangement of atoms.
- I can represent chemical reactions using formulae and using equations.
- I can investigate combustion, thermal decomposition, oxidation and displacement reactions.
- I can define acids and alkalis in terms of neutralization reactions.
- I can use the PH scale for measuring acidity / alkalinity, and indicators.
- I can investigate the reactions of acids with alkalis to produce a salt plus water.
- I can consider the chemical properties of metal and non-metal oxides with respect to acidity.
- I can explain what catalysts do.
- I can investigate exothermic and endothermic chemical reactions.
- I can describe energy changes on changes of state.

Periodic Table & Reactivity

- I can describe the varying physical and chemical properties of different elements.
- I can describe the principles underpinning the Mendeleev Periodic Table.
- I can describe the Periodic Table: periods and groups; metals and non-metals.
- I can explain how patterns in reactions can be predicted with reference to the Periodic Table.
- I can research the properties of metals and non-metals.
- I can describe the order of metals and carbon in the reactivity series.

Earth

- I can describe and explain what is meant by global warming.
- I can explain why the concentration of carbon dioxide in the atmosphere did not change for many years.
- I can use the carbon cycle to identify carbon sinks.
- I can use the carbon cycle to show how carbon is recycled.
- I can describe how human activities affect the carbon cycle.
- I can describe how global warming can impact on climate and local weather patterns.
- I can give arguments for and against the claim that human activity is causing global warming and climate change.
- I can suggest factors to take into account when deciding whether extraction of a metal is practical.
- I can identify control measures for carrying out a reaction safely.
- I can describe how Earth's resources are turned into useful materials or recycled.
- I can explain why recycling of some materials is particularly important.



Organisms

- I can describe the structure of the gas exchange system.
- I can describe how the parts of the gas exchange system are adapted to their function.
- I can interpret data given to compare the difference in the composition of inhaled and exhaled air.
- I can explain how to measure lung volume.
- I can describe the difference between medicinal and recreational drugs.
- I can describe the effect alcohol and tobacco has on conception and pregnancy.
- I can describe how to test foods for starch, lipids, sugar, and protein.
- I can calculate the energy requirements of different people.
- I can describe the process of digestion.
- I can describe the role of enzymes and bacteria in digestion.

Ecosystems

- I can describe the differences between aerobic and anaerobic respiration.
- I can describe how bread, beer and wine are made.
- I can describe the process of photosynthesis.
- I can state the word equation for photosynthesis.
- I can explain the distribution of the chloroplasts in a leaf.
- I can state the relationship between temperature, light intensity, and availability of carbon dioxide and the rate of photosynthesis.
- I can describe how a plant uses minerals for healthy growth.
- I can explain the role of nitrates in plant growth.

Genes

- I can describe the process of natural selection.
- I can describe how organisms evolve over time.
- I can describe the evidence that Darwin used to develop his theory of natural selection.
- I can use examples to describe the difference between an area of high biodiversity and area of low biodiversity.
- I can interpret evidence provided in scientific texts to explain the most likely theory for dinosaur extinction.
- I can describe what is meant by captive breeding.
- I can describe some techniques used to prevent extinction.
- I can use data from a graph to describe the effect of Project Tiger on the local tiger population.
- I can describe the relationship between DNA, genes, and chromosomes.
- I can describe how chromosomes from both parents combine to form offspring.
- I can state what is meant by a mutation.
- I can describe the difference between dominant and recessive alleles.
- I can use a Punnett square to show what happens during a genetic cross.
- I can describe some advantages of producing products through genetic modification.



Y8 WORKING SCIENTIFICALLY

Scientific attitudes

- I pay attention to objectivity and concern for accuracy, precision, repeatability and reproducibility.
- I understand that scientific methods and theories develop as earlier explanations are modified to take account of new evidence and ideas, together with the importance of publishing results and peer review.
- I can evaluate risks.

Experimental skills & investigations

- I can ask questions and develop a line of enquiry based on observations of the real world, alongside prior knowledge and experience.
- I can make predictions using scientific knowledge and understanding.
- I can select, plan and carry out the most appropriate types of scientific enquiries to test predictions, including identifying independent, dependent and control variables, where appropriate.
- I can use appropriate techniques, apparatus, and materials during fieldwork and laboratory work, paying attention to health and safety.
- I can make and record observations and measurements using a range of methods for different investigations; and evaluate the reliability of methods and suggest possible improvements.
- I can apply sampling techniques.

Analysis & evaluation

- I can apply mathematical concepts and calculate results.
- I can present observations and data using appropriate methods, including tables and graphs.
- I can interpret observations and data, including identifying patterns and using observations, measurements and data to draw conclusions.
- I can present reasoned explanations, including explaining data in relation to predictions and hypothesis.
- I can evaluate data, showing awareness of potential sources of random and systematic error.
- I can identify further questions arising from my results.

Measurement

- I can understand and use SI units and IUPAC chemical nomenclature.
- I can use and derive simple equations and carry out appropriate calculations.
- I can undertake basic data analysis including simple statistical techniques.



Y8 ART

Generating Ideas

- I can effectively use web and book-based research to inform my experience of how artists develop ideas to create outcomes in two and three dimensions to realise creative intentions.
- I can improve accuracy when recording from observation, memory and imagination in sketchbooks, journals and other media to develop my ideas towards an outcome.
- I can explain or show how my individual selection of an artist informs my personal actions to realise creative intentions.

Making

- I can independently improve my practical skills or understanding of the qualities of different materials and processes as I purposefully investigate and experiment for a purpose.
- I can successfully explore the expressive characteristics of different media, processes and techniques, in order to express personal ideas, communicate meaning and intentions.
- I can create imaginative responses and representations of the real world in response to my study of artists, remaining flexible to adapt and change the characteristics for a specific meaning.

Evaluating

- I can evaluate my own work, adapting and refining choices and actions, applying my understanding of different forms of art to improve and realise my own creative inventions.
- I can discuss different aspects of my own and others' work explaining how I refine my ideas, skills and methods, applying what I learn to improve my own outcomes.
- I can compare, analyse and describe different ideas and approaches used by artists, recognizing the influence of contexts, cultures and times on my work.

Knowledge

- I know how to mix and apply colour so I can convey concepts such as warm and cool, or express meanings and emotions.
- I use my understanding of dry and wet techniques, colour theory, structure and surface qualities to create and communicate moods and meaning using suitable materials.
- I know how to interpret and respond to different creative forms from diverse historical periods, cultures and times.



Y8 COMPUTING

Information Technology

- I can use variables and more advanced conditional statements to control inputs and outputs in python.
- I can use functions to improve the efficiency of my programs.
- I can use lists effectively in a program to store information efficiently.
- I can create databases to collect and query data.
- I can choose the most efficient algorithm from a list to solve a given problem.
- I can design algorithms that use Boolean Logic to control outcomes .

Computer Science

- I can use tools to create more detailed 3D models.
- I can use textures and lighting to improve 3D models.
- I can use Keyframes to create digital animations.

Creating Content

- I can create music and sound effects using Chrome Music Lab for use in my animation.
- I can create music and sound effects that suit the animation genre.
- I can moderate content for given audiences.

Digital Literacy

- I can explain how google and other search engines use targeting advertising using search results.
- I can evaluate their media usage to find a balance between online and offline activity.
- I can explain the terms Copyright, Public domain and use the Fair Square system to evaluate their use of digital content.



Y8 DESIGN TECHNOLOGY

Designing

- I can effectively use web and book-based research to inform my experience of how designers develop ideas to create outcomes in two and three dimensions to realise creative intentions.
- I can develop my ideas and plan intentions following a sequence of design steps evidenced with thumbnail studies, annotation, multiple views and compositions.
- I can explain or show how my individual selection of designer or craftsman to study informs my personal actions to realise creative intentions.

Making

- I can independently improve my practical skills or understanding of the qualities of different materials and processes as I purposefully investigate and experiment for a purpose.
- I can work safely and effectively to improve my skills with various tools to explore the characteristics of different 2D and 3D media.
- I can create imaginative responses and representations of the real world in response to my study of craftspeople and designers, remaining flexible to adapt and change the characteristics for a specific meaning.

Evaluating

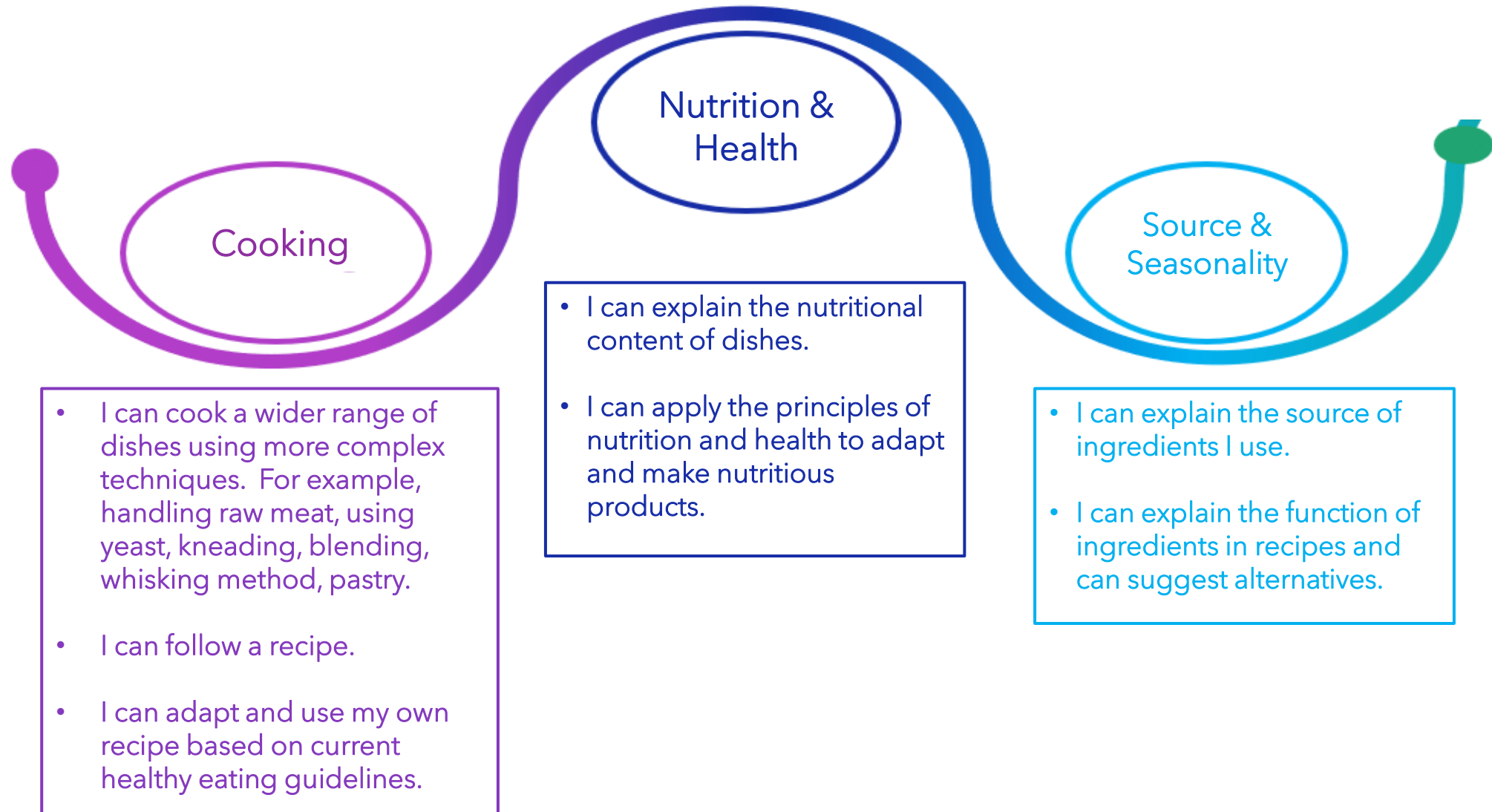
- I can evaluate my own work, adapting and refining choices and actions, applying my understanding of different forms of art to improve and realise my own creative intentions.
- I can discuss different aspects of my own and others' work, explaining how I refine my ideas, skills and methods, applying what I learn to improve my own outcomes.
- I can compare, analyse and describe different ideas and approaches used by designers, recognizing the influence of contexts, cultures and times on my work.

Technical Knowledge

- I know how to use a range of tools safely and effectively.
- I use my understanding of structure and material qualities to create products using suitable tools.



Y8 FOOD TECHNOLOGY





Y8 GEOGRAPHY

Geographical Knowledge

- I can locate and describe key physical and human characteristics of Asia and the Middle East.
- I can locate cities, countries and regions of Asia and the Middle East on physical and political maps.

Geographical Understanding

- I can explain with understanding the processes which have shaped distinctive landscapes including the rock cycle, weathering and soils.
- I can demonstrate an awareness of geological timescales and understand the role plate tectonics has played in shaping our earth.
- I can describe the distribution of economic activity in the primary, secondary, tertiary and quaternary sectors. I can explain one sector in detail to show understanding of the growth, development and change over time.
- I can explain how human and physical processes interact to influence and change landscapes and environments such as managing hazards in risky places.
- I can explain and show understanding of similarities and links between places through the study of human and physical geography of a region within Asia.

Map & Atlas Work

- I can use OS maps and thematic maps for specific purposes and can interpret height, slope, scale and grid references.
- I can use globes, atlases, aerial and satellite photographs to locate places studied in relation to environmental regions, countries and major cities.
- I can use physical and political maps to describe key physical and human characteristics of regions of Asia and the Middle East.

Fieldwork & Investigation

- I can collect, analyse, and draw conclusions and communicate geographical information in a variety of ways.
- I can plan and carry out a fieldwork investigation using appropriate techniques, evaluating the limitations of data collected.



Y8 HISTORY

Chronological Awareness

- I can describe and explain the characteristic features of past societies and periods.
- I can make links within and across periods and explain connections using examples.
- I can outline the most significant events since 1066 and the impact this has had on Britain.

Historical Knowledge & Understanding

- I can show an increasing depth of knowledge and understanding about the past and show how events changed over time.
- I can examine and begin to analyse the causes and consequences of events and changes.
- I can explain the difference between short and long term causes and categorise them into either a social, economic or political impact.

Interpretations & Historical Enquiry

- I can evaluate different historical interpretations of events, people and changes in order to determine its significance.
- I can make connections, describe and explain links between events and begin to evaluate the impact they have.
- I can securely critically analyse varying interpretations of the past in order to conclude sound judgments.
- I can select and combine information from historical sources in order to support arguments.
- I can critically evaluate sources relating to the nature, origin and purpose of sources.
- I can reach a valid and substantiated conclusion to an independent enquiry.

Organisation & Communication

- I can select, organise and deploy relevant information to produce well-structured narratives, descriptions and explanations.
- I can make appropriate use of dates and terms in order to communicate knowledge effectively.
- I can make accurate use of historical terminology verbally and through extended pieces of writing.



Y8 MODERN FOREIGN LANGUAGES

Listening

- I can pick out the main points and details in a short passage that is spoken slowly and clearly.
- I can discuss the ideas which have been spoken in detail.
- I can pick out details in a passage referring to different time frames.
- I can identify and understand opinions and justifications given in a spoken passage.

Speaking

- I can combine pre-learned language with new elements to communicate new meanings.
- I can express ideas, reasons and factual information in more than one time frame (use of present, past and future).
- I can use high frequency verb forms with a combination of different question words to produce new questions.
- I can use formal and informal modes of address in their answers with increasing confidence.
- I can confidently and independently take part in short conversations.
- I can give more detailed opinions and justify them.
- I can demonstrate a strong understanding of phonic sounds by reading phrases and short texts aloud with reasonable pronunciation and intonation (including when reading text that includes some unfamiliar language).

Reading

- I can understand longer texts containing predictable information.
- I can pick out the gist and some detail in a variety of text styles and including different time frames.
- I can infer meaning (from context or surrounding language) of a limited amount of unfamiliar language.
- I can use a dictionary to determine whether verbs are regular or irregular (and may refer to a verb table).
- I can identify the tense of verbs within a text.

Writing

- I can write short paragraphs from memory on 2/3 topics with accurate spelling.
- I can adapt structures to add new language to express a range of simple, personal ideas and opinions (including use of a dictionary or vocabulary list).
- I can use more than one time frame—demonstrate knowledge of present, past and near future tenses with regular and irregular key verbs.
- I can mostly accurately translate short sentences into French containing language from recent topics.
- I can understand familiar written questions and respond to them in detail.
- I can use a variety of negative forms.
- I can use comparative and superlative forms.
- I can begin to use some modal verbs, including in combination with infinitives.
- I can use a wider range of adjectives, connectives, modifiers and time phrases and adverbs in their writing to extend ideas.
- I can demonstrate knowledge of agreement of articles, colour, gender and number mostly accurately.
- I can give more detailed opinions and justify them.



Y8 MUSIC



- I can sing in harmony in two or three parts.
- I can follow staff notation written on one or two staves.
- I can play in parts, either in pairs or as part of a larger group.
- I can perform variations on a musical theme.
- I can play chord sequences from a range of familiar songs as compositional models and then use these as a basis for own song performance.

- I can use music technology to create music for a specific purpose.
- I can compose variations on a theme.
- I can compose a bass line using the root of each chord.
- I can compose lyrics over a melody and chord sequence to create own song.

- I can talk about the tonality (whether the music is in a major or minor key)
- Identify the type of instruments used (the texture).
- I can identify the metre (how many beats in a bar).
- I can identify whether the harmony is consonant or dissonant.
- I can identify whether the pitch is high/low.
- I can talk about the volume using Italian or English words.



Y8 PHYSICAL EDUCATION

Hockey

- I can lead a ½ class warm up for hockey.
- I can pass and receive the ball on the move with increasing accuracy and precision using a range of passes.
- I can tackle an opponent from head on and regaining the ball.
- I am able to shoot from a range of positions in the shooting circle from standing and on the move.
- I understand how to change from attack to defence in a game situation.
- I am able to perform a jab tackle.
- I understand how to perform a penalty corner and long corner.
- I can play a 7 a side hockey match and play in all different positions.
- I am able to umpire a match.

Athletics

- I can warm-up appropriately for athletics and be able to lead a warm-up.
- I am able to perform Long Jump from a 13-stride run up.
- I am able to perform a Fosbury flop in high jump with a run up.
- I am able to throw a javelin using correct technique with increasing accuracy.
- I am able to perform a shot putt using correct technique with increasing accuracy.
- I am able to perform a discus throw using correct technique with increasing accuracy.
- I am able to perform a 100 & 200m metre sprint with correct technique.
- I am able to perform a sprint start.
- I am able to complete a 1500m & 800m run.
- I am able to perform a 4 x 100m relay using correct baton change.
- I am able to complete a 60m hurdles race using correct hurdle technique and stride pattern.
- I can complete an athletics circuit and be able to officiate a range of events.

Badminton

- I can warm-up appropriately for badminton and be able to lead a warm-up.
- I am able to have a rally with a partner with increasing accuracy.
- I am able to serve correctly.
- I am able to perform a drop shot and overhead clear.
- I am able to perform a singles match with correct scoring.
- I am able to perform a doubles match with correct scoring.
- I am able to identify strengths and weaknesses in another player's performance.

Rounders

- I can demonstrate effective tactics of striking and fielding games.
- I can start to vary your bowling, including height, spin and pace.
- I can demonstrate that I am able to hit the ball into space.
- I can demonstrate that I can field effectively and consider where I throw the ball to which benefits my team.



Y8 PHYSICAL EDUCATION

Gymnastics

- I can warm-up appropriately for gymnastics and be able to lead a warm-up.
- I am able to perform a range of different partner balances with a forward roll out of the balance.
- I am able to perform a range of partner balances lifting my partner off the floor.
- I am able to perform a straddle vault and through vault with increasing accuracy.
- I am able to perform a sequence with a range of travelling actions, vaults and partner balance.
- I am able to take on the role of coach and give feedback on others' performance.
- I am able to perform on a range of different apparatus performing vaults and headspring and handsprings etc.

Rugby

- I can pass with consistency and accuracy within a game.
- I can perform a range of tackles in a game and practice situations.
- I can comment on strengths and weaknesses of myself and other players.
- In a game, I can use tactics to outwit opponents.
- I can referee small-sided games and implement all of the rules.
- I can lead rugby-themed warm-ups for a full group and explain the muscles targeted in this.

Health-Related Fitness

- I can perform a range of circuits of increasing difficulty, focusing on improving personal best times.
- I can complete a timed cross-country run over a longer distance.
- I can complete a range of indoor athletics events taking on a leadership role running the event for a large group.
- I understand how the body responds to exercise and can explain specific effects on the muscles.

Football

- I confidently know what pass to play in game situations to successfully pass to teammates.
- I can control the ball with different body parts effectively in a game situation.
- I can recognise and demonstrate how to support a player in a game situation.
- I can use effective dribbling and tackling techniques in both practice and game situations.
- I am effective in a game situation and have a good understanding of different tactics for attacking and defensive play.
- I can referee small-sided games confidently and implement all the rules correctly.



Y8 PHYSICAL EDUCATION

Basketball

- I can dribble into space in any situation avoiding contact from opponents.
- I can execute a variety of passes to in game situations to good effect.
- I can explain the rules of the game.
- I understand how many points are awarded for shots in different areas of the court and can execute well in game situations.
- I can demonstrate the 'BEEF' shooting technique with skill and accuracy.
- I can play well in a variety of positions on the court.
- I can lead basketball related warm-ups for large groups.
- I can referee games with confidence.

Cricket

- I can demonstrate the correct on a bowl and show consistent accuracy over at least 10m.
- I can demonstrate an accurate over arm throw over 15m.
- I understand different fielding drills and can perform them all consistently in games.
- I can catch a ball at speed.
- I understand the role of the umpire and can perform the role in games unassisted with the use of signals.
- I can lead full warm-ups for groups with a cricket-related theme, describing muscle groups targeted.

Netball

- I can lead a ½ class warm up for netball.
- I can pass and receive the ball on the move with increasing accuracy and precision using a range of passes.
- I can perform the footwork rule on the move with increasing speed.
- I am able to shoot from a range of positions in the shooting circle from standing and on the move.
- I understand how to change from attack to defence in a game situation.
- I am able to man-to-man mark in a range of different positions.
- I can play a 7 a side netball match and play in all different positions.
- I am able to umpire a match with confidence, explaining my decisions in detail.

Dance

- I can demonstrate consistency in musicality.
- I can contribute ideas to my group, considering how the performance looks aesthetically.
- I can show expression in my performance.
- I can provide feedback on the strengths and areas for improvement in your own and others' performances.



Y8 RELIGIOUS EDUCATION



- I can give reasoned explanations of how and why the selected core beliefs and concepts are important within the religions studied.
- Taking account of context(s), I can explain how and why people use and make sense of texts/sources of authority differently.
- I can explain how appropriate different interpretations of texts/sources of authority are, and, also include my own ideas.

- I can give reasons and examples to account for how and why people put their beliefs into practice in different ways, individually and in various communities (e.g. denominations, times or cultures; faith or other communities).
- I can show how beliefs guide people in making moral and religious decisions, applying these ideas to situations in the world today.

- I can give coherent accounts of the significance and implications of the beliefs and practices studied in the world today.
- I can evaluate how far the beliefs and practices studied help myself, and others, to make sense of the world.
- I can respond to the challenges raised by questions of belief and practice, both in the world today and in my own life, offering reasons and justifications for my responses.