



Y7 READING

Word

- I can fluently and effortlessly read a range of age-appropriate texts both independently and to an audience.
- I can determine the meaning of most new words by applying knowledge of prefixes, suffixes and root words.
- I can demonstrate appropriate intonation, tone and volume when reading aloud modern plays and when reciting poetry, to make the meaning clear to the audience.
- I engage in discussions to explore a range of words with different meanings.

Language & Viewpoint

- I can comment on how language, including more complex figurative language, is used to contribute to meaning.
- I can recognise and comment on how writers' choices and techniques have an effect on the readers.
- I can make comparisons within and across a range of texts.
- I can express views formed from independent reading, explaining and justifying my opinion and courteously challenging those of others.
- 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 some brief notes to assist me.
- I can use Standard English confidently in a range of formal and informal contexts, including classroom discussion.
- I can demonstrate a positive attitude to reading, by frequently reading for pleasure a range of both fiction and non-fiction.
- I can verbally recommend books to others based on my own preferences, giving detailed reasons for my choice.

Organisation & Structure

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

Understand, Retrieve & Interpret

- I can retrieve, record and present information from non-fiction to the reader.
- I can ask questions to enhance my understanding of a range of 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 verbally to a group.
- I can identify key details that support main ideas and can use them to summarise content drawn from a short, complete text.
- I can distinguish between statements of fact and opinion in reference to a text and explain my reasoning.
- I can confidently make inferences and deductions across a text using subtle clues and basing these on evidence from the text.
- I can begin to develop inferences in detail and sometimes make multiple inferences.
- I can develop an explanation of inferred meanings drawing on evidence across the text.



Y7 WRITING

Transcription

- I am able to write, from memory, two, more complex sentences (dictated by the teacher) with accuracy.

Writing for a purpose

- I can write for a range of purposes and audiences, demonstrating selection and use of appropriate forms.

Planning, drafting & editing

- When I plan for narratives, characters and settings are often adapted and developed.
- I use a drafting process to make deliberate choices of grammar and vocabulary to improve my own work.
- I can evaluate and edit the effectiveness of my own and others' writing to make changes to vocabulary, grammar and punctuation.

Handwriting, organisation & presentation

- I can structure my writing with an awareness of the audience, purpose and context using effectively-organised paragraphs.
- I can often use a wide range of cohesive devices such as deliberate repetition, adverbials and relevant tense use which is sustained throughout my writing.
- My handwriting is legible, fluent and mostly maintained when writing at sustained, efficient speed.
- I choose appropriate writing tools to support the appropriate presentation of my work.
- I take pride in my work and it is presented appropriately.



Y7 SPELLING & GRAMMAR

Spelling

- I can write using accurate spelling with only occasional errors in more ambitious vocabulary choices.
- I can use a dictionary and thesaurus efficiently.

Punctuation

- I can use a range of punctuation accurately and appropriately including semi-colons, colons and dashes to mark the boundaries between independent clauses.

Grammar

- I can use sentences containing more than one subordinate clause to elaborate on my ideas.
- I can consistently write using the correct level of formality.
- I can select vocabulary and grammatical structures to reflect writing style/genre.

Terminology

- I can make precise vocabulary and grammatical choices with occasional errors where ambitious choices are made.



Y7 MATHS -

NUMBER & PLACE VALUE

Number

- I can understand and use place value for decimals, measures and integers of any size.
- I can order positive and negative integers, decimals and fractions.
- I can use symbols to make order statements about positive and negative integers, decimals and fractions.
- I can use both decimals and their corresponding fractions.
- I can round numbers and measures to different degrees of accuracy, for example to the nearest whole number or to one decimal place.
- I can use standard units of mass, length, time, money and other measures, including with decimal quantities.
- I can appreciate the infinite nature of the set of integers.
- I can define percentage as 'number of parts per hundred' and know their decimal and fraction equivalents.
- I can recognise and use relationships between the 4 operations, including inverse operations.
- I can use the priority of operations, including brackets.
- I can use the 4 operations to multiply proper and improper fractions, and mixed numbers, all both positive and negative.
- I can use square, cube, square root and cube root.
- I can use the concepts and vocabulary of prime numbers factors and multiples.
- I can use a calculator to calculate results accurately and then interpret them accurately.

Algebra

- I can use and interpret algebraic notation.
- I can substitute positive integer values into formulae and expressions, including scientific formulae.
- I can understand the correct and incorrect use of '='
- I can understand and use the concepts and vocabulary of expressions, equations, inequalities, terms and factors.
- I can simplify and expand algebraic expressions to maintain equivalence.
- I can understand and use standard mathematical formulae.
- I can use algebraic methods to solve linear equations in one variable.
- I can model simple situations or procedures.
- I can produce graphs of linear functions of one variable.
- I can interpret simple linear mathematical relationships, such as y equals 5 times x
- I can use linear graphs to estimate values of y for given values of x .
- From given linear graphs, I can find approximate answers to simple contextual questions.
- I can generate terms of a sequence with a simple n th term rule.

Probability, Statistics, Ratio & Proportion

- I can record and describe the frequency of outcomes of simple probability experiments.
- I can make and explain own judgements about the fairness of situations.
- I can use the 0-1 probability scale.
- I can use graphical representation involving discrete and grouped data; and appropriate measures of central tendency (mean, mode median) and spread (range).
- I can construct and interpret frequency tables, bar charts, pie charts, pictograms, and vertical line charts.
- I can describe mathematical relationships between two variables.
- I can change freely between related standard units.
- I can express one quantity as a whole-number multiple or fraction of another.
- I can use ratio notation, including reduction to simplest form.
- I can use scale factors of scale diagrams and maps in everyday contexts.
- I can relate the language of ratios and the associated calculations to the arithmetic of fractions.
- I can divide an amount into a given ratio.

Geometry & Measure

- I can draw and measure line segments and angles in geometric figures.
- I can calculate lengths represented by line segments in scale drawings given scale factors as ratios in the form 1 : n
- I can derive and apply formulae to calculate and solve problems involving perimeter and area of rectangles.
- I can describe, sketch and draw points, lines, parallel lines, perpendicular lines, right angles, polygons that are reflectively and rotationally symmetric.
- I can use conventional terms and notations, such as using 'dashes' to indicate equal lengths and (multiple) arrows to indicate parallel lines.
- I can use the standard conventions for labelling the sides and angles of triangle ABC.
- I can identify and illustrate properties of triangles, quadrilaterals.



Y7 BIOLOGY

Organisms

- I can use and define and state examples of tissues, organs, and organ systems
- I can explain the hierarchy of organisation in a multi-cellular organism.
- I can interpret information provided to decide on the function of the individual organs and of the organ system.
- I can describe the structure of the skeleton.
- I can describe the functions of the muscular skeletal system.
- I can explain the function of different muscles within the body.
- I can explain how antagonistic muscles produce movement around a joint.
- I can interpret observations in a chicken wing to describe how the muscles work together to cause movement.
- I can use a diagram to predict the result of a muscle contraction or relaxation.

Cells

- I can understand I can describe what a cell is.
- I can explain how to use a microscope to observe a cell.
- I can use a microscope to observe a prepared slide and state the magnification.
- I can identify and compare the similarities and differences between plant and animal cells.
- I can describe the functions of the components of a cell.
- I can prepare and observe cells on a microscope slide safely.
- I can describe examples of specialised animal and plant cells.
- I can suggest what kind of tissue or organism a cell is part of, based on its features.
- I can describe structural adaptations of plant and animal cells, summarising this in a table or as a model.
- I can describe the process of diffusion.
- I can collect data of diffusion of coloured gel, choosing appropriate ranges, numbers, and values for measurements and observations.
- I can explain why multi-cellular organisms need organ systems to keep their cells alive.
- I can describe what a uni-cellular organism is.
- I can describe the structure of an amoeba and a euglena.
- I can explain how uni-cellular organisms are adapted to carry out functions that, in multi-cellular organisms, are done by different types of cell.
- I can select the appropriate magnification to observe an amoeba and a euglena cell through a microscope.

Ecosystems

- I can describe what food chains show.
- I can combine food chains to form a food web.
- I can describe the interdependence of organisms.
- I can explain effects of toxic materials on a species' population.
- I can present population data as a graph to describe trends and draw conclusions.
- I can explain issues with human food supplies in terms of insect pollinators.
- I can describe how different organisms co-exist within an ecosystem.
- I can identify niches within an ecosystem.
- I can use quadrats to take measurements in an ecosystem, describing trends observed.
- I can describe some resources that plants and animals compete for.
- I can interpret secondary data to describe trends and draw conclusions about predator-prey relationship.

Flowers & Pollination

- I can identify the main structures in a flower and link their structure to their function.
- I can describe the process of pollination.
- I can describe the differences between wind- and insect-pollinated plants.
- I can use appropriate techniques to dissect a flower into its main parts.
- I can describe the process of fertilisation in plants.
- I can describe how seeds and fruits are formed.
- I can make and record observations in a table with clear headings and units, using data to calculate percentage germination.
- I can describe methods seed dispersal, and, use the features of seeds and fruit to explain how they are adapted to their method.
- I can explain why seed dispersal is important to survival of the parent plant and its offspring.
- I can plan a simple experiment to test one hypothesis about seed dispersal, identifying a range of variables.



Genes

- I can describe how variation in species occurs.
- I can explain whether characteristics are inherited, environmental, or both.
- I can record and categorise observations of variations between different species of gull.
- I can describe the difference between continuous and discontinuous variation.
- I can use knowledge of continuous and discontinuous variation to explain whether characteristics are inherited, environmental, or both.
- I can plot bar charts or line graphs to show discontinuous or continuous variation data.
- I can record results in a table and plot a histogram.
- I can explain how organisms are adapted to their environments.
- I can explain how variation helps a particular species in a changing environment.
- I can describe how organisms are adapted to their environments.

Adolescence & Puberty

- I can state the difference between adolescence and puberty.
- I can describe the main changes that take place during puberty.
- I can interpret observations given, to categorise the changes during adolescence.
- I can state what the menstrual cycle is.
- I can identify key events on a diagram of the menstrual cycle.
- I can present information in the form of a graphical timeline.

Reproduction

- I can describe the main structures in the male and female reproductive systems.
- I can describe the function of the main structures in the male and female reproductive systems.
- I can extract information from text to describe structures and functions of the key parts of the reproductive systems in a table.
- I can describe some causes of infertility.
- I can describe the process of fertilisation and where it occurs in the body.
- I can use a diagram to show the main steps that take place from the production of sex cells to the formation of an embryo.
- I can describe what happens during gestation.
- I can describe what happens during birth.
- I can explain whether substances are passed from the mother to the fetus or not.



Y7 CHEMISTRY

Earth

- I can describe properties of the different layers of the Earth's structure.
- I can explain that most rocks are mixtures of minerals.
- I can describe advantages and disadvantages of a given model of the Earth's structure.
- I can explain why a sedimentary rock has a particular property based on how it was formed.
- I can identify the causes of weathering and erosion and describe how they occur.
- I can explain how a given model represents a particular process in the formation of sedimentary rock.
- I can explain in detail how igneous and metamorphic rocks form.
- I can explain why igneous and metamorphic rocks have particular properties based on how they were formed.
- I can predict observations when a substance representing lava is cooled at different temperatures.
- I can use the rock cycle to explain how the material in rocks is recycled.
- I can describe how changes in the wax used to represent a rock represent the real rock cycle.

Ceramics

- I can use data on properties to decide which materials might be ceramics.
- I can explain why properties of ceramics make them suitable for their uses.
- I can plan a method for comparing the strength of ceramic materials, including devising a fair test question, identifying control variables, and identifying risks, hazards and control measures.

Solar System

- I can describe how space observation of stars is affected by the scale of the Universe.
- I can explain the choice of light years as a unit of measuring distances in astronomy.
- I can draw valid conclusions that utilise more than one piece of supporting evidence.
- I can describe how objects in the Solar System are arranged.
- I can explain why we see objects in the Solar System, and, describe how they appear to move.
- I can describe how space exploration is affected by the scale of the Universe.
- I can explain the motion of the Sun, stars, and Moon across the sky.
- I can explain why seasonal changes happen.
- I can use data to show the effect of the Earth's tilt on temperature and day-length.
- I can describe the appearance of the Moon from diagrams of the Earth, Sun and Moon.
- I can explain phases of the Moon using the models provided.
- I can describe evidence that led to a change in the model of the Solar System.

Chemical Reactions

- I can explain what a chemical reaction is, giving examples.
- I can deduce whether described change is a physical change or a chemical reaction.
- I can record detailed observations from practical work.



Y7 CHEMISTRY

Acids & Alkalis

- I can compare the properties of acids and alkalis.
- I can describe differences between concentrated and dilute solutions of an acid.
- I can identify and describe the meaning of hazard symbols and offer suitable safety precautions.
- I can use the pH scale to measure acidity and alkalinity.
- I can describe how indicators categorise solutions as acidic, alkaline, or neutral.
- I can identify the best indicator to distinguish between solutions of different pH, using data provided.
- I can explain the difference between a strong acid and a weak acid.
- I can compare pH values of concentrated and dilute solutions of the same acid.
- I can use models to show the difference between a strong acid and a weak acid.
- I can describe a method for making a neutral solution from an acid and an alkali.
- I can explain how neutralisation reactions are used in a range of situations.
- I can design an investigation to find out which indigestion remedy is 'better'.

Metals

- I can use particle diagrams to represent oxidation reactions.
- I can describe an oxidation reaction with a word equation.
- I can classify the products obtained when typical metal and non-metal elements react with oxygen.
- I can compare the reactions of different metals with dilute acids.
- I can predict the names of the products formed in a metal-acid reaction, and describe the reaction with a word equation or represent it with a particle diagram.
- I can decide which metals react more vigorously from practical observations.
- I can compare the reactions of different metals with oxygen.
- I can describe an oxidation reaction with a word equation.
- I can rank metals in order of how vigorously they react with oxygen.
- I can use the reactivity series to predict reactions, and place an unfamiliar metal into the reactivity series based on information about its reactions.
- I can use the reactivity series to explain displacement reactions.

Particles

- I can describe the different states of matter in terms of arrangements, motion and closeness of particles.
- I can explain changes of state in terms of energy.
- I can calculate density from mass and volume data.
- I can explain diffusion in liquids and gases driven by differences in concentration.
- I can consider gas pressure in terms of particles and apply their understanding to different phenomena including vacuums.
- I can appreciate the importance of the observation of Brownian motion in gases.
- I can explain the anomaly of ice-water transition in basic terms of density and the differences between water and other similar molecules.

Filtration

- I can choose the most suitable technique(s) to separate a mixture of substances.
- I can use annotated before and after particle diagrams, and words, to explain how filtration works.
- I can identify the physical property that must be different in order to separate a mixture by evaporation or distillation.
- I can draw annotated before and after particle diagrams, and use words, to explain how evaporation and distillation work.
- I can use the particle model to explain observations made during the distillation of inky water.
- I can explain how chromatography separates mixtures.
- I can identify one physical property which must be different, and one physical property which must be the same, in order to separate a mixture by chromatography.
- I can use evidence from chromatography to explain how to identify unknown substances in mixtures, and to identify the pen or plant a sample is from.



Y7 PHYSICS

Forces

- I can describe the difference between balanced and unbalanced forces.
- I can describe situations that are in equilibrium.
- I can calculate resultant forces.
- I can explain why the speed or direction of motion of objects can change.
- I can present observations in a table including force arrow drawings.
- I can describe the difference between balanced and unbalanced forces.
- I can calculate resultant forces.
- I can describe relative motion.
- I can interpret distance-time graphs.
- I can describe how gravity due to an object changes if the mass or the distance from the object changes.
- I can use a formula ($\text{weight} = \text{mass} \times g$) to work out your weight on different planets, and, compare it to your weight on Earth.

Energy

- I can compare energy values of different foods (from labels).
- I can compare power ratings of appliances in watts (W, kW).
- I can calculate and compare amounts of energy transferred (J, kJ, kW hour).
- I can assess domestic fuel bills, fuel use and costs.
- I can compare fuels and consider renewable and non-renewable energy resources.

Electromagnets

- I can set up a simple circuit and use appropriate equipment to measure potential difference.
- I can describe what is meant by resistance.
- I can calculate resistance of a circuit.
- I can describe the difference between conductors and insulators in terms of resistance.
- I can identify independent, dependent, and control variables.
- I can identify the pattern of potential difference in series and parallel circuits.
- I can describe how current changes in series and parallel circuits when components are changed.
- I can interpret observations, identifying patterns linked to charge.

Waves

- I can describe how sound is produced and travels.
- I can compare the time for sound to travel in different materials using data given.
- I can explain observations of how sound travels using the idea of a longitudinal wave.
- I can describe the link between loudness and amplitude, using diagrams.
- I can explain what happens when sound goes through matter or hits a boundary.
- I can describe how to find the amplitude of a wave from an oscilloscope trace.
- I can describe how your hearing can be damaged.
- I can use ray diagrams to describe what observers see during an eclipse.
- I can use a ray diagram to describe what happens when light travels through a convex or concave lens.
- I can describe how lenses correct short-sight and long-sight.
- I can explain how filters and coloured materials subtract light.

Y7 ART



Generating Ideas

- I can control my selection and interpretations of elements from the study of artists, designers, and other cultures to creatively inform my individual designs and planning for a proposed outcome.

Making

- I can knowledgeably develop my own practical skills through investigation and experimentation using a range of materials and techniques with increasing control and purpose.
- I can carefully explore the characteristics of each of the artistic elements with control to express personal intentions when making painted, printed, constructed and virtual artworks.
- I can show how I can respond in a direct way to any artists and designers studied, making thoughtful use of my sketchbook to test ideas that inform my making.

Evaluating

- I can evaluate and express an opinion about visual images, artists' and students' work using descriptive and critical language when speaking and writing.
- I can provide honest assessment and purposeful feedback to my peers, describing strengths and possible next steps.
- I can use specialist language to express views and interpretations, drawing on my understanding of the creative works I study using spoken and written forms.

Knowledge

- I know about the codes and conventions that define the different creative forms in art, craft and design so I can research, plan and develop several interpretations and designs.
- I know how to apply my experience of drawing, painting, printing, tactile and constructed processes/techniques, selecting suitable tools to enable me to design and make art works.
- I know when and how to look at the works of artists studied to help me resolve creative problems to inform my own work.



Y7 COMPUTING

Information Technology

- I can define and call a function in a python program.
- I can identify inefficiencies in a python program.
- I can incorporate Boolean Logic into a conditional statement.

Computer Science

- I can move, rotate and scale objects and create simple 3D objects.
- I can use Blender to create a 3D simulated Environment.
- I can use the camera to create digital images of their models.

Creating Content

- I can create, set and change a variable and use a simple conditional statement to differentiate a variable's value in python.
- I can create lists, explain what a list index is and append items to a list.
- I can create spreadsheets to collect, manipulate and sort information.

Digital Literacy

- I can explain how search engines earn money from advertising.
- I can explain why social media companies are being asked to moderate their platforms.
- I can identify the risks associated with prolonged or too much time using digital media and how to find credible news online.
- I can list the red flag features that indicate a phishing scam.
- I can identify and respond to risks associated with chatting online.
- I can list ways to de-escalate digital dramas.



Y7 DESIGN TECHNOLOGY

Designing

- I can complete design studies for 2D, 3D and craft outcomes, including research, observed studies and visualisations.
- I can explore a sequence of design steps to develop and improve ideas using different compositions or prototypes.
- I can control my selection and interpretations of elements from the study of architects and designers to creatively inform my individual designs and planning for a proposed outcome.

Making

- I can knowledgeably develop my own practical skills through investigation and experimentation using a range of materials and techniques with increasing control and purpose.
- I can work safely and as part of a team, with an understanding of process and the actions required to successfully follow each technique to improve and produce good quality outcomes.
- I can show how I can respond in a direct way to any designers studied, making thoughtful use of my sketches to test ideas that inform my making.

Evaluating

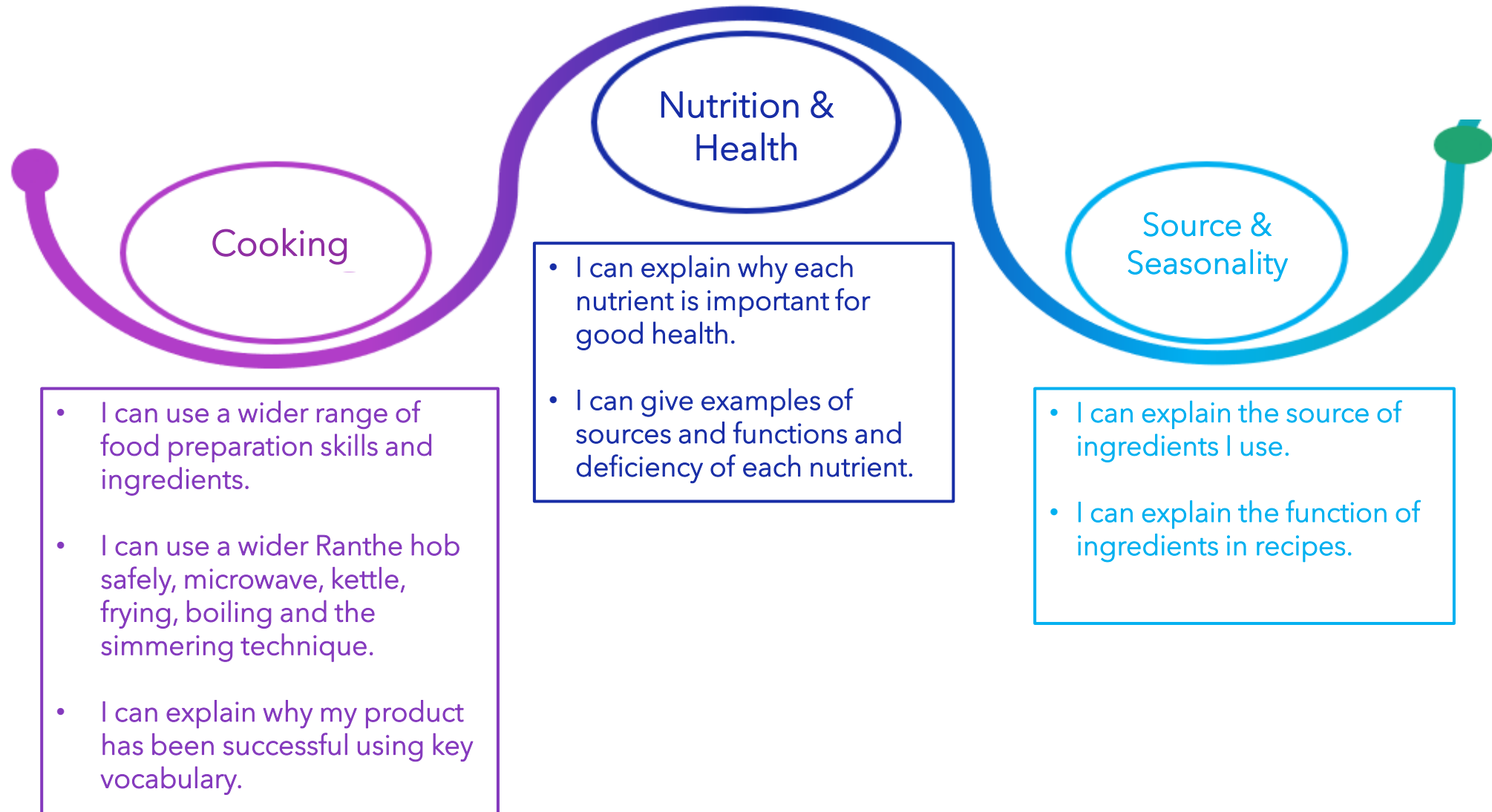
- I can evaluate and express an opinion about my own, and others' work, using descriptive and critical language when speaking and writing.
- I can provide honest assessment and purposeful feedback to my peers describing strengths and possible next steps.
- I can use specialist language to express my views and interpretations.

Technical Knowledge

- I know how to apply my experience of constructed processes / techniques, selecting tools to enable me to design and make art works.
- I know when and how to look at the works of designers to help me resolve creative problems to inform my own work.
- I know about the codes and conventions that define craft and design so I can research, plan and develop several interpretations and designs.



Y7 FOOD TECHNOLOGY





Y7 GEOGRAPHY

Geographical Knowledge

- I can locate and understand key physical and human characteristics of Africa.
- I can locate cities, countries and regions of Africa on physical and political maps.

Geographical Understanding

- I understand a range of physical processes and explain how these are responsible for the distinctive features of a place.
- I understand how physical processes affect the environment and impact of people living nearby.
- I understand the contrasts in levels of international development and how to measure development using a range of development indicators.
- I can explain how change can be managed or controlled and how this affects different groups of people.
- I understand geographical similarities and links between places through the study of human and physical geography of a region within Africa.

Map & Atlas Work

- I can use GIS to view, analyse and interpret places and data.
- 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 Africa.

Fieldwork & Investigation

- I can collect, analyse, and draw conclusions from geographical data.
- I can carry out a fieldwork investigation using appropriate techniques.

Y7 HISTORY



Chronological Awareness

- I clearly describe and make links between features of past societies and periods.
- I can begin to outline how one event could lead to another.
- I can begin to link cause and effect through different time periods.

Historical Knowledge & Understanding

- I can outline and describe in detail events, people and changes.
- I can evaluate causes and consequences of key events and the changes they caused.
- I can explain the difference between short- and long-term causes.

Interpretations & Historical Enquiry

- I can describe how and explain why some events, people and changes have been interpreted in different ways.
- I can use knowledge and understanding to evaluate historical sources.
- I can make connections, describe and explain links between events.
- I can begin to select useful sources to when carrying out enquiries based on its provenance.
- I can begin to critically analyse my own judgement based on differing interpretations of the past.
- I can identify historical sources which are useful to answer specific questions.

Organisation & Communication

- I can select and organize information to produce structured work.
- I can independently make use of dates and terms.
- I am effectively making use of historical terminology in each lesson.

Y7 MODERN FOREIGN LANGUAGES



Listening

- I can pick out the main points and some detail in a short passage that is spoken slowly and clearly.
- I can discuss the ideas which have been spoken in some detail.
- I can understand and respond to a range of familiar questions.
- I can accurately transcribe short phrases, sentences and high frequency verbs from spoken French with mostly accurate spelling.
- I can write out words spelled aloud in French including larger numbers.
- I can recognise familiar words and phrases from sentences/spoken passages which also contains unfamiliar language and opinions.
- I can identify use of familiar verbs in the spoken passages (including past and present tenses).

Speaking

- I can ask and respond to simple questions on the current topic .
- I can begin to use formal and informal modes of address in their answers.
- I can confidently take part in short conversations with some preparation.
- I can adapt models to convey information from familiar topics.
- I can use sentences independently to describe people, places, things and action (with some written support/prompts).
- I can pronounce known language well and can read unknown words aloud applying phonics knowledge.
- I can give opinions and begin to justify them.
- I can demonstrate a growing understanding of phonic sounds and a focus on correct pronunciation and intonation.

Reading

- I can understand and explain the main details in a short text on familiar topics.
- I can mostly understand, and enjoy, a range of fiction and non-fiction texts.
- I can use a bilingual dictionary to look up nouns, adjectives and verbs.
- I can infer meaning from context and pick out and translate individual words and short phrases into English.

Writing

- I can write a short simple text from memory, with reasonable spelling.
- I can use a dictionary or vocabulary list with some success to add new language.
- I can use high frequency verb forms, nouns, articles and adjectives to form new sentences (with some guidance).
- I can demonstrate a vocabulary base and phrases related to people, places, things and simple actions.
- I can begin to use a range of adjectives, connectives, modifiers and time phrases and adverbs in their writing to extend ideas.
- I can agree articles and adjectives for number and gender including possessive adjectives.
- I can accurately write sentences into the negative.
- I can give opinions and attempt to justify them.
- I can translate phrases and sentences on a familiar topic with increasing accuracy.
- I can demonstrate an understanding of conjugation of high frequency words in the present tense .
- I can begin to use some learned expressions that indicate the past (passé composé) or near future tense.



Y7 MUSIC



- I can sing in 3 and 4 part rounds.
- I can perform a range of melodies and chords from notation.
- I can maintain my own part in a group, with an awareness of how it fits in, while others are performing their part.
- I can improvise musical ideas over any of a drone, bass line, or chord sequence.
- I can play syncopated rhythms.

- I can improvise over a drone, chord sequence, or groove within a given key.
- I can use notes on the stave and other relevant notations accurately in a range of musical genres.

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



Y7 PHYSICAL EDUCATION

Hockey

- I can lead a small group warm up for hockey.
- I can pass and receive the ball on the move with increasing accuracy.
- I am beginning to use the reverse stick to control the ball.
- I am able to shoot from a range of positions in the shooting circle.
- I understand how to change from attack to defence in a game situation.
- I am able to use the push pass and hit shot.
- I can play a 7 a side match introducing set positions.
- I am beginning to be 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 scissor kick and Fosbury flop in high jump with a run up.
- I am able to throw a javelin using correct technique.
- I am able to perform a shot putt using correct technique.
- I am able to perform a discus throw using correct technique.
- I am able to perform an 100 & 200m metre sprint with correct technique.
- 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 an 60m hurdles race using correct hurdle technique and stride pattern.
- I can complete an athletics circuit.

Badminton

- I can warm up appropriately for badminton and be able to lead a warm-up.
- I am able to have the right grip on the racquet.
- I am able to perform the ready position.
- I am able to have a rally with a partner.
- I am able to serve correctly.
- I am able to perform a singles match with correct scoring.
- I am able to identify strengths and weaknesses in another player's performance.

Rounders

- I can consistently retrieve moving balls and catch the ball in deep fields.
- I can make successful passes up to 8m.
- I can hit the ball most of the time, against balls directed at different heights and paces.
- I can adjust fielding position in anticipation of a hit and show long barrier technique.
- I can identify strengths and weaknesses of your own and others' performances, giving feedback to improve on this.



Y7 PHYSICAL EDUCATION

Gymnastics

- I can warm up appropriately for gymnastics and be able to lead a warm-up.
- I can perform a range of different partner balances.
- I can perform a straddle vault and through vault with increasing accuracy.
- I can perform a sequence with a range of travelling actions, vaults and partner balance.
- I can take on the role of coach and give feedback on others' performance.
- I can perform on a range of different apparatus performing vaults and jumps on the trampette with increasing difficulty.

Rugby

- I have a secure knowledge of the rules of Rugby union.
- I can pass the ball successfully to teammates using one or two hands with spin.
- I understand what direction to pass a ball, and when to implement that in game situations.
- I know how to tackle safely at speed, and, can explain the technique used.
- I know, when tackled to present the ball backwards to teammates.
- I can understand the 'ruck' and the 'maul' and when to implement this in game situations.
- I can start to understand when to use the 'kick' in game situations.
- I have a secure knowledge of the offside rule.
- I can lead basic rugby themed warm-ups for a small group.
- I can referee parts of small-sided games with assistance.

Health-Related Fitness

- I can perform a range of circuits of increasing difficulty.
- 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 small group.
- I understand how the body responds to exercise.

Football

- I can use a variety of passes in order to successfully pass to teammates.
- I can dribble using all parts of my foot, around opponents and when under pressure in game situations.
- I can shoot at goal using various parts of my foot, and, use aim and direction to deceive the goalkeeper.
- I can show individual skills, alongside working together as a team.
- I have a good understanding of the rules of football.
- I can explain the offside rule and know how to implement it in a game.
- I can lead basic warm-ups for players in my team.
- I can play in a variety of positions on a football team, and, understand what is expected in that position.
- I can referee small-sided games confidently.



Y7 PHYSICAL EDUCATION

Basketball

- I can dribble into space in any situation avoiding contact from opponents.
- I understand and execute a variety of passes to use in game situations.
- I have a good understanding of the rules of basketball.
- I understand how many points are awarded for shots in different areas of the court and can execute this in game situations.
- I understand the lay up shot, and can execute it without defensive pressure.
- I understand the 'BEEF' shooting technique.
- I can play in a variety of positions on the court.
- I can start to referee games with assistance.

Cricket

- I am able to perform overarm bowling and start to understand different deliveries that can be bowled to different batsmen in order to get them out.
- I can hold the bat correctly with the right grip.
- I know how to score runs and play different shots successfully, either lofted or along the floor.
- I understand the difference between attacking and defensive cricket shots.
- I understand a variety of different fielding drills including the long barrier.
- I can throw and catch a ball with aim and direction.
- I know the role of a wicketkeeper and can perform the role consistently in games.
- I understand all the rules of cricket, including LBW.
- I have a steady understanding of the role of an umpire.

Netball

- I can lead a small group warm up for netball.
- I can pass and receive the ball on the move with increasing accuracy.
- I can perform the correct footwork rule with increasing speed.
- I can shoot from a range of positions in the shooting circle.
- I understand how to change from attack to defence in a game situation.
- I am able to man-to-man mark.
- I can play a 7 a side netball match and play in 2 different positions.
- I am able to umpire a match.

Dance

- I can demonstrate accuracy in musicality.
- I can contribute ideas to my group, considering how they fit in to the beat of the music.
- I can demonstrate movements that are big and bold.
- I can identify strengths and areas for improvement in my own and others' performances.



Y7 RELIGIOUS EDUCATION



- I can compare and contrast core beliefs and concepts from several religions studied.
- I can explain where texts/sources of authority originate and how this links to core beliefs and concepts.
- I can compare different interpretations of texts/sources of authority.

- I can compare and contrast what people believe and how they live, individually and in communities.
- I can examine how beliefs guide people into understanding what is 'right' and 'wrong', and how this shapes daily life.

- I can make relevant connections between different areas of study (doctrine, sources, structures, worship and life), showing how one area influences others.
- I can examine the significance of the beliefs and practices studied in the world today.
- I can discuss questions surrounding belief and practice, making connections to religions studied.