



BRYN CELYNNOG Comprehensive School *Nurturing Success*

Progress Information for Students and Parents

Y7 and Y8

Curriculum for Wales



Expressive Arts



Health and Well-being



Humanities



**Languages, Literacy and
Communication**



**Mathematics and
Numeracy**



Science and Technology

General Information

The progress score provided by the teacher is a subjective evaluation of your child's current progress within the Area of Learning.

At the **end of year 9** the score will give a broad indication of potential GCSE performance, you can expect scores in Y7 and Y8 to be at the lower end as students are only just starting their journey within CfW.

Progress Score (End of Year 9)	Indicative GCSE Grade
1	D – G
2	C – E
3	B – D
4	A* – C
5	A* – A

We hope you find the information useful.

Expressive Arts

Expression through Art

Progress Point	Description
1	Can explore with tone and colour and experiment with painting. Can create, respond to feedback about artwork.
2	Can explore with tone and colour and experiment with painting techniques being selective. Can create, respond and reflect on feedback about artwork and evaluate the work of others artists.
3	Can explore and ask questions about creativity with tone and colour and experiment with Painting techniques independently and with control. Can create, design, respond and reflect on feedback about artwork and evaluate the work of others making emotional connections. Can display and present work.
4	Can explore and ask questions about creativity with tone and colour and experiment with painting techniques independently and with control, showing innovation and imagination. I can create, design, respond and reflect on feedback about my artwork and evaluate the work of others making emotional connections. can display and present work showing selection. Can explore how creative work can represent, document, share and celebrate personal, social and cultural identities.
5	Can explore and ask questions about creativity with tone and colour and experiment with Painting techniques independently and with control, showing innovation and imagination, whilst taking creative risks. Can create, showing innovation, design, respond and reflect on feedback about artwork and evaluate the work of others making emotional connections. Can display and present work showing selection and purpose. Can explore how creative work can represent, document, share and celebrate personal, social and cultural identities.

Expression through Drama

Progress Point	Description
1	Can explore mood and feelings through theatrical performances with one to one guidance. Can create a basic choreographed performance showing some movement and can work with a partner.
2	Can communicate and explore mood and feelings through theatrical performances with guidance. Can create a basic choreographed performance showing understanding of movement and be able to collaborate with partners.
3	Can communicate and explore mood, feelings and ideas through theatrical performances with guidance in their responses. Can create a simple choreographed performance showing understanding of movement and be able to collaborate with partners and take creative risks, designing more personal work.
4	Can communicate and explore mood, feelings and ideas through theatrical performances with independence in their responses. Can create a progressive choreographed performance showing understanding of expressive movement and be able to collaborate with partners and take creative risks, designing more personal work. Can explore and experience their culture, community and world past, present and future.
5	Can communicate and explore mood, feelings and ideas through theatrical performances with independence in their responses. Can create and evaluate a progressive choreographed performance showing understanding of expressive movement and be able to collaborate with partners effectively. whilst take creative risks, designing mature in-depth personal work. Can explore and experience their culture, community and world past, present and future.

Expression through Music

Progress Point	Description
1	Can explore how a song is composed, can imitate techniques when composing and reflecting using musical skills and performing them to a basic standard.
2	Can explore how and why a song is composed, understanding creativity and making emotional connections. Can reproduce and imitate techniques when composing and reflecting using musical skills from a variety of genres and can perform them to a basic standard.
3	Can explore how and why a song is composed, understanding creativity and making emotional connections. Can reproduce and imitate techniques when composing and reflecting using musical skills from a variety of genres and can perform with guidance. Can reflect on personal work, making improvements. Can show simple techniques in a musical performance.
4	Can explore how and why a song is composed, understanding creativity and making emotional connections. Can reproduce and imitate techniques when composing and reflecting on a variety of musical genres and can perform with guidance. I can reflect on personal work, making improvements. I can show expression in my musical performance.
5	Can explore how and why a song is composed, understanding creativity and making emotional connections. Can reproduce and imitate techniques when composing showing deliberation and maturity. Through reflection of a variety of musical genres and can perform with guidance. I can reflect on personal work, making improvements. I can show expression in my musical performance with purpose and meaning.

Health and Well-being

Developing physical health and well-being

Progress Point	Description
1	<p>Can select and use skills, actions and ideas appropriately, applying them with some coordination and control.</p> <p>Is beginning to develop an understanding of tactics for some sports by identifying ways in which success can be achieved in a competitive situation.</p> <p>Is able to identify some of the benefits of regular exercise and how a balanced diet can affect physical health and wellbeing.</p>
2	<p>Can link appropriate skills and techniques for most sports and apply them accurately to controlled situations. Their performance is beginning to show precision, control and fluency.</p> <p>Shows an understanding of tactics for some sports and can discuss the importance of tactics in changing circumstances.</p> <p>Is able to discuss how regular exercise and a balanced diet can have a positive effect on physical health and wellbeing.</p>
3	<p>Can link appropriate skills and techniques for all sports covered and apply them with good accuracy and control to a competitive situation.</p> <p>Shows a sound understanding of tactics in most sports and can apply these tactics in changing circumstances.</p> <p>Demonstrates some knowledge and understanding of the link between nutrition and exercise, and with support can discuss the importance of nutrition on successful performance.</p>
4	<p>Demonstrates the ability to apply a range of skills and techniques in ways that suit each activity, with consistent precision, control and fluency.</p> <p>Can identify advanced tactics in a range of sports and is able to apply them to changing circumstances and other performers.</p> <p>Demonstrates a good knowledge and understanding of the link between nutrition and exercise and can explain how specific food groups can influence performance.</p>
5	<p>Combines advanced skills and techniques with precision, control and fluency, adapting them accurately and appropriately to the demands of the activities.</p> <p>Advanced tactics are applied with proficiency and flair, adapting appropriately in response to changing circumstances and other performers.</p> <p>Can independently discuss the link between nutrition and exercise, assessing the importance of specific food groups in different physical activities.</p>

Our decision-making impacts on the quality of our lives and the lives of others.

Progress Point	Description
1	<p>Can make decisions based on what they like and dislike</p> <p>Have developed an awareness that their decisions can affect them and others</p> <p>Can take part in group decisions</p> <p>Has an understanding that things can be safe or unsafe</p>
2	<p>Can make decisions based on what they know</p> <p>Recognises that their decisions can impact on them and others, both now and in the future</p> <p>Can take part in group decisions and understands why some decisions need to be made as a group</p> <p>Can identify and assess risks</p>
3	<p>Can make considered decisions, taking into account available information, including past experiences</p> <p>Recognises that some of their decisions will have a long-term impact on the lives of self and others</p> <p>Understand that decisions can be made individually and collectively, and that they can be influenced by a range of factors</p> <p>Can identify and assess risks and can take steps to reduce them</p>
4	<p>Can examine and evaluate a range of evidence to make considered and informed decisions</p> <p>Can consider relevant factors and implications when making decisions individually and collectively</p> <p>Can anticipate, assess and manage risks</p>
5	<p>Can examine and evaluate a range of evidence to make considered and informed decisions</p> <p>Can critically evaluate factors and implications, including risks, when making decisions individually and collectively</p>

How we engage with social influences shapes who we are and affects our health and well-being.

Progress Point	Description
1	Can recognise and follow the rules and norms of different groups and situations in which they take part Can show care and respect for others
2	Can recognise and follow the rules and norms of different groups and situations in which they take part Can change how they interact and behave in different situations with support Can recognise that there are similarities and differences between people's values and attitudes
3	Has an understanding of the rules, norms and behaviours of different groups and situations, and recognises that these have an influence on them Can interact positively in different groups and situations Has developed an understanding that values, attitudes and identity are shaped by different groups and influences
4	Has a developing awareness of how rules, norms and behaviours become established within groups and at times go unchallenged Can interact positively in different groups and situations, adapting behaviours accordingly Can evaluate how values, attitudes and identity are shaped by the groups and <i>social</i> influences with which they interact
5	Has an understanding of the complexities of groups and situations, the interactions that take place within and between them, and their effect on those exposed to them Can interact positively in different groups and situations, and actively advocate for other individuals and groups Can recognise and understand how people's values, attitudes and identity are shaped by different groups and influences Can promote positive attitudes and values, and can challenge harmful ones

How we process and respond to our experiences affects our mental health and emotional well-being.

Progress Point	Description
1	<p>Can focus attention and is aware of being able to do this, is beginning to have an awareness that thoughts and feelings change and is starting to notice when change happens</p> <p>Can notice and communicate feelings and is beginning to have an awareness of how feelings are communicated through actions</p> <p>Has an awareness of the feelings of others and is aware of when they are being kind and when others are kind to them</p>
2	<p>Can notice and communicate their feelings and is beginning to notice when they need help to manage feelings</p> <p>Can reflect on their experiences</p> <p>Can pay attention to the feelings of others and is learning to think about why they may feel a particular way</p>
3	<p>Can recognise the benefits of being able to focus attention on perceptions and thoughts, is developing self-awareness and can self-regulate emotions using strategies that have been developed</p> <p>Can see the benefits of communicating about feelings, and other strategies, which can help with mental health and can ask for help from trusted people</p> <p>Can reflect on the way that past events and experiences have affected their thoughts, feelings and actions and can anticipate how future events may make them and others feel</p> <p>Is able to empathise and understands how and why experiences affect self and others</p>
4	<p>Can independently focus attention on perceptions, thoughts and feelings in order to further develop self-awareness and can identify different strategies to self-regulate emotions</p> <p>Can communicate about feelings as one of a range of strategies to help promote positive mental health and emotional well-being and can identify people and groups who can help</p> <p>Can reflect, and learn from the past, in order to anticipate and prepare for future experiences</p> <p>Can empathise with others and is compassionate and kind</p>
5	<p>Can use self-awareness to appreciate the complexity of emotions and apply strategies to self-regulate them in a healthy way and to connect with others</p> <p>Can talk openly about mental health and emotional well-being and can identify when to seek help</p> <p>Can respond to current experiences, reflect, and learn from the past, in order to anticipate and prepare for future experiences</p> <p>Can empathise with others and is compassionate and kind</p>

Humanities

Change over time

Progress Point	Description
1	Can recognise similarities and differences between people's lives both in the past and in the present
2	Can describe and explain similarities and differences between people's lives both in the past and in the present
3	Can analyse and begin to explain how some communities and societies have changed over time
4	Can analyse and explain how different communities and societies have changed over time, from the local area to the wider world
5	Can analyse and explain in detail how different communities and societies have changed over time, from the local area to the wider world. I can use this knowledge to consider possible futures

Explaining and analysing events

Progress Point	Description
1	Understands that events that happened in the past had consequences
2	Is beginning to explain the consequences of individual events in the past
3	Is beginning to explain and analyse the effects and consequences of a range of events and changes in the past and present.
4	Can also explain and analyse the effects and consequences of a range of events and changes in the past and present, and understand that they differ in importance.
5	Can critically evaluate the consequences and significance of events and changes in a range of societies in the past and present.

Spatial patterns of places, environments and landforms

Progress Point	Description
1	Can recognise the distinctive features of places, environments and landforms, and how these may change.
2	Can give simple descriptions of how places, spaces, environments and landforms have changed over time. Can give simple descriptions of the processes that lead to change in the natural world.
3	Is beginning to describe and explain how places, spaces, environments and landforms have changed over time and outline the processes that cause these changes in the natural world.
4	Can describe and explain how places, spaces, environments and landforms have changed over time and outline the processes that cause these changes in the natural world.
5	Can give comprehensive explanations and analysis of how and why places, spaces, environments and landforms have changed over time.

Enquiry, exploration and investigation inspire curiosity about the world, its past, present and future.

Progress Point	Description
1	Is beginning to communicate findings in simple ways
2	Can draw simple conclusions
3	Can draw conclusions and make judgements based on the evidence used
4	Can draw considered and reasoned conclusions to enquiries, while understanding that other people may form different conclusions from the available evidence
5	Can make coherent and reasoned responses and judgements that take into consideration different viewpoints

Human societies are complex and diverse, and shaped by human actions and beliefs.

Progress Point	Description
1	Is beginning to develop awareness of similarities and differences between people
2	Can recognise that society is made up of diverse groups, beliefs and viewpoints
3	Can understand that not everyone shares the same experiences, beliefs and viewpoints
4	Can analyse and explain the diverse stories, beliefs and experiences of people in societies locally and in Wales, as well as in the wider world
5	Can critically analyse a range of complex similarities, differences and inequalities between diverse societies in the past and present Can evaluate the multifaceted nature of society and how diversity is valued

Events and human experiences are complex, and are perceived, interpreted and represented in different ways.

Progress Point	Description
1	Can form and express simple opinions about likes and dislikes
2	Can form and express opinions, considering their own ideas, feelings and those of others Can recognise and explain that their opinions and the opinions of others have value Can recognise that opinions may change over time Is beginning to recognise other people's feelings and viewpoints
3	Can form, express and discuss own opinions on a range of issues after considering evidence and the views of others Can begin to understand that interpretations are influenced by identity, experiences, viewpoints and beliefs
4	Can express, discuss and justify their personal opinions and understand that <i>interpretations</i> can change over time, especially in the light of new evidence or when approached from a different perspective Can explain, using a range of evidence, why people have different interpretations and that interpretations are influenced by the availability, validity and credibility of evidence, identity, experiences, viewpoints and beliefs
5	Can appreciate a variety of perspectives on the world, recognise the limitations of own perspective and has begun to challenge own values and opinions Can explain how and why a range of different interpretations are formed and how they may change over time Can appreciate that responses to questions about life, experiences and the world are complex, and are often partial and inconclusive

Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered and ethical action.

Progress Point	Description
1	Is beginning to understand that we need to respect others Is beginning to understand that their actions and those of others have consequences
2	Can understand that not everyone is treated fairly Is beginning to understand what human rights are and why they are important Can recognise the importance of the different rules, roles and responsibilities within the various communities to which they belong
3	Has an understanding that injustice and inequality exist in societies. Also has an understanding of what human rights are and why they are important Can recognise that there is a difference between wants, needs and rights Can understand that there are a range of <i>factors</i> that influence my and other people's behaviours, actions and decisions, and that these include ethical and moral judgements and viewpoints
4	Can explain and analyse why injustice and inequality exist and can do so in a range of contexts Can explain the difference between wants, needs and rights, and why some people are denied their rights Can analyse and explain that there are a range of factors that influence people's behaviours, actions and decisions, and that these include ethical and moral judgements and viewpoints
5	Can evaluate the underlying causes of injustice and inequality in a wide range of contexts in the past and present, and how they impact on human rights issues Can explain and evaluate the difference between wants, needs and rights Can evaluate how people's different beliefs, perspectives and experiences impact upon moral and ethical action in response to past, present and anticipated challenges and opportunities

Languages, Literacy and Communication

Writing in English

Progress Point	Description
1	Can write using familiar words and phrases and begin to use new vocabulary. Can understand that writing is different for a range of purposes and audience. Can demonstrate the use of basic punctuation, like capital letters and full stops, in writing.
2	Can write in a range of forms, demonstrating an understanding of purpose and audience. Can use increasingly varied and precise vocabulary, with support. Can use a range of punctuation in writing, with some support.
3	Can clearly recognise appropriate language for different audiences and purposes, varying expression and vocabulary in writing. Can adapt and manipulate language in order to express themselves. Can use a range of punctuation in extended writing.
4	Can select and adapt appropriate language for different audiences and purposes, varying expression and vocabulary in writing. Can confidently adapt and manipulate language in order to express viewpoints, engaging and sustaining the reader's interest. Can use a range of punctuation in extended writing with some precision.
5	Can produce sustained, coherent and engaging writing for a wide range of purposes and audience. Can make informed choices about vocabulary and grammar in extended writing. Can reflect critically on their use of language for different purposes.

Reading in English

Progress Point	Description
1	Can recognise and confidently read high-frequency words. Can read and respond to simple questions about a short text. Can summarise short texts with increasing confidence.
2	Can understand texts written on a variety of topics, identifying the main points and selecting information to support this. Can use a variety of cues to infer meaning from texts in unfamiliar contexts. Can begin to collate information from two or more texts.
3	Can respond to texts for a wide range of contexts, summarising the main points. Can use inference and deduction to demonstrate an understanding of what they have read. Can collate and compare information from two or more texts.
4	Can respond to texts for a wide range of contexts, including narratively complex texts. Can evaluate texts, commenting and analysing how writers use language and structure to influence readers. Can synthesise, compare and analyse meaning in more than one text.
5	Can respond to texts for a wide range of contexts, including narratively complex and archaic texts. Can confidently evaluate texts, commenting and analysing how writers use language and structure to influence readers. Can critically evaluate texts, using relevant subject terminology to support their views. Can compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts.

Speaking in English

Progress Point	Description
1	Can express viewpoints in a discussion, beginning to explain ideas clearly. Can ask and answer basic questions to clarify meaning. Can adapt tense to talk about events in the past and future.
2	Can adopt a range of roles and manage contributions appropriately in group discussions. Can use spoken language for a range of purposes. Can ask and answer questions in order to develop discussion further.
3	Can confidently contribute to group discussions. Can confidently express their viewpoint, demonstrating empathy and respect to opposing opinions. Can respond to others' points of view, seeking clarity, structuring arguments and summarising.
4	Can choose idiomatic language and appropriate register in their communication to enrich expression and sustain interest. Can respond to others' points of view, summarising and evaluating what they have heard. Can challenge what others say with growing confidence and sensitivity.
5	Can clearly communicate thoughts, feelings and opinions in challenging and contentious contexts, showing empathy and respect. Can use sophisticated idiomatic language and appropriate register in a range of contexts. Can evaluate and respond critically to what others say, with confidence and sensitivity.

Writing in Welsh

Progress Point	Description
1	Can write some words, phrases and sometimes sentences Can use full stops and capital letters Can write some words and phrases and sometimes sentences
2	Can write short, basic sentences Can use capital letters and full stops correctly Can use neat handwriting and present my work appropriately
3	Can write linked sentences Can vary sentence patterns Can write for different purposes Can always use capital letters, question marks, and full stops correctly Can use apostrophes and quotation marks when necessary
4	Can write a sequence of sentences Can express opinions and give some reasons Can spell most words correctly Can punctuate correctly Can present my work effectively Can begin to elaborate Where? When? With who
5	Can describe experiences and events in detail Can give evidence to support my opinions Can produce extended, well ordered and structured writing Can use idioms consistently

Reading in Welsh

Progress Point	Description
1	Can recognise words from previous books Can read words and understand some words Can Show an understanding of what is read by responding to the content verbally or non-verbally
2	Can read simple texts quite clearly Can understand familiar words and phrases Can respond simply Can start choosing suitable texts to read independently
3	Can refer to the aspects that you like Can start reading with some expression Can understand most words in short paragraph Can express a simple opinion
4	Can read with expression and emphasis in the right place Can understand the main ideas, events and characters in a text or poem Can express opinions about what I have read and give simple reasons
5	Can read longer texts independently, confidently and with expression Can select and interpret what I have read Can collect and collate information from a variety of sources

Speaking in Welsh

Progress Point	Description
1	<ul style="list-style-type: none"> Can say simple information with help Can understand short items spoken by the teacher / other pupils / characters in a video Can use some different words and phrases
2	<ul style="list-style-type: none"> Can ask and answer questions Can say more than one thing at a time Can express my opinion simply Can use a variety of words and sentence patterns
3	<ul style="list-style-type: none"> Can express opinion Can give various reasons Can talk about some experiences Can show some accuracy – basics are correct Can pronunciation is understandable
4	<ul style="list-style-type: none"> Can start a conversation Can say a few sentences at a time that are linked and flow Can give extended reasons Can use a variety of sentence patterns Can pronunciation is understandable and quite fluent
5	<ul style="list-style-type: none"> Can take part in discussions Can ask questions Can agree and disagree Can use an increasing variety of sentence patterns Can listen to previous responses to enable me to comment and ask questions Can express opinions using evidence Can speak fluently and quite accurately

Writing in Spanish

Progress Point	Description
1	<p>Can write some single words from memory, but spelling may not always be accurate.</p> <p>Can understand basic word order and can express a simple opinion.</p> <p>Can understand the difference between masculine and feminine nouns.</p>
2	<p>Can write simple sentences about a familiar topic with support.</p> <p>Can express opinions and justify them.</p> <p>Can use simple connectives to extend sentences.</p> <p>When writing from memory, spelling is understandable.</p>
3	<p>Can produce short, simple texts using familiar language.</p> <p>Can use two tenses at a basic level.</p> <p>Can manipulate language to create original sentences and has an understanding of basic grammatical rules.</p> <p>Spelling is quite accurate.</p>
4	<p>Can produce longer, well-structured texts in the target language.</p> <p>Can use a variety of vocabulary and phrases.</p> <p>Can confidently use 2 tenses, 3 with support.</p> <p>Spelling is mostly accurate and the meaning is clear.</p>
5	<p>Can apply and adapt previously learned language and use a variety of complex structures, idioms, tenses and vocabulary.</p> <p>Can use 3 tenses confidently.</p> <p>Spelling and punctuation is accurate.</p> <p>Work is well structured and shows originality</p> <p>Excellent spelling and punctuation with clear structure.</p> <p>A good general command of the language is demonstrated.</p>

Reading in Spanish

Progress Point	Description
1	Can understand some familiar written words and short phrases. Can use visual cues and context to follow the gist of a short text. Can use a word list to locate and understand specific words. Can translate individual familiar words.
2	Can understand short simple texts consisting of familiar language on a familiar topic. Can identify new vocabulary introduced in a short text. Can deduce the meaning of unfamiliar vocabulary when it is similar to English. Is developing understanding of the use of bilingual dictionaries and glossaries.
3	Can understand the main details in short, factual texts containing familiar language. Can use the wider context to deduce the meaning of some unfamiliar vocabulary. Can identify more than one tense in a text. Can read familiar words and phrases aloud with some confidence.
4	Can understand texts written for different purposes. Can skim and scan to locate basic information, as well as use context to deduce meaning. Can read aloud with confidence. Can recognise references to more than one tense in a text.
5	Can understand of a variety of texts written for different purposes including authentic literary material containing complex sentences, a range of tenses and unfamiliar language. Can confidently use the different Reading Key strategies to find relevant information in a text. Can recognise and understand different tenses in a text. Can read aloud with confidence and expression. Uses reference materials and what is read as a springboard for producing creative work.

Speaking in Spanish

Progress Point	Description
1	Can ask and answer basic pre learned questions. Can repeat familiar words and very simple sentences. Pronunciation is not always understandable.
2	Can understand simple questions and can respond with short, simple phrases in a conversation. Can substitute words to vary language. Can pronounce some words accurately.
3	Can understand simple sentences containing different sentence patterns. Can participate in simple conversations by asking and answering questions in a logical order. Can express justified opinions. Shows some consistency in intonation. Can pronounce familiar language well and unfamiliar language aloud and clearly.
4	Can vary structures and produce more extended responses. Can communicate clearly and pronounce most vocabulary accurately. May still show signs of hesitation but this does not hinder the performance.
5	Can understand a variety of spoken material. Can produce a variety of structures and more extended and detailed responses using more than one tense, a variety of vocabulary and complex structures. Speaks clearly and with confidence. Can use language in a spontaneous manner with natural pronunciation and intonation.

Mathematics and Numeracy

The number system is used to represent and compare relationships between numbers and quantities.

Progress Point	Description
1	<p>Can read and write numbers up to at least 1000 and understand that the value of a number is determined by the position of the digits.</p> <p>Can round numbers to the nearest 10, 100, 1000 and are beginning to estimate answers.</p> <p>Can order and sequence numbers, including odds and evens.</p> <p>Can recall their times tables and understand the meaning of multiple.</p> <p>Can use fractions to describe parts of a whole and can identify equivalent fractions.</p> <p>Can use coins and notes to answer real life money situations.</p>
2	<p>Can understand place value and can read and write numbers up to one million.</p> <p>Pupils understand the meaning of negative, decimal and fraction values and can place them on a number line.</p> <p>Can round numbers to decimal places.</p> <p>Can add, subtract, multiply and divide whole numbers.</p> <p>Can use their understanding of place value to mentally multiply and divide whole numbers by 10 or 100</p> <p>Pupils understand the properties of number, including factors, multiples, primes and square numbers.</p> <p>Can calculate basic percentages and fractions of amounts.</p>
3	<p>Can round to significant figures to estimate values.</p> <p>Can estimate and use inverse operations to check calculations.</p> <p>Can add, subtract, multiply and divide whole numbers and decimals.</p> <p>Can convert between simple fractions, decimals and percentages and can calculate a variety of percentage and fractions of amounts, including increasing and decreasing by an amount.</p> <p>Can apply multiplication skills to ratio and proportion.</p> <p>Can use the properties of number to find the product of primes.</p> <p>Has an understanding of profit and loss.</p>
4	<p>Can use standard index form to represent large and small numbers.</p> <p>Can understand that measurements are not always accurate to solve problems with upper and lower bounds.</p> <p>Can add, subtract, multiply and divide whole numbers, decimals and fractions and understand the meaning of a reciprocal.</p> <p>Can apply their knowledge of percentages to calculate simple and compound interest, basic taxation, budgets and finance.</p> <p>Can apply the rules of basic indices.</p> <p>Can apply their knowledge of ratio to calculate foreign currency.</p>
5	<p>Can identify rational and irrational numbers and can apply the rules of surds.</p> <p>Can understand how to represent recurring decimals as a fraction.</p> <p>Can apply the rules of indices to fractional and negative indices.</p> <p>Can use direct and inverse proportion to compare two quantities.</p> <p>Can understand the concepts of AER and APR in financial situations and can calculate income tax.</p>

Algebra uses symbol systems to express the structure of mathematical relationships.

Progress Point	Description
1	<p>Can recognise and generate sequences of numbers and patterns.</p> <p>Can use inequality signs to compare quantities.</p> <p>Can find missing numbers in number bonds and multiplication facts using inverse operations.</p>
2	<p>Can explain sequences and patterns in words.</p> <p>Can write basic expressions and equations using symbols or words.</p> <p>Can use function machines to solve problems.</p> <p>Can solve unknown values in simple equations, using inverse operations.</p> <p>Can simplify expressions where the letter is the same in all terms.</p> <p>Can expand brackets with a number outside.</p>
3	<p>Can identify the nth term of a linear sequence and use it to generate terms.</p> <p>Can use algebraic notation to form expressions, equations and inequalities.</p> <p>Can solve increasingly difficult equations and inequalities.</p> <p>Can simplify and expand a range of expressions.</p> <p>Can factorise by extracting a common factor.</p> <p>Can substitute values into expressions.</p> <p>Can rearrange formulae where the subject appears in one term.</p> <p>Can represent linear equations graphically and understand gradient.</p>
4	<p>Can generate and use the nth term for both linear and non-linear sequences.</p> <p>Can expand double brackets.</p> <p>Can factorise and solve quadratic expressions with a coefficient of 1.</p> <p>Can form equations and inequalities to represent real-life situations and solve them.</p> <p>Can solve simultaneous equations.</p> <p>Can use methods of trial and improvement to solve equations.</p> <p>Pupils understand a range of non-linear graphs, including quadratic, cubic and reciprocal.</p>
5	<p>Can factorise and solve quadratic expressions with a coefficient greater than 1.</p> <p>Can simplify algebraic fractions.</p> <p>Can rearrange formulae where the subject appears in more than one term.</p> <p>Can represent inequalities graphically and use these to model real-life situations.</p> <p>Understands direct and inverse proportion and can solve proportion problems algebraically.</p> <p>Can use graphs to calculate the rate of change and area under a graph, understanding what these mean in real-life contexts.</p>

Geometry focuses on relationships involving shape, space and position, and measurement focuses on quantifying phenomena in the physical world.

Progress Point	Description
1	<p>Can tell the time using a variety of devices for the 12-hour clock and can read calendars and timetables.</p> <p>Can measure using a range of scales and measuring devices.</p> <p>Can identify and name 2D and 3D shapes.</p> <p>Can identify the reflective symmetry properties of shapes.</p> <p>Can describe the position of objects in relation to other objects.</p> <p>Understands the concept of rotation and that an angle is a measure of rotation.</p>
2	<p>Can confidently read analogue and digital clocks accurately, including the 24h-hour clock, and perform calculations involving time.</p> <p>Can convert between metric units.</p> <p>Can identify the properties of 2D and 3D shapes, including reflective and rotational symmetry properties.</p> <p>Can recognise, name and describe types of angles.</p> <p>Can use methods for finding the perimeter and area of 2D shapes.</p> <p>Can use co-ordinates to solve problems involving position.</p>
3	<p>Can represent and use compound measures to solve problems.</p> <p>Can convert between metric and imperial units.</p> <p>Can relate a 3D shape to its 2D net.</p> <p>Can use angle facts to find missing angles.</p> <p>Can demonstrate the effect of transformations on 2D shapes.</p> <p>Understands how basic area formulae are derived and can calculate the areas and perimeters of compound shapes,</p> <p>Can calculate the volume of cuboids.</p>
4	<p>Can use scale factors to find lengths of similar shapes.</p> <p>Can calculate missing angles formed by parallel lines.</p> <p>Can apply their understanding of angles to problems involving bearings.</p> <p>Can calculate the area and circumference of a circle.</p> <p>Can apply their understanding of area to calculate surface area of prisms.</p> <p>Can calculate the volume of a range of prisms.</p> <p>Can use Pythagoras' theorem to find missing sides of a right-angled triangle.</p> <p>Can use trigonometric ratios in right-angled triangles.</p> <p>Can locate and describe the locus of points.</p>
5	<p>Can explain why shapes are similar, congruent or neither.</p> <p>Can use scale factors to find areas and volumes of similar shapes.</p> <p>Can calculate the volume and surface area of pyramids, spheres and cones.</p> <p>Can calculate the lengths and area of fractions of shapes, including arcs and segments of circles.</p> <p>Can use trigonometric ratios to find missing sides and angles in any triangle.</p> <p>Can use their knowledge of angles and circle theorems to deduce and calculate the size of angles and length of lines.</p>

Statistics represent data, probability models chance, and both support informed inferences and decisions.

Progress Point	Description
1	<p>Can collect, organise and record data using tally tables and frequency tables.</p> <p>Can sort and classify data using basic Venn diagrams.</p> <p>Can represent data using basic graphs, such as bar charts.</p> <p>Is beginning to interpret and analyse simple graphs; such as bar charts.</p> <p>Understands the concept of chance and the basic vocabulary of probability.</p>
2	<p>Demonstrates an understanding of how to collect relevant data and the questions to be asked to collect data.</p> <p>Can represent data using a variety of charts of increasing complexity, including bar graphs and line graphs.</p> <p>Can extract and interpret information from a range of graphs, including basic pie charts.</p> <p>Can find the mean, median, mode and range of a simple set of data.</p> <p>Can explore outcomes and chance and use numerical values to represent probability.</p>
3	<p>Can choose a sensible hypothesis to investigate and create a data collection sheet to represent this.</p> <p>Can use a wide range of graphs to represent data, including pie charts, frequency diagrams and frequency polygons.</p> <p>Can represent data using scatter graphs and understand correlation.</p> <p>Can understand how different averages can be used to compare data, recognising the advantages and disadvantages of each average.</p> <p>Can list outcomes of events and represent probability using sample spaces.</p>
4	<p>Has an understanding of sampling and can apply systematic sampling methods.</p> <p>Can represent data using cumulative frequency diagrams and box and whisk plots and use these to interpret measures of spread.</p> <p>Can calculate averages from grouped data.</p> <p>Can explore all the possible mutually exclusive outcomes of successive and combine events.</p>
5	<p>Can use different sampling methods, including random and stratified sampling.</p> <p>Can represent and interpret data using histograms.</p> <p>Can critically analyse statistics, considering how data is represented and its reliability and can make informed decisions, identifying bias and anomalies.</p> <p>Can understand the relationship between relative frequency and theoretical probability.</p> <p>Can solve problems involving probabilities of mutually exclusive, independent and dependent events.</p>

Science and Technology

Methods of inquiry

Progress Point	Description
1	Can ask questions and follow simple methods of inquiry.
2	Can ask questions and suggest simple methods of inquiry.
3	Can identify questions that can be investigated scientifically.
4	Can identify questions that can be investigated scientifically and suggest suitable methods of inquiry.
5	Can research, begin to devise and use suitable methods of inquiry to investigate scientific questions.

Communicating findings

Progress Point	Description
1	Can recognise patterns from observations and investigations.
2	Can recognise patterns from observations and investigations and can communicate findings.
3	Can suggest conclusions as a result of carrying out inquiries.
4	Can begin to use data to support conclusions.
5	Can use findings to draw valid conclusions.

Evaluating

Progress Point	Description
1	Can begin to evaluate methods
2	Can evaluate methods to suggest improvements.
3	Can evaluate methods, spotting anomalies in data to suggest improvements.
4	Can evaluate and identify ways of improving the data, taking anomalies into account.
5	Can consistently evaluate and identify ways of improving the reliability of data, taking anomalies into account.

Predictions

Progress Point	Description
1	Can begin to use knowledge and understanding to predict effects as part of my scientific exploration.
2	Can consistently use knowledge and understanding to predict effects as part of my scientific exploration.
3	Can engage with scientific and technological evidence to inform opinions.
4	Can engage with scientific and technological evidence to inform opinions. Can use a range of models to explain and make predictions.
5	Can use a range of models to explain and make predictions. Can select relevant scientific knowledge from a range of evidence sources to evaluate claims presented as scientific facts.

Computation is the foundation of the digital world

Progress Point	Description
1	<p>Can use computational thinking techniques; create simple algorithms and can detect and explain simple errors.</p> <p>Is able to follow simple algorithms to determine their purpose and predict most outcomes.</p> <p>Can use editing and formatting techniques to develop and refine their work to improve its quality and presentation.</p>
2	<p>Is able to use conditional statements to add control and decision-making to algorithms.</p> <p>Can identify repeating patterns and use loops to make my algorithms more concise.</p> <p>Can plan, test and refine sequences of instructions.</p> <p>Can explain and debug algorithms.</p>
3	<p>Is able to decompose given problems and select appropriate constructs to express solutions to problems.</p> <p>Can select and use data structures that efficiently manage data in algorithms.</p> <p>Can plan and implement test strategies to identify errors in the programs they have developed.</p> <p>Is able to create sequences of instructions and understand the need to be precise when framing and sequencing instructions.</p> <p>Is systematic in changing the variables in an ICT-based model and can explain the impact of the changes made.</p>
4	<p>Is able to identify, define and decompose problems, choose appropriate constructs and express solutions in a variety of environments.</p> <p>Is able to use ICT-based models to make predictions and vary the rules within the models.</p> <p>Can use file-handling techniques to manipulate data in their programs.</p> <p>Is able to develop, test and refine sequences of instructions as part of an ICT system to solve problems.</p> <p>Uses testing, peer and self-evaluation effectively to improve their solutions.</p>
5	<p>Is able to design and implement systems that use appropriate components and logic to complete tasks and achieve goals.</p> <p>Can apply design principles in order to design a range of efficient user interactions, and evaluate effectiveness.</p> <p>Can select and use information to develop systems suited to work in a variety of contexts, translating enquiries expressed in a natural language into a high-level programming language.</p> <p>Is able to develop, try out and refine sequences of instructions and show efficiency in framing these instructions, using sub-routines where appropriate.</p> <p>Can design effective procedures with variables to meet the requirements of their program.</p>

Digital Competence Framework

Progress Point	Description
1	Can create and plan work before starting a digital task. Is able to use software tools to enhance the outcomes for the specific audience Is able to explain reasons for the content of their digital product. Is able to use a range of spreadsheet formulae.
2	Can select and effectively use a variety of planning techniques. Can use a range of software tools and techniques to create and modify work. Is able to explain reasons for the layout and content of their digital product. Is able to construct, refine and interrogate data sets with tables, spreadsheets and charts to support an investigation.
3	Can plan their digital work effectively. Can use a wide variety of software tools and techniques to create and modify work. Is able to suggest and make improvements to their work based on feedback. Is able to create a data capture form, capture data, and create a spreadsheet to perform analysis.
4	Can suggest and make improvements that are relevant for audience and purpose based on feedback received. Is able to analyse large data sets and identify trends where appropriate.
5	Can make detailed and specific changes to their work based upon feedback and self-evaluation. Is able to use software applications to produce statistical evidence based on their own collected data and justify reasons.

Critical thinking skills

Progress Point	Description
1	Are introduced to the importance of thinking and problem-solving in design technology. Can recognize the connection between critical thinking and effective problem-solving. Can identify a simple problem related to a task and describe how critical thinking might be applied.
2	Can identify and analyse problems within projects. Can clearly define problems, considering context and potential implications. Can analyse a given design problem, identifying key elements and potential challenges
3	Can engage in creative thinking to generate concepts. Can generate a variety of ideas, thinking beyond conventional solutions. Can generate innovative concepts for a specific problem.
4	Can develop skills in critically evaluating the feasibility and effectiveness of concepts. Can assess ideas based on evidence, considering factors like functionality, aesthetics, and ethical considerations. Can evaluate and compare multiple concepts, justifying choices with evidence and analysis.
5	Can apply an iterative and reflective approach to problem-solving. Can create practical's based on feedback, and reflect on the entire problem-solving process. Can develop a prototype, gather feedback, make iterative improvements, and reflect on the overall problem-solving journey.

Use of tools/equipment/utensils

Progress Point	Description
1	With guidance can identify some tools, utensils or software that are used in a set tasks.
2	With limited support can undertake basic practical tasks using tools, utensils or software to produce an outcome.
3	Can independently undertake practical tasks using tools, utensils or software to produce an outcome to a satisfactory level.
4	Independently able to undertake practical tasks using a variety of tools, utensils or software to produce an outcome to a good level.
5	Can demonstrate advanced skills when using a diverse selection of tools utensils or software to produce a high quality outcome.