

Year 7 “Mastery” Curriculum & Assessment Overview



Year 7 – Autumn Term

English target:

Maths target:

Overall target:

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Key Stage 3 Curriculum and Assessment.

Our pupils in Year 7 are following the Mastery curriculum in all subjects. The Mastery pathway allows students more time to fully understand and develop a set of skills/knowledge so that it can be built upon in following years. Each subject divides the year up into 3 modules (autumn, spring and summer). Each module is then split up into a number of strands. Pupils are judged to have learnt the basics (Launching), have good working knowledge (Developing), have a thorough understanding (Progressing) or having mastered each strand (Mastery). This allows students to consolidate learning for all abilities as well as providing challenge for the most able.

In this booklet you will find the overview for each subject. This will tell you what is being learnt in each subject in this first term. Booklets for the spring term will be sent out in early January.

Pupil academic points

Pupils will receive points for each strand within each subject. **Mastering** will receive 4 points, **Progressing** will receive 3 points, **Developing** will receive 2 points and **Launching** will receive 1 point.

At the end of each term we will calculate an average point score for your child in each subject as well as an overall score which will be representative of their performance in all subjects. This will allow staff, pupils and parents to get a good sense of how pupils are doing within each subject as well as overall in all ten subjects. (Please note, Accler8 will not be included in the calculation.)

Pupil Targets

All pupils will be set a target for the year in each subject. Targets are based on what your child achieved in their KS2 SATS. This is to ensure that pupils are challenged according to their ability. The table below shows how we set targets:

KS2 on entry	KS3 Target setting information		
	Average score. Upper end of range not included within group (except 4.0 which is Mastering)		KS3 Target
L6	3.5	4.0	Mastering
5a & 5b	3.0	3.5	Mast/Prog
5c & 4a	2.5	3.0	Progressing
4b & 4c	2.0	2.5	Prog/Dev
3a & 3b	1.5	2.0	Developing
3c	1.0	1.5	Dev/Launch
L2	0.85	1.0	Launching

Contacts

We hope this guide answers any questions you may have. However, if you still have queries, please do not hesitate to contact the school.

Our phone number is: 0115 9539060

Subject specific

If you have a subject specific enquiry, please contact the relevant subject leader below:

English: Miss A. Mugaseth (amugaseth@topvalleyacademy.org)

Maths: Mr N. Hay (nhay@topvalleyacademy.org)

Science: Mr D. Stockwell (dstockwell@topvalleyacademy.org)

Computing: Mrs T. Meeks (tmeeks@topvalleyacademy.org)

Geography: Mr A. Steer (asteer@topvalleyacademy.org)

History: Mr I. Addis (iaddis@topvalleyacademy.org)

Modern Foreign Languages: Mr D. Straw (dstraw@topvalleyacademy.org)

Art: Miss C. Voce (cvoce@topvalleyacademy.org)

Food: Mr L. Morgan (lmorgan@topvalleyacademy.org)

PE: Mrs G. Morris (gmorris_2@topvalleyacademy.org)

Acceler8: Mrs K. Harvey-Taylor (kharvey-taylor@topvalleyacademy.org)

Curriculum

If you have an overall curriculum query, please contact our senior deputy head-teacher, Mrs N. Pearson (npearson@topvalleyacademy.org).

Year 7

If you have any other year 7 specific queries, please contact the head of year 7, Mrs H. Morley (hmorley@topvalleyacademy.org), or assistant head-teacher (Year 7), Mrs K. Harvey-Taylor (kharvey-taylor@topvalleyacademy.org).

English	Reading: Growing Pains		Autumn	
	Launching (1 point)	Developing (2 points)	Progressing (3 points)	Mastering (4 points)
Strand 1 Predicting	I know what prediction is and can make simple predictions based on a title.	With help, I know how to look for clues within a text to help me make predictions.	I can confidently predict what will come next in a text based on the evidence I am given.	I can independently use a range of clues from a text to make accurate and plausible predictions.
Strand 2 Clarifying	I know what clarifying is and can decode simple words.	With help, I know how to clarify words and phrases I don't understand.	I can confidently work out the meaning of most words and phrases I don't understand by using different methods of clarifying.	I can independently use a range of strategies to help clarify words and phrases I don't understand.
Strand 3 Summarising	I know what summarising is and can make simple summaries about texts I have read.	With help, I know how to look for important information from a text to make a summary.	I can confidently summarise from different parts of a text, identifying and writing the key points.	I can independently understand which parts of a text are needed for a summary and which are not. I can also summarise themes and ideas.
Strand 4 Questioning	I know what questioning is and can ask simple questions about the text I have read.	With help, I know how to use what I have read to ask different kinds of questions.	I can confidently ask a range of questions. For some, the answers may not be in the text and I can use inference to attempt to answer these questions.	I can independently ask a range of questions using what I have read to inform the types of questions I ask. I can make perceptive inferences to attempt to answer these questions.
Strand 5 Comprehension	I know what is happening in the text I have read.	With help, I am able to explain what is happening in the text I have read.	I can confidently understand the text I have read and can explain it to others.	I can independently understand what I have read. I am able to explain it to others and express my views about it.

English	Writing: Growing Pains		Autumn	
	Launching (1 point)	Developing (2 points)	Progressing (3 points)	Mastering (4 points)
Strand 6 Punctuation	I need to use full stops in my writing.	With help, I am able to write accurate sentences.	I can confidently use punctuation accurately including full stops, commas and question marks.	I can independently use a range of punctuation accurately.
Strand 7 Structure – whole text	I need to use paragraphs in my writing.	With help, I am able to start a new paragraph when needed.	I can confidently organise my work, beginning and ending paragraphs when needed.	I can independently organise my writing using paragraphs for particular effects.
Strand 8 Vocabulary	I need to use the right words in my writing.	With help, I am able to use vocabulary in the right contexts.	I can confidently choose vocabulary which is suitable for the text, audience and purpose.	I can independently select vocabulary which will have an impact in my writing and on my reader.
Strand 9 Clarity of ideas	I need to express my ideas clearly.	With help, I am able to express my ideas clearly.	I can confidently express my ideas in a way which shows clarity.	I can independently express my ideas, extending and developing points where necessary.

English	Speaking and Listening: Growing Pains		Autumn	
	Launching (1 point)	Developing (2 points)	Progressing (3 points)	Mastering (4 points)
Strand 10 Use of Standard English	I need to use Standard English appropriately in informal and formal contexts.	With help, I can use Standard English appropriately and sometimes adapt this to match the audience and context.	I can appropriately use Standard English and mostly adapt this to match the audience and context.	I can confidently use Standard English and adapt this skilfully to match the audience and context.
Strand 11 Giving short speeches and presentations	I need to be able to present my ideas clearly and appropriately.	With help, I can present my ideas clearly, sometimes using the appropriate and relevant detail to interest and engage my audience.	I can clearly present my ideas, mostly using the appropriate and relevant detail to interest and engage my audience.	I can confidently and fluently present developed and detailed ideas which interest and engage my audience.
Strand 12 Improvising, rehearsing and performing	I need to be able to plan, rehearse and perform a piece of drama. I need to use voice, gesture and dramatic devices to show I am in role.	With help, I am able to plan, rehearse and perform a piece of drama. I sometimes use voice, gesture and dramatic devices to show I am in role.	I can plan, rehearse and perform a piece of drama as part of a group. I mostly use voice, gesture and dramatic devices to sustain a role.	I can independently and collaboratively plan, rehearse and perform an effective piece of drama. I confidently use voice, gesture and dramatic devices to sustain and develop a convincing role.

Mathematics		Number skills		Autumn	
	Launching (1 point)	Developing (2 points)	Progressing (3 points)	Mastering (4 points)	
Strand 1 Place value	I can multiply by 10, 100. I can order numbers up to 100. I can write numbers in words & figures (up to 1000).	I can multiply & divide by 10, 100. I can order number up to 1000. I can write numbers in words & figures.	I can multiply and divide by 10, 100, 1000. I can order decimal and negative numbers. I can combine digits to make largest & smallest numbers (up to 4 digits).	I can multiply & divide by 0.1, 0.01. I can order negative decimal numbers. I can combine digits to make a number closest to.... (4 digits).	
Strand 2 Add & subtract	I know number bonds to 10, 20 & 100. I can add & subtract in my head (1 digit). I recognise coins and can add money amounts.	I can solve worded problems. I can add & subtract in my head (2 digits). I know column method (4 digits). I can work out change.	I can solve worded problems with several calculations. I can add & subtract decimals & negatives. I have solved money problems.	I can solve worded problems with negatives & decimals. I can add & subtract decimals (1d.p) & negatives in my head.	
Strand 3 Estimation	I can estimate an amount of objects. I can round numbers to the nearest integer, ten or hundred.	I can round numbers to decimal places. I can round numbers to the nearest integer/10/100 to make estimates.	I can round numbers to significant figures. I can round numbers to 1s.f to estimate calculations. I choose sensible units of measure.	I can state if an estimate is an over or under estimate. I know how to calculate upper & lower bounds.	
Strand 4 Perimeter	I can calculate the perimeter of a shape by counting squares. I can calculate the perimeter of triangles & quadrilaterals.	I can calculate the perimeter of polygons, including those with missing sides. I know how to convert mm to cm and vice versa.	I can calculate the circumference of a circle. I know how to convert metric units of measure.	I can calculate arc lengths & the perimeter of a sector.	
Strand 5 Factors & multiples	I can list the first 10 multiples for the numbers 2-10.	I know how to find factor pairs for numbers up to 100. I can calculate HCF for them. I can calculate the LCM for numbers up to 20.	I know how to calculate the LCM and HCF using both the listing method and Venn diagram method.	I have solved worded functional problems using knowledge of LCM and HCF.	
Strand 6 Multiply & divide	I use knowledge of times tables up to 9x9 to answer single digit multiplication and division questions.	I can solve worded questions using RUCSAC. I can multiply two 2 digit numbers. I can divide using the bus shelter method where the divisor is less than 10.	I can solve multi stage worded questions. I can multiply and divide by 0.1, 0.01. I can multiply by negative numbers.	I can solve worded functional questions. I can multiply and divide with decimals and negatives and negative decimals.	
Strand 7 Area of rectangle & triangle	I can calculate the area of rectangles by counting squares, using given measures and by measuring sides.	I can calculate the area of a triangle. I can calculate the missing dimension of a rectangle with a given area. I use correct units for area.	I can calculate the missing dimension of a triangle with a given area. I can solve functional problems involving money.	I can solve functional 'tiling' problems. I can calculate the area of compound shapes. I know how to convert between metric units of measure (2D).	
Strand 8 Calculate the mean	I can calculate the mode and range for small data sets.	I can calculate the mean and median for small data sets. I compare data using averages.	I can calculate a missing bit of data with a given mean. I understand how an extra value will affect the mean.	I can calculate the mean from frequency tables. I have discussed outliers and know their impact.	

Science		Cells, Particles and Forces		Autumn	
	Launching (1 point)	Developing (2 points)	Progressing (3 points)	Mastering (4 points)	
Strand 1 Cells	I can describe what a cell is and name some examples of specialised cells.	I can match some components of a cell to their function, including at least one specialised cell.	I can identify and describe some similarities and differences between animal and plant cells.	I can explain the differences between animal and plant cells, including some examples of specialised cells, and link structure to function.	
Strand 2 Microscopes	I can describe how to use a microscope to observe a cell.	I can explain how to use a microscope to observe a cell.	I can explain what each part of a microscope does and how to use it.	I can perform simple magnification calculations.	
Strand 3 Diffusion	I can name some substances that move in or out of cells.	I can describe the process of diffusion.	I can explain the process of diffusion.	I can explain which substances move into or out of cells, and why, using the idea of diffusion.	
Strand 4 Cells part 2	I can name an example of a unicellular organism.	I can describe what a unicellular organism is, and identify some structures of an amoeba and a euglena.	I can explain what a unicellular organism is, and describe some structures of an amoeba and a euglena.	I can give detailed examples of unicellular organisms, and describe the structure and function of an amoeba and a euglena.	
Strand 5 Particle model	I describe how materials are made up of particles.	I can match particle models to the properties of a material.	I can use the particle model to explain why different materials have different properties.	I can evaluate particle models that explain why different materials have different properties.	
Strand 6 States of matter	I can match the properties of the three states of matter to the name of the state.	I can describe the properties of a substance in its three states and recognise changes of state including: melting, freezing, boiling, evaporating, condensing, and subliming.	I can use ideas about particles to explain the properties of a substance in its three states and describe how the arrangements of particles change during changes of state.	I can use ideas about how fast particles are moving to explain the properties of a substance in its three states and use particle models to explain changes of state, including the difference between evaporation and boiling.	

Strand 7 Gas pressure	I can describe simply what gas pressure is and state everyday examples.	I can describe the factors which affect gas pressure.	I can use the particle model to explain gas pressure.	I can use particle diagrams to explain what happens to gas pressure as the temperature increases.
Strand 8 Forces	I can identify some forces including: friction, drag, and gravity.	I can explain what forces do and describe what is meant by an interaction pair.	I can describe how some forces (e.g. gravity) vary with distance, and describe the effect of a field.	I can explain the effects of drag and friction in terms of forces, and apply the effects of forces at a distance to different fields.
Strand 9 Forces in action	I can state an example of a force deforming an object and recognise a support force.	I can describe how forces deform objects.	I can explain how forces deform objects, and explain how solid surfaces provide a support force.	I can explain how solid surfaces provide a support force, using scientific terminology and bonding.
Strand 10 Hooke's Law	I can state Hooke's Law.	I can use Hooke's Law to identify proportional stretching.	I can use Hooke's Law to predict the extension of a spring.	I can apply Hooke's Law to make quantitative predictions with unfamiliar materials.
Strand 11 Balanced forces	I can identify familiar situations of balanced and unbalanced forces.	I can define equilibrium and describe situations that are in equilibrium.	I can explain the difference between balanced and unbalanced forces.	I can explain why the speed or direction of motion of objects can change using force arrows and the idea of balanced and unbalanced forces.

Computing		Staying safe online		Autumn	
	Launching (1 point)	Developing (2 points)	Progressing (3 points)	Mastering (4 points)	
Strand 1 Social networking & cyberbullying	I understand what is meant by social networking & cyberbullying.	I can explain what is meant by social networking & cyberbullying and can give examples.	I can describe the uses of social networking sites & can explain what to do when someone I know is being cyberbullied.	I can explain the advantages & disadvantages of social networking and its uses. I can explain the consequences of cyberbullying and know what to do if I see it happening.	
Strand 2 Learning blog	I understand what a learning blog is used for.	I use my learning blog to explain what I found easy and what I found difficult.	I regularly use my learning blog to explain what I have learnt.	I consistently use my learning blog to explain how I could improve my work and seek feedback from peers.	
Strand 3 Creating interactive images	I have created an interactive image using images or text.	I have created an interactive image using images & text.	I have created an interactive image using images, text & sound.	I have created an interactive image using images, text, sound & video.	
Strand 4 Protecting yourself online	I have researched one further aspect of keeping myself safe online.	I have researched two further aspects of keeping myself safe online.	I have researched two further aspects of keeping myself safe online and can explain who young people can get in touch with if they need confidential advice.	I have researched two further aspects of keeping myself safe online and can offer e-safety advice to other young people.	
Strand 5 Evaluation	I have gathered feedback and suggested how I could improve my work.	I have gathered feedback and made changes to my work.	I have gathered feedback from various sources and made changes to my work.	I have gathered feedback from various sources and explained how the changes have improved my work.	

Geography		Development		Autumn	
	Launching (1 point)	Developing (2 points)	Progressing (3 points)	Mastering (4 points)	
Strand 1 What is development?	I understand what is meant by the term “development”.	I understand what is meant by the term “development” and can identify methods used to measure development.	I can compare the levels of development between countries using indicators of development. I can describe some patterns of development.	I can analyse and evaluate the levels of development between countries using indicators of development. I can describe global patterns of development and evaluate their relevance today.	
Strand 2 Egypt	I can locate Egypt on a map. I can identify continents.	I can locate Egypt on a map and with some help, identify key geographical features.	I can create an accurate map of Egypt and independently locate key geographical features.	I can expertly identify and describe key social, geographical and economic features of Egypt using maps and graphs to support my answers.	
Strand 3 Migration and shanty towns	I understand what migration means and can identify some of the push and pull factors involved.	I understand what rural to urban migration means and can describe some of the causes and effects of this migration.	I confidently explain the cause and effects of rural to urban migration in Egypt.	I expertly describe and explain the causes and effects of rural to urban migration in Egypt. I can evaluate the range of solutions that have been used.	
Strand 4 Skills	With help, I attempt to use some skills to support my work such as sketches, interpreting climate-graphs.	I begin to use skills with some accuracy to support my work. I can produce a labelled sketch and a climate-graph.	I use skills to enrich my work with annotated graphs, sketches and maps. I can explain some of the information they represent.	I expertly and independently use a wide range of skills to present my work in many ways.	

Geography		Settlement		Autumn	
	Launching (1 point)	Developing (2 points)	Progressing (3 points)	Mastering (4 points)	
Strand 5 Settlement introduction	I can describe what a settlement is. I can identify some settlement patterns.	I can identify settlement and land use patterns using OS Maps.	I can identify and describe settlement patterns and land use patterns in detail, using subject terminology.	I can expertly identify and describe settlement patterns and give detailed reasons for these patterns.	
Strand 6 Settlement change: the London Docklands	I know a brief history of the London Docklands.	I know some of the history of the London Docklands and can describe some of the changes that this area went through.	I confidently know the history of the London Docklands, when it was built and why. I know some of the factors that caused this settlement to change and how sustainable these changes are.	I understand the history of the London Docklands, when it was built and why. I can expertly evaluate the sustainability of these changes.	
Strand 7 The congestion charge	I need to know what the congestion charge is.	I partially know what is meant by the term congestion charge. I can make references to the basic arguments for and against this development.	I confidently understand what is meant by the term congestion charge. I understand how different stakeholders have different opinions and confidently begin to justify my own opinion.	I expertly evaluate the sustainability of the congestion charge issue. I consistently include evidence and terminology to enrich my work.	
Strand 8 Skills: using resources to inform decision making	I need to be able to read and select some of the information in a resource.	I can partially identify key facts, figures and opinions about the congestion charge from some of the resources provided.	I confidently use subject specific terminology and evidence to support different opinions.	I consistently and expertly use subject specific terminology and evidence from a wide range of sources.	
Strand 9 Using OS maps	I need to be able to read some key features of an Ordnance Survey map.	I can partially read Ordnance Survey maps and give four figure grid references.	I can confidently read Ordnance Survey maps and give four and six figure grid references. I can use a scale line to estimate distances.	I can expertly read and interpret Ordnance Survey maps and use four and six figure grid references expertly. I can use a scale line to accurately measure distances.	

History		Battle of Hastings		Autumn	
	Launching (1 point)	Developing (2 points)	Progressing (3 points)	Mastering (4 points)	
Strand 1 Understanding how things changed or stayed the same	I need to be able to understand that England has both changed & stayed the same over time.	I can partially identify the things that have changed or stayed the same in England since 1066.	I can confidently describe aspects of change and continuity in England since 1066.	I can expertly describe these changes as social, political and religious.	
Strand 2 Explaining why things happen	I need to be able to explain why things happen in history.	I can partially give reasons for why things happen but I do not explain them.	I can confidently identify and explain multiple causes of events in history.	I can expertly prioritise causes of events and I am aware of the role of individuals and wider influences.	
Strand 3 What was England like before 1066?	I need to know what England was like before 1066.	I know and can describe in simple terms what England was like.	I confidently know and can describe in different ways what England was like.	I can understand and apply my knowledge to a piece of extended writing.	
Strand 4 Who were the contenders for the throne in 1066?	I need to know about the three contenders for the English throne in 1066.	I know who the three contenders were and can describe them simply.	I confidently know and can describe the three contenders in detail.	I can apply my knowledge to suggest which contender had the strongest claim to the throne.	
Strand 5 Why did William win at Hastings?	I need to know why William won the Battle of Hastings.	I know and can describe in simple terms what happened at Hastings.	I confidently know and can describe in detail what happened to allow William to win at Hastings.	I can understand and apply my knowledge to a piece of extended writing.	

Spanish		Introduction to Spanish		Autumn	
	Launching (1 point)	Developing (2 points)	Progressing (3 points)	Mastering (4 points)	
Strand 1 Listening and reading	I understand a few familiar words and sometimes need a lot of help such as repetition and gesture.	I understand a range of familiar phrases and sometimes need some support or repetition. I have completed some sections of my workbook correctly.	I understand short passages, including feelings and opinions. I have completed most sections of my workbook correctly.	I understand passages of familiar language in simple sentences as well as the main points in longer texts. I have completed all sections of my workbook correctly.	
Strand 2 Speaking and writing	I can say simple phrases and label items correctly using a model.	I can give basic information in simple phrases with reasonable pronunciation. I can write a sentence using a model as well as single words from memory.	I can take part in a simple, prepared conversation. I can write up to 2 sentences of familiar language with support and I can express feelings and opinions.	I can take part in simple conversation and write a few sentences using some memorised language and references. I can express feelings and opinions.	
Strand 3 Vocabulary and translation	I know some vocabulary learned in class.	I know some key vocabulary and use it from memory.	I confidently know key vocabulary learned in class and some additional words.	I understand and can apply key vocabulary and regularly add new words.	
Strand 4 Grammar	I understand some basic grammar points and need a lot of support to apply them.	I understand some basic grammar points and need some support to apply them.	I understand some basic grammar points and can apply them independently.	I understand some grammar points and can apply them in various contexts.	
Strand 5 Cultural awareness	I know some information about bullfighting in Spain.	I can describe the pros and cons of bullfighting in Spain. I have used the information given to me and have asked questions to find out more.	I can confidently describe the pros and cons of bullfighting in Spain. I have found out more information about the history of bullfighting.	I can confidently describe the pros and cons of bullfighting, including extra information I have researched about the history and future of bullfighting.	

Art	Shell Drawing and African Art		Autumn	
	Launching (1 point)	Developing (2 points)	Progressing (3 points)	Mastering (4 points)
Strand 1 Control	I press a little too hard on my pencil and try to draw accurate shapes.	I sometimes press softly on my pencil so it can be rubbed out easily. I draw basic shapes accurately.	I sketch lightly with my pencil to create the basic shapes. I make some refinements. I include some detail in my work.	I draw with precision and accuracy. I sketch lightly with my pencil to create the basic shapes and then go over them with a darker tone. I make refinements. I include a lot of detail in my work.
Strand 2 Inspiration	I have added basic ideas from the artwork/theme, for example: colour, pattern and details.	The artwork I have looked at has inspired me. I have included ideas from the artwork/ theme, for example: colour, pattern, details and shapes.	You can clearly see where the artwork has inspired me. I have included ideas from the artwork/ theme, for example: colour, pattern, details, shapes and images.	You can clearly see where the artwork has inspired me. I have creatively included ideas from the artwork/ theme, for example: colour, pattern, details, shapes and images. I can also explain this using correct art terms.
Strand 3 Composition design idea.	I have planned and made a basic layout. It has some white spaces.	I have carefully planned where my images / text have been placed. There is good balance. There are not many white spaces.	I have thoughtfully created my layout which has very good balance and placement. I have filled spaces effectively.	I have created a highly detailed, imaginative and creative layout which has very good balance and no white spaces.
Strand 4 Colour pattern mark-making	I have used colour and pattern in my work. I have tried to use different effects. Some of the work is rushed / unfinished.	I have used colours and pattern to make my work interesting by using different techniques well, by taking my time and using what I have learnt.	I have skilfully used a wide range of colour and pattern techniques in my work. (Blending / shading / layering). I have selected suitable colour combinations.	I have creatively used colour and pattern techniques. I have invented my own visual effects and used these accurately. My work has a high standard of presentation and I pay attention to detail. My work is consistently of a high standard.
Strand 5 Observational drawing	I draw with some control. I try to hold my pencil steady. I sometimes look at what I am drawing.	I draw basic shapes that look like the objects. I place them in the correct space on the paper. I hold my pencil steady and take my time.	I use shading of different tones (dark to light). I draw accurate shapes that include some detail by sketching out basic shapes first and then adding detail in stages. I refine my work by making improvements as I go along.	I draw very accurate shapes which include a lot of detail by looking very closely at the objects. I show the way that tonal shading can make objects and images look 3D, and show the direction of a light source. I use different types of shading techniques and mark making.

Food	Introduction to cooking skills			Autumn
	Launching (1 point)	Developing (2 points)	Progressing (3 points)	Mastering (4 points)
Strand 1 Use of cooker	I know how to turn on the grill.	I can turn the grill on and know how to adjust the temperature.	I can adjust the temperature of the grill appropriately.	I can work the grill independently.
Strand 2 Knife skills	I know how to do the claw and bridge methods.	I can use one technique quite well.	I am able to prepare fruit and vegetables, safely using the correct techniques.	I consistently use the bridge and claw method effectively and safely.
Strand 3 Weighing and measuring	I know that a measuring jug is used for liquids and spring scales for solids.	I can use spring scales and a measuring jug.	I can measure accurately most of the time, using spring scales, measuring jugs and measuring spoons.	I can measure all ingredients accurately at all times.
Strand 4 Hygiene and safety	I know to wash my hands, clean my work surface, wear an apron before preparing food, and do my dishes afterwards.	I can keep my area clean and tidy as I cook. I work in a safe manner. I do my dishes when I have finished cooking.	I can work in a hygienic and safe manner when I prepare and cook food, and I wash my dishes properly.	I always work in a safe and hygienic manner in every instance.
Strand 5 Technical knowledge	I know that I need to store food properly to be safe. I know that a grill works by radiated heat.	I can usually store food properly, giving some reasons for this. I can cook using the grill.	I can store my food safely and correctly and am able to explain why. I can use the grill to a quite good effect when I cook.	I always store my food safely and correctly and am able to explain the reasons why fully. I can always use the grill to good effect when I cook.

The PE department teach a range of sports on a carousel basis. This means that all children study a different combination of sports. Your child will study at least two sports per half term but they will not be assessed in all the sports listed here this term. However, over the course of the year, they will study up to 11 different sports. Your child will be able to tell you which ones they have been studying this half term.

PE	Sports and Physical Activity			Autumn & Spring	
	Launching (1 point)	Developing (2 points)	Progressing (3 points)	Mastering (4 points)	
Rugby	I know a few rules and can both make and receive simple passes. I understand how to tackle and run with the ball in two hands.	I can deliver short passes, pick the ball from the floor and have successfully made a tackle.	I can attempt long passes, move with the ball at speed, go past an opponent, perform tackles and understand some positions and rules.	My passing is mostly accurate and I move with the ball effectively. I understand most rules.	
Basketball	I can attempt short passes and make shots from close range. I know a few rules.	I have developed more control over the ball and can change direction. I attempt to shoot from various distances.	I can accurately deliver passes which are sometimes intercepted and score from close range. I understand the basic rules.	I consistently have good control of the ball, get past an opponent and I score regularly from close range. I play to the majority of rules.	
Fitness	I can follow a warm up and identify the 3 phases, maintain short bursts of low intensity exercise and identify one component of fitness. I understand heart rates.	I know why we warm up and can demonstrate stretches, how exercise affects me and I can sustain periods of low intensity exercise. I can identify some components of fitness.	I can lead a simple warm up and identify muscles, describe the effects of exercise and maintain periods of moderate intensity exercise. I can link some components of fitness with sports.	I can plan and lead a warm up, take my heart rate and maintain periods of high intensity exercise. I can identify fitness tests.	
Netball	I can attempt to pass and shoot, move around the court freely and sometimes anticipate my opponents. I can identify some court markings and I know a few rules.	I can sometimes make short passes accurately, move around the court freely with few footwork errors, make some interceptions and attempt shots from a distance. I can identify all the markings.	I can make passes accurately though they are often intercepted, travel at speed and make regular interceptions, move into space and sometimes score from close to the net. I understand the basic rules for each position.	I can consistently deliver accurate passes and am beginning to think tactically. I can use feints, sprints and dodges to get into space. I regularly score and play to the majority of rules. I can explain each position and have umpired.	
Football	I can make short passes, shoot from close range, dribble with the ball and attempt tackles. I can identify markings and a few rules.	I can make short side footed passes, dribble with the ball at a jog, make a tackle successfully and shoot at the goal. I know the markings and a few rules.	I can make short passes in a game using different parts of my foot, change directions whilst dribbling with the ball and score a goal from close range. I can describe different positions and some roles.	I can consistently deliver passes including with my weaker foot, dribble at speed with my head up and tackle a player whilst jockeying. I often receive the ball in space. I can consistently score goals. I know the rules and have officiated some games.	

<p>Badminton</p>	<p>I can serve with some success, attempt overhead shots, return shots that come to me in 2 or 3 shot rallies and identify court markings. I understand a few rules and what a drop shot and net lift is.</p>	<p>I can perform underarm serves, hit the shuttlecock in a 4 or 5 shot rally, attempt a drop shot or net lift, move around the court slowly and identify all court markings. I understand a few rules.</p>	<p>I can sometimes perform long serves, move into correct positions, perform a drop shot and a net lift and hold a rally with more than 5 overarm shots. I understand the basic rules.</p>	<p>I can serve consistently, move into position to perform an overhead clear, select the correct shot to play in a game and hold a rally using appropriate shot type. I play following the majority of rules. I can use strategy when I play and have umpired.</p>
<p>Handball</p>	<p>I can catch the ball with two hands, throw with some technique, move into attacking positions and defend with basic technique. I understand the basic rules.</p>	<p>I can catch the ball regularly, throw whilst on the move with some success, dribble into an attacking position, set up some plays and defend within a game situation. I know the rules and have an idea of tactics.</p>	<p>I can catch the ball in various positions, make fake passes, set up attacking and defensive plays, dribble with the ball with some control and score regularly when in offensive positions. I know how to screen an opponent and how to apply tactics in game situations.</p>	<p>I can catch the ball in difficult situations, dribble and shoot effectively and use a range of passes to set up plays. I know when and how to screen an opponent and man mark an opponent. I know all the positions and apply tactics depending on the situation.</p>
<p>Hockey</p>	<p>I can attempt push and slap passes over short distances, stop slowly moving balls, make block tackles, dribble with the ball and shoot from short distances. I understand the basic rules and know how to hold the stick.</p>	<p>I can stop the ball, deliver push and slap passes, dribble in a straight line, block an opponent consistently and sometimes shoot with power. I can identify a few rules.</p>	<p>I can attempt long passes, dribble the ball with control and change direction occasionally, use a good technique to trap the ball occasionally use a jab tackle and use a slap to shoot. I play the game to most rules.</p>	<p>I can make accurate long passes regularly, dribble with good control in order to go past an opponent, use both a straight and reverse stick stop and effectively use block and jab tackles. I play the game to all rules and have had a go at umpiring.</p>

Due to the overlap with English and Maths subject areas, the assessment grids for Acceler8 (both literacy and numeracy) will be used in lessons by staff and students but will not be used for reporting. Students' progress in literacy and numeracy will be reported through Maths and English. The Acceler8 assessment grids are included here to provide an overview of the Acceler8 curriculum and enable you to discuss your child's learning with them at home.

Acceler8 Literacy	Nouns and noun phrases		Autumn	
	Launching	Developing	Progressing	Mastering
Plural spelling rules	I apply regular plural spelling rules. I need to learn irregular plural rules.	I apply some plural noun spelling rules accurately.	I nearly always apply all plural noun spelling rules but I may make the odd mistake.	I always accurately apply plural noun spelling rules in all of my work.
Proper, common and abstract nouns	I need to distinguish between proper nouns and common nouns.	I can distinguish between proper nouns and common nouns. I mostly use capital letters for these accurately.	I can distinguish between proper nouns and common nouns. I always use capital letters for these accurately.	I can distinguish between proper, common, concrete and abstract nouns. I always use capital letters for these accurately.
Determiners	I use the article accurately. I need to use demonstrative, quantifying and possessive determiners in my writing.	I apply demonstrative and quantifying determiners in my writing. However, these are not always the most appropriate. I need to use a possessive apostrophe correctly.	I mostly apply the most appropriate determiner in my writing to shape meaning. I mostly use possessive apostrophes correctly.	I always use the most appropriate and effective demonstrative, quantifying or possessive determiner. I always use a possessive apostrophe correctly.
Adjective noun phrases	I form noun phrases using one or two adjectives. I need to use a comma correctly in my noun phrases.	I form adjective noun phrases using more than one adjective. Some of these are ambitious and carefully chosen. I sometimes use a comma correctly in my noun phrases.	I form adjective noun phrases using mostly adjectives ambitious and carefully chosen adjectives. Some of these are effective. I use a comma correctly in my noun phrases.	All adjectives used in my noun phrases are ambitious and carefully chosen. These are effective. I can create personification using adjectives.
Extended and embedded noun phrases	I need to use embedded clauses to extend my noun phrases.	I use some accurately punctuated embedded clauses in my writing to form noun phrases that use 'who' or 'which'. I use some extended noun phrases.	I use a range of correctly punctuated embedded noun phrases in my writing. Some of these interest and engage the reader.	I use a full range of interesting and accurate embedded and extended noun phrases which add layers of meaning to my writing.

Acceler8 Numeracy		Applied number skills		Autumn	
	Launching	Developing	Progressing	Mastering	
Multiply and divide	I can multiply by a single digit I can divide by a single digit.	I can multiply and divide using 2 digits.	I can multiply and divide decimals up to 2 places by a single digit.	I can multiply and divide numbers of any size.	
Measure (conversion)	I know and can use relationships between metric units of length and mass.	I can convert one metric unit to another using length and mass.	I know and can use metric and imperial equivalents for length and mass. I can convert units of currency.	I can convert metric and imperial units for length and mass. I can solve financial problems.	
Problem solving	I can solve one step problems. I can carry out a calculation.	I can solve two step problems. I can choose and carry out appropriate calculations.	I can solve multi-step problems. I can recognise how a method can be applied to solve similar problems.	I can Independently solve problems by breaking down complex calculations into simpler steps. I can choose and use operations and calculation strategies appropriate to the numbers and context.	
Estimation and scale	I know and can use metric units of length to estimate distances involving mm and cm. I can use scale involving mm and cm.	I can use appropriate metric units of length to estimate distances involving mm, cm and m. I can use scale involving mm, cm and m.	I can use appropriate metric and imperial units of length to estimate distance. I can use scale involving mm, cm, m and km.	I can use metric and imperial scale to work out the distance of any size. I can estimate any length using appropriate metric and imperial units.	

Key Stage 3 Curriculum and Assessment.

Pupils who were below Level 2 in English or Mathematics (from the KS2 SATS examinations) are taught a very similar curriculum but one which aims to give them the foundation they need in these key subjects.

In this section of the booklet you will find the overview for English and Mathematics. This will tell you what is being learnt in both subjects in this first term. Booklets for the spring term will be sent out in early January.

Pupil academic points

Pupils will receive points for each strand within each subject. **Launching** will receive 1 point, **Go** will receive 0.7, **Steady** will receive 0.3 and **Ready** will receive 0.1 points.

At the end of each term we will calculate an average point score for your child in each subject as well as an overall score which will be representative of their performance in all subjects. This will allow staff, pupils and parents to get a good sense of how pupils are doing within each subject as well as overall.

Pupil Targets

All pupils will be set a target for the year in each subject. Targets are based on what your child achieved in their KS2 SATS. This is to ensure that pupils are challenged according to their ability. The table below shows how we set targets:

KS2 on entry	KS3 Target setting information		
	Average score. Upper end of range not included within group.		KS3 Target
L2	0.85	1.0	Launching
L1/2	0.55	0.85	Go
L1	0.25	0.55	Steady
W	0	0.25	Ready

English	The Reading Experience		Autumn
	Ready (0.1 points)	Steady (0.3 points)	Go (0.7 points)
Strand 1 Phonics	I can read all Speed Sounds from Set 1 at speed.	I can read all Speed Sounds from Set 1 and 2 at speed.	I can read all Speed Sounds from Set 1, 2 and 3 at speed.
Strand 2 Reading	I can read VC, CVC, CCVC and CVCC words by blending Set 1 sounds. I can read Set 1 Red words.	I can read two-syllable words by blending Set 1 and 2 sounds. I can read Set 1 and 2 Red words.	I can read multi-syllable words by blending Set 1, 2 and 3 sounds. I can read Set 1, 2 and 3 Red words.
Strand 3 Comprehension	I can orally respond to a “find or prove” question about the text.	I can read questions about the text and select “find or prove” responses.	I can read questions about the text and write a “find or prove” response.
Strand 4 Writing	I can reconstruct stories using pictures to support. I can choose the right words to create sentences. I write at least 5 sentences in 30 minutes.	I can retell stories using pictures or writing frames to support. I use simple sentences. I write at least half a page in 30 minutes.	I can compose a piece of work using the support of a writing frame. I use more complex sentences. I write, accurately, at least one full page in 30 minutes.
Strand 5 Punctuation	I can use stage 1 on the punctuation poster accurately.	I can use stages 1 and 2 on the punctuation poster accurately and regularly throughout my work.	I can use stages 1-3 on the punctuation poster accurately and consistently.
Strand 6 Handwriting	The letters in my writing are clear.	My letters are clear and I have spaces between words.	My handwriting is clear and legible and the teacher can always read what I have written.
Strand 7 Spelling	I can spell VC, CVC, CCVC and CVCC words by blending Set 1 sounds. I can spell Set 1 Red words.	I can spell two-syllable words by blending Set 1 and 2 sounds. I can spell Set 1 and 2 Red words.	I can spell multi-syllable words by blending Set 1, 2 and 3 sounds. I can spell Set 1, 2 and 3 Red words.

Mathematics		Number skills		Autumn	
	Ready (0.1 points)	Steady (0.3 points)	Go (0.7 points)	Launching (1 point)	
Strand 1 Place value	I can read numbers written in figures and words (up to 10).	I can multiply integers by 10. I can write numbers in words and figures (up to 20).	I can multiply by 10. I can write numbers in words and figures (up to 100).	I can multiply by 10, 100. I can order numbers up to 100. I can write numbers in words and figures (up to 1000).	
Strand 2 Add & subtract	I know some number bonds to 10. I recognise some coins.	I know number bonds to 10. I can add two numbers together in my head (numbers 1-5). I recognise coins and can total two coins.	I know number bonds to 10 and 20. I can add in my head (1 digit). I can count several coins and add them up.	I know number bonds to 10, 20 and 100. I can add and subtract in my head (1 digit). I recognise coins and can add money amounts.	
Strand 3 Estimation	I can round numbers below a hundred to the nearest ten using a number line.	I can round to the nearest ten.	I can round numbers to the nearest ten or hundred.	I can estimate an amount of objects. I can round numbers to the nearest integer, ten or hundred.	
Strand 4 Perimeter	I recognise differences in length.	I can calculate the length of a line by counting squares.	I can calculate the perimeter of a rectangle by counting squares.	I can calculate the perimeter of a shape by counting squares. I can calculate the perimeter of triangles & quadrilaterals.	
Strand 5 Factors & multiples	I can list the first 10 multiples of 2.	I can list the first 10 multiples of 2, 3, 5 and 10.	I can list the first 10 multiples of 1, 2, 3, 4, 5, 6, 9 and 10.	I can list the first 10 multiples for the numbers 2-10.	
Strand 6 Multiply & divide	I know my 2 times tables.	I know my 2, 3, 5 and 10 times tables.	I know my 2, 3, 4, 5, 6, 9 and 10 times tables. I use this to help me answer single digit multiplication questions.	I use knowledge of times tables up to 9x9 to answer single digit multiplication and division questions.	
Strand 7 Area of rectangle & triangle	I can identify squares inside a rectangle.	I can calculate the area of rectangles by counting squares. I can measure lines to the nearest cm.	I can calculate the area of rectangles by counting squares and using given measures. I can measure lines to the nearest half cm.	I can calculate the area of rectangles by counting squares, using given measures and by measuring sides.	
Strand 8 Calculate the mean	I can tell which type is the most common object/colour.	I can tell which type is the most common object/colour. I can calculate the range from small data sets.	I can find the mode (if there is one or two) and range for small data sets.	I can find the mode and range for small data sets.	