

Key Stage 3 ARE Frameworks

Year 7 Spring Data Report

Art Age-Related Expectations (ARE) Framework

Topic: Tonal Skies & One Point Perspective

	Beginning	Working Towards	Expected	Working above	Greater Depth
Skills	I can: Paint a simple landscape using poster paint with help. I can show a sky and ground.	I can: ...add some light and dark (tone) to my sky ...make things look closer or further away by changing their size or where I put them.	I can: ...create a landscape with a smooth tonal sky and use simple perspective, like a horizon line and overlapping shapes, mostly by myself. ...blend colours with poster paint to show changes in the sky.	I can: ...make a detailed landscape with a well-blended tonal sky and clear perspective ...use poster paint to show depth and distance. ...make my work neat and balanced.	I can: I can create a complex, original landscape with advanced tonal blending in the sky and strong perspective, using techniques like vanishing points or atmospheric perspective. My work shows creativity and control with poster paint.
Knowledge	I can: ...say what a landscape is. ...name some materials I used, like poster paint.	I can: ...describe what tone and perspective mean why artists use them in landscapes.	I can: ...explain how using tone and perspective helps make my landscape look more realistic or interesting. ...talk about how artists use these techniques in their work.	I can: ...compare my landscape to artists' work, explaining how I used their ideas about tone and perspective. ...explain why I made certain choices.	I can: ...analyse my own and others' landscapes using art vocabulary. ...explain how artists or art movements inspired my work. ...suggest ways to improve even more.

Computer Science Age-Related Expectations (ARE) Framework

Topic : Data Modelling

	Beginning	Working Towards	Expected	Working above	Greater Depth
Skills	I can: ...change the colour of a cell (fill and border) ...add two cells together ..use basic formatting (bold, <i>italic</i>, Size, alignment)	I can: ...add and subtract the content of multiple cells together using a formula. ...add multiple cells together ...find the “filter tool”.	I can: ...apply conditional formatting ...use all basic formulas confidently ...use the 3 different functions	I can: ...use the autofill function to replicate data and cell content. ...analyse data and understand which formula was used.	I can: ...present this information in a logical manner ...create appropriate charts in a spreadsheet
Knowledge	I can: ..identify rows ...identify columns ...identify cells	I can: ...explain what data is ...identify a cell reference ...identify a cell range	I can: ...explain the difference between data and information	I can: ...explain the difference between primary and secondary sources of data	I can: ...independently find and source primary and secondary data

Design Technology Age-Related Expectations (ARE) Framework

Topic: Clocks

Topic Title or Leading Skill	Beginning	Working Towards	Expected	Working above	Greater Depth
Skills	I can: ...use basic tools with help to mark, measure and cut. ...begin to sand and paint a clock with support.	I can: ...use hand tools like saws and files with some guidance. ...sand and paint the clock neatly, with support.	I can: ...accurately mark, measure and cut wood for a clock. ...use attractive finish.	I can: ...work with control and precision using a range of tools. ...refine my sanding and finishing techniques to improve the outcome.	I can: ...use tools independently and confidently to produce a high-quality product. ...use finishing techniques creatively to enhance the theme and engage the user.
Knowledge	I can: ...describe what a clock is and name some tools. ...say what "fun" might mean in design.	I can: ...explain the purpose of my design. ...describe how I developed my ideas from research or examples.	I can: ...research existing products and gather inspiration. ...develop and communicate design ideas clearly through sketches and notes.	I can: ...explain how I improved my idea based on feedback. ...show development through annotated drawings and models.	I can: ...analyse different design influences and justify my design decisions. ...communicate my ideas with detail and creativity, showing strong user awareness.

Design Technology Age-Related Expectations (ARE) Framework

Topic: Textiles, Endangered animals

Topic Title or Leading Skill	Beginning	Working Towards	Expected	Working above	Greater Depth
Skills	I can: ...begin to identify an endangered animal to focus on, with support. ...attempt simple stitches with guidance. ...use a basic template with help.	I can: ...use simple hand-stitching techniques with some accuracy. ...use a template to cut felt shapes with guidance. ...begin to join felt pieces together neatly.	I can: ...select an endangered animal and design it clearly. ...use templates independently to cut felt pieces accurately. ...use a range of hand-stitching techniques to join parts neatly. ...create a tassel to display my work.	I can: ...work with control and precision in stitching and construction. ...use templates confidently and adapt them where needed. ...apply finishing touches neatly and consistently to improve quality. ...produce a tassel that complements the overall design.	I can: ...use hand-stitching techniques creatively and with confidence to produce a high-quality piece. ...adapt or design my own templates for originality. ...use decorative and finishing techniques to enhance the theme and appeal. ...make a tassel that is both decorative and functional.
Knowledge	I can: ...name an endangered animal. ...say what being "endangered" means.	I can: ...explain why my chosen animal is endangered. ...describe some issues that endangered animals face. ...begin to explain how my design links to the animal.	I can: ...research endangered animals and use this to inspire my design. ...communicate my ideas clearly through sketches and notes. ...explain how my design represents my chosen animal.	I can: ...explain how my design ideas developed from research and feedback. ...show development in my sketches and stitched work. ...link my design to wider issues around endangered animals.	I can: ...analyse environmental and conservation issues related to my animal and reflect these in my design decisions. ...communicate my ideas with creativity and detail, showing strong awareness of user and theme. ...demonstrate originality and imagination in design, stitching, and finishing.

Design Technology Age-Related Expectations (ARE) Framework

Topic: Developing Basic Food Skills

	Beginning	Working Towards	Expected	Working above	Greater Depth
Skills	I can... ...follow simple instructions with help. ...use basic equipment safely with guidance. ...prepare simple ingredients (e.g., peeling, washing fruit).	I can... ...use basic knife skills with support. ...measure ingredients accurately most of the time. ...follow a simple recipe to make a dish such as fruit salad or scones.	I can... ...prepare and cook a range of dishes safely and hygienically (e.g., fruit crumble, quesadilla). ...use basic cooking methods confidently, such as frying, baking, and using the hob. ...work independently to complete tasks on time.	I can... ...prepare and cook a variety of dishes using good technique and time management. ...apply safe working practices consistently when using knives, hobs, and ovens. ...adjust recipes to improve taste, texture, or presentation.	I can... ...demonstrate advanced confidence and precision in food preparation. ...use a range of cooking methods to create well-presented and high-quality dishes (e.g., homemade bread). ...work independently and efficiently, showing initiative in problem-solving.
Knowledge	I can... ...name basic kitchen equipment and identify safe working areas. ...recognise simple hygiene rules (e.g., washing hands, cleaning surfaces).	I can... ...explain why good hygiene and food safety are important. ...identify different cooking methods and their uses. ...understand the importance of correct storage of ingredients.	I can... ...describe how to work safely and hygienically in a kitchen. ...understand the functions of key ingredients (e.g., flour, fat, fruit). ...explain why we use different preparation methods (e.g., rubbing in, frying).	I can... ...explain how ingredients and cooking methods affect the sensory qualities of food. ...understand the principles of balanced meals and nutrition. ...give reasons for adapting recipes for health or dietary needs.	I can... ...analyse how preparation and cooking techniques influence flavour, texture, and nutrition. ...evaluate dishes critically and suggest well-justified improvements. ...compare and contrast traditional and modern cooking methods used in different cuisines.

Year 7 English Age-Related Expectations (ARE) Framework

Topic : Poetry from Diverse Cultures - READING (PEZZ ESSAY) ASSESSMENT)

	Beginning	Working Towards	Expected	Working above	Greater Depth
Skills	I can: Respond to the task with growing depth and awareness of task and audience. Style and Formality Express my ideas WITH SOME CLARITY. Expression and Lang choices Use some words to CREATE INTEREST. Use of Methods Put my ideas into a DELIBERATE ORDER for CLARITY OF FOR ENGAGEMENT. Paragraphing & Cohesion Use DIFFERENT OPENERS about time and place. Paragraph Openers Use sentences that are CLEAR AND SOMETIMES LINKED and developed. Sentences Use CAPITAL LETTERS AND FULL STOPS with reasonable accuracy. Use some other types of punctuation but this is not yet secure. Punctuation Spell words 1st and 2nd 100 words with increasing accuracy. Draft and check my work for errors. Spelling and Accuracy	I can: Produce writing that shows SOME UNDERSTANDING of task. Use of Standard English some of the time. Style and Formality Ensure my language is BECOMING CLEAR with SOME WORDS chosen for effect. Expression and Lang choices SOME use of FIGURATIVE LANGUAGE and EMOTIVE LANGUAGE. Use of Methods Use paragraphs but with some lapses. Sometimes go into DEPTH AND DETAIL to show understanding or to sustain interest. Paragraphing & Cohesion Use a VARIETY of PARAGRAPH OPENERS. SOME OPENERS chosen for effect OCCASIONALLY. Paragraph Openers Use different sentence types with GROWING CONFIDENCE and frequency. Sentences Ensure IMPROVING ACCURACY when using full stops and capital letters. SOME ACCURACY using other punctuation. Punctuation SPELL most words used accurately. Plan and proofread my work to make my ideas clear Spelling and Accuracy	I can: Produce writing that shows CLEAR UNDERSTANDING of the task in the required STYLE with frequent use of Standard English. Style and Formality Use language that is FREQUENTLY clear and becoming increasingly EFFECTIVE and APPROPRIATE. Expression and Lang choices Use FIGURATIVE LANGUAGE and POWERFUL WORDS with increasing frequency in writing. Use of Methods ALWAYS use PARAGRAPHS with varying degrees of clarity and depth. Use paragraphs that are LOGICAL and beginning to be DEVELOPED to sustain interest. Paragraphing & Cohesion Use a variety of PARAGRAPH openers with some varying in length for effect. Paragraph Openers Use SIMPLE & COMPLEX SENTENCES of varying lengths with SOME FOR EFFECT. Controlled use of tenses Sentences Ensure emerging confidence when using a RANGE OF PUNCTUATION. Use full stops and capital letters accurately. Punctuation SPELL HIGH FREQUENCY words accurately. Plan and proofread with growing care and precision Spelling and Accuracy	I can: Produce writing that shows a CLEAR UNDERSTANDING of the task with consistent use of Standard English. Produce a response that is usually detailed and developed. Style and Formality Use CLEAR and at times ENGAGING LANGUAGE with increasing confidence when writing. Expression and Lang choices Use FIGURATIVE LANGUAGE and POWERFUL WORDS with increasing frequency and precision in writing. Use of Methods Ensure I Always use PARAGRAPHS with some varied LENGTHS for EFFECT. Create paragraphs that are frequently DETAILED AND DEVELOPED, AND LINKED to sustain interest and engagement. Paragraphing & Cohesion Use a VARIETY OPENERS for my PARAGRAPHS for to make links clear and ENGAGING. Paragraph Openers Use simple SENTENCES and complex ones with confidence. Sentences Use familiar PUNCTUATION accurately with some use for EFFECT. Accurate use of commas and inverted commas. Punctuation Spell HIGH FREQUENCY words accurately with only a few errors and emerging confidence with C E words. Carefully plan and proofread my work and make noticeable improvements Spelling and Accuracy	I can: Produce a response that is CLEAR and DETAILED with a confident use of Standard English. Create a response that is generally convincing maintaining a formal tone with few lapses. Style and Formality Use increasingly AMBITIOUS LANGUAGE with reasonable consistency throughout my writing Expression and Lang choices CONSISTENT use of FIGURATIVE LANGUAGE and other METHODS with increasing appropriateness and originality. Use of Methods Create PARAGRAPHS that are consistently detailed and developed with emerging variety in paragraphing order eg: flashback etc Paragraphing & Cohesion CLEARLY use of a variety of PARAGRAPH LENGTHS and OPENERS which are beginning to become more effective. Paragraph Openers CLEAR and FREQUENT use of a variety of sentence types with some used for effect. Sentences CONFIDENTLY use familiar punctuation which is more consistently applied for effect; with a growing confidence when using more sophisticated types: semicolon and colon. Punctuation SPELL HF and CE words with only occasional errors. CONFIDENT ACCURACY when using homophones. Plan and proofread to ensure I have made clear linguistic and structural improvements Spelling and Accuracy

Year 7 English Age-Related Expectations (ARE) Framework
Topic : Poetry from Diverse Cultures - KNOWLEDGE

	Beginning	Working Towards	Expected	Working above	Greater Depth
Knowledge	I can IDENTIFY: -Some methods that writers use in their poems eg: repetition and alliteration -A few powerful words and identify if they are positive or negative -How a writer feels about their home and moving away -What aspects of life are different in Britain compared to other countries	I can COMMENT ON: -Some methods and the emotions they create in the reader -Some powerful words that have been used and link them to emotions -Some emotions the writer feels in their poem -What aspects create culture and how it creates a person	I can EXPLAIN: -The effects of poetic methods such as simile, metaphor and personification on the reader -Which words are powerful and what emotions they create -How people might feel about leaving their home -The importance of what builds culture and how it creates identity	I can DISCUSS: -The impact of a range of poetic methods – including some structural methods (title, rhythm and rhyme) and their effects on the reader -The use of emotive language and hyperbole and their effects of the reader -The different emotions people feel about their homes and moving -The differing aspects of a person's culture and how that goes into creating a person's identity.	I can EXPLORE and LINK: -The impact of a range of methods and make comparisons within the poem -Similarities and differences between words and ideas within and between poems -The differences and similarities of emotions and themes between poems -The importance of identity to people and how it is created.

Geography Age-Related Expectations (ARE) Framework

Topic: What are extreme environments?

	Beginning	Working Towards	Expected	Working above	Greater Depth
Skills	I can ...identify a climate graph ...label a map using a pencil and ruler	I can ...independently identify the temperature and precipitation on a climate graph ...write like a geographer using geographical vocabulary with support.	I can ...independently and accurately read a climate graph ... write like a geographer using geographical vocabulary.	I can ...compare different biomes identifying both similarities and differences ... write like a geographer using a wide geographical vocabulary.	I can ...compare different biomes, justifying why I think some are more extreme than others ... write like a geographer using a wide geographical vocabulary accurately.
Knowledge	I can ...define what a biome is with prompts ...describe at least one characteristic of Russia ...identify and begin to describe, with prompts, a difference between the different biomes that I have studied	I can ...name 1 reason why biomes are located in certain areas ... describe the location of at least 2 biomes I have studied ... name an adaptation found in at least one of the biomes I have studied ...name a threat facing the Taiga forest	I can ...accurately describe the location of the Taiga, tropical rainforest, hot desert and polar desert (Antarctica) ...explain an adaptation found in each of the studied biomes ...give examples of a threat faced by each biome ...state at least one method of protection for each biome studied	I can ...explain the location of biomes using appropriate key terms ...accurately explain adaptations found in each biome I have studied ...accurately describe threats to all the biomes studied and identify methods of protection	I can ...explain the location of biomes accurately, using named examples ...begin to explain why climate change may threaten the biomes I have studied ...begin to explain how people's lives may be impacted by changes to our biomes

History Age-Related Expectations (ARE) Framework

Enquiry Question: Was Anglo-Saxon England an ‘insignificant Dark Age’?

	Beginning	Working Towards	Expected	Working above	Greater Depth
Knowledge Substantive Knowledge	I can: ... share something I know about Anglo-Saxon England. I can include at least one example in my work.	I can: ... describe at least one part of Anglo-Saxon England with some detail. I can give some examples to support my points.	I can: ... show secure knowledge of key features of Anglo-Saxon England, covering more than one area (e.g. culture, politics, economy)	I can: ... shows strong knowledge with well-chosen details about Anglo-Saxon England, going beyond the basics to include multiple aspects of society.	I can ... demonstrate an excellent and detailed knowledge of Anglo-Saxon England, including social, political, cultural, and economic aspects.
Skills Disciplinary Knowledge Presentation	I can: ... say what I think about the question and write my ideas down. ... present work that is easy to read, there is an effort to consider SPaG.	I can: ... give my opinion and give a reason for it. There is a final judgement that links to the questions. ... present work that is adequate but may be rushed, with noticeable SPaG errors. Limited attempt to make the work visually attractive.	I can: ... give a final judgement that is clear and supported by evidence, with some sense of weighing up importance. ... present work that is neat and easy to follow, with only minor SPaG errors. Some effort was made to make the work visually appealing.	I can: ... give a final judgement that is clear and supported by evidence, as well as weighing up the importance of different factors. ... present work that is neat and well-organised, with very few SPaG errors. Visual elements enhance the work.	I can: ... give a final judgement that is clearly explained, fully justified and confidently challenge or defend the ‘Dark Age’ label. ...present work that is beautifully presented with clear organisation, excellent spelling, punctuation, and grammar (SPaG), showing creative flair.

	Beginning	Working towards	Expected	Working above	Greater depth
Skills	I can:	I can:	I can:	I can:	I can:
Reading and translation	B: Translate a short phrase from the French into English Translate a short phrase from English into French with support	D: Translate a short text from French into English with limited support	F: Translate short phrases from English into French with limited support	G: Use knowledge of elements (subject, verb, adjective, noun etc) to work out the meaning of an extended sentence H: Translate a sentences from English into French with limited support	J: Translate an extended paragraph from French into English without support. K: Translate a short text from English into French without support.
Phonics & Speaking	B: Give a single word response to questions on a topic with several errors in pronunciation. C: Read aloud cognate words e.g. "chocolat" accurately.	E: Give a short phrase response to questions on a topic with some errors in pronunciation F: Read a short sentence aloud with no more than 2 errors in pronunciation.	G: Correctly pronounce five to ten Y7 words using SSCs (e.g. [oi] voir) H: Give a sentence response to questions that includes an opinion on a topic with few errors in pronunciation I: Read a short sentence aloud with no errors in pronunciation.	K: Can give an extended response to questions on a topic using positive and negative opinions with few errors in pronunciation L: Read extended sentences aloud accurately and with some hesitation.	M: Correctly pronounce unfamiliar words using knowledge of SSCs. N: Can give an extended response to questions on a topic including quantifiers/ reference to other people/ connectives with accurate pronunciation O: Read extended sentences aloud with little or no hesitation.
Writing	B: Write keywords using prompts to support C: Use et/mais connectives to extend my writing	E: Use a range of connectives to extend my writing	G: Extend my work by adding positive and negative opinions c'est.... H: Use a simple French sentence to respond to a question in English with support	J: Extend my work by adding positive and negative opinions and quantifiers c'est assez/ très K: Use a French sentence that includes additional details to respond to a question in English with limited support	M: the negative form ne... pas without support N: Write an extended paragraph (approx 90 words) that includes additional details to respond to a question in English with limited support
Knowledge	I can:	I can:	I can:	I can:	I can:
Vocabulary	A Remember the meaning of some Y7 key words in French (Below 20%)	B Remember the meaning of most year 7 vocabulary (20-49%)	C Remember the meaning of and accurately spell most year 7 vocabulary (50-69%)	D Remember meaning and spell all key year 7 vocab (70-89%)	E Remember meaning key vocab and extension words (connectives, quantifiers, opinions) 90- 100%
Grammar	C: Make a regular adjective agree with a feminine noun with support D: Recognise the negative form ne... pas	G: Make a regular adjective agree with a feminine and plural nouns with support H: Use the form ne...pas to say what you don't like.	K: Make a regular adjective agree with a feminine and plural nouns without support L: Use the ne...pas form to say what you don't do with limited support	O: Recognise patterns in making irregular adjectives agree with feminine and plural nouns P: Use the ne...pas form to say what you don't do with no support	S: be able to make irregular adjectives agree with feminine and plural nouns T: Begin using other negative forms in your writing/ speaking with some support.

Mathematics Age-Related Expectations (ARE) Framework
Year 7: Term 2 Unit 8 Graphing Data

Topic Title or Leading Skill	Beginning	Working Towards	Expected	Working above	Greater Depth
Skills	I can begin to interpret a key on a pictogram.	I can construct a pictogram including a key.	I can construct and interpret bar charts.	I can construct and interpret scatter graphs.	I can recognise correlation and draw a line of best fit and .
Knowledge	I know that pictures can be used to recognise frequency.	I know pictures in pictograms need to be consistent.	I know the correct protocols for constructing a bar chart.	I know how to plot coordinate pairs in the cartesian plane.	I know the difference between scatter graphs and time series graphs

MUSIC Age-Related Expectations (ARE) Framework

Topic: MEDIEVAL MUSIC

	Beginning	Working Towards	Expected	Working above	Greater Depth
Skills	I can: ... create “hurdy gurdy” music by playing the drone part; ... play the drone part only to Salva Nos; ... play with an awareness of note lengths and timing.	I can: ... create “hurdy gurdy” music by improvising over a drone, using a limited range of notes; ... sing/play part of Salva Nos with fairly accurate notes, but may not be so fluent or in tune; ... sing/play in time with others in the group at some points.	I can: ... create “hurdy gurdy” music by improvising over a drone, using mostly correct notes; ... sing/play my part to Salva Nos with fairly accurate notes & rhythm; ... sing/play mostly in time with others in the group; ... sing/play with at least the 3 main parts (singing/melody, drone & rhythm).	I can: ... create “hurdy gurdy” music by improvising over a drone, using the correct notes and adding some variation; ... sing/play my part to Salva Nos with mostly accurate notes & rhythm; ... sing/play in time with others in the group; ... sing/play with at least the 3 main parts (singing/melody, drone & rhythm) and create my own layout to the song.	I can: ... create “hurdy gurdy” music by improvising over a drone, playing both parts together and fluently, with variation and a sense of style; ... sing/play with accurate notes & rhythm, playing both parts together; ... sing/play entirely in time with others in the group; ... sing/play with at least the 3 main parts (singing/melody, drone & rhythm) and create my own layout to the song, taking a leading role in the group.
Knowledge	I can: ... name one medieval instrument.	I can: ... name one medieval instrument and say what a minstrel is.	I can: ... name some medieval instruments, and say something about the role of medieval minstrels.	I can: ... say when the medieval period was, name some instruments used at the time and describe the role of medieval minstrels.	I can: ... say when the medieval period was and name some key events; ... name some instruments used at the time and describe the role of minstrels and some types of medieval music.

Performing Arts Age-Related Expectations (ARE) Framework

Year 7: Greek Theatre

Topic Title or Leading Skill	Beginning	Working Towards	Expected	Working above	Greater Depth
Skills	I can take part in a simple chorus, even if I still need support to stay in time. I can create a simple freeze-frame, even if my focus or body position isn't fully clear yet.	I can work as part of a chorus and try to match the group's timing and energy. I can use unison and canon with growing confidence, even if I'm not always consistent.	I can work confidently as part of a chorus, matching the group's movement, voice, and rhythm. I can use unison and canon clearly and consistently to help tell the story.	I can contribute ideas that help the chorus work more effectively as a group. I can use unison and canon with precision and control to create strong visual impact.	I can help lead the chorus by modelling strong timing, focus, and ensemble awareness. I can use unison and canon creatively to add meaning, atmosphere, or symbolism.
Knowledge	I can describe what a chorus is in Greek theatre. I can say something that went well in my work when prompted.	I can explain why the chorus was important in Greek theatre. I can identify what went well in my performance with some guidance. I can suggest next steps that would help me improve.	I can explain how chorus, unison, canon, and freeze-frame help communicate meaning in Greek theatre. I can assess my work using clear What Went Well. I can identify realistic next steps that focus on improving my performance.	I can explain how Greek theatre techniques affect the audience and shape the story. I can give detailed What Went Well statements that show insight and set thoughtful next steps that target specific skills and refine my work.	I can analyse how Greek theatre techniques communicate themes, emotions, and messages. I can produce highly reflective What Went Well statements and create ambitious, precise next steps that push my performance to a more advanced level.



PE Age-Related Expectations (ARE) Framework

Topic: Invasion Games



Skills	Beginning	Working Towards	Expected	Working above	Greater Depth
Ball Control & Movement	☐ I'm beginning to move the ball where I want it to go.	☐ I'm working towards being able to control the ball more often and move with it.	☐ I can usually move the ball where I want it to go in easy games.	☐ I can move the ball well even when the game gets tricky .	☐ I can confidently move the ball exactly where I want it, even with pressure from others.
Attacking & Defending	☐ I'm beginning to understand how to score or stop goals.	☐ I'm working towards trying to attack or defend, and I'm learning where to be.	☐ I can usually try to score or stop goals and move to help my team.	☐ I can make good choices about when to score or stop goals, and I help my teammates.	☐ I can make smart and flexible choices to score or stop goals, adapting to the game.
Leadership in Practice	☐ I'm beginning to listen and watch what others do.	☐ I'm working towards being able to help my team when I'm reminded.	☐ I can usually listen to my team and cheer them on during activities.	☐ I can help lead small parts of a warm up	☐ I can actively encourage and support my teammates, and I can lead small group activities well.
Knowledge					
Rules	☐ I'm beginning to explore the rules and learn from my mistakes.	☐ I'm working towards building my knowledge of simple rules.	☐ I can follow most of the basic rules and play fairly.	☐ I can explain the rules clearly to others in simple terms.	☐ I can confidently understand and explain all the rules, even the tricky ones.
Tactics & Strategies	☐ I'm beginning to learn how to play as a team to reach our goals.	☐ I'm working towards being able to work with my team and understand simple plans.	☐ I can understand basic ideas like passing to open players.	☐ I can use simple ideas , like finding space, to help my team play better.	☐ I can think about and try out simple game plans with my team to improve our play.



PE Age-Related Expectations (ARE) Framework

Topic: Net Games



Skills	Beginning	Working Towards	Expected	Working above	Greater Depth
Sending and receiving over the net	☐ I'm beginning to hit/send the ball/shuttle over the net.	☐ I'm working towards being able to hit/send the ball/shuttle over the net more often.	☐ I can usually hit/send the ball/shuttle over the net in a rally.	☐ I can consistently hit/send the ball/shuttle over the net with some control.	☐ I can reliably hit/send the ball/shuttle over the net and make it difficult for the other player.
Court awareness and shot placement	☐ I'm beginning to understand where to stand on the court and where to hit the ball.	☐ I'm working towards being able to move around the court, but I mostly hit the ball straight.	☐ I can usually get back to the middle of my side and try to hit the ball into open spaces.	☐ I can move well around the court and try to hit the ball to different parts of the other side.	☐ I can move quickly and smartly around the court, often hitting the ball to very tricky spots.
Leadership skills	☐ I'm beginning to listen to what others say.	☐ I'm learning to encourage my teammates a little.	☐ I can usually listen to my teammates and cheer them on.	☐ I can help organise small parts of an activity, like getting equipment ready.	☐ I can actively encourage and support my teammates, and I can lead small activities with some help.
Knowledge					
Rules	☐ I'm exploring the basic rules and often need help.	☐ I'm working towards building my understanding of some simple rules.	☐ I can know most of the basic rules and usually follow them.	☐ I can know the rules well and can explain them to others in simple terms.	☐ I can understand the rules deeply and can explain them clearly to anyone.
Tactics and strategies	☐ I'm beginning to discover that there are plans in games.	☐ I'm working towards being able to try to hit the ball back to my opponent.	☐ I can understand basic ideas like trying to hit to open spaces or get the ball back.	☐ I can use simple ideas to try and win points, like hitting it to the back.	☐ I can think about simple plans and try to use them to play better against my opponent.



PE Age-Related Expectations (ARE) Framework

Topic: Gymnastics/Trampolining



Skills	Beginning	Working Towards	Expected	Working above	Greater Depth
Core Stability & Body Control	☐ I'm learning to find my balance and control my body during simple movements.	☐ I'm starting to stay balanced and control my body more often during basic actions.	☐ I can usually stay balanced and control my body during basic movements.	☐ I can consistently show good balance and control my body well during most movements.	☐ I can confidently control my core and body, making smooth and balanced movements.
Linking Movements & Sequence Composition	☐ I'm exploring how to put two simple moves together.	☐ I'm starting to link two basic movements, sometimes with a pause.	☐ I can usually link two or three basic movements together to make a short sequence.	☐ I can consistently link 3-4 basic movements smoothly to create a clear sequence.	☐ I can combine 4 or more basic movements with good flow and clear shapes in my sequence.
Leadership in Practice	☐ I'm learning to watch others and understand how they move.	☐ I'm starting to give simple encouragement to a classmate.	☐ I can give simple, positive feedback to a classmate (e.g., "Good try!" or "Keep practising!").	☐ I can give simple instructions or demonstrate a basic move clearly to a partner.	☐ I can help a partner improve a basic move by giving a simple tip or demonstrating clearly.
Knowledge					
Safety & Risk Awareness	☐ I'm exploring some safety rules, like waiting for my turn.	☐ I'm building my understanding of key safety rules and trying to follow them.	☐ I can follow most of the important safety rules when I am active and when others are.	☐ I can explain safety rules to others and remind them if needed.	☐ I can confidently apply all safety rules and help others stay safe in lessons.
Performance Analysis	☐ I'm beginning to think about what I did.	☐ I'm starting to notice one or two things I did well or need to improve.	☐ I can identify one or two things I did well and one or two things to improve in my own performance.	☐ I can give simple, helpful feedback to a classmate and explain how I might improve.	☐ I can clearly explain how I performed and suggest specific ways to make it even better.



PE Age-Related Expectations (ARE) Framework

Topic: Health and Fitness



Skills	Beginning	Working Towards	Expected	Working above	Greater Depth
Pushing your body safely	☐ I'm exploring how my body feels during exercise.	☐ I'm learning to keep trying even when I get a bit tired.	☐ I can try my best and keep going for most of the activity, understanding when to rest.	☐ I can push myself to work hard throughout the activity, showing good effort.	☐ I can consistently challenge myself, knowing how to work hard safely and effectively.
Understanding your body through data	☐ I'm discovering that my body changes when I exercise (e.g., get hot).	☐ I'm starting to notice when my breathing gets faster.	☐ I can notice when my body feels different during exercise, like faster breathing or sweating.	☐ I can take my pulse (heart rate) at rest and after exercise, and tell the difference.	☐ I can take and record my pulse accurately, and understand that it tells me how hard my heart is working.
Leadership in Practice	☐ I'm learning to listen to instructions carefully.	☐ I'm starting to encourage my classmates with positive words.	☐ I can usually listen to my classmates and cheer them on during activities.	☐ I can help organise small parts of an activity, like getting equipment ready or leading a stretch.	☐ I can actively encourage and support my classmates, helping them stay positive.
Knowledge					
Safety & Risk Awareness	☐ I'm learning how to use some basic fitness equipment with supervision	☐ I'm starting to follow simple instructions for using common fitness equipment safely.	☐ I can follow the main safety rules when using basic fitness equipment.	☐ I can help set up and use basic fitness equipment safely, and explain simple rules to a classmate.	☐ I can confidently use basic fitness equipment safely and properly, and help remind others of safety rules.
Components of Fitness	☐ I'm discovering that being active makes me "fit".	☐ I'm learning that strength helps me lift things and speed helps me run fast.	☐ I can name a few ways we are fit, like being fast or strong	☐ I can name and give simple examples of the main components of fitness	☐ I can explain different types of fitness and how they help us in sports



Religious Education Age-Related Expectations (ARE) Framework
Topic: Who was Christ the King? - Life of Jesus (Practices)

	Beginning	Working Towards	Expected	Working above	Greater Depth
Skills	I can: ... listen to stories and ask simple questions about Jesus and Christian practices	I can: ... sequence events in Jesus' life and match each sacrament with an important Christian life moment.	I can: ... compare sacraments and say how they help Christians feel closer to God and to each other.	I can: ... give reasons why Christians follow Jesus' example through sacraments and by remembering His journey with the Stations of the Cross.	I can: ... use evidence from Bible stories and Christian practice to give a personal or balanced opinion about why these things still matter today.
Knowledge ... say	I can: ... name Jesus and say He is important to Christians. I've heard of special Christian celebrations like baptism and Easter.	I can: ... name the 7 sacraments, and say that the Stations of the Cross tell the story of Jesus' death.	I can: ... list all 7 Sacraments and explain what they mean. I can retell the Stations of the Cross in the right order and link them to Jesus' final days.	I can: ... explain how the Sacraments help Christians feel close to God and how the Stations of the Cross show what Jesus went through.	I can: ... make links between Jesus' life, the Sacraments, and the Stations of the Cross. I can explain how they help Christians live out their faith today.

Science Age-Related Expectations (ARE) Framework
Year 7: (Forces and Space)

Topic Title or Leading Skill	Beginning	Working Towards	Expected	Working above	Greater Depth
Skills	I can: Label forces in diagram Use a formula	I can: Add arrows to show the direction of the force Substitute numbers into an equation	I can: Use arrows to show the magnitude of the force using a scale Calculate an answer	I can: Analyse force diagrams to suggest what will happen to an object when force is applied Give the correct units	I can: -Use force diagrams to work out the resultant force Rearrange an equation
Knowledge	I can: Name different types of forces Identify objects in space	I can: Describe what forces can do to objects Describe the basic features of our Solar system	I can: Explain why some forces are contact and non contact forces Explain the night / day cycle in terms of the Earth's rotation and orbit around the Sun	I can: Select a correct force meter to measure forces and justify the choice Analyse data to describe trends	I can: Link a force diagram to a real life scenario Link scientific knowledge to cosmic phenomena