

Key Stage 3 ARE Frameworks

Year 7 Autumn Data Report

Art KS3 Age-Related Expectations (ARE) Framework

Topic: Clay fish

	Beginning	Working Towards	Expected	Working above	Greater Depth
Skills	<p>I can:</p> <p>... shape clay into a simple fish with help, making sure it stays together.</p>	<p>I can:</p> <p>... make a fish shape with fins, eyes, or a tail;</p> <p>... add some details or patterns, using tools carefully.</p>	<p>I can:</p> <p>... make a neat, finished fish with exaggerated features (like big eyes or a wiggly tail);</p> <p>... add patterns or textures, working mostly by myself.</p>	<p>I can:</p> <p>... design and build a detailed, creative fish with bold, unusual shapes;</p> <p>... add lots of texture, making it look lively and full of movement, just like Dr. Seuss' characters.</p>	<p>I can:</p> <p>... create a complex, original clay fish with imaginative features;</p> <p>... use advanced clay techniques (like carving, joining, or adding extra pieces), showing my own ideas as well as Dr. Seuss's influence.</p>
Knowledge	<p>I can:</p> <p>... say who Dr. Seuss is and spot his bright, fun fish characters.</p>	<p>I can:</p> <p>... describe how Dr. Seuss uses bright colours, curved shapes, and playful features in his fish and other creatures.</p>	<p>I can:</p> <p>... explain how my fish is inspired by Dr. Seuss, using words like "whimsical," "curved," and "imaginative" to describe my choices.</p>	<p>I can:</p> <p>... compare my fish to Dr. Seuss's art, explaining how I used his style (like bright colours, surreal shapes, and playful details);</p> <p>... explain why I made those choices.</p>	<p>I can:</p> <p>... analyse my own and others' fish using art words;</p> <p>... explain how Dr. Seuss's style and other artists inspired my work;</p> <p>... suggest ways to make it even better.</p>

Computer Science KS3 Age-Related Expectations (ARE) Framework

Topic: Impact of Technology – Collaborating Online Respectfully

	Beginning	Working Towards	Expected	Working above	Greater Depth
Skills	<p>I can:</p> <ul style="list-style-type: none"> ... create a password; ... login to my account; ... access my emails; ... remember my password; ... access my work for the lesson with help. 	<p>I can:</p> <ul style="list-style-type: none"> ... create a password using letters and numbers; ... login to my account without help; ... plan work and work as part of a group. 	<p>I can:</p> <ul style="list-style-type: none"> ... create a strong password; ... can write a formal email; ... collaborate with other students. 	<p>I can:</p> <ul style="list-style-type: none"> ... compose a professional email to my teacher; ... competently use emailing features such as CC. 	<p>I can:</p> <ul style="list-style-type: none"> ... explain how having a complex password makes it harder to be hacked; ... use suitable sources for information e.g. NHS, NASA etc.
Knowledge	<p>I can:</p> <ul style="list-style-type: none"> ... identify an unkind comment; ... identify a polite comment; ... recognise the share button. 	<p>I can:</p> <ul style="list-style-type: none"> ... compose an email to a teacher; ... report or seek help when dealing with unkind comments. 	<p>I can:</p> <ul style="list-style-type: none"> ... show what a strong password looks like; ... raise e-safety concerns through an appropriate channel e.g. CEOP / trusted adult. 	<p>I can:</p> <ul style="list-style-type: none"> ... actively support others with their work; ... label the components of a formal email. 	<p>I can:</p> <ul style="list-style-type: none"> ... lead a group in a class activity; ... explain what metadata is; ... explain how to remove geotagging from images.

Design and Technology KS3 Age-Related Expectations (ARE) Framework
Topic: Clocks

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

Design and Technology KS3 Age-Related Expectations (ARE) Framework

Topic: Textiles ‘Endangered Animals’

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

Design and Technology KS3 Age-Related Expectations (ARE) Framework

Topic: Food: Developing Basic Food Skills

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

Drama KS3 Age-Related Expectations (ARE) Framework
Topic: Stage and Audience

	Beginning	Working Towards	Expected	Working above	Greater Depth
Skills	<p>I can:</p> <p>... perform with the whole class; ... focus when on stage; ... identify where the audience are.</p>	<p>I can:</p> <p>... face the audience during a performance; ... use facial expressions; ... use body language.</p>	<p>I can:</p> <p>... perform small scenes with my class; ... perform using considered blocking with the audience in mind; ... use vocal and physical skills to create clear characters.</p>	<p>I can:</p> <p>... use small scenes to add depth to my performance; ... consider what I am wanting to communicate to the audience and how to add depth to my performance; ... choose a different stage type to enhance my performance.</p>	<p>I can:</p> <p>... create a group performance strategically to maximise impact the audience; ... have an overview of the whole performance to maximise impact on the audience; ... take a lead in a performance on a traverse or thrust stage.</p>
Knowledge	<p>I can:</p> <p>... explain what facial expressions are; ... explain what body language is; ... explain what tone of voice is.</p>	<p>I can:</p> <p>... identify the different areas of the stage; ... explain what a scene is; ... explain why audience awareness is important.</p>	<p>I can:</p> <p>... articulate the names of different stage types; ... articulate the benefits and difficulties of at least one stage type; ... understand what is necessary for a successful group performance.</p>	<p>I can:</p> <p>... evaluate the whole class using WWW; ... evaluate my own performance using WWW; ... justify my choice of stage type and the impact on the audience.</p>	<p>I can:</p> <p>... evaluate another group using WWW and NS; ... understand and explain what makes a successful performance from a performer and audience point of view.</p>

English KS3 Age-Related Expectations (ARE) Framework

Topic: Autobiographical WRITING

	Beginning	Working Towards	Expected	Working above	Greater Depth
Skills	<p>I can:</p> <p>Make some improvements to my first draft of my writing.</p> <p>Write my ideas in a logical way (my writing makes sense and is in an appropriate order, e.g. chronological/time order).</p> <p>Use model examples to help shape my writing.</p> <p>Write clearly with some powerful words.</p> <p>Include some powerful words to replace everyday words.</p> <p>Use start and end punctuation, although it is not always consistent.</p> <p>With support, proofread my work and begin to make corrections (e.g. to the spelling of basic everyday words).</p> <p>Check my tense choices are becoming more consistent (e.g. past and present).</p>	<p>I can:</p> <p>Draft and re-draft my work.</p> <p>Respond to task and attempt to select appropriate register and tone.</p> <p>Organise my work coherently, structuring it to guide the reader (e.g. with paragraphs).</p> <p>Use an increasingly wide range of vocabulary that is becoming more precise and interesting.</p> <p>Show an awareness of audience, purpose and context in my choices, including basic linguistic devices in my work.</p> <p>Use sentences in the appropriate tense and use simple and compound sentences.</p> <p>Proofread my work and make corrections (e.g. to the spelling of everyday words and sentence demarcation CL FS ? !).</p> <p>Use consistent and correct tense (e.g. past, present and future).</p>	<p>I can:</p> <p>Use a growing knowledge of register, form, genre and most of my writing is suited to task and audience.</p> <p>Use basic plot structures (inc. first/third person narratives) and planning strategies.</p> <p>Write for the reader /audience (e.g. who you are writing to/ formal/ informal tone?)</p> <p>Select vocabulary that is increasingly relevant with some attempts to use: similes, alliteration and personification.</p> <p>Organise my work, though paragraphs might be the same length and I might repeat ideas.</p> <p>Use sentences/tenses which are usually accurate, and attempt to use a range of punctuation with some success.</p> <p>Attempt to use a variety of sentence forms (simple and compound) with some control of agreement.</p> <p>8. Use some accurate spelling across a range of vocabulary (e.g. homophones and with attempts to use more complex words-tier 2).</p>	<p>I can:</p> <p>Use a range of different perspectives and use them in a variety of formats.</p> <p>Apply my understanding of register, form, audience and have confident knowledge of genre conventions (e.g. how to write different styles of writing).</p> <p>Use features of the form and style required of the piece.</p> <p>Consistently use relevant and successful choices of vocab and linguistic devices e.g. similes, metaphors, alliteration and personification.</p> <p>Use paragraphing consistently and with some variety in openers and length for effect.</p> <p>Use a variety of sentence types with tense changes for clarity and effect with mostly accurate punctuation.</p> <p>Use a variety of sentence forms (simple, compound and complex) with control of agreement.</p> <p>Use generally accurate spelling across variety of vocabulary (tier 1 and 2).</p>	<p>I can:</p> <p>Use a range of different planning structures for most texts; essays and creative tasks.</p> <p>Use and create different voices / perspective for different genre conventions (e.g. how to write different styles of writing).</p> <p>Match my writing to purpose/ task (reason for writing), audience and form (type of writing).</p> <p>Use vocabulary and linguistic devices e.g. similes, metaphors, alliteration and personification, imagery consciously and for effect.</p> <p>Use a range of paragraph lengths and openers clearly in all my writing.</p> <p>Ensure that my sentence demarcation is consistently accurate with a variety of forms used for effect (e.g. short for suspense/tension).</p> <p>Use a range of punctuation is used, mostly with accuracy.</p> <p>Use generally accurate spelling across an increasingly sophisticated use of vocab (tier 1 and 2).</p>

English KS3 Age-Related Expectations (ARE) Framework
Topic: Autobiographical WRITING

	Beginning	Working Towards	Expected	Working above	Greater Depth
Knowledge	<p>I can IDENTIFY:</p> <ul style="list-style-type: none"> ... important information that would interest the audience/reader; ... some of the powerful words writers use; ... some emotions the reader might feel; ... some key topics and words in my speech to make my audience interested. 	<p>I can COMMENT ON:</p> <ul style="list-style-type: none"> ... the topics a writer focuses on to interest the reader; ... a number of powerful words writers to describe; ... why I have chosen certain topics in my own speech and what I'd like the audience to feel; ... where I have used powerful words and what I'd like the audience to understand. 	<p>I can EXPLAIN:</p> <ul style="list-style-type: none"> ... the key topics that would interest the reader; ... how some of the language creates emotions in the reader; ... how I have organised my speech to engage my audience; ... why I have chosen certain words and phrases and the effect I would like them to have. 	<p>I can DISCUSS:</p> <ul style="list-style-type: none"> ... why a writer has chosen certain topics to talk about and their effect on the reader; ... the effect of a range of powerful words and phrases writers use to describe; ... why I have focused on certain topics in my own speech and the effect on the audience; ... why I have used certain words and methods and the emotions they create in the audience. 	<p>I can EXPLORE and LINK:</p> <ul style="list-style-type: none"> ... find similar topics within autobiographies and discuss their impact on the reader ... find similarities and differences between writers' topics and use of language and discuss what they might suggest about writers emotions ... discuss in depth my language and topic choices in my own speech and how the audience is meant to feel.

Geography KS3 Age-Related Expectations (ARE) Framework
Topic : What is happening to the Coastline of the Isle of Wight?

	Beginning	Working Towards	Expected	Working above	Greater Depth
Skills	<p>I can:</p> <p>...identify coastal features in an image with help; ...create a diagram of transportation using a scaffold and word bank.</p>	<p>I can:</p> <p>...independently identify coastal features on a photo or map; create a diagram of transportation using a scaffold; ...write like a geographer using geographical vocabulary with support.</p>	<p>I can:</p> <p>...independently identify coastal features on a map and in a photo and begin linking them to processes; ...create an accurately labelled diagram of transportation; ... write like a geographer using geographical vocabulary.</p>	<p>I can:</p> <p>...compare coastal features in a figure, using key terms; ...compare factors that influence physical processes; ... write like a geographer using a wide geographical vocabulary.</p>	<p>I can:</p> <p>...compare coastal features in a figure, using key terms and named examples; ... write like a geographer using a wide geographical vocabulary accurately.</p>
Knowledge	<p>I can:</p> <p>...define what the coastline is with prompts; ...describe the impact of waves; ...name a type of coastal engineering.</p>	<p>I can:</p> <p>...name the two types of wave; ... name 3 types of coastal erosion; ... name the process of transportation; ...name three engineering methods of coastal management.</p>	<p>I can:</p> <p>... identify the characteristics of the two types of waves; ...explain 3 types of coastal erosion; ...describe the process of transportation; ...give examples of each type of coastal management and state if they are a hard or soft engineering technique.</p>	<p>I can:</p> <p>...explain coastal processes accurately; ...Give examples of each type of coastal management and start to explain how they work.</p>	<p>I can:</p> <p>...use named examples to develop my explanations of coastal processes; ... explain each type of coastal management, identifying their advantages and disadvantages.</p>

History KS3 Age-Related Expectations (ARE) Framework
Topic: Isle of Wight; Who do you think you are?

	Beginning	Working Towards	Expected	Working above	Greater Depth
Skills	<p>I can:</p> <p>... recall what happened and begin to consider why it is important;</p> <p>... mention a date or two;</p> <p><i>... write a simple script with a beginning and end.</i></p>	<p>I can:</p> <p>... describe why a place/event is important;</p> <p>... use some correct dates/time periods;</p> <p><i>... write a script that is clear and coherent.</i></p>	<p>I can:</p> <p>... explain why places/events are significant within our local history;</p> <p>... use accurate dates or time periods to show when events happened;</p> <p><i>... write a script that is clear, organised, and sounds like a real tour guide.</i></p>	<p>I can:</p> <p>... give thoughtful reasons why places/events are significant;</p> <p>... show a clear understanding of historical sequence and time periods;</p> <p><i>... write a script that is lively, well-structured, and interesting to listen to.</i></p>	<p>I can:</p> <p>... give insightful explanations, linking events to wider historical themes (e.g. war, power, change);</p> <p>... confidently explain time periods and make connections between different times;</p> <p><i>... write a script that is creative, engaging, and sounds like a professional tour – it would keep an audience hooked!</i></p>
Knowledge	<p>I can:</p> <p>... name a place or event related to our study.</p>	<p>I can:</p> <p>... describe some historical places/events with basic facts.</p>	<p>I can:</p> <p>... describe several important places with accurate, relevant historical detail.</p>	<p>I can:</p> <p>... include a range of detailed and accurate facts, showing deep understanding.</p>	<p>I can:</p> <p>... include a wide range of detailed facts and show excellent understanding of the area's history.</p>

Mathematics KS3 Age-Related Expectations (ARE) Framework

Topic: Sequences

	Beginning	Working Towards	Expected	Working above	Greater Depth
Skills	I can: ... begin to describe and continue some linear sequences.	I can: ... find the next term(s) In ascending sequences.	I can: ... continue linear and non-linear sequences.	I can: ... explain the term to term rule in linear and non linear sequences and check using inverse operations.	I can: ... solve complex problems with missing terms and explain each step clearly in linear and non linear sequences.
Knowledge	I can: ... use some words about patterns; Recognise a simple list of numbers.	I can: ... use key terms like 'term' and 'rule'; ... describe simple sequences like even numbers.	I can: ... understand and use sequence vocabulary correctly; ... identify linear and non-linear number sequences.	I can: ... use the correct mathematical language when solving problems; ... give examples of different sequence types.	I can: ... link vocabulary to other topics like algebra and use it fluently. ... compare, contrast and justify the type of sequence using mathematical reasoning.

Modern Foreign Languages KS3 Age-Related Expectations (ARE) Framework

Topic: Tu aimes le chocolat? - Talking about your likes and dislikes

	Beginning	Working Towards	Expected	Working above	Greater Depth
Skills	<p>I can:</p> <p>...correctly pronounce two Y7 SSCs (e.g [oi] voir);</p> <p>...give a single word response to questions on a topic with several errors in pronunciation.;</p> <p>...read aloud cognate words e.g. “chocolat” accurately.</p>	<p>I can:</p> <p>...correctly pronounce three to five Y7 words using SSCs (e.g [oi] voir);</p> <p>...give a short phrase response to questions on a topic with some errors in pronunciation;</p> <p>...read a short sentence aloud with no more than 2 errors in pronunciation.</p>	<p>I can:</p> <p>...correctly pronounce five to ten Y7 words using SSCs (e.g [oi] voir);</p> <p>...give a sentence response to questions that includes an opinion on a topic with few errors in pronunciation;</p> <p>...read a short sentence aloud with no errors in pronunciation.</p>	<p>I can:</p> <p>...correctly pronounce all Y7 words using SSCs (e.g [oi] voir);</p> <p>... give an extended response to questions on a topic using positive and negative opinions with few errors in pronunciation;</p> <p>...read extended sentences aloud accurately and with some hesitation.</p>	<p>I can:</p> <p>...correctly pronounce unfamiliar words using knowledge of SSCs;</p> <p>... give an extended response to questions on a topic including quantifiers/ reference to other people/ connectives with accurate pronunciation;</p> <p>...read extended sentences aloud with little or no hesitation.</p>
Knowledge	<p>I can:</p> <p>... remember the meaning of some Y7 key topic based words in French (Below 20%).</p>	<p>I can:</p> <p>... remember the meaning of most year 7 key topic based vocabulary (20-49%).</p>	<p>I can:</p> <p>... remember the meaning of and accurately spell most year 7 key topic based vocabulary (50-69%).</p>	<p>I can:</p> <p>... remember meaning and spell all key year 7 key topic based vocab (70-89%) .</p>	<p>I can:</p> <p>... remember meaning key key topic based vocab and extension words (connectives, quantifiers, opinions)90-100%.</p>

Music KS3 Age-Related Expectations (ARE) Framework

Topic: Frere Jacques

	Beginning	Working Towards	Expected	Working above	Greater Depth
Skills	<p>I can:</p> <p>... play the first line of Frere Jacques (right hand melody only);</p> <p>... perform at least the first 4 bars of the simple version of Pirates of the Caribbean;</p> <p>... play with an awareness of note lengths.</p>	<p>I can:</p> <p>... play the first line of Frere Jacques (right hand melody only) with fairly accurate notes and rhythm;</p> <p>... perform all of the simple version of Pirates of the Caribbean with mostly accurate notes;</p> <p>... play with consistent tempo in some parts.</p>	<p>I can:</p> <p>... play all of Frere Jacques (right hand melody only) with fairly accurate notes and rhythm;</p> <p>... perform the simple version of Pirates of the Caribbean with mostly accurate notes & rhythm;</p> <p>... play with mostly consistent tempo without too much hesitation.</p>	<p>I can:</p> <p>... play all of Frere Jacques (right hand melody and single bass notes in the left hand) with fairly accurate notes and rhythm;</p> <p>... perform the intermediate version of Pirates of the Caribbean with mostly accurate notes & rhythm;</p> <p>... play fairly fluently with a consistent tempo;</p> <p>... play all of it with 2 hands, playing single bass notes in the left hand (intermediate version).</p>	<p>I can:</p> <p>... play all of Frere Jacques (right hand melody and chords in the left hand) with accurate notes and rhythm;</p> <p>... perform the advanced version of Pirates of the Caribbean with accurate notes & rhythm;</p> <p>... play fluently with a consistent tempo;</p> <p>... play all of it with 2 hands, playing chords in the left hand with no letter names (advanced version).</p>
Knowledge	<p>I can:</p> <p>... name an instrument played using a keyboard.</p>	<p>I can:</p> <p>... name a couple of instruments played using a keyboard;</p> <p>... understand how staff notation works but don't remember any notes.</p>	<p>I can:</p> <p>... list some instruments played using a keyboard;</p> <p>... read some notes in staff notation.</p>	<p>I can:</p> <p>... describe instruments played with a keyboard;</p> <p>... read most of the notes in staff notation.</p>	<p>I can:</p> <p>... describe in some detail all of the main instruments played with a keyboard;</p> <p>... read all of the notes in staff notation straight away.</p>



PE KS3 Age-Related Expectations (ARE) Framework

Topic: Invasion Games



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



PE KS3 Age-Related Expectations (ARE) Framework

Topic: Net Games



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



PE KS3 Age-Related Expectations (ARE) Framework

Topic: Health and Fitness



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

Religious Education KS3 Age-Related Expectations (ARE) Framework

Topic: Who was Christ the King? Life of Jesus (Beliefs)

	Beginning	Working Towards	Expected	Working above	Greater Depth
Skills	<p>I can:</p> <p>... listen carefully and ask questions about stories from Jesus' life.</p>	<p>I can:</p> <p>... retell stories from Jesus' life in order and say what they might mean.</p>	<p>I can:</p> <p>... compare different parts of Jesus' life and say how people reacted to Him.</p>	<p>I can:</p> <p>... think about why Jesus and His followers acted the way they did and how that might affect Christians today.</p>	<p>I can:</p> <p>... give thoughtful opinions on how Jesus' life inspires others, using evidence from stories and teachings.</p>
Knowledge	<p>I can:</p> <p>... I can name Jesus and a few people who were important in His life, like Mary and Joseph.</p>	<p>I can:</p> <p>... tell some simple facts about Jesus' life, like where He was born and who His friends were and how he died.</p>	<p>I can:</p> <p>... describe key events in Jesus' life (e.g. baptism, miracles) and name key characters like John the Baptist and the disciples.</p>	<p>I can:</p> <p>... explain how different people (like Mary, the disciples, and John the Baptist) helped or followed Jesus.</p>	<p>I can:</p> <p>... make links between events in Jesus' life and explain how key people helped shape Christian beliefs about Him.</p>

Science KS3 Age-Related Expectations (ARE) Framework
Topic: Life

	Beginning	Working Towards	Expected	Working above	Greater Depth
Skills	<p>I can: Set up a microscope correctly</p> <p>Decide what type of graph to draw</p>	<p>I can: Make an onion cell slide</p> <p>Produce an even scale for the x and y axis</p>	<p>I can: Draw an accurate scaled diagram of the image viewed under the microscope</p> <p>Include units and give a suitable title</p>	<p>I can: Calculate the magnification of an object given the image and actual size</p> <p>Plot a graph to show the changes in embryo length</p>	<p>I can: Manipulate the magnification calculation to find image size or real size</p> <p>Use the graph to compare the length of the foetus at different times of development</p>
Knowledge	<p>I can: List the names of plant and animal cells</p> <p>Identify the parts of the male and female reproductive organs</p>	<p>I can: Describe the function of organelles</p> <p>Illustrate the key events in the menstrual cycle</p>	<p>I can: Explain how cells are adapted for their function</p> <p>Explain how twins are formed</p>	<p>I can: Compare plant and animal systems</p> <p>Produce a flow chart of the development of a foetus</p>	<p>I can: Evaluate the arguments for and against organ transplants</p> <p>Use information on IVF case studies to suggest who should receive it</p>