

# **Key Stage 3 ARE Frameworks**

Year 8 Autumn Data Report

## Art KS3 Age-Related Expectations (ARE) Framework

### Topic: Chuck Close

	Beginning	Working Towards	Expected	Working above	Greater Depth
<b>Skills</b>	<p>I can:</p> <p>... use a grid to help me draw a simple portrait from a photo, with help.</p>	<p>I can:</p> <p>... use a grid to draw a portrait that looks like my photo;</p> <p>... show some details and careful lines.</p>	<p>I can:</p> <p>... draw a portrait using a grid with good proportions and clear details, working mostly by myself;</p> <p>... experiment with different marks or colours in each square, like Chuck Close.</p>	<p>I can:</p> <p>... create a detailed, accurate portrait;</p> <p>... use a grid, experimenting with creative marks, colours, or textures in each square to make my work more interesting, just like Chuck Close.</p>	<p>I can:</p> <p>... design and complete a complex, original portrait using advanced grid techniques;</p> <p>... use creative marks, colour blending, or unusual materials in each square to create a portrait that is unique but clearly inspired by Chuck Close.</p>
<b>Knowledge</b>	<p>I can:</p> <p>... say who Chuck Close is and recognise his portraits.</p>	<p>I can:</p> <p>... describe how Chuck Close uses grids and photographs to make his portraits;</p> <p>... name some materials he uses.</p>	<p>I can:</p> <p>... explain why Chuck Close uses the grid method and how his portraits mix realism and abstraction.</p>	<p>I can:</p> <p>... compare my work to Chuck Close's, explaining how I used his techniques and why I made certain choices for my portrait.</p>	<p>I can:</p> <p>.... analyse my own and others' portraits using art vocabulary, explain how Close's ideas and other influences shaped my work, and suggest ways to improve even more.</p>

**Computer Science KS3 Age-Related Expectations (ARE) Framework**  
**Topic: Computing Systems**

	Beginning	Working Towards	Expected	Working above	Greater Depth
<b>Skills</b>	<p>I can:</p> <p>... load an application up independently;</p> <p>... write a set of step by step instructions;</p> <p>... explain what multitasking is.</p>	<p>I can:</p> <p>... explain how a computer system can be used to help us do something eg satnav.</p>	<p>I can:</p> <p>... give an example of what a program is;</p> <p>... explain what an operating system does and give an example;</p> <p>... explain how a computer can be used for different tasks.</p>	<p>I can:</p> <p>... describe how binary is used to store simple information, like numbers and letters;</p> <p>... use logical operators (AND,OR,NOT) to make decisions in programs.</p>	<p>I can:</p> <p>... write simple messages in binary;</p> <p>... convert binary to denary.</p>
<b>Knowledge</b>	<p>I can:</p> <p>... identify two storage devices;</p> <p>... identify input and output devices.</p>	<p>I can:</p> <p>... name the three main parts that make a computer system;</p> <p>... understand the role and function of the CPU, memory and storage.</p>	<p>I can:</p> <p>... explain what a program is;</p> <p>... explain what an operating system is;</p> <p>... explain the main purpose of a general computer.</p>	<p>I can:</p> <p>... describe what the binary building blocks of a computer system are;</p> <p>... explain what AI and machine learning are.</p>	<p>I can:</p> <p>... explain how hexadecimal is used in computing.</p>

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

### Topic: Lamps

	Beginning	Working Towards	Expected	Working above	Greater Depth
<b>Skills</b>	<p>I can:</p> <ul style="list-style-type: none"> <li>... produce a simple 3D isometric drawing with support;</li> <li>... apply basic shading to show shape;</li> <li>... use hand tools to measure and cut wood with guidance.</li> </ul>	<p>I can:</p> <ul style="list-style-type: none"> <li>... produce a 3D isometric drawing with correct proportions;</li> <li>... shade shapes to suggest basic materials;</li> <li>... measure and cut wood to form simple joints, with some accuracy.</li> </ul>	<p>I can:</p> <ul style="list-style-type: none"> <li>... produce accurate 3D isometric drawings with clear detail;</li> <li>... shade effectively to represent different materials;</li> <li>... measure and cut wood to form accurate joints;</li> <li>... use 2D Design software to create simple shapes for CAM.</li> </ul>	<p>I can:</p> <ul style="list-style-type: none"> <li>... use 3D drawing and shading techniques to clearly represent my design;</li> <li>... work with accuracy when cutting and joining wood;</li> <li>... refine my CAD designs for manufacture and test them using CAM.</li> </ul>	<p>I can:</p> <ul style="list-style-type: none"> <li>... use 3D isometric drawing and shading independently to create professional design visuals;</li> <li>... cut and join wood with precision to achieve a high-quality outcome;</li> <li>... use CAD and CAM confidently to produce complex, creative components.</li> </ul>
<b>Knowledge</b>	<p>I can:</p> <ul style="list-style-type: none"> <li>... describe what an isometric drawing is;</li> <li>... name some types of wood joints;</li> <li>... say what CAD and CAM are.</li> </ul>	<p>I can:</p> <ul style="list-style-type: none"> <li>... explain the purpose of my lamp design;</li> <li>... describe how I developed my ideas through drawing or examples;</li> <li>... identify different types of wood joints.</li> </ul>	<p>I can:</p> <ul style="list-style-type: none"> <li>... research existing lamp designs and gather inspiration;</li> <li>... develop and communicate my ideas using sketches, shading, CAD, and notes.</li> </ul>	<p>I can:</p> <ul style="list-style-type: none"> <li>... explain how I improved my design ideas based on feedback;</li> <li>... show development through accurate drawings, CAD models, and prototypes.</li> </ul>	<p>I can:</p> <ul style="list-style-type: none"> <li>... analyse different lamp designs and justify my design decisions;</li> <li>... communicate my ideas with creativity and strong user awareness, using both manual and digital design techniques.</li> </ul>

**Design Technology KS3 Age-Related Expectations (ARE) Framework**  
**Topic: Food and Nutrition-Developing Practical Skills and Food Knowledge**

	Beginning	Working Towards	Expected	Working above	Greater Depth
<b>Skills</b>	<p>I can:</p> <p>... follow simple recipes with support;</p> <p>... use basic equipment safely.</p>	<p>I can:</p> <p>... prepare a range of simple dishes with some independence;</p> <p>... handle high-risk foods safely, with guidance.</p>	<p>I can:</p> <p>... cook a range of dishes independently, such as pasta with sauces, burgers and puddings;</p> <p>... apply good hygiene and accurate measuring skills.</p>	<p>I can:</p> <p>... adapt recipes to improve flavour or nutrition;</p> <p>... work independently and present food neatly and consistently.</p>	<p>I can:</p> <p>... create refined, well-presented dishes using a range of advanced techniques;</p> <p>... show creativity and precision while maintaining high hygiene standards.</p>
<b>Knowledge</b>	<p>I can:</p> <p>... name basic food groups and equipment;</p> <p>... understand why hygiene is important.</p>	<p>I can:</p> <p>... explain simple food safety rules and identify high-risk foods;</p> <p>... describe basic ingredients in my dishes.</p>	<p>I can:</p> <p>... explain key hygiene rules and how ingredients create flavour and texture;</p> <p>... understand the nutritional value of my meals.</p>	<p>I can:</p> <p>... explain how cooking methods affect taste and nutrition;</p> <p>... evaluate dishes and suggest improvements.</p>	<p>I can:</p> <p>... analyse ingredient choices and cooking methods for health, cost and sustainability;</p> <p>... show a clear understanding of food science in practical work.</p>

**Design Technology KS3 Age-Related Expectations (ARE) Framework**  
**Topic: Textiles Batik**

	Beginning	Working Towards	Expected	Working above	Greater Depth
<b>Skills</b>	<p>I can:</p> <ul style="list-style-type: none"> <li>... carry out parts of the batik process with help;</li> <li>... apply wax and dyes with support;</li> <li>... begin constructing a frame with guidance.</li> </ul>	<p>I can:</p> <ul style="list-style-type: none"> <li>... use wax and dyes with some control and guidance;</li> <li>... produce simple batik samples showing some pattern;</li> <li>...construct a basic frame with support.</li> </ul>	<p>I can:</p> <ul style="list-style-type: none"> <li>... carry out the batik process accurately and independently;</li> <li>... produce clear and attractive fabric samples using wax and dye;</li> <li>... construct a neat frame to display my work.</li> </ul>	<p>I can:</p> <ul style="list-style-type: none"> <li>... experiment with different waxing and dyeing techniques to refine my outcomes;</li> <li>... produce well-controlled and varied samples;</li> <li>... construct a strong, well-finished frame for display.</li> </ul>	<p>I can:</p> <ul style="list-style-type: none"> <li>... use the batik process with confidence and creativity to produce high-quality samples;</li> <li>... refine techniques to enhance the visual impact;</li> <li>... design and construct a frame that complements and enhances my samples.</li> </ul>
<b>Knowledge</b>	<p>I can:</p> <ul style="list-style-type: none"> <li>... describe what batik is and name some tools and materials used;</li> <li>... say what “pattern” or “colour” might mean in design.</li> </ul>	<p>I can:</p> <ul style="list-style-type: none"> <li>... explain the purpose of batik in design and textiles;</li> <li>... describe how I developed my batik ideas from examples.</li> </ul>	<p>I can:</p> <ul style="list-style-type: none"> <li>... research existing batik designs for inspiration;</li> <li>... develop and communicate my design ideas through sketches and notes.</li> </ul>	<p>I can:</p> <ul style="list-style-type: none"> <li>... explain how I improved my batik designs based on feedback;</li> <li>... show development through experimenting with different patterns, colours, and techniques.</li> </ul>	<p>I can:</p> <ul style="list-style-type: none"> <li>... analyse different design influences and justify my design decisions;</li> <li>... communicate my ideas with detail and creativity, showing strong awareness of cultural and artistic influences.</li> </ul>

# Drama KS3 Age-Related Expectations (ARE) Framework

## Topic: Frankenstein

	Beginning	Working Towards	Expected	Working above	Greater Depth
<b>Skills</b>	<p>I can:</p> <ul style="list-style-type: none"> <li>... perform one drama technique;</li> <li>... focus when on stage</li> <li>-respond well to instructions from my group.</li> </ul>	<p>I can:</p> <ul style="list-style-type: none"> <li>... use two drama techniques with confidence;</li> <li>... create a character;</li> <li>... contribute to group discussions.</li> </ul>	<p>I can:</p> <ul style="list-style-type: none"> <li>... competently use three different drama techniques;</li> <li>... perform characters that are different from myself;</li> <li>... share ideas with my group and sometimes lead them.</li> </ul>	<p>I can:</p> <ul style="list-style-type: none"> <li>... use a wide range of different drama techniques;</li> <li>... perform a wide range of characters different from myself;</li> <li>... lead the groups I work with.</li> </ul>	<p>I can:</p> <ul style="list-style-type: none"> <li>... choose specific drama techniques knowing why they will make the most impact;</li> <li>... create characters that are authentic and impactful;</li> <li>... manage the complexities of working in a group, understanding when it is best to lead and/or listen.</li> </ul>
<b>Knowledge</b>	<p>I can:</p> <ul style="list-style-type: none"> <li>... explain what facial expressions are;</li> <li>... explain what body language is;</li> <li>... explain what tone of voice is.</li> </ul>	<p>I can:</p> <ul style="list-style-type: none"> <li>... explain what communication with the audience means;</li> <li>... explain what a storyline is;</li> <li>... explain what giving feedback means.</li> </ul>	<p>I can:</p> <ul style="list-style-type: none"> <li>... explain what is necessary for a convincing and interesting storyline;</li> <li>... explain what analyse means;</li> <li>... explain what evaluation means.</li> </ul>	<p>I can:</p> <ul style="list-style-type: none"> <li>... explain how to use a plot arch to communicate with an audience;</li> <li>... evaluate my development of skills using WWW;</li> <li>... use analysis and evaluation to support other groups.</li> </ul>	<p>I can:</p> <ul style="list-style-type: none"> <li>... understand how to maximise character development to successfully communicate with the audience;</li> <li>... understand what makes a successful director;</li> <li>... analyse and evaluate professional performances to facilitate my own development.</li> </ul>

# English KS3 Age-Related Expectations (ARE) Framework

## Topic: Poetry - The Romantics READING

	Beginning	Working Towards	Expected	Working above	Greater Depth
<b>Skills</b>	<p>I can:</p> <p>Read fluently and decode with increasing speed.</p> <p>Use skim and scan to retrieve information and can recall some specific, straightforward information.</p> <p>Identify themes and key ideas within a range of texts.</p> <p>Select a number of words and phrases which support my ideas and understanding.</p> <p>Make inferences and discuss the connotations of some words.</p> <p>Make predictions based on language and connotation with some detail.</p>	<p>I can:</p> <p>Use key reading skills for decoding and re-call, e.g. skim and scan</p> <p>Use the PEZZ paragraph structure with support to show my understanding of how language affects the reader.</p> <p>Make a number of points to support my ideas that are linked to the question.</p> <p>Select accurate quotations which support my understanding and ideas about a text.</p> <p>Identify some powerful language choices and discuss the connotations of words and some methods and their effect on the reader and the writer's intention.</p> <p>Make references to other characters or places in the text that are similar or different and the effect on the reader.</p>	<p>I can:</p> <p>Independently use my knowledge of strategies for decoding and recall.</p> <p>Use the PEZZ essay format with growing confidence with some depth and detail about the effect of the language on the reader.</p> <p>Make a number of relevant points which answer the question and have an introduction and conclusion.</p> <p>Select quotations which clearly support my ideas.</p> <p>Identify a range of language methods/some structural choices and discuss connotations and the impact on the reader and the writer's intention.</p> <p>Identify some links within the quotation and discuss the effects on the reader.</p>	<p>I can:</p> <p>Access a range of texts and ensure that I have a clear understanding and can identify the key points in a text.</p> <p>Use the PEZZ essay format in growing depth discussing the effects on the reader and the writer's intention.</p> <p>Make a number of clear and focused points using a formal tone on a topic as well as considering other viewpoints.</p> <p>Select a range of quotations which support my ideas and understanding with some becoming more subtle.</p> <p>Consistently identify a range of language and structural methods and discuss their connotations and impact on the reader and the writer's intention.</p> <p>Identify some links within the quotation and discuss their impact on the reader and find other links elsewhere in the extract/ text and discuss their effect.</p>	<p>I can:</p> <p>Respond confidently to a range of texts and can summarise key points and ideas.</p> <p>Use the PEZZ essay format and present a clear line of argument and a confident understanding of how writers have used language for effect and purpose.</p> <p>Make a range of detailed and precise points focusing on a range of ideas with a confident coverage of the text,</p> <p>Use a range of judicious quotations to support all my points.</p> <p>Confidently identify a range of linguistic and structural methods and discuss in depth their impact on the reader and the writer's intention.</p> <p>Frequently identify perceptive links within the quotations and discuss their impact on the reader and have a confident understanding of the writer's intention.</p>



**English KS3 Age-Related Expectations (ARE) Framework**  
**Topic: Poetry - The Romantics READING**

	Beginning	Working Towards	Expected	Working above	Greater Depth
<b>Skills Cont.</b>	Give a personal response to texts, forming opinions, saying what I think about a text. Demonstrate some understanding of the time in which the text was set/ written.	Understand clearly the themes (Big Ideas) linked to a text, character or quote. Understand a number of ideas and messages about key issues when the text was written.	Discuss points about the wider issues/ themes linked to a quotation or a text. Show some understanding of the time in which the text was set/ written and how it links to the message of the text.	Discuss with increasing detail on the key messages/ themes in a text Demonstrate a clear understanding of the time in which the text was written and link to the quotation/ the message of the text.	Discuss in detail on a variety of key messages/ themes within the text and link themes to writer's purpose. Discuss with confidence an understanding of the time in which the text was written and link to the quotation/ the message of the text.
<b>Knowledge</b>	I can IDENTIFY: ... similar topics within some of the poems; ... some emotions in the poems; ... make 1 or 2 statements about the industrial revolution and how it changed society; ... understand how the industrial revolution affected people.	I can COMMENT ON: ... the main ideas and themes in the romantic poems; ... why certain themes are important to writers based on the emotions they reveal; ... the poets' backgrounds and why they have written their poems; ... the impact of the Industrial revolution on society and individual people.	I can EXPLAIN: ... why key topics are focused on in the poems; ... why key groups of people are focused on in poems; ... the impact of industrialisation on people and society both positive and negative; ... how the Enlightenment caused writers to focus on nature and emotions.	I can DISCUSS: ... common features and topics found in Romantic poems; ... why these topics were important to writers and society; ... a number of positive and negative factors that the Industrial Revolution brought to British society; ... the impact on the Enlightenment on the Romantic movement.	I can EXPLORE and LINK: ... how different writers discuss key themes in their poems; ... how writers are similar and different in their ideas and language use; ... a range of impacts the industrial revolution had on British society and the British Empire; ... how the Romantic movement was a reaction against the Enlightenment.

**Geography KS3 Age-Related Expectations (ARE) Framework**  
**Topic: What is Climate Change and how will it affect people and the environment?**

	Beginning	Working Towards	Expected	Working above	Greater Depth
<b>Skills</b>	<p>I can</p> <ul style="list-style-type: none"> <li>... describe what the greenhouse effect is with help;</li> <li>... create a diagram of the greenhouse effect using scaffold and a word bank;</li> <li>... create a diagram of tropical storms using scaffold and a word bank.</li> </ul>	<p>I can</p> <ul style="list-style-type: none"> <li>... describe the greenhouse effect in detail;</li> <li>... create a diagram of the greenhouse effect using scaffold;</li> <li>... create a diagram of tropical storms using scaffold;</li> <li>... write like a geographer using geographical vocabulary with support.</li> </ul>	<p>I can</p> <ul style="list-style-type: none"> <li>... independently explain how the greenhouse effect and climate change are connected;</li> <li>... create an accurately labelled diagram of the greenhouse effect;</li> <li>... create an accurately labelled diagram of tropical storms;</li> <li>... rank impacts of climate change;</li> <li>... write like a geographer using geographical vocabulary.</li> </ul>	<p>I can</p> <ul style="list-style-type: none"> <li>... apply my understanding of the greenhouse effect to compare how climate change affects different countries;</li> <li>... rank and justify impacts of climate change;</li> <li>... write like a geographer using a wide geographical vocabulary.</li> </ul>	<p>I can</p> <ul style="list-style-type: none"> <li>... evaluate the evidence for climate change and justify using examples why it is a pressing issue;</li> <li>... write like a geographer using a wide geographical vocabulary accurately.</li> </ul>
<b>Knowledge</b>	<p>I can</p> <ul style="list-style-type: none"> <li>... name one piece of evidence that global climate change is happening with prompts;</li> <li>... identify how climate change is impacting people and the environment with prompts;</li> <li>... describe ways people can adapt to climate change with prompts;</li> <li>... describe how tropical storms form with help.</li> </ul>	<p>I can</p> <ul style="list-style-type: none"> <li>... describe one piece of evidence that global climate change is happening;</li> <li>... identify how climate change is impacting people and the environment;</li> <li>... describe ways people can adapt to, and mitigate against climate change;</li> <li>... describe how tropical storms form in detail.</li> </ul>	<p>I can</p> <ul style="list-style-type: none"> <li>... discuss at least three global impacts of climate change, including examples from case studies (Maldives, USA and China);</li> <li>... identify the difference between adaptation and mitigation;</li> <li>... describe how tropical storms are managed;</li> <li>... explain how tropical storms form.</li> </ul>	<p>I can</p> <ul style="list-style-type: none"> <li>... compare impacts of global climate change;</li> <li>... explain and begin to rank different adaptation and mitigation approaches;</li> <li>... explain the different ways tropical storms can be managed.</li> </ul>	<p>I can</p> <ul style="list-style-type: none"> <li>... evaluate the impacts of global climate change, using examples for comparison;</li> <li>... explain different types of tropical storm management, identifying their advantages and disadvantages.</li> </ul>

**History KS3 Age-Related Expectations (ARE) Framework**  
**Topic: Poos & Loos - When did Public Health really change in Britain?**

	Beginning	Working Towards	Expected	Working above	Greater Depth
<b>Skills</b>	<p>I can:</p> <p>... state that something changed or stayed the same;</p> <p>... identify a comparison between two time periods.</p>	<p>I can:</p> <p>... describe a feature of change or continuity;</p> <p>... identify a reason for this;</p> <p>... to make a comparison between two time periods.</p>	<p>I can:</p> <p>... describe several features of change or continuity;</p> <p>...begin to explain reason(s) for this;</p> <p>...to make several comparisons between two time periods.</p>	<p>I can:</p> <p>... describe several features of change or continuity;</p> <p>... explain specific reasons for change and continuity;</p> <p>... begin to judge how important these changes were and compare different periods.</p>	<p>I can:</p> <p>...explain how and why features of change and continuity occurred;</p> <p>...compare several different time periods;</p> <p>...judge how important these changes were and compare different periods.</p>
<b>Knowledge</b>	<p>I can:</p> <p>... name a time period or fact that is related to our study;</p> <p>...show a basic understanding of what happened.</p>	<p>I can:</p> <p>... recall some knowledge about one or more time periods;</p> <p>...show an understanding of what happened.</p>	<p>I can:</p> <p>... use clear and relevant knowledge about two time periods;</p> <p>... identify examples of both progression and regression in health and sanitation.</p>	<p>I can:</p> <p>... use relevant and detailed knowledge of two different time periods;</p> <p>...describe examples of both progression and regression in health and sanitation.</p>	<p>I can:</p> <p>... use relevant and detailed knowledge of three or more time periods;</p> <p>...explain key features and developments in each period.</p>

**Mathematics KS3 Age-Related Expectations (ARE) Framework**  
**Topic: Ratio and Scale**

	Beginning	Working Towards	Expected	Working above	Greater Depth
<b>Skills</b>	<p>I can:</p> <p>... understand and use ratio notation.</p>	<p>I can:</p> <p>... express ratio in simplest integer form.</p>	<p>I can:</p> <p>... divide a quantity into a given ratio.</p>	<p>I can:</p> <p>... express a ratio in the form 1:n and n:1.</p>	<p>I can:</p> <p>... apply gradient as a ratio in problem solving questions.</p>
<b>Knowledge</b>	<p>I am:</p> <p>... beginning to understand the meaning of ratio notation.</p>	<p>I know :</p> <p>... that ratio can sometimes be simplified but may need assistance with this.</p>	<p>I know:</p> <p>... how to divide quantities in parts using a ratio like 2:3.</p>	<p>I know :</p> <p>... how to express any ratio in the form 1:n or n:1 accurately.</p>	<p>I can:</p> <p>... understand gradient as a rate of change in real life scenarios.</p>

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

## Topic Travel and Tourism

	Beginning	Working Towards	Expected	Working above	Greater Depth
<b>Skills</b>	<p>I can:</p> <p>... recognise some Y8 vocabulary from a spoken text with support;</p> <p>... correctly pronounce three Y8 SSCs (e.g [oi] voir);</p> <p>... read a short sentence aloud with no errors in pronunciation.</p>	<p>I can:</p> <p>... understand elements of a short passage from a spoken text with support;</p> <p>... correctly pronounce three to five Y8 words using SSCs (e.g [oi] voir);</p> <p>... read extended sentences aloud accurately and with some hesitation.</p>	<p>I can:</p> <p>... understand and pick out key information from a spoken text with limited support;</p> <p>... correctly pronounce five to ten Y8 words using SSCs (e.g [oi] voir);</p> <p>... read extended sentences aloud with little or no hesitation.</p>	<p>I can:</p> <p>... understand and pick out key information and details from a spoken text with limited support;</p> <p>... correctly pronounce all Y8 words using SSCs (e.g [oi] voir);</p> <p>... read extended sentences aloud confidently; correctly pronouncing some more challenging SSCs.</p>	<p>I can:</p> <p>... can understand and pick out key information and details from a spoken text without support;</p> <p>... correctly pronounce unfamiliar words using knowledge of SSCs;</p> <p>... read a short text aloud confidently, correctly pronouncing most more challenging.</p>
<b>Knowledge</b>	<p>I can:</p> <p>... begin to recognising the difference between the definite and indefinite articles le, la, l' les and un, une and des;</p> <p>... recognise a future time frame from a spoken or written text with support.</p>	<p>I can:</p> <p>... understand when to use the definite and indefinite articles le, la, l' les and un, une and des with support;</p> <p>... understand how to use a future time frame without support.</p>	<p>I can:</p> <p>... use the definite and indefinite articles le, la, l' les and un, une and des with limited support;</p> <p>... form the near future tense in the 'je' form and/or use je voudrais + infinitive with limited support.</p>	<p>I can:</p> <p>... use the definite and indefinite articles le, la, l' les and un, une and des accurately with limited support;</p> <p>... form the near future tense in singular forms and use je voudrais + infinitive without support.</p>	<p>I can:</p> <p>... use the definite and indefinite articles e, la, l' les and un, une and des accurately without support;</p> <p>... form the near future tense in all forms and use je voudrais + infinitive without support.</p>

## Music KS3 Age-Related Expectations (ARE) Framework

### Topic: Beethoven's Für Elise

	Beginning	Working Towards	Expected	Working above	Greater Depth
<b>Skills</b>	<p>I can:</p> <p>.... perform the simple version of Für Elise with mostly accurate notes (at least the first few bars, right hand melody only);</p> <p>... play with an awareness of note lengths.</p>	<p>I can:</p> <p>... perform the simple version of Für Elise with mostly accurate notes &amp; rhythm (right hand melody only);</p> <p>... play with consistent tempo in some parts.</p>	<p>I can:</p> <p>... perform the simple version of Für Elise with mostly accurate notes &amp; rhythm;</p> <p>... play with mostly consistent tempo without too much hesitation;</p> <p>... play at least part of it with 2 hands.</p>	<p>I can:</p> <p>... perform the simple version of Für Elise or part of the original version with accurate notes &amp; rhythm, or part of the original version;</p> <p>... play fairly fluently with a consistent tempo;</p> <p>... play all of it with two hands.</p>	<p>I can:</p> <p>... perform the original version of Für Elise (full 1<sup>st</sup> section) with accurate notes &amp; rhythm;</p> <p>...play fluently with a consistent tempo;</p> <p>... play the full original left hand part.</p>
<b>Knowledge</b>	<p>I can:</p> <p>... say something about Für Elise and/or the life of Beethoven;</p> <p>... understand how standard music notation shows which note to play.</p>	<p>I can:</p> <p>... describe one or two features of Für Elise and/or the life of Beethoven;</p> <p>... understand how staff notation works but don't remember any notes;</p> <p>... name some notes from standard music notation.</p>	<p>I can:</p> <p>... describe some features of Für Elise and/or the life of Beethoven;</p> <p>... read some notes in staff notation;</p> <p>... can name some notes from standard music notation;</p> <p>... understand how rhythm notation works.</p>	<p>I can:</p> <p>... describe in some detail features of Für Elise and/or the life of Beethoven;</p> <p>... read most of the notes in staff notation;</p> <p>... read all of the main notes from standard music notation (in the treble clef);</p> <p>... read some of the rhythms.</p>	<p>I can:</p> <p>... describe most of the features of Für Elise and/or the life of Beethoven covered;</p> <p>... read all of the notes in staff notation straight away;</p> <p>... read all of the main notes from standard music notation (in the treble clef and bass clef);</p> <p>... read all of the rhythms.</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 develop my control of the ball, especially when moving faster or with opponents close.	<input type="checkbox"/> I'm working towards gaining consistency in controlling the ball and moving with it in most situations.	<input type="checkbox"/> I can consistently control the ball and move effectively in different game situations, making good decisions.	<input type="checkbox"/> I can skillfully control the ball and move with it, even under pressure, using a variety of techniques.	<input type="checkbox"/> I can master ball control and movement, creating excellent opportunities for my team with ease.
Attacking & Defending	<input type="checkbox"/> I'm beginning to improve my attacking and defending choices and learning about positioning.	<input type="checkbox"/> I'm working towards making more contributions to attack and defence, and I'm learning to be in the right spot.	<input type="checkbox"/> I can consistently make good attacking and defending decisions, positioning myself well to help my team.	<input type="checkbox"/> I can anticipate play and make smart contributions to attack and defence, influencing the game positively.	<input type="checkbox"/> I can be a powerful player in attack and defence, consistently making game-changing plays.
Leadership in Practice	<input type="checkbox"/> I'm beginning to offer ideas and help organise others.	<input type="checkbox"/> I'm growing in my ability to contribute ideas and help organise when guided.	<input type="checkbox"/> I can actively share ideas and help organise my teammates, giving helpful feedback.	<input type="checkbox"/> I can effectively lead a small group or a specific drill, explaining tasks clearly and encouraging others.	<input type="checkbox"/> I can confidently lead and motivate my team, taking initiative to solve problems and improve our performance.
Knowledge					
Rules	<input type="checkbox"/> I'm beginning to understand my game rules and learning from errors.	<input type="checkbox"/> I'm working towards strengthening my knowledge of most rules, even in trickier situations.	<input type="checkbox"/> I can confidently understand all the rules and apply them correctly in games.	<input type="checkbox"/> I can use the rules strategically to benefit my team and understand how officials interpret them.	<input type="checkbox"/> I can demonstrate an expert understanding of all rules, even using this knowledge to gain advantages.
Tactics & Strategies	<input type="checkbox"/> I'm beginning to learn how to use tactics and strategies to improve our team's play.	<input type="checkbox"/> I'm working towards beginning to identify and try out simple tactics in games.	<input type="checkbox"/> I can understand and apply basic tactics like creating passing triangles or marking areas.	<input type="checkbox"/> I can adapt my tactics based on who we're playing and what's happening in the game.	<input type="checkbox"/> I can develop and use smart game plans, even changing them during the game to be more effective.

**PE KS3 Age-Related Expectations (ARE) Framework**  
**Topic: Net Games**



Skills	Beginning	Working Towards	Expected	Working above	Greater Depth
<b>Sending and receiving over the net</b>	<input type="checkbox"/> I'm beginning to develop consistency in hitting/sending the ball/shuttle over the net.	<input type="checkbox"/> I'm working towards gaining consistency in hitting/sending the ball/shuttle over the net with some accuracy.	<input type="checkbox"/> I can consistently hit/send the ball/shuttle over the net with reasonable accuracy and control.	<input type="checkbox"/> I can consistently hit/send the ball/shuttle over the net with varied power and direction.	<input type="checkbox"/> I can reliably hit/send the ball/shuttle over the net with excellent control, placing it precisely to win points.
<b>Court awareness and shot placement</b>	<input type="checkbox"/> I'm beginning to improve my movement around the court and understanding of where to hit.	<input type="checkbox"/> I'm working towards moving to cover my court and trying to hit into bigger open spaces.	<input type="checkbox"/> I can consistently recover to a central position and try to place shots into open areas of the opponent's court.	<input type="checkbox"/> I can move efficiently to cover my court and use different shots to target smaller, tricky open spaces.	<input type="checkbox"/> I can anticipate play and move strategically, consistently placing shots with disguise and precision
<b>Leadership skills</b>	<input type="checkbox"/> I'm beginning to offer ideas or help organise others.	<input type="checkbox"/> I'm growing in my ability to contribute ideas or help organise when guided.	<input type="checkbox"/> I can actively contribute ideas and help organise my teammates, offering constructive feedback.	<input type="checkbox"/> I can effectively lead a small group or a specific drill, clearly explaining tasks.	<input type="checkbox"/> I can confidently lead and motivate my team, taking initiative to solve problems
<b>Knowledge</b>					
<b>Rules</b>	<input type="checkbox"/> I'm beginning to understand most rules, but I sometimes make mistakes.	<input type="checkbox"/> I'm working towards my knowledge of most rules, even in trickier game situations.	<input type="checkbox"/> I can confidently understand all the rules and apply them correctly in games.	<input type="checkbox"/> I can apply the rules strategically to my advantage and understand how officials make calls.	<input type="checkbox"/> I can demonstrate an expert understanding of all rules and use this knowledge to help my team.
<b>Tactics and strategies</b>	<input type="checkbox"/> I'm beginning to learn how to use simple plans to improve my play.	<input type="checkbox"/> I'm working towards identifying and try out simple tactics, like hitting away from the opponent.	<input type="checkbox"/> I can understand and apply basic tactics like hitting to open space or changing the speed of the shot.	<input type="checkbox"/> I can adapt my tactics based on my opponent and the game situation, using a few different plans.	<input type="checkbox"/> I can develop and try out smart game plans, changing my tactics during the game to win.





# 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 developing my ability to try a bit harder and keep going.	<input type="checkbox"/> I'm gaining consistency in pushing myself to a good effort level, remembering to pace myself.	<input type="checkbox"/> I can consistently try my best and keep going, understanding how to manage my effort safely.	<input type="checkbox"/> I can challenge my body with increasing effort and sustain it for longer, safely and effectively.	<input type="checkbox"/> I can confidently push my physical limits in a safe way, adjusting my effort for maximum benefit.
Understanding your body through data	<input type="checkbox"/> I'm improving at noticing how my body responds to different exercises.	<input type="checkbox"/> I'm becoming better at taking my pulse and noticing how it changes during exercise.	<input type="checkbox"/> I can take and record my pulse accurately before, during, and after exercise, and explain simple changes.	<input type="checkbox"/> I can use my pulse data to understand if I'm working hard enough or need to push more.	<input type="checkbox"/> I can accurately track and explain how different exercises affect my heart rate and body.
Leadership in Practice	<input type="checkbox"/> I'm starting to offer ideas or help classmates organise activities.	<input type="checkbox"/> I'm growing in my ability to give simple, specific encouragement to classmates.	<input type="checkbox"/> I can give clear, positive feedback that helps a classmate understand how to try harder or improve.	<input type="checkbox"/> I can clearly explain a simple fitness activity or exercise to classmates and motivate them.	<input type="checkbox"/> I can lead a small fitness activity, giving clear instructions and motivating my classmates to participate fully.
Knowledge					
Safety & Risk Awareness	<input type="checkbox"/> I'm developing my understanding of why safety rules are important for fitness equipment.	<input type="checkbox"/> I'm gaining consistency in using a range of fitness equipment safely and correctly.	<input type="checkbox"/> I can consistently use a variety of common fitness equipment safely	<input type="checkbox"/> I can identify specific safety checks needed for different fitness equipment.	<input type="checkbox"/> I can proactively spot potential dangers with fitness equipment set-up or use
Components of Fitness	<input type="checkbox"/> I'm exploring more types of fitness and what they mean.	<input type="checkbox"/> I'm learning to give clear examples of how different fitness components are used in daily life.	<input type="checkbox"/> I can name and give clear examples of the major components of fitness (e.g., stamina, strength, flexibility, speed).	<input type="checkbox"/> I can explain how different components of fitness are used in various sports and activities.	<input type="checkbox"/> I can deeply explain the role of various fitness components and how they impact performance in different activities.

**Religious Education KS3 Age-Related Expectations (ARE) Framework**  
**Topic: What are the Abrahamic Religions?**

	Beginning	Working Towards	Expected	Working above	Greater Depth
<b>Skills</b>	<p>I can:</p> <ul style="list-style-type: none"> <li>... talk about what I have learned with help;</li> <li>... understand some simple religious terms.</li> </ul>	<p>I can:</p> <ul style="list-style-type: none"> <li>... make simple comparisons between the religions;</li> <li>... begin to use religious vocabulary with support.</li> </ul>	<p>I can:</p> <ul style="list-style-type: none"> <li>... compare religious beliefs and say how they are similar or different;</li> <li>... use religious vocabulary when I explain my thinking.</li> </ul>	<p>I can:</p> <ul style="list-style-type: none"> <li>... give balanced views, showing understanding of different beliefs;</li> <li>... use religious vocabulary accurately when I explain my thinking.</li> </ul>	<p>I can:</p> <ul style="list-style-type: none"> <li>... argue different viewpoints using evidence from religious texts and beliefs;</li> <li>... use religious vocabulary accurately when I explain my thinking.</li> </ul>
<b>Knowledge</b>	<p>I can:</p> <ul style="list-style-type: none"> <li>... name the three Abrahamic religions;</li> <li>... identify one important person from each religion (e.g. Abraham, Jesus, Muhammad);</li> <li>... say something simple about a belief or story from each religion.</li> </ul>	<p>I can:</p> <ul style="list-style-type: none"> <li>... describe some key beliefs and practices in Judaism, Christianity and Islam;</li> <li>... talk about the role of Abraham in all three religions;</li> <li>... name and describe some key figures like, Isaac, Jacob, Joseph and Ishmael.</li> </ul>	<p>I can:</p> <ul style="list-style-type: none"> <li>... explain what Abraham, taught or believed;</li> <li>... make links between Isaac and Christianity and Judaism;</li> <li>... Make links between Ishmael and Islam.</li> </ul>	<p>I can:</p> <ul style="list-style-type: none"> <li>... explain in detail the roles of Abraham, Isaac and Ishmael and their importance in each religion;</li> <li>... show how the Abrahamic religions connect through shared beliefs and history.</li> </ul>	<p>I can:</p> <ul style="list-style-type: none"> <li>... critically evaluate the impact of Abraham, Isaac and Ishmael across different faiths.</li> </ul>

**Science KS3 Age-Related Expectations (ARE) Framework**  
**Topic: Body fuels**

	Beginning	Working Towards	Expected	Working above	Greater Depth
<b>Skills</b>	<p>I can:</p> <p>... identify the IV, DV and CV in the food test experiment;</p> <p>... name some of the of the organs in the body.</p>	<p>I can:</p> <p>... describe a simple method to carry out a practical for food tests;</p> <p>... describe the main features of at least major body systems.</p>	<p>I can:</p> <p>... write a step by step method including safety precautions;</p> <p>.. explain how specific key organs function within these systems.</p>	<p>I can:</p> <p>... suggest ways to improve reliability;</p> <p>... compare the structure / function of similar processes or organs across different systems.</p>	<p>I can:</p> <p>... critically evaluate a scientific method and suggest improvements;</p> <p>... link 2 major body systems and explain their interdependence.</p>
<b>Knowledge</b>	<p>I can:</p> <p>... name the different food groups;</p> <p>... name some of the organs of the respiratory system.</p>	<p>I can:</p> <p>... list the reagents used to carry out food tests;</p> <p>... describe the function of the respiratory system.</p>	<p>I can:</p> <p>... describe the expected positive food tests;</p> <p>... explain the process of breathing.</p>	<p>I can:</p> <p>... analyse and interpret results of food tests;</p> <p>.. analyse data related to lung capacity.</p>	<p>I can:</p> <p>... link food groups to their nutritional benefits;</p> <p>... compare and contrast the composition of exhaled and inhaled air.</p>