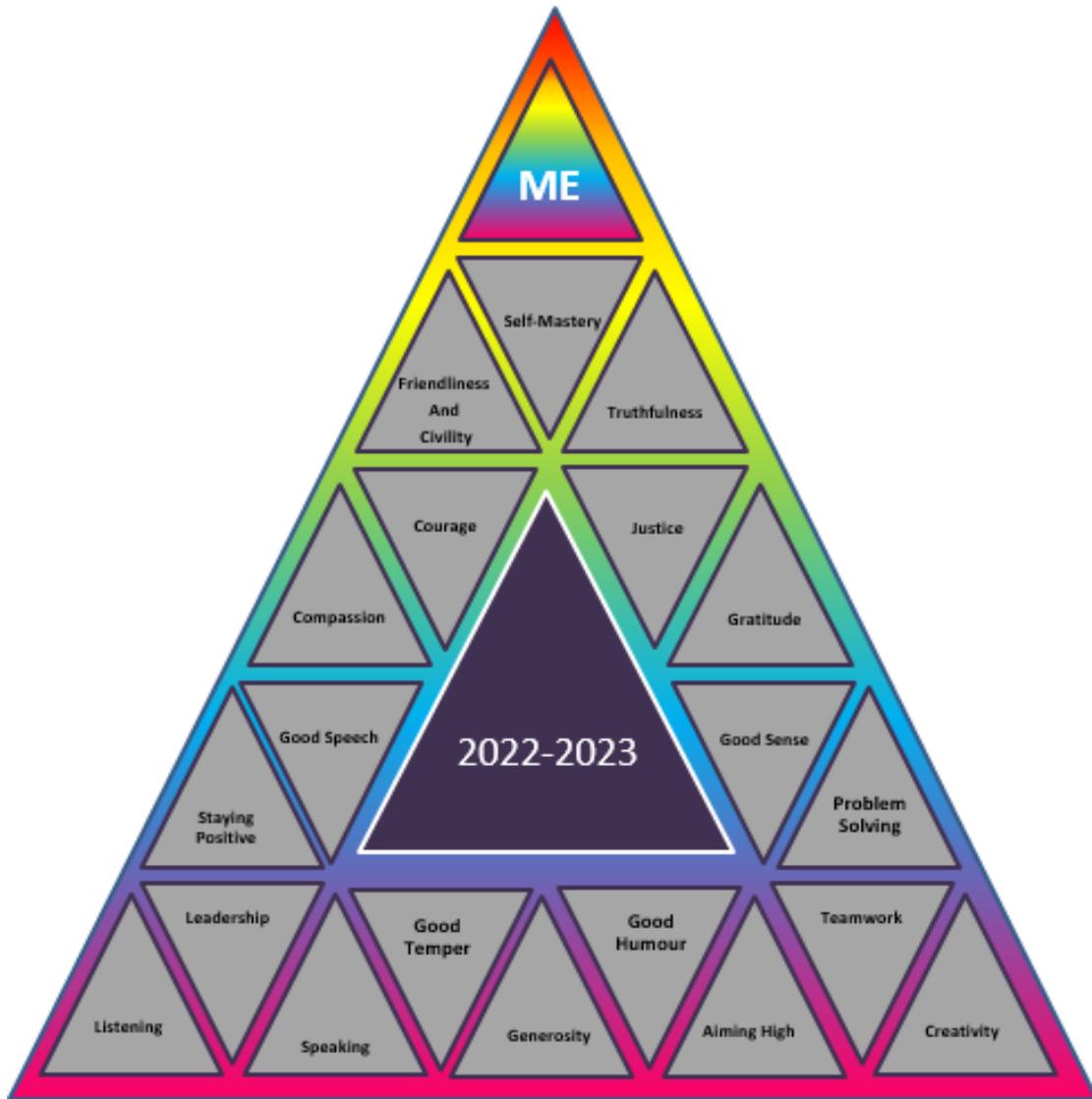


Year 9 Homework Booklet



I can statements from Year 8 2022-2023

English 'I Can Statements'

Date	'I Can' statements	Yes	No
12.09.22 19.09.22	Read, understand and respond to texts using my own style and personal response by using quotations, to support.		
26.09.22 03.10.22	Analyse the language and structure used by a writer to create meanings and effects, using relevant subject terminology.		
10.10.22 17.10.22	Show understanding of the relationships between texts and the contexts in which they were written.		
31.10.22 07.11.22	Use a range of vocabulary and sentence structures for clarity, purpose and effect, with mostly accurate spelling and punctuation.		
14.11.22 21.11.22	Communicate effectively and imaginatively. I know how to change my style for different purposes and audiences by organising ideas.		
28.11.22 05.12.12	Identify and interpret explicit and implicit information and ideas and select evidence from different texts.		
12.12.22	Compare writers' ideas and methods, across two or more texts		
09.01.23 16.01.23	Evaluate texts and decide on the pros and cons whilst supporting with appropriate textual references		
23.01.23 30.01.23	Use evidence from the text and my own experiences to support my writing.		
06.02.23 20.02.23	Identify the characters, setting, and context that informs the writer's text.		
27.02.23 06.03.23	Explain the language techniques used by a writer for effect.		
Crime Poetry			
13.03.23 20.03.23	Explain how the techniques are used in a poem to create meaning.		
27.03.23 17.04.23	Explain interesting words in a poem and why they are used.		
24.04.23 01.05.23	Explain how a playwright might feel.		
Creative Writing			
08.05.23	Write imaginatively using show me sentences to create detailed worlds		
15.05.23	Plan my ideas to structure my work effectively; I can identify strengths and weakness in my work		
22.05.23	Use ambitious vocabulary (spelled correctly) in my writing.		

French 'I Can' Statements

Date	'I Can' statements	Yes	No
	Unit 1: Holidays		
12.09.22	Talk about usual holidays and preferred holidays		
19.09.22	Talk about items you take on holiday		
26.09.22	Talk about dream holidays		
03.10.22	Describe past holidays and past activities		
10.10.22	Talk about festivals		
17.10.22	Use French grammar, language strategies and good pronunciation		
	Unit 2: Sports and leisure		
31.10.22	Talk about sports that you like and do		
07.11.22	Talk about winter and summer sports		
14.11.22	Talk about leisure activities and active holidays		
21.11.22	Name parts of the body and talk about sports injuries		
28.11.22	Talk about sports personalities and international events		
	Unit 3: Where you live and geography		
05.12.22	Talk about where you live		
12.12.22	Talk about daily routine		
09.01.23	Talk about what you did yesterday		
16.01.23	Talk about what you are going to do to help others		
23.01.23	Identify and locate francophone countries		
30.01.23	Talk about Africa		
	Unit 4: What is France like?		
06.02.23	Compare France and Britain		
20.02.23	Describe a country		
27.02.23	Talk about French people		
06.03.23	Discuss Francophone cartoon characters		
	Unit 5: Travel		
13.03.23	Talk about how you travel and compare means of transport		
20.03.23	Buy tickets and talk about travel plans		
27.03.23	Plan a holiday		
17.04.23	Describe a past holiday		
24.04.23	Talk about transport in books and films		
	Unit 6: Dream jobs		
01.05.23	Talk about jobs and the qualities needed for certain jobs		
08.05.23	Talk about ideal jobs		
15.05.23	Talk about ambitions		
22.05.23	Talk about part-time jobs		
05.06.23	Talk about success and failure		

Spanish 'I Can' Statements

Date	'I Can' statements	Yes	No
	Unit 1: Holidays		
12.09.22	Say where I went on holiday and when		
	Say who I went with		
19.09.22	Say how I travelled there		
	Use exclamations		
26.09.22	Ask someone what they did on holiday		
	Say what I did on holiday		
03.10.22	Use sequencers to make my sentences more detailed		
10.10.22	Say what I did on the last day of my holiday		
17.10.22	Ask someone what their holiday was like		
	Say what my holiday was like		
	Unit 2: Interests		
31.10.22	Ask someone what they use their phone for		
	Explain what my phone is used for		
07.11.22	Use expressions to explain amount / frequency		
14.11.22	Ask someone what music they like		
	Explain what music I like		
21.11.22	Give a range of opinions and reasons for why I like something		
28.11.22	Ask someone about what TV programmes they like		
	Say what TV I like / prefer to watch		
05.12.22	Use words to compare one thing to another		
12.12.22	Use time expressions (at this time / that time)		
	Unit 3: Food		
09.01.23	Ask someone what food they like		
	Explain what food I like to eat / don't like to eat		
16.01.23	Give a range of opinions		
23.01.23	Give reasons to explain something to somebody		
30.01.23	Ask what time somebody ate		
06.02.23	Order a meal in a restaurant		
20.02.23	Say I am hungry or thirsty		
27.02.23	Ask for the bill		
06.03.23	Say something in the future tense (ie: it will happen in the future)		
	Unit 4: Going out		
13.03.23	Ask someone if they would like to go out		
20.03.23	Ask someone where they like to meet and / or what time they would like to meet		
27.03.23	Say "sorry, I can't" and/ or make excuses not to go out		
17.04.23	Say what I do to get ready		
24.04.23	Say what I am going to wear		
01.05.23	Describe a sporting event		
08.05.23	Describe a fancy dress outfit		

Spanish 'I Can' Statements

Date	'I Can' statements	Yes	No
	Unit 5: Travel and holidays		
15.05.23	Describe a holiday home and / or its location		
	Compare the home to your own home		
22.05.23	Use the superlative tense (what is the biggest, smallest, fastest etc)		
05.06.23	Use fillers to play for time		
12.06.23	Use at least three tenses at the same time		

Science 'I Can' Statements

Date	'I Can' statements	Yes	No
	Unit 1: Electromagnets		
12.09.22	Describe what is meant by potential difference and how to measure it		
	Describe what is meant by the rating of a battery or bulb		
	Set up a simple electrical circuit		
	Describe what is meant by resistance and measure resistance in a circuit		
19.09.22	Explain the difference between conductors and insulators in terms of resistance		
	Identify independent, dependent and control variables		
	Identify the difference between series and parallel circuits		
	Identify the pattern of potential difference in series and parallel circuits		
	Unit 2: Electromagnets - Current		
26.09.22	Describe how current changes in series and parallel circuits when components are changed		
	Describe how to measure current		
	Set up a circuit including an ammeter to measure current		
03.10.22	Use a sketch to explain how objects can become charged		
	Describe how charged objects interact		
	Describe what is meant by an electric field		
	Interpret observations, and identify patterns linked to charge		
	Unit 3: Waves - sound		
10.10.22	Describe how sound is produced and travels		
	Explain observations where sound is transmitted by different media		
	Contrast the speed of sound and the speed of light		
	Compare the time for sound to travel in different materials using data given.		
17.10.22	Explain observations of how sound travels using the idea of a longitudinal wave		
	Describe the link between loudness and amplitude, using diagrams		
	Explain what happens when sound goes through matter or hits a boundary		
	Describe how to find the amplitude of a wave from an oscilloscope trace		
	Describe the auditory range of humans		
	Unit 4: Light		
31.10.22	Describe what happens when light interacts with materials		
	Explain how ray diagrams can explain the formation of shadows		
	Use ray diagrams to describe what observers see during an eclipse		
07.11.22	Explain how images are formed in a plane mirror using a ray diagram		
	Explain the difference between specular and diffuse reflection		
	Use appropriate equipment and take readings safely without help		
	Use a ray diagram to describe how light travels through a transparent block		
	Record observations using a labelled diagram		
14.11.22	Describe how the eye works		
	Name the lenses used to correct short sight and long sight		
	Describe how lenses correct short sight and long sight		
21.11.22	Explain what happens when light passes through a prism		
	Describe how primary colours add to make secondary colour		
	Explain how filters and coloured materials subtract light		
	Predict the colour of objects in red light and the colour of light through different filters		

Science 'I Can' Statements

Date	'I Can' statements	Yes	No
	Unit 5: Elements		
28.11.22	Correctly write down the chemical symbols of 16 elements and, given chemical symbols, write down their names		
	Represent atoms and elements using particle diagrams		
	Compare the properties of an atom of an element to the properties of many atoms		
	Represent elements, mixtures, and compounds using particle diagrams		
05.12.22	Compare the properties of a compound to the properties of the element whose atoms it contains		
	Name compounds using their chemical formulae		
	Name the elements present and their relative proportions, given chemical formulae		
	Represent elements, compounds, and mixtures using particle diagrams		
12.12.22	Represent elements, mixtures, and compounds using particle diagrams and physical models		
	Explain how polymer properties make them suitable for their uses		
	Explain how polymer properties depend on their molecules		
	Unit 6: Periodic table		
09.01.23	Use data to describe a trend in physical properties		
	Use data showing a pattern in physical properties to predict the missing value for an element		
	Use data to describe a trend in physical properties of Group 1 elements.		
	Use data showing a pattern in physical properties to predict the missing value for an element in Group 1		
	Use observations of a pattern in chemical reactions to predict the behaviour of an element in Group 1		
16.01.23	Use data to describe a trend in physical properties of Group 7 elements		
	Use observations of a pattern in chemical reactions to predict the behaviour of an element in Group 7		
	Identify control measures when working with Group 7 elements		
23.01.23	Use data to describe a trend in physical properties in Group 0		
	Use data showing a pattern in physical properties to predict the missing value for an element in Group 0		
	Describe the reactions of Group 0 elements		

Science 'I Can' Statements

Date	'I Can' statements	Yes	No
	Unit 7: Earth Structure		
30.01.23	Describe properties of the different layers of the Earth's structure.		
	Explain that most rocks are mixtures of minerals		
	Describe advantages and disadvantages of a given model of the Earth's structure		
06.02.23	Explain why a sedimentary rock has a particular property based on how it was formed		
	Identify the causes of weathering and erosion and describe how they occur		
	Explain how a given model represents a particular process in the formation of sedimentary rock		
20.02.23	Explain in detail how igneous and metamorphic rocks form		
	Explain why igneous and metamorphic rocks have particular properties based on how they were formed		
	Predict observations when a substance representing lava is cooled at different temperatures		
	Use the rock cycle to explain how the material in rocks is recycled		
	Describe how changes in the wax used to represent a rock represent the real rock cycle		
27.02.23	Use data on properties to decide which materials might be ceramics		
	explain why properties of ceramics make them suitable for their uses		
	Plan a method for comparing the strength of ceramic materials, including devising a fair test question, identifying control variables, and identifying risks, hazards and control measures		
	Unit 8: Earth – The universe		
06.03.23	Describe how space observation of stars is affected by the scale of the Universe		
	Explain the choice of light years as a unit of measuring distances in astronomy		
	Draw valid conclusions that utilise more than one piece of supporting evidence		
	Describe how objects in the Solar System are arranged		
	Explain why we see objects in the Solar System, and describe how they appear to move		
	Describe how space exploration is affected by the scale of the Universe		
	Explain the motion of the Sun, stars, and Moon across the sky		
	Explain why seasonal changes happen		
13.03.23	Use data to show the effect of the Earth's tilt on temperature and day-length		
	Describe the phases of the Moon		
	Describe the appearance of the Moon from diagrams of the Earth, Sun, and Moon		
	Explain phases of the Moon using the models provided		
	Describe evidence that led to a change in the model of the Solar System		

Science 'I Can' Statements

Date	'I Can' statements	Yes	No
	Unit 9: Organisms - Breathing		
20.03.23	Describe the structure of the gas exchange system		
	Describe how the parts of the gas exchange system are adapted to their function		
	Interpret data given to compare the difference in the composition of inhaled and exhaled air		
	Describe the processes of inhaling and exhaling air		
	Describe how a bell jar can be used to model what happens during breathing		
	Explain how to measure lung volume		
27.03.23	Use appropriately calibrated apparatus to obtain a lung volume		
	Describe the difference between recreational and medicinal drugs		
	Describe the effects of drugs on health and behaviour		
	Interpret experimental observations to draw simple conclusions		
	Describe the effect of alcohol on health and behaviour		
17.04.23	Describe the effect alcohol has on conception and pregnancy		
	Design a results table and plot subsequent experimental data on an appropriate graph		
	Describe the effects of tobacco smoke on health		
	Describe the effects of tobacco smoke on pregnancy		
	Present secondary data using an appropriate method, interpreting this data to draw conclusions		
	Unit 10: Organisms - Digestion		
24.04.23	Describe the components of a healthy diet		
	Explain the role of each nutrient in the body		
	Interpret nutritional information on food packaging to identify a healthy food		
	Describe how to test foods for starch, lipids, sugar, and protein.		
	Describe the positive result for each food test		
01.05.23	Use appropriate techniques to carry out a range of food tests safely		
	Describe some health issues caused by an unhealthy diet		
	Calculate the energy requirements of different people		
08.05.23	Collect experimental data and draw conclusions from results obtained		
	Describe the structure and function of the main parts of the digestive system		
	Describe the process of digestion		
	Give a structured account of digestion		
	Describe the role of enzymes in digestion		
	Describe the role of bacteria in digestion.		
	Record experimental data using a suitable results table		

Science 'I Can' Statements

Date	'I Can' statements	Yes	No
	Unit 11: Variation - Variation		
15.05.23	Describe how variation in species occurs		
	Explain whether characteristics are inherited, environmental, or both		
	Record and categorise observations of variations between different species of gull		
	Describe the difference between continuous and discontinuous variation		
	Use knowledge of continuous and discontinuous variation to explain whether characteristics are inherited, environmental, or both		
	Plot bar charts or line graphs to show discontinuous or continuous variation data		
	Record results in a table and plot a histogram		
22.05.23	Explain how organisms are adapted to their environments		
	Explain how variation helps a particular species in a changing environment		
	Describe how organisms are adapted to their environment		
	Unit 12: Variation – Human reproduction		
05.06.23	State the difference between adolescence and puberty		
	Describe the main changes that take place during puberty		
	Interpret observations given, to categorise the changes during adolescence		
	Describe the main structures in the male and female reproductive systems		
	Describe the function of the main structures in the male and female reproductive systems		
	Extract information from text to describe structures and functions of the key parts of the reproductive systems in a table		
	Describe some causes of infertility		
12.06.23	Describe the process of fertilisation and where it occurs in the body		
	Use a diagram to show the main steps that take place from the production of sex cells to the formation of an embryo		
	Describe what happens during gestation.		
	Describe what happens during birth		
	Explain whether substances are passed from the mother to the foetus or not		
19.06.23	State what the menstrual cycle is		
	Identify key events on a diagram of the menstrual cycle		
	Present information in the form of a graphical timeline		

Maths 'I Can' Statements

Date	'I Can' statements	Yes	No
	Indices and Standard Form		
12.09.22	Calculate indices involving multiplication and division		
	Calculate indices involving brackets		
	Calculate indices involving algebra		
	Understand how to simply negative indices		
	Convert numbers into standard form		
19.09.22	Convert numbers into ordinary numbers		
	Multiply numbers in standard form		
	Convert numbers into standard form with negative indices		
	Expression and Formulae		
26.09.22	Write expressions using algebraic notation		
	Simplify expressions		
	Collect like terms with index laws		
03.10.22	Substitute into simple expressions		
	Substitute into expressions involving indices		
	Rearrange formulae		
	Expand 2 separate single brackets and simplify expressions		
10.10.22	Expand double brackets and simplify		
	Factorise into single brackets		
	Factorise into double brackets		
17.10.22	Set up and solve simple equations		
	Solve one-sided equations (unknown on one side)		
	Solve two-sided equations (unknown on both sides)		
	Data		
31.10.22	Find the mean, median, mode and range of a list of data		
07.11.22	Find averages and range from a frequency table		
	Draw scatter diagrams, including drawing a line of best fit to make predictions		
	Recognise correlation of scatter diagrams and know that it does not indicate causation		
	Draw and interpret pie charts		
14.11.22	Draw and interpret stem and leaf diagrams to find averages/range		
	Design questionnaire, data collection sheet/two way table		
	Draw and interpret bar charts and pictograms		
21.11.22	Draw and interpret time series graphs		
28.11.22	Compare data from different representations		

Maths 'I Can' Statements

Date	'I Can' statements	Yes	No
	Multiplicative Reasoning		
05.12.22	Draw and measure line segments and angles in geometric shapes		
	Construct congruent triangles		
	Construct similar shapes by enlargement		
	Enlarge a shape and describe enlargement including the centre of enlargement		
	Enlarge a shape with a negative scale factor		
12.12.22	Calculate a percentage of a quantity		
	Find the outcome of a given percentage increase or decrease		
09.01.23	Calculate reverse percentage and percentage change		
16.01.23	Solve worded real-life problems involving percentages		
	Calculate simple interest		
23.01.23	Calculate compound interest		
	Solve problems involving speed, distance and time		
	Solve problems involving unit pricing		
	Constructions		
30.01.23	Read and construct scale drawings		
	Measure and write bearings		
	Draw bearings accurately to solve real-life problems		
	Construct triangles using ruler and compasses or protractor		
06.02.23	Construct the perpendicular bisector of a line		
20.02.23	Construct the perpendicular from a point on a line		
27.02.23	Construct the bisector of an angle		
	Know that the perpendicular distance from a point to a line is the shortest distance to the line		
	Draw plans and elevations given 3-D shapes		
	Draw a sketch of the 3-D shape given plans and elevations		
	Sequence, Inequalities, Equation & Proportion		
06.03.23	Understand what is meant by the term inequality and show them on a number line		
	Solve an inequality with terms on both sides		
	Generate and describe sequences using a term-to-term rule		
	Generate sequences using nth term formula by substitution		
	Find the nth term formula of a linear sequence		
13.03.23	Find the nth term formula of patterns		
	Recognise geometric sequences		
	Recognise quadratic sequences		
20.03.23	Identify direct and inverse proportional graphs		
	Form the direct proportion formulae		
	Form the inverse proportion formulae		
	Solve worded problems on direct and inverse proportion		
	Circle, Pythagoras & Prisms		
17.04.23	Identify all the different parts of a circle		
	Calculate the circumference and area of a circle		
	Calculate the area of composite shapes		
	Apply angle facts, triangle congruence and similarity to find missing angles in shapes		
24.04.23	Use Pythagoras theorem to find missing sides in right angled triangles		
01.05.23	Use trigonometry to find missing sides and angles in right angled triangles		

Maths 'I Can' Statements

Date	'I Can' statements	Yes	No
08.05.23	Use trigonometry to find missing sides and angles in right angled triangles		
15.05.23	Calculate the volume of 3D shapes		
22.05.23	Calculate the surface area of 3D shapes		
Graphs			
05.06.23	Substitute positive and negative numbers into expressions, including powers		
	Substitute into a formula		
	Solve real-life worded problems involving formula		
	Derive a formula (e.g. area or perimeter from a diagram)		
12.06.23	Draw linear graphs given its equation in different forms		
	Know linear equations give straight line graphs		
	Find the equations of horizontal and vertical lines i.e. $y=?$ and $x=?$		
19.06.23	Know what the gradient (m) and intercept (c) are and find them from the equation of a line		
	Find the equation of a line in the form $y=mx + c$ given its gradient and intercept.		
	Find the coordinates of the midpoint of a line segment		
Probability and Comparing Shapes			
	Use the probability scale		
03.07.23	Find the probability of an event		
	Identify outcomes and know sum of probabilities of these is 1		
	Calculate probability from a two-way table		
22.05.23	Find expected number of times event will occur		
	Calculate and use relative frequency		
05.06.23	Draw and interpret venn diagrams		
	Calculate probabilities from venn diagrams		

Computer Science 'I Can Statements'

Date	'I Can' statements	Yes	No
	On line Safety		
12.09.22 19.09.22	Explain the dangers of online friends.		
26.09.22 03.10.22	Identify how to report people who make me feel uncomfortable online.		
10.10.22 17.10.22	Identify how to report online content that makes me feel uncomfortable.		
	The Internet		
31.10.22	Explain how content is added to a website.		
07.11.22	Identify suitable access levels for users of systems.		
14.11.22	Identify common online scams and how these can be identified.		
21.11.22	Identify and state prevention strategies for common security risks.		
	Data Representation (Binary Addition and Image Representation)		
28.11.22	Convert between 8 bit binary and denary.		
05.12.22	Add binary numbers together.		
12.12.22	Explain how images are stored digitally.		
09.01.23	Identify cell references within a spreadsheet.		
	Spreadsheet Formulae		
16.01.23	Identify cell references within a spreadsheet.		
23.01.23	Add basic mathematical formulae to calculate values.		
	Python Turtle		
30.01.23	Implement Sequencing using Python Turtle.		
06.02.23	Implement Selection using Python Turtle.		
20.02.23	Implement Iteration using Python Turtle.		
	Website Development		
27.02.23	Create a proposal for an original website		
06.03.23	Design a UI for an original website concept.		
13.03.23	Create a prototype website.		
20.03.23	Evaluate my original website.		
	Boolean Logic		
27.03.23	Complete the truth tables for AND, OR and NOT Gates.		
17.04.23	Draw logic gates for AND, OR and NOT Gates.		
01.05.23	Draw truth tables and logic circuits for multiple gate systems.		

Geography 'I Can Statements'

Date	'I Can' Statements – Substantive Knowledge	Yes	No
28.11.22 05.12.22	Understand how and why boundaries have changed in a variety of locations due to economic, environmental and social (political) reasons		
12.12.22 09.01.23	Explain the causes, effects and consequences of war in the Middle East		
16.01.23 23.01.23	Understand how war and conflict leads to migration and the refugees crisis		
30.01.23 06.02.23	Understand the effects of the refugee crisis on both the countries they have left and recipient countries		
20.02.23 27.02.23	Link the issue of migration and refugees with population change		
06.03.23 13.03.23	Understand how to read off and draw conclusions from population pyramids		
20.03.23 27.03.23	Understand the relationship between population and development, with reference to ageing populations in an MEDC (Japan), and youthful populations in an LEDC (Ghana)		
17.04.23 24.04.23	Understand the reasons for, and consequences of, China's one child policy		
01.05.23 08.05.23	Identify the economic measures of development, understanding the difference between MEDCs, LEDCs. And emerging economies		
15.05.23 22.05.23	Understand the human and physical features affecting levels of development		

Date	'I Can' Statements – Disciplinary Knowledge	Yes	No
12.09.22 19.09.22	Use maps and atlases proficiently, using them to identify physical and human features of the Earth		
26.09.22 03.10.22	Use OS maps to recognise and describe a variety of geographical locations, making accurate use of techniques such as direction, scale and co-ordinates		
10.10.22 17.10.22	Use geographical charts, in particular choropleth maps, to compare geographical statistics in different locations		
31.10.22 07.11.22	Use a variety of Geographical Information Systems (GIS), to recognise different geographical features		
14.11.22 21.11.22	Use fieldwork skills to carry out a geographical investigation, reaching a conclusion about the outcomes		

History 'I Can Statements'

Date	'I Can' Statements – Substantive Knowledge	Yes	No
12.09.22 19.09.22	Explain how and why the British Empire originated		
26.09.22 3.10.22	Explain the significance of Robert Clive		
17.10.22 31.10.22	Explain what the Trans-Atlantic Slave Trade was		
7.11.22 14.11.22	Explain the experiences of enslaved people		
21.11.22 28.11.22	Explain how the Trans-Atlantic Slave Trade was Abolished and significant protagonists in its abolition		
5.12.22	Explain what the legacy of the Slave Trade has been		
4.01.23 9.01.23	Explain why the American Civil War Was fought		
16.01.23 23.01.23	Explain who fought during the American Civil War		
30.01.23 6.02.23	Explain the legacy of the American Civil War in the USA – the creation of Jim Crow		
20.02.23 27.02.23	Explain the legacy of slavery in Britain and the USA		
6.03.23 13.03.23	Explain the legacy of the British Empire today in modern Britain		
20.03.23 27.03.23	Explain what British rule in India looked like		
17.04.23 24.04.23	Explain who Gandhi was and his role in gaining Indian independence		
2.05.23 8.05.23	Explain the impact of the partition of India		
15.05.23 22.05.23	Explain how the Silk Roads originated		
5.06.23	Explain the religious and cultural significance of the Silk Roads		
12.06.23	Explain the relevance of the Silk Roads in the 21 st century		

Date	'I Can' Statements – Disciplinary Knowledge	Yes	No
Ongoing	Plan and carry out your own research into an historical problem or question		
Ongoing	Start to link paragraphs together through argument		
Ongoing	Start to use introduction and conclusion effectively		
Ongoing	Describe the links between different causes or consequences of an event		
Ongoing	Describe the links between different features of the past and different times and places in the past by change and continuity over a specific timeline		
Ongoing	Explain why a source is or isn't useful or reliable		
Ongoing	Explain what the source suggests as well as says		
Ongoing	Identify criteria for making a judgment on reliability of an interpretation		

RS 'I Can Statements'

Date	'I Can' Statements	Yes	No
12.09.22 19.09.22	Investigate and explain a range of beliefs/views about the nature of good and evil		
26.09.22 03.10.22	Compare and evaluate the impact of a religious and secular stance on ways of living		
10.10.22	Understand the impact of philosophical ideas about meaning, purpose and value in life		
17.10.22	Explain the key beliefs about life after death in at least two traditions; explain how and why Christians interpret biblical sources about life after death differently		
31.10.22	Show how religious and non-religious beliefs about life after death affect the way people live, including how death is marked, giving reasons and examples to explain why people have different views on the idea of life after death		
07.11.22	Explain how the idea of 'the Fall' is found in the text of Genesis 3, and that this is a significant part of the 'salvation narrative' of the Bible		
14.11.22	Explain the impact of Genesis 3 and how belief in the Fall has affected the treatment of women		
21.11.22	Use religious vocabulary and concepts to explain religious and atheist ideas about origins, evolution and creation in detail and depth		
28.11.22	Consider and explain the impact of beliefs about creation, evolution and similar concepts on how people find meaning in their lives		
05.12.22	Compare and explain two religious views on why humans suffer		
12.12.22	Show how some religious and non-religious beliefs and teachings affect how people respond to suffering		
09.01.23 16.01.23	Explain what Christians mean by talking about God as Father, Son and Holy Spirit, using evidence from at least three Bible texts		
23.01.23 30.01.23	Give examples of how the Christian community responds to the idea of God as Trinity, for example, in expressing ideas about God through art and symbols in churches		
06.02.23	Explain the type and purpose of the Genesis creation texts, and their place in the overall Bible narrative		
20.02.23	Give some examples of how Christians have responded to the idea of stewardship		
27.02.23 06.03.23	Use religious text, vocabulary and concepts to explain the impact of an inspirational leader		
13.03.23 20.03.23	Show how some religious beliefs and teachings affect the life and influence of an inspirational leader		
27.03.23 17.04.23	Explain the place and role of the prophets in the Bible, including its 'big story' salvation narrative		
24.04.23 01.05.23	Discuss what a modern-day prophet would do and say, with examples and evidence		

Art 'I Can Statements'

Date	'I Can' statements	Yes	No
Develop Ideas from Sources			
12.09.22	Make a few comments on differences between other artists' work		
	Describe similarities and differences between my own and other artists' work		
19.09.22	Comment on the ideas, methods and approaches used in other artists' work and place these works in context.		
26.09.22	Select an artist's work and analyse it to some extent, and use this understanding to generate an idea of my own.		
03.10.22	Explore the context of a particular art work and analyse it in reasonable depth and use this understanding to generate ideas of my own.		
10.10.22	Identify why ideas and meanings in other artists' work are subject to different interpretations and use this understanding to extend my practical work.		
17.10.22	Analyse and comment on my own and others' work. <ul style="list-style-type: none"> • Place an artwork in its context. • Use this understanding to generate ideas of my own in an increasingly confident manner. 		
	31.10.22	Explain how my understanding of the work of others affects my own ideas, values and practice.	
07.11.22	Analyse and comment on my own and others' work, appreciating how codes and conventions are used to express ideas in different genres, styles and traditions.		
14.11.22	Critically engage with a wide range of other artists' work, identifying why ideas and meanings are subject to different interpretations		
Refine Work			
21.11.22	Experiment with a few materials to express my ideas.		
	Work responsibly, with an awareness of personal safety when using materials, tools and equipment and moving around the classroom.		
28.11.22	Appreciate the range of possibilities that different materials can offer and use them with increasing skill.		
	Appreciate the potential of different materials, evaluate my work and make appropriate refinements.		
05.12.22	Show good control of a range of materials and techniques and my ideas are refined and explored in a measured way as my work progresses. Take some creative risks when exploring, experimenting with materials, techniques and processes as I respond to my ideas.		
12.12.22	Extend my ideas and sustain my investigations by responding to new possibilities and meanings through my extensive experimentation and exploration of materials, techniques and processes		

Art 'I Can Statements'

Date	'I Can' statements	Yes	No
	Record Observations		
09.01.23	Gather visual resources and respond to them in several materials.		
16.01.23	Appreciate the opportunities that arise from using primary sources that are appropriate to my ideas.		
23.01.23	Improve the accuracy of my studies when recording from either observation, memory or imagination.		
30.01.23	Explore a range of methods to convey my ideas – thumb-nail studies, different compositions and annotation to describe my intentions.		
06.02.23	Gather resources, both primary and secondary, and respond to them in different materials in line with my intentions.		
20.02.23	Respond to my sources, using my research, with increasing skill and reflection as my work progresses.		
27.02.23	Record my ideas and observations in a confident manner, through independent and sustained research that is relevant to my intentions.		
06.03.23	Record my ideas and observations, with increasing sensitivity, in a range of media and in a variety of different methods – sketchbooks, study sheets, tablets etc.		
13.03.23	Research, document and present information in ways that are appropriate to my intentions.		
20.03.23	Gather wide-ranging research appropriate to my intentions		
27.03.23	Respond to these sources in a mature and confident manner expressing my observations in a range of media; drawing could include line, colour, tonal and textural studies		
	Present a Personal and Meaning full Response		
17.04.23	Produce a response with a basic awareness of visual language.		
	Produce a response with some understanding of the visual language that also realises my intentions.		
24.04.23	Produce an individual response that has been informed, to some extent, by the artists I have studied.		
01.05.23	Use my knowledge of the visual language to articulate my ideas in an increasingly skilful manner in my final outcome(s.)		
08.05.23	Produce a personal response with some expertise in using the visual language and an acknowledgement of artists and artwork that have been influential in my journey.		
15.05.23	Demonstrate within the body of my work, a clear progression of ideas that realises my intentions and shows a reasonable understanding of the visual language.		
22.05.23	Produce imaginative, coherent outcomes that clearly grow out of my research and experimentation and reveal a thorough understanding of the visual language		
05.06.23	Produce meaningful responses that reveal a creative development of work and show a confident command of the visual language.		
12.06.23	Think carefully about the final selection of my work and the method of its presentation.		
19.06.23	Show I am in command of my creative practice, recognising and using a variety of strategies to develop ideas that clearly reflect my intentions		

PE 'I Can Statements'

Date	'I Can' statements	Yes	No
12.09.22	Describe and comment on my own and others actions		
19.09.22	talk about differences between my own and others performance and suggest improvements		
26.09.22	Apply suitable actions, which are appropriate to the task set.		
03.10.22	See how my work is similar to and different to others.		
10.10.22	Use this understanding to improve my performance		
17.10.22	Compare and comment on skills and techniques.		
31.10.22	Analyse ideas used in my own and others work and use this understanding to improve performance		
07.11.22	Analyse and comment on skills and techniques and how they are applied in my own and others work.		
14.11.22	Analyse compositional aspects of performance and suggest ways to improve		
21.11.22	Analyse and comment on how skills, techniques and ideas can be used in my own and others work.		
28.11.22	Analyse a performance and suggest ways to improve it.		
05.12.22	Organise and officiate small sided games in different sports		
12.12.22	Officiate small sided games in at least 3 sports		
09.01.23	Organise, coach and/or choreograph confidently using a good level of communication.		
16.01.23	Analyse and comment on my own and others' work either as an individual or as part of a team		
23.01.23	Plan ways to improve my own and others performance		
30.01.23	Evaluate my own and others' work using ICT as a tool.		
06.02.23	Show that I understand the impact of skills, strategy, tactics and fitness on the quality of performance.		
20.02.23	Start to plan ways to improve my own and others' performance.		
27.02.23	Suggest ways to monitor improvement.		
06.03.23	Organise, coach and choreograph confidently using a very good level of communication.		
13.03.23	Officiate to a good standard in at least 1 sport and apply rules fairly and consistently		
20.03.23 27.03.23	Analyse my own and others performance, prioritising aspects for further development		
17.04.23 24.04.23	Show that I understand how skills, strategy and tactics or composition and fitness relate to and affect the quality and originality of performance		
01.05.23 08.05.23	Organise coach and choreograph confidently using an outstanding level of communication		
15.05.23 22.05.23	Officiate to a high standard in at least 1 sport and apply rules fairly and consistently whilst adhering to the conventions and code of conduct		

Drama 'I Can Statements'

Date	'I Can' statements	Yes	No
	Analyse and Evaluate		
12.09.22	Evaluate simply how my practical work and that of others communicates our aims in terms of narrative		
19.09.22	Analyse and evaluate their own process of creating live theatre		
26.09.22	Evaluate how my practical work and that of others communicates our aims in terms of narrative		
03.10.22	Analyse how live theatre is communicated in performance in terms of narrative and characterisation		
10.10.22	Evaluate how my practical work and that of others communicates our aims in terms of theme and narrative		
17.10.22	Analyse how live theatre is communicated in performance in terms of narrative, characterisation, and set		
31.10.22	Analyse how live theatre is communicated in performance in terms of genre, narrative, and via characterisation, set and technical aspects		
07.11.22	Evaluate how my practical work and that of others communicates our aims in terms of theme, narrative and stimulus		
14.11.22	Analyse how live theatre differs from filmed content and how the performers connect with and impact upon a live audience		
21.11.22	Analyse how live theatre is communicated in performance in terms of style, genre, narrative, and via characterisation, set and technical aspects		
28.11.22	Analyse how live theatre differs from filmed content and how the performers connect with and impact upon a live audience		
05.12.22	evaluate how my practical work and that of others communicates our aims in terms of theme, stimulus, style and narrative		
12.12.22	Analyse and evaluate their own process of creating live theatre		
	Skills and Fieldwork		
09.01.23	Create live theatrical scenes through: <ul style="list-style-type: none"> • Developing simple ideas, and rehearsing, work in progress • Work with a number of collaborators 		
16.01.23	Create and communicate meaning, in a live theatre context for an audience		
23.01.23	Create and communicate meaning, in a live performance through		
30.01.23	Perform in a variety of different styles		
06.02.23	Develop ideas, devising, rehearsing, refining and amending work in progress		
20.02.23	Create work for different types and shapes of performance space/ staging		
27.02.23	Perform in a variety of different styles, altering and adapting to genre		
06.03.23	Work with a variety of collaborators		
13.03.23	Create and communicate meaning and realising artistic intention, in a live theatre context for an audience		
20.03.23 27.03.23	Research, developing ideas, devising, rehearsing, refining and amending work in progress		
17.04.23 24.04.23	Create work for different types and shapes of performance space, staging		
01.05.23 08.05.23	Perform in a variety of different styles, altering and adapting to form and genre with confidence and conviction		
15.05.23 22.05.23	Work constructively and creatively with a wide variety of collaborators		

Food 'I Can Statements'

Date	'I Can' statements	Yes	No
	Design		
12.09.22	Describe in a basic way the nutritional values of food.		
	Make a few comments on different nutritional values of foods.		
19.09.22	Describe the differences between healthy and non-healthy foods		
26.09.22	Comment on ideas, methods and ingredients in other peoples menus and put these in context.		
03.10.22	Select a menu and analyse it to some extent and use this understanding to generate my own ideas		
10.10.22	Use existing knowledge to explore a menu and analyse it in reasonable depth.		
17.10.22	Use the understanding to generate my own ideas.		
31.10.22	Use drawing methods to explore the presentation of a menu.		
07.11.22	Identify what ingredients work well together and how to adapt a recipe.		
14.11.22	Utilise what I have learned in taking creative risks with my menus.		
21.11.22	Use my knowledge of nutritional values to develop healthy, tasty meals.		
28.11.22	Design a healthy meal on a budget.		
05.12.22	Understand how farming impacts the individual, society and environment.		
12.12.22	Use local products to design an environmentally friendly menu.		
09.01.23	Understand why some foods are imported.		
	Make		
16.01.23	Experiment with basic ingredients.		
	Experiment with changing an ingredient in a recipe.		
23.01.23	Work responsibly, with an awareness of personal safety when using equipment and moving around the classroom.		
30.01.23	Appreciate the range of possibilities that different ingredients can offer.		
	Use these with increasing skill.		
20.02.23	Explore methods of combining or changing ingredients to change the nutritional value of a menu.		
20.02.23	Evaluate my recipe and make appropriate changes to enhance the dish.		
27.02.23	Appreciate lifestyle choice alternatives such as vegan and vegetarian food.		
06.03.23	Use nutritional research to help plan a menu.		
13.03.23	Work safely and hygienically and help others to do so in the kitchen.		
	Select appropriate utensils and appliances to prepare and cook my dishes.		
	Be accurate and precise when measuring out ingredients.		

Food 'I Can Statements'

Date		Yes	No
	Evaluate		
20.03.23	Produce a basic sensory evaluation.		
	Produce a sensory evaluation which shows a basic awareness of key vocabulary.		
27.03.23	Produce a sensory evaluation which shows some understanding of key terms that also realise my intentions.		
17.04.23	Produce an individual response that has been informed to some extent by the recipes and menus you have studied.		
24.04.23	Use my knowledge to articulate my ideas in an increasingly skilful manner in my sensory evaluations		
01.05.23	Name the processes I use in my practical work.		
	Name all of the ingredients I use in my recipe.		
08.05.23	Understand the impact on individuals, society and the environment in the food production process.		
15.05.23	Understand sustainable farming of crops and animals.		
22.05.23	Taste and evaluate my dish and improve it as a result.		
05.06.23	Analyse and taste existing products to help inform decision making.		
12.06.23	Use the eat well guide to identify healthy portions.		
19.06.23	Identify good quality food products by taste and looks.		
26.06.23	Examine the price difference between locally produced products and supermarket brands.		

Music 'I Can Statements'

Date	'I Can' statements	Yes	No
	Performance		
12.09.22	Perform and repeat simple patterns.		
	Demonstrate some coordination on an instrument.		
	Find the notes with support.		
	Perform with a group with support.		
19.09.22	Perform and repeat simple patterns with a good sense of pulse.		
	Perform very simple pieces with reasonable accuracy or simple pieces with limited accuracy.		
	Demonstrate a limited sense of style.		
	Maintain my own simple part in a group with support.		
26.09.22	Perform very simple pieces with accuracy or simple pieces with a broad sense of accuracy.		
	Demonstrate a basic sense of style.		
	Maintain a part in a group with support.		
	Perform one line of music on the keyboard with 2 hands.		
03.10.22	Perform simple pieces with reasonable accuracy		
	Demonstrates some elements of style.		
	Play a part in a group and be able to rejoin a performance if mistakes are made.		
	Perform one line of music on the keyboard with RH only.		
10.10.22	Perform simple pieces with accuracy.		
	Demonstrates control and some elements of style.		
	Maintain a part in a group with some fluency and accuracy.		
	Play single-finger bass and melody on the keyboard.		
17.10.22	Perform a mostly accurate performance of a more difficult piece		
	Demonstrate technical ability and follow some dynamics and articulation to create a sense of style.		
	Show good ensemble skills and can adapt to changes in tempo.		
	Play with independent hands on a keyboard.		
31.10.22	Perform at Grade 1 standard		
	Perform a more difficult piece with good accuracy		
	Demonstrate secure technical ability and accurately follow the dynamics and articulation with an appropriate sense of style.		
	Show good ensemble skills and maintain an independent part fluently and accurately.		
07.11.22	Perform at Grade 2 standard and will likely have lessons		
	Perform more difficult pieces with secure accuracy and confidence		
	Demonstrate good technical ability and sensitively follow the dynamics and articulation to create a sense of style.		

Music 'I Can Statements'

Date	'I Can' statements	Yes	No
	Composition		
14.11.22	Explore timbre and compose simple rhythmic patterns.		
	Make basic use of musical elements to create a mood.		
	Compose and combine simple repeating patterns.		
	Use the elements to create a mood.		
21.11.22	Compose pieces that have a sense of organisation.		
	Create a simple melodic phrase with a beginning, middle and end.		
	Compose a very simple accompaniment using drone or ostinato.		
	Use simple rhythms to compose.		
28.11.22	Compose short pieces that show organisation of sound.		
	Compose simple music that makes some use of the elements of music that relates to a brief.		
	Create melodic phrases with a sense of shape.		
	Compose a simple accompaniment like a semibreve bass line or block chord.		
05.12.22	Use simple rhythms and maintain a sense of time signature.		
	Compose pieces that show organisation of sound.		
	Create melodic phrases with a sense of shape and question and answer phrasing.		
	Create melodic phrases with a sense of shape and question and answer phrasing.		
12.12.22	Use appropriate dynamics, simple rhythms and maintain a sense of time signature.		
	Compose pieces that show organisation within a simple structure.		
	Create melodic phrases with a sense of shape and rhythm.		
	Compose an accompaniment with a sense of key and use of layers.		
09.01.23	Use appropriate dynamics and a variety of rhythms for an intended effect.		
	Combine musical ideas satisfactorily .		
	Organise ideas in a simple structure.		
	Create coherent melodic phrases.		
16.01.23	Use repetition, development and contrast.		
	Compose an accompaniment using chords and different layers.		
	Use dynamic changes and variety of rhythms and appropriate tempo to achieve contrast.		
	Produce effective compositions.		
23.01.23	Organise ideas in a good structure.		
	Create successful and memorable melodic phrases.		
	Compose an interesting accompaniment within a key		
30.01.23	Use simple methods of development.		
	Effectively use texture.		
	Produce successful compositions with a sense of wholeness.		
	Organise ideas in a strong structure.		
06.02.23	Create imaginative and memorable melodic phrases.		
	Show development of ideas.		
	Compose using an interesting and harmonically secure accompaniment to create contrast.		
20.02.23	Successfully explore of texture.		
	Compose using dynamics and different rhythms to create the intended effect.		

Music 'I Can Statements'

Date	'I Can' statements	Yes	No
	Listening		
27.02.23	Identify if the music is loud/quiet/fast/slow		
	Identify simple features of music with guidance.		
	Identify if the music is loud/quiet/fast/slow and some instruments.		
	Identify simple features of music with prompts.		
06.03.23	Recognise simple musical terms.		
	Identify elements of music with some degree of accuracy when responding to music.		
	Graphically notate simple ideas with some accuracy.		
13.03.23	Describe the mood of a musical piece.		
	Describe some simple musical devices.		
	Confidently identify the use of the elements of music when responding to music.		
	Describe some basic musical terms like the elements and common instruments.		
	Identify some simple music features when responding to music.		
20.03.23	Use basic musical symbols to notate simple ideas.		
	Imaginatively describe the mood of a piece.		
	Accurately describe some basic musical terms like the elements and instruments.		
	Identify some musical features with some accuracy when responding to music.		
27.03.23	Use my understanding of simple rhythms and melodic shape to notate an idea.		
	Describe musical features and their effects on the listener.		
	Give definitions of some musical terms.		
	Identify common musical features with accuracy when responding to music.		
17.04.23	Transcribe simple melodic and rhythmic parts with some degree of accuracy.		
	Give accurate and concise definitions of musical terms.		
	Identify musical features with some degree of accuracy when responding to music.		
	Transcribe simple melodic and rhythmic parts with a good degree of accuracy.		
24.04.23	Describe how musical features express emotion and context.		
	Use a wide range of music vocabulary.		
	Identify musical features with good accuracy when responding to music.		
	Transcribe melodic and rhythmic parts with some accuracy.		
	Explain and justify how musical features express emotion and context.		
	Evaluation		
01.05.23	Talk about my work		
	Use WWW and EBI selecting appropriate sentences from a list given.		
	Use WWW and EBI		
08.05.23	Describe music in basic terms		
	Describe music using some key words.		
	Demonstrate limited use of music vocabulary.		
	Make some judgements on my own work and other people's work		
15.05.23	Demonstrate some use of music vocabulary.		
	Demonstrate appropriate use of music vocabulary.		
	Express and justify my opinion using music vocabulary.		
22.05.23	Demonstrate secure use of music vocabulary.		
	Make informed judgements of my own and other people's work.		
	Demonstrate good use of music vocabulary.		

DT 'I Can Statements'

Date	'I Can' statements	Yes	No
	Skills		
12.09.22	Name some of my processes I use in my practical work		
19.09.22	Make my work accurate sometimes		
26.09.22	Work safely		
03.10.22	Name some of the tools I use		
10.10.22	Name some of the materials and components I use		
17.10.22	Make my work accurate most of the time		
31.10.22	Work very safely		
07.11.22	Name the materials and components I use		
14.11.22	Name the processes I use in my practical work		
21.11.22	Work very safely and can help others to be so in their practical		
28.11.22	Name the tools I use		
05.12.22	Explain the best process to use when making		
12.12.22	Be accurate in my work		
09.01.23	Select the correct tools in my practical work and explain their function		
16.01.23	Make good choices when I select the materials and components I use		
	Analyse and Evaluate		
23.01.23	Evaluate my work against my specification		
30.01.23	Understand what some of my responsibilities as a designer are and show this in my work		
06.02.23	Understand how my produce can impact the user		
20.02.23	Look at other products on the market to help me with my ideas		
27.02.23	Use and have learnt a bit about new technologies and smart materials and how they help the user		
06.03.23	Understand what my responsibility is as a designer and show this in my work		
13.03.23	Understand how my product can impact the environment and the user		
20.03.23	Use and know about new technology and smart materials and how they can help my design and the user of my product		
27.03.23	Test and evaluate my final product against my specification		
17.04.23	Understand the impact of my product on individuals, society and the environment.		
24.04.23	Look at existing products that are relevant to my work and use them for ideas		
01.05.23	Test and evaluate my final product against my specification and improve it as a result		
08.05.23	Know what my responsibility is as a designer and show this in my work		
15.05.23	Analyse existing products and use this to develop my own ideas		
22.05.23	Explain how new technologies and smart materials will enhance my design and how they impact on the user and the environment		

Textiles 'I Can Statements'

Date	'I Can' statements	Yes	No
	Knowledge		
12.09.22	Say a little about textile processes		
19.09.22	Give more detail about some textile processes		
26.09.22	Give some detail about textile processes and how I may include them in my work		
03.10.22	Show how textile processes can be adapted and used in my work		
10.10.22	Show how advanced textile processes can be adapted and used in my products		
17.10.22	Show how more advanced textile processes can be adapted and used in my products		
	Skills		
31.10.22	Name some of my processes I use in my practical work		
07.11.22	Make my work accurate sometimes		
14.11.22	Work safely		
21.11.22	Name some of the tools I use		
28.11.22	Name some of the materials and components I use		
05.12.22	Make my work accurate most of the time		
12.12.22	Work very safely		
09.01.23	Name the materials and components I use		
16.01.23	Name the processes I use in my practical work		
23.01.23	Work very safely and can help others to be so in their practical		
30.01.23	Name the tools I use		
06.02.23	Explain the best process to use when making		
20.02.23	Be accurate in my work		
27.02.23	Select the correct tools in my practical work and explain their function		
	Make good choices when I select the materials and components I use		
	Analyse and Evaluate		
06.03.23	Evaluate my work against my specification		
	Understand what some of my responsibilities as a designer are and show this in my work		
13.03.23	Understand how my produce can impact the user		
	Look at other products on the market to help me with my ideas		
20.03.23	Use and have learnt a bit about new technologies and smart materials and how they help the user		
27.03.23	Understand what my responsibility is as a designer and show this in my work		
	Understand how my product can impact the environment and the user		
17.04.23	Use and know about new technology and smart materials and how they can help my design and the user of my product		
	Test and evaluate my final product against my specification		
24.04.23	Understand the impact of my product on individuals, society and the environment.		
	Look at existing products that are relevant to my work and use them for ideas		
01.05.23	Test and evaluate my final product against my specification and improve it as a result		
08.05.23	Know what my responsibility is as a designer and show this in my work		
	Analyse existing products and use this to develop my own ideas		
15.05.23	Explain how new technologies and smart materials will enhance my design and how they impact on the user and the environment		