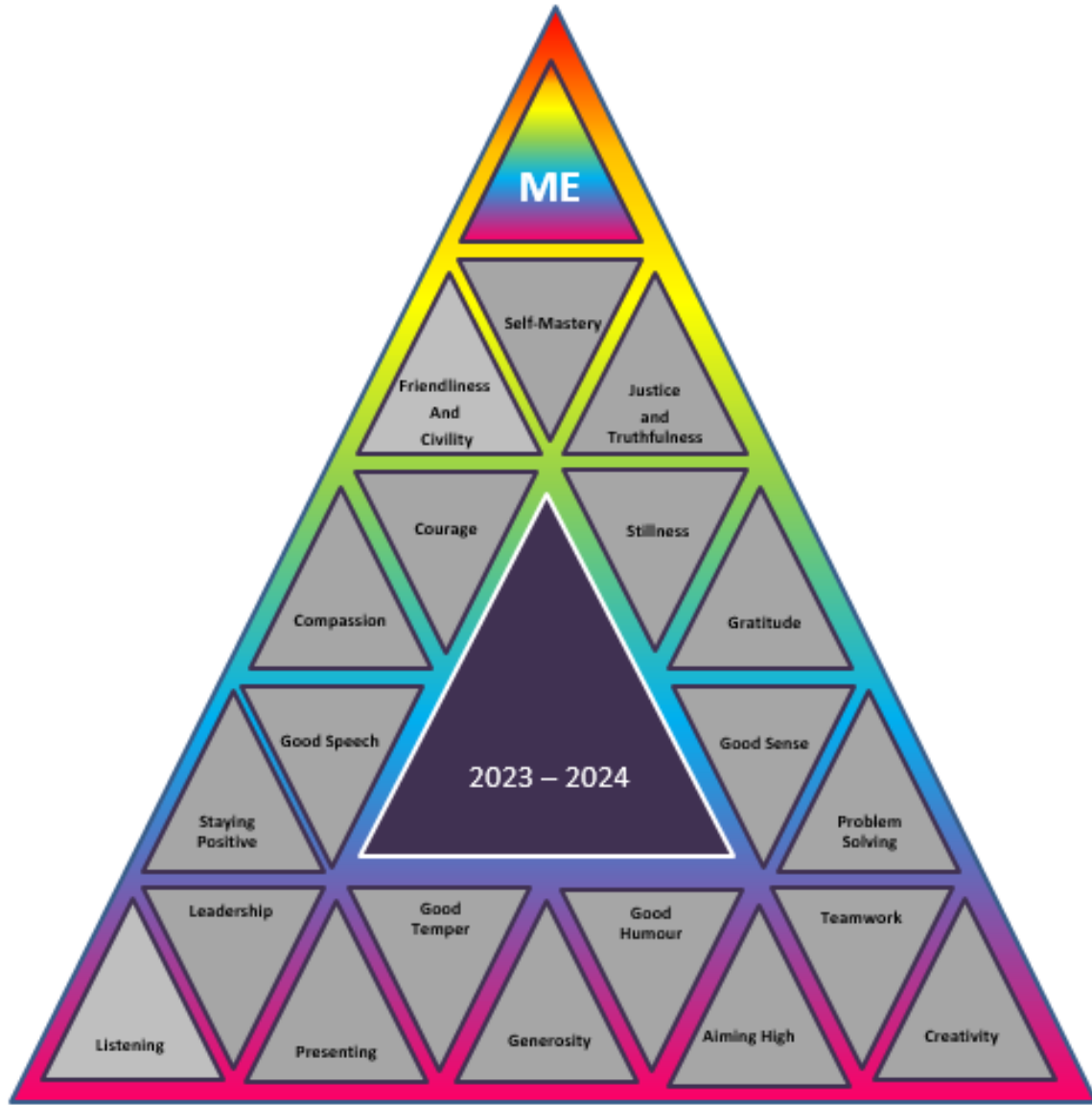


# Year 8 Homework Booklet



I can statements from Year 7  
2023-2024

## English 'I Can' Statements

Date	'I Can' statements – Disciplinary Knowledge	Yes	No
11.09.23	I can read, understand and respond to texts by using my own personal response using evidence to back up my points.		
18.09.23	I can analyse the language used by a writer to create meanings and effects, using relevant subject terminology.		
25.09.23	I can show some understanding of the relationships between texts and the contexts in which they were written.		
02.10.23	I can use a range of vocabulary and sentence structures for effect, with some accurate spelling and punctuation.		
09.10.23	I can communicate with some success imaginatively. I know how to write for a particular purpose, organising my ideas		
16.10.23	I can identify and interpret explicit and implicit information and ideas		
30.10.23	I can compare writers' across two or more texts		
06.11.23	I can evaluate texts and support this with appropriate textual references		
13.11.24	I can read, understand and respond to texts by using my own personal response using evidence to back up my points.		
20.11.23	I can analyse the language used by a writer to create meanings and effects, using relevant subject terminology.		

Date	'I Can' statements – Substantive Knowledge	Yes	No
	<b>Creative Writing</b>		
27.11.23	I can write imaginatively to create meaning		
04.12.23	I can plan my ideas and make improvements when necessary		
11.12.23	I can use varying vocabulary (spelled correctly) and different sentence types in my writing.		
	<b>Skyhawk</b>		
08.01.24	I can use evidence from the text and my own experiences to support my thinking.		
15.01.24	I can identify the characters, setting, the character's problem, and the events that lead to a solution.		
22.01.24	I can look at language techniques and explain why a writer uses them for effect.		
	<b>Adventure and Exploration</b>		
29.01.24	I can write imaginatively to create meaning which shows some detail		
05.02.24	I can plan my ideas and make improvements when necessary using stimuli as inspiration		
19.02.24	I can use varying vocabulary (spelled correctly) and different sentence types in my writing for a reason.		
	<b>19<sup>th</sup> Century Poetry</b>		
26.02.24	I can explain how the techniques in a poem helps me understand its meaning.		
04.03.24	I can explain how ideas develop throughout the poem.		
11.03.24	I can explain how a poem might make a reader feel.		
	<b>Myths and Legends</b>		
18.03.24	I can identify examples of figurative language in a text.		
25.03.24	I can understand the difference between myths and legends, and summarise the plot of different ones.		
15.04.24	I can use ideas to create my own myth or legend.		
	<b>A Midsummer Night's Dream</b>		
22.04.24	I can identify examples of figurative language in a text.		
29.04.24	I can understand the difference between myths and legends, and summarise the plot of different ones.		
06.05.24	I can use ideas to create my own myth or legend.		

## French 'I Can' Statements

Date	'I Can' statements	Yes	No
<b>Module 1 – Tout Sur Moi</b>			
11.09.23	Introduce myself		
	Say what languages I speak		
18.09.23	Say where I live and what nationality I am		
	Learn the numbers and months of the year		
25.09.23	Describe my appearance		
	Describe the appearance of another person		
02.10.23	Name and describe my favourite object		
	Name some French speaking parts of the world		
<b>Grammar for Module 1</b>			
09.10.23	Use the present tense of <b>avoir</b>		
	Use adjectives and indefinite articles		
16.10.23	Use prepositions		
<b>Module 2 – Mon Monde Perso</b>			
30.10.23	Describe personalities		
	Describe my family		
06.11.23	Give opinions of school subjects		
	Talk about my friends and how long I have known them		
13.11.23	Talk in detail about my family and home		
	Analyse differences in personality		
<b>Grammar for Module 2</b>			
20.11.23	Use adjectives		
27.11.23	Use <b>être</b> (present tense)		
04.12.23	Use connectives		
	Use the pronouns <b>le/la/les</b>		
11.12.23	Recognise past tenses		

## French 'I Can' Statements

Date	'I Can' statements	Yes	No
<b>Module 3 – Autour de Moi</b>			
08.01.24	Talk about school and where I live		
	Talk about different places to live		
15.01.24	Talk about leisure activities		
	Talk about personal possessions		
22.01.24	Talk about animals		
	Talk about colours		
29.01.24	Describe wild animals		
	Recognise farm animals and sounds		
05.02.24	Describe favourite animals		
<b>Grammar for Module 3</b>			
19.02.24	Use the present tense		
26.02.24	Practise agreements for adjectives of colour		
04.03.24	Use <b>je voudrais</b> and <b>j'avais</b>		
11.03.24	Use the perfect tense of common verbs		
18.03.24	Use adjectives to describe animals		
<b>Module 4 – À Table</b>			
25.03.24	Talk about food		
15.04.24	Give opinions of food and drink		
22.04.24	Talk about your favourite restaurant		
29.04.24	Order food		
06.05.24	Understand quantities and recipes		
13.05.24	Talk about food and art		
<b>Grammar for Module 4</b>			
20.05.24	Use <b>du, de la, de l', des</b>		
03.06.24	Use the present tense and <b>je voudrais</b>		
10.06.24	Apply <b>Il faut</b>		

## Spanish 'I Can' Statements

Date	'I Can' statements	Yes	No
	<b>Module 1- Mi Vida</b>		
11.09.23	Say hello and goodbye		
	Ask questions		
	Say what I am called		
	Say where I live		
	Ask someone how they are and say how I am		
	Use the definite article ( <b>el, la, los, las</b> ) correctly		
	Use phonics to help me pronounce words		
18.09.23	Ask someone what they are like		
	Say what I am like		
	Say what my passion is and who my hero is		
	Use the verb <b>ser</b> (to be)		
	Make adjectives agree		
	Use connectives		
25.09.23	Count up to 15		
	Ask someone their age and say my age		
	Ask someone if they have any brothers or sisters		
	Say whether I have brothers or sisters		
	Use the verb <b>tener</b> (to have)		
02.10.23	Count up to 31		
	Ask someone when their birthday is		
	Say when my birthday is		
	Say the Spanish alphabet		
	Ask and say how to spell words		
09.10.23	Ask someone whether they have a pet and say what pet I have		
	Say what colour my pet is		
	Describe my pet		
	Use adjectives correctly		
	Use intensifiers		
	Describe a photo		
16.10.23	Add variety to my writing, using connectives and intensifiers, different verb forms and adjectives		
	Assess my own and my partner's written work		

## Spanish 'I Can' Statements

Date	'I Can' statements	Yes	No
	<b>Module 2 – Mi Tempo Libre</b>		
30.10.23	Say what I like and don't like doing		
	Ask someone what they like doing		
	Give opinions		
	Use <b>me gusta</b> (etc.) plus infinitive		
	Use <b>no</b> to make sentences negative		
	Use <b>porque</b> to give a reason		
06.11.23	Say what I do in my spare time		
	Ask someone what they do in their spare time		
	Use expressions of frequency		
	Use <b>-ar</b> verbs in present tense		
13.11.23	Say what the weather is like		
	Say what I do in different weather		
	Use the connective <b>cuando</b>		
20.11.23	Say what sports I do		
	Ask someone what sports they do		
	Say what I think of different sports		
	Say what I do on different days of the week		
	Use the irregular verb <b>hacer</b> (to do)		
	Use the stem-changing verb <b>jugar</b> (to play)		
27.11.23	Read longer texts by recognising cognates and near-cognates, working out words from context		
	Take part in an extended conversation using different question words and longer, more interesting sentences		
	Assess my own and other's pronunciation		

## Spanish 'I Can' Statements

Date	'I Can' statements	Yes	No
<b>Module 3 – Mi Insti</b>			
04.12.23	Say what subjects I study		
	Ask someone what they study		
	Say what I study on different days		
	Say what my favourite day is		
	Give a reason		
	Ask someone what their favourite day is		
	Use the 'we' form of <b>-ar</b> verbs		
11.12.23	Give my opinion about school subjects		
	Give a reason for my opinion		
	Ask someone's opinion about subjects		
	Use <b>me gusta/me gustan + el/la/loa/las</b>		
	Use adjectives correctly		
08.01.24	Describe my school		
	Ask someone about their school		
	Describe things in my school		
	Use the correct words for 'a', 'some' and 'the'		
	Use <b>hay</b> and <b>no hay</b>		
15.01.24	Talk about what I do during break time		
	Ask someone what they do during break time		
	Use <b>-er</b> and <b>-ir</b> verbs		
	Use sequencers		
22.01.24	Use listening strategies: predict before listening, using pictures and questions and predict while listening		
	Make sure my written work is accurate by: checking spellings and accents, checking grammar		

## Spanish 'I Can' Statements

Date	'I Can' statements	Yes	No
	<b>Module 4 – Mi Familia y Mis Amigos</b>		
29.01.24	Say how many people there are in my family		
	Give information about family members		
	Count up to 100		
	Use possessive adjectives correctly		
05.02.24	Ask what colour eyes someone has		
	Ask what someone's hair is like		
	Describe my hair and eyes		
	Use the irregular verbs <b>tener</b> and <b>ser</b>		
	Use adjectives after nouns		
	Use a range of connectives		
19.02.24	Describe other people		
	Make adjectives agree		
	Use intensifiers		
26.02.24	Ask someone what their home is like		
	Say what my home is like		
	Ask someone where their home is		
	Say where it is		
	Say who I live with		
	Use the verb <b>estar</b> to describe location		
04.03.24	Use a dictionary to look up nouns adjectives and verbs		
	Give an effective presentation by using prompts on a card, using correct pronunciation, speaking clearly and confidently		



## Spanish 'I Can' Statements

Date	'I Can' statements	Yes	No
<b>Module 5 – Mi Cuidad</b>			
11.03.24	Say what there is in my town or village		
	Ask someone about their town or village		
	Use the correct words for 'a', 'some' and 'a lot of'		
18.03.24	Ask the time		
	Tell the time		
	Say at what time I do something		
	Use the verb <b>ir</b> (to go)		
	Use <b>al</b> and <b>a la</b> correctly		
25.03.24	Understand a tapas menu		
	Order food and drink in a café		
	Ask how much something is		
	Understand prices		
	Use the verb <b>querer</b> (to want)		
15.04.24	Say what I am going to do at the weekend		
	Ask someone what they are going to do		
	Use the near future tense		
	Use time phrases		
	Use sequencers		
22.04.24	Listen carefully for small words like <b>no</b>		
	Identify positive and negative opinions		
	Identify distractors or 'red herrings'		
29.04.24	Write a longer text using two tenses together		
	Check my own and other people's written work		

## Science 'I Can' Statements

Date	'I Can' statements	Yes	No
<b>Unit 1.1 – Forces - Speed</b>			
11.09.23	Describe what forces do		
	Define what is meant by 'contact force', 'non-contact force' and 'newton'		
	Use a newton meter to make predictions about sizes of forces		
	Identify and describe interaction pairs		
	Identify and explain situations involving balanced and unbalanced forces		
18.09.23	Define and give examples of the term 'equilibrium'		
	Define and give examples of the term 'resultant'		
	Identify when the speed or direction of an object changes and use force arrows to show this		
	Present my observations in a table		
	State and use the speed equation		
25.09.23	Define and describe what is meant by relative motion		
	Measure distance and time in a practical investigation		
	Take readings from and draw distance-time graphs		
	Calculate speed from a distance-time graph		
<b>Unit 1.2 – Forces - Gravity</b>			
02.10.23	Identify that gravity is a force that acts at a distance		
	Explain how the effect of gravity changes when moving away from Earth		
	Draw and present results in an appropriate table that show I have repeated my results		
	Define the term 'gravitational field strength'		
	Calculate weight using the 'weight = mass x gravitational field strength' equation		
<b>Unit 3.1 – Energy – Energy Costs</b>			
09.10.23	Identify and compare energy values of food and fuels		
	Describe energy requirements for different situations		
	Interpret and explain data on food intake for different activities		
	Describe differences between renewable and non-renewable energy resources and give examples		
	State advantages and disadvantages of fossil fuels and renewable energy resources		
16.10.23	Describe how electricity is generated using fossil fuels or renewable energy resources		
	Use a source of secondary information		
	State definitions of energy and power and explain the difference between them		
	Describe the link between power, fuel used and cost		
	Predict the power requirements of different home devices and how much they cost to run		
<b>Unit 3.2 – Energy – Energy Transfer</b>			
30.10.23	State the definition of conservation of energy		
	State how energy is transferred		
	Present observations of many transfers		
06.11.23	Explain what dissipation means		
	Calculate useful and wasted energy from input and output energies		
	State what lubrication and streamlining mean and explain how they reduce energy dissipation		

## Science 'I Can' Statements

Date	'I Can' statements	Yes	No
	<b>Unit 5.1 – Matter – Particle Model</b>		
13.11.23	Explain, in terms of particles, why substances have different properties		
	Explain what density is		
	Use models to investigate properties of materials		
	Compare and explain properties of a substance in its 3 states		
	Observe whether a substance is a solid, a liquid or a gas		
20.11.23	Explain what happens when a substance melts, freezes and boils and link this to energy		
	Use data to identify the melting point of stearic acid		
	Draw conclusions from boiling point data presented in tables		
	Explain what happens during evaporation, condensation and sublimation in terms of particles		
	Give and explain examples of diffusion and what happens in terms of particles		
27.11.23	Describe and explain examples of gas pressure in terms of particles		
	Collect and interpret data to provide evidence for gas pressure		
	Identify independent, dependent and control variables		
	State and represent with models, definitions of atoms, elements, molecules and compounds		
	Name elements and compounds		
	<b>Unit 5.2 – Matter – Separating Mixtures</b>		
04.12.23	Use the particle model to explain what a mixture is		
	State and explain how to use melting temperatures to distinguish mixtures from pure substances		
	Choose suitable techniques to separate mixtures		
	Use the particle model to explain how substances dissolve		
	Describe observations when a substance dissolves and draw diagrams to represent this		
11.12.23	Use data to draw conclusions about the mass of a solute in solution		
	Interpret graphs showing information about solubility		
	State that mixtures can be separated due to differences in their physical properties		
	Choose an appropriate method or separation to use		
	Describe how filtration works and represent this in diagram form.		
08.01.24	Describe how evaporation and distillation work and represent these in diagram form.		
	Describe what happens to a mixture during chromatography		
	Describe what a chromatogram looks like		
	Use evidence from a chromatogram to identify unknown substances		

## Science 'I Can' Statements

Date	'I Can' statements	Yes	No
<b>Unit 6.1 – Reactions – Acids and Alkalis</b>			
15.01.24	Explain what a chemical reaction is, give examples and say how they differ from a physical change		
	Record observations from practical work		
	Name some common acids and alkalis and compare their properties		
	Describe what is meant by the terms 'dilute' and 'concentrated'		
	Label and identify common hazard symbols		
22.01.24	Use the pH scale to measure acidity and alkalinity and recognise how the colour changes		
	Identify the pH of a solution by experimentation		
	Identify and explain differences between weak and strong acids and state the pH range		
	Use models to show the difference between weak and strong acids		
	State and describe what happens during a neutralisation reaction		
29.01.24	Give an example of a neutralisation reaction and where they are used in real life		
	Find out which indigestion remedy is better		
	Describe that when an acid and alkali react they make a salt		
	Match the type of salt that will form from the type of acid used		
<b>Unit 6.2 – Reactions – Metals and Non-metals</b>			
05.02.24	State what an element is and identify unknown elements from physical and chemical properties		
	Give examples of elements and compare properties of typical metals and non-metals		
	Record observations and data on elements		
	State that many elements react with oxygen to form oxides and are oxidation reactions		
	State what the arrow represents in word equations, for example in an oxidation reaction		
19.02.24	Describe differences in physical properties between typical metal and non-metal oxides		
	Describe what happens when metals react with acids and compare different reactions		
	State that when a metal reacts with an acid the products are a salt and hydrogen gas		
	State that metals produce bubbles when reacting with acids and some produce more than others		
	Compare the reactions of different metals with oxygen		
26.02.24	Describe an oxidation reaction with a word equation		
	State whether a metal is more or less reactive than another metal and use the reactivity series		
	Plan a practical to compare the reactivity of three metals including all variables		
	State which metal is more reactive in a pair of named metals		
04.03.24	Describe what is meant by a displacement reaction		
	Use the reactivity series to explain displacement reactions		
	Use observations from experiments to say whether a displacement reaction has occurred		

## Science 'I Can' Statements

Date	'I Can' statements	Yes	No
<b>Unit 8.1 – Organisms - Movement</b>			
11.03.24	State what is meant by a tissue, an organ and an organ system and give examples of each		
	State and explain the hierarchy of organisation in a multi-cellular organism		
	List the organs found in a given system and state the function of those organs and that system		
	Name the main parts of the skeleton and describe the structure		
	List and describe the functions of the muscular skeletal system		
18.03.24	State where joints are found in the body and describe their role		
	State how a muscle exerts force during movement and I can explain how to measure this force		
25.03.24	Carry out an experiment to make simple observations, make and record measurements		
	State and describe the function of the major muscle groups		
	State the definition for antagonistic muscles and explain how they cause movement		
	Carry out an experiment to study the muscle system in a chicken wing		
<b>Unit 8.2 – Organisms - Cells</b>			
15.04.24	State and describe what a cell is		
	Describe how to use a microscope to observe a cell		
	Use a microscope to observe a prepared slide and state the magnification		
	State and describe the similarities and differences between animal and plant cells		
21.04.24	Describe the functions of parts of a cell		
	Prepare and observe a microscope slide – possibly with some help		
	Name and describe some specialised animal and plant cells		
	Describe structural adaptations of plant and animal cells		
	Name some substance that move in and out of cells		
29.04.24	Describe the process of diffusion		
	Make sets of observations and collect data for the diffusion of coloured gel		
	Name and describe a uni-cellular organism		
	Describe the structure of an amoeba		
06.05.24	Describe the structure of a euglena		
	Select appropriate apparatus to observe an amoeba and a euglena		

## Science 'I Can' Statements

Date	'I Can' statements	Yes	No
<b>Unit 9.1 – Ecosystems - Interdependence</b>			
13.05.24	State what a food chain is and describe what it shows		
	State what a food web is and describe what it shows		
	Combine food chains to form a food web		
	State that one population of organisms can affect another and describe the impact		
	State that toxic materials can get into food chains and the effects it can have		
20.05.24	Present population data as a graph and describe patterns		
	Explain issues with human food supplies in terms of insect pollinators		
	State that different organisms can co-exist in ecosystems and how they do this		
	State the meaning of the term niche and identify them within an ecosystem		
03.06.24	Use quadrats to take measurements in an eco-system		
	State and describe some resources that animals and plants compete for		
	Interpret secondary data to describe predator-prey relationships		
<b>Unit 9.2 – Ecosystems – Plant Reproduction</b>			
10.06.24	Name the parts of a flower and link their structure to their function		
	State and describe the process of pollination		
	Describe the differences between wind pollinated and insect pollinated plants		
	Use appropriate techniques to dissect a flower into its main parts		
	State and describe the process of fertilisation in plants		
17.06.24	State and describe what seeds and fruits are and how they are formed		
	Make and record observations of germination		
	State and describe what is meant by seed dispersal and features of seeds and fruit are used		
	Name methods of seed dispersal and why it is important to survival of the parent plant/offspring		
	Plan a simple experiment about seed dispersal thinking about all types of variable		

## Maths 'I Can' Statements

Date	'I Can' statements	Yes	No
	<b>Number</b>		
11.09.23	Multiply and divide by a power of 10		
	Put numbers and decimals in ascending or descending order		
	Add and subtract negative numbers		
18.09.23	Construct a factor tree		
	Write a number as a product of its prime factors		
	Calculate Highest Common Factor (HCF)		
	Calculate Lowest Common Multiple (LCM)		
25.09.23	Solve worded LCM & HCF problems in real-life context		
	Round numbers to a number of decimal places		
	<b>Area and Volume</b>		
25.09.23	Convert between metric measurements (length/area/volume)		
	Calculate the area and perimeter of rectangles and triangles		
	Calculate the area and perimeter of compound shapes		
01.10.23	Calculate the area of a parallelogram		
	Calculate the area of a trapezium		
	Calculate the circumference of a circle		
	Calculate the area of a circle		
08.10.23	Find the surface area of cuboids		
15.10.23	Calculate the volume of cuboids		
	Solve worded real-life problems involving area and volume		
	<b>Statistics, Graphs and Charts</b>		
29.10.23	Design questionnaire, data collection sheet/two way table		
05.11.23	Find the mean, median, mode and range of a list of data		
	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		
19.11.23	Draw and interpret bar charts and pictograms		
26.11.23	Draw and interpret time series graphs		
	Draw and interpret pie charts		
	Draw and interpret stem and leaf diagrams to find averages/range		

## Maths 'I Can' Statements

Date	'I Can' statements	Yes	No
	<b>Expressions and Equations</b>		
11.12.23	I can write expressions using algebraic notation		
	Simplify expressions		
	Expand single brackets		
08.01.24	Expand 2 separate single brackets and simplify expressions		
	Factorise into single brackets		
15.01.24	Set up and solve simple equations		
	Solve one-sided equations (unknown on one side)		
	Solve two-sided equations (unknown on both sides)		
	Understand what is meant by the term inequality and show them on a number line		
22.01.24	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		
22.01.24	Find the nth term formula of patterns		
	<b>Real Life Graphs</b>		
29.01.24	Be able to solve worded problems on conversion graphs		
	Interpret Distance-Time Graphs		
05.02.24	Draw Distance –Time Graph		
19.02.24	Be able to compare line graphs		
26.02.24	Understand and solve worded problems on real life graphs		
	Understand and interpret curved graphs		
	<b>Decimal and Ratio</b>		
04.03.24	Round numbers to a number of decimal places		
	Estimate calculations by rounding to one significant figure and multiplying and dividing mentally		
	Add and subtract decimals		
	Multiply decimals		
11.03.24	Divide decimals		
18.03.24	Use a given calculation to answer other questions by rearranging or changing the decimal place.		
	Solve worded decimal problems in real-life context		
	Round numbers to a number of decimal places		
25.03.24	Estimate calculations by rounding to one significant figure and multiplying and dividing mentally		
	<b>Lines and Angles</b>		
15.04.24	Find angles in triangles with reasons		
	Find angles in quadrilaterals with reasons		
	Explain why the angle sum of any quadrilateral is 360°		
	Recall properties and definitions of special types of quadrilateral		
22.04.24	Calculate and use the interior and exterior angles of polygons		
	Use parallel lines, alternate angles, corresponding angles and interior angles to find angles giving reasons		
	<b>Calculating with Fractions</b>		
29.04.24	find equivalent fractions to any given fraction		



## Maths 'I Can' Statements

Date	'I Can' statements	Yes	No
06.05.24	Find equivalent fractions to any given fraction		
13.05.24	Simplify fractions by cancelling common factors		
20.05.24	Put fractions into ascending or descending order		
	Add and subtract fractions		
<b>Straight Line Graphs</b>			
03.06.24	Substitute positive and negative numbers into expressions, including powers		
	Substitute into a formula		
	Solve real-life worded problems involving formula		
10.06.24	Derive a formula (e.g. area or perimeter from a diagram)		
	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 $x=?$		
17.06.24	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		
<b>Percentages, Decimals &amp; Fractions</b>			
24.06.24	Convert between a fraction and a decimal		
	Convert a decimal and fraction to a percentage		
01.03.24	Convert a decimal to a fraction		
	Convert a percentage to a decimal and fraction		
08.07.24	Solve simple worded real-life problems involving fractions		
	Solve simple worded real-life problems involving decimals		
15.07.24	Solve simple worded real-life problems involving percentages		
	Solve worded real-life problems involving ratio and proportion		

## Computer Science 'I Can' Statements

Date	'I Can' statements	Yes	No
<b>On line Safety</b>			
11.09.23 to 02.10.23	Explain the dangers of online friends.		
	Identify how to report people who make me feel uncomfortable online.		
	Identify how to report online content that makes me feel uncomfortable.		
<b>Computational Thinking</b>			
09.10.23 to 05.11.23	Write an algorithm to solve a problem.		
	Break a problem down by creating a decomposition diagram.		
	Identify necessary and unnecessary data using abstraction.		
<b>Data Representation (Binary Basics &amp; Text Representation)</b>			
13.11.23 to 04.12.23	Convert between Bytes, KB, MB, GB		
	Convert 8-bit binary to denary.		
	Convert denary to 8 bit binary.		
<b>Kodu Game Design</b>			
11.12.23 to 29.01.24	Create a proposal for an original game concept.		
	Create an original landscape for a video game.		
	Implement navigation within a video game.		
	Implement basic AI for a video game.		
<b>Hardware and Software</b>			
05.02.24 to 18.03.24	Recommend a CPU based on its specifications.		
	Choose suitable storage technologies based on scenarios.		
	Explain the differences between RAM and ROM.		
	Identify suitable inputs and outputs for given scenarios.		
<b>App Development</b>			
25.03.24 to 06.05.24	Create a proposal for an original mobile phone app.		
	Design a UI for an original app concept.		
	Create a prototype mobile phone app.		
	Evaluate my original mobile phone app.		
<b>The Internet (including safety risks)</b>			
13.05.24 to 10.06.24	Explain how content is added to a website.		
	Identify and state prevention strategies for common security risks.		
	Identify common online scams and how these can be identified.		
	Identify suitable access levels for users of systems.		

## Geography 'I Can' Statements

Date	'I Can' Statements – Substantive Knowledge	Yes	No
27.11.23 04.12.23	Understand the definitions of the types of geography: human, physical and environmental		
11.12.23 08.01.24	Identify the physical and human features of Houghton Regis and Dunstable		
15.01.24 22.01.24	Identify the locational features of the British Isles, including its main physical and human features		
29.01.24 05.02.24	Understand the difference between urban and rural areas in Britain and the issues facing both of these areas (in relation to urban change and the management of rural landscapes in our National Parks)		
19.02.24 26.02.24	Recognise the difference between an LEDC and an MEDC and know why Britain is recognised as the latter		
04.03.24 11.03.24	Analyse LEDC issues of quality of life, such as sweatshops, child soldiers and blood diamonds		
18.03.24 25.03.24	Identify the locational features of Japan, and compare and contrast them with those of the UK		
15.04.24 22.04.22	Understand the causes and effects of tectonic hazards in Japan		
29.04.24 08.05.23	Identify different biomes and ecosystems with regard to their location and distribution		
13.05.24 20.05.24	Analyse the climate, flora, fauna and adaptations in the rainforest biome and understand the causes and effects of deforestation		

Date	'I Can' Statements – Disciplinary Knowledge	Yes	No
11.09.23 18.09.23	Use maps and atlases reasonably proficiently, using them to identify physical and human features of the Earth		
25.09.23 02.10.23	Use Ordnance Survey maps to recognise and describe a variety of geographical locations		
09.10.23 16.10.23	Use geographical charts, in particular choropleth maps, to describe geographical statistics in different locations		
30.10.23 06.11.23	Use Geographical Information Systems (GIS), in particular Google Earth, to recognise a variety of geographical features		
13.11.23 20.11.23	Use fieldwork skills to carry out a geographical investigation		

## History 'I Can' Statements

Date	'I Can' Statements – Substantive Knowledge	Yes	No
11.09.23 18.09.23	Explain what chronology is		
25.09.23 02.10.23	Explain the difference between a primary and secondary source and how historians use them		
09.10.23 16.10.23	Explain who the Romans were and describe reasons why Julius Caesar was assassinated. Explain how the Roman Empire was formed		
30.10.23 06.11.23	Explain the significance of the eruption of Vesuvius in AD79		
13.11.23 20.11.23	Explain features of Anglo-Saxon society		
27.11.23 04.12.23	Explain what the succession crisis was		
03.01.24 09.1.24	Explain why William won the Battle of Hastings and explain how the Normans gained control of England after 1066		
15.01.24 22.01.24	Explain the role of the church in medieval England		
29.01.24 05.02.24	Explain the significance of the Black Death		
18.03.24 25.03.24	Explain what the War of the Roses was and why Henry VII won the Battle of Bosworth in 1485		
15.04.24 22.04.24	Explain what life was like in Tudor England		
29.04.24 06.05.24	Explain why Henry broke away from Rome and the consequences of this		
13.05.24 20.05.24	Explain why Mary I was known as Bloody Mary		
03.06.24	Explain how Elizabeth I ruled England and solved problems during her rule		
10.06.24	Explain who James I was and why the Gunpowder Plot was created		
17.06.24	Explain why the Civil War broke out in England		
01.07.24	Explain whether Cromwell was a hero or Villain		
08.07.24	Explain who Mansa Musa is		

Date	'I Can' Statements – Disciplinary Knowledge	Yes	No
Ongoing	Explain the causes or consequences of an event		
Ongoing	1) Use sources explicitly (quotes/descriptions) to answer questions about the past 2) Describe different interpretations 3) Describe what a source suggest says		
Ongoing	List and begin to explain changes and continuities over a specific timeline		
Ongoing	List reasons and begin to explain the significance of an event, person or feature of the past		
Ongoing	Use specific historical examples to support my answer using full sentences		

## RS 'I Can' Statements

Date	'I Can' Statements	Yes	No
11.09.23 18.09.23	Explain what is meant by the terms 'atheist' and 'agnostic' and give the reason for the range of views		
25.09.23 02.10.23	Explain what sources of authority non-religious people might use to decide how to live		
09.10.23 16.10.23	Give reasons and explains to explain how and why non-religious people put their beliefs into action in different ways		
30.10.23 06.11.23	Show how humanist beliefs/principles guide some non-religious people in making decisions		
13.11.23 20.11.23	Explain, with reference to the 'I am' sayings and/or the signs, what John's Gospel says about Jesus' true nature, and how this connects to Christian beliefs about what God is like		
27.11.23 04.12.23	Explain how the Bible uses different types of text (for example, the Gospels) and language (such as metaphor) to communicate ideas about Jesus as God incarnate and suggest meanings of the selected texts, explaining their ideas with reasons and evidence		
11.12.23 08.01.24	Show how Christian worship reflects Christian beliefs in Jesus as God incarnate		
15.01.24 22.01.24	Give reasons and examples to explain how and why Muslims put their beliefs into action in different ways and show how beliefs and teachings guide Muslims in responding to the challenges of life in Britain today		
29.01.24 05.02.24	Explain the importance of the key beliefs studied (e.g. karma, samsara, moksha) for Hindu ways of living		
19.02.24 26.02.24	Give reasons and examples to explain how and why Hindus put their beliefs into action in different ways and show how Hindu beliefs and teachings guide them in making moral decisions		
04.03.24 11.03.24	Explain the key beliefs of Sikhism and their importance for Sikhs living in Britain today		
18.03.24 25.03.24	Explain how Sikhs interpret the Mool Mantar and what it tells them about God, life and how to live		
15.04.24 22.04.24	Give reasons and examples to explain how and why Sikhs put their beliefs into action in different ways and show how beliefs and teachings guide		
29.04.24 06.05.24	Describe how the life of the Buddha led to his teachings		
13.05.24 20.05.24	Explain the Buddhist dharma		
03.06.24	Compare some varieties of Buddhist traditions and describe how they relate to the dharma		
10.06.24	Give reasons and examples to explain how and why Buddhists put their beliefs into action in different ways and show how Buddhist teachings guide them in making moral decisions		

## Art 'I Can' Statements

Date	'I Can' statements	Yes	No
	<b>Develop Ideas from Sources</b>		
11.09.23	Describe what I think about other artists' work		
18.09.23	Make a few comments on differences between other artists' work		
25.09.23	Describe similarities and differences between my own and other artists' work		
02.10.23	Comment on the ideas, methods and approaches used in other artists' work and place these works in context.		
09.10.23	Select an artist's work and analyse it to some extent, and use this understanding to generate an idea of my own.		
16.10.23	Explore the context of a particular art work and analyse it in reasonable depth and use this understanding to generate ideas of my own.		
30.10.23	Identify why ideas and meanings in other artists' work are subject to different interpretations and use this understanding to extend my practical work.		
06.11.23	Analyse and comment on my own and others' work. <ul style="list-style-type: none"> <li>• Place an artwork in its context.</li> <li>• Use this understanding to generate ideas of my own in an increasingly confident manner.</li> </ul>		
13.11.23	Explain how my understanding of work of others affects my own ideas, values and practice.		
20.11.23	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.		
	<b>Refine Work</b>		
27.11.23	Experiment with a basic materials.		
04.12.23	Experiment with a few materials to express my ideas.		
11.12.23	Work responsibly, with an awareness of personal safety when using materials, tools and equipment and moving around the classroom.		
08.01.24	Appreciate the range of possibilities that different materials can offer and use them with increasing skill.		
15.01.24	Appreciate the potential of different materials, evaluate my work making appropriate refinements.		
22.01.24	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.		
	<b>Record Observations</b>		
29.01.24	Use different materials in a basic manner to record my ideas.		
05.02.24	Gather visual resources and respond to them in several materials.		
19.02.24	Appreciate the opportunities that arise from using primary sources that are appropriate to my ideas.		
26.02.24	Improve the accuracy of my studies when recording from either observation, memory or imagination.		
04.03.24	Explore a range of methods to convey my ideas – thumb-nail studies, different compositions and annotation to describe my intentions.		
11.03.24	Gather resources, both primary and secondary, and respond to them in different materials in line with my intentions.		
18.03.24	Respond to sources, use research, with increasing skill and reflection as my work progresses.		
25.03.24	Record my ideas and observations in a confident manner, through independent and sustained research that is relevant to my intentions.		
15.04.24	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.		
22.03.24	Research, document and present information in ways that are appropriate to my intentions.		

## Art 'I Can' Statements

'I Can' statements		Yes	No
<b>Present a Personal and Meaning full Response</b>			
29.04.24	Produce a basic personal response.		
06.05.24	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.		
13.05.24	Produce an individual response that has been informed, to some extent, by the artists I have studied.		
	Use my knowledge of the visual language to articulate my ideas in an increasingly skilful manner in my final outcome(s.)		
20.05.24	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.		
	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.		
03.06.24	Produce imaginative, coherent outcomes that clearly grow out of my research and experimentation and reveal a thorough understanding of the visual language		
	Produce meaningful responses that reveal a creative development of work and show a confident command of the visual language.		
	Think carefully about the final selection of my work and the method of its presentation.		

## PE 'I Can' Statements

Date	'I Can' statements	Yes	No
11.09.23 18.09.23	Comment on my own and others actions		
25.09.23 02.10.23	Describe and comment on my own and others actions		
09.10.23 16.10.23	Talk about differences between my own and others performance and suggest improvements		
30.10.23 06.11.23	Apply suitable actions, which are appropriate to the task set.		
13.11.23 20.11.23	See how my work is similar to and different to others.		
27.11.23 04.12.23	Use this understanding to improve my performance		
11.12.23 08.01.24	Compare and comment on skills and techniques.		
15.01.24 22.01.24	Analyse ideas used in my own and others work and use this understanding to improve performance		
29.01.24 05.02.24	Analyse and comment on skills and techniques and how they are applied in my own and others work.		
19.02.24 26.02.24	Analyse compositional aspects of performance and suggest ways to improve		
04.03.24	Analyse and comment on how skills, techniques and ideas can be used in my own and others work.		
12.03.24	Analyse a performance and suggest ways to improve it.		
28.03.24	Organise and officiate small sided games in different sports		
25.03.24	Officiate small sided games in at least 3 sports		
15.04.24	Organise, coach and/or choreograph confidently using a good level of communication.		
22.04.24	Analyse and comment on my own and others' work either as an individual or as part of a team		
29.04.24	Plan ways to improve my own and others performance		
06.05.24	Evaluate my own and others' work using ICT as a tool.		
13.05.24	Show that I understand the impact of skills, strategy, tactics and fitness on the quality of performance.		
20.05.24	Start to plan ways to improve my own and others' performance.		
03.06.24	Suggest ways to monitor improvement.		
20.06.24	Organise, coach and choreograph confidently using a very good level of communication.		
17.06.24	Officiate to a good standard in at least 1 sport and apply rules fairly and consistently		



## Drama 'I Can' Statements

	<b>'I Can' statements</b>	<b>Yes</b>	<b>No</b>
	<b>Analyse and Evaluate</b>		
10.09.23 17.09.23	Evaluate simply how my practical work communicates our aims in terms of narrative		
25.09.23 02.10.23	Evaluate simply how my practical work and that of others communicates our aims in terms of narrative		
09.10.23 16.10.23	Analyse and evaluate their own process of creating live theatre		
30.10.23 06.11.23	Evaluate how my practical work and that of others communicates our aims in terms of narrative		
13.11.23 20.11.23	Analyse how live theatre is communicated in performance in terms of narrative and characterisation		
27.11.23 04.12.23	Evaluate how my practical work and that of others communicates our aims in terms of theme and narrative		
11.12.23 08.01.24	Analyse how live theatre is communicated in performance in terms of narrative, characterisation, and set		
15.01.24 22.01.24	Analyse how live theatre is communicated in performance in terms of genre, narrative, and via characterisation, set and technical aspects		
29.01.24 05.02.24	Evaluate how my practical work and that of others communicates our aims in terms of theme, narrative and stimulus		
19.02.24 26.02.24	Analyse how live theatre differs from filmed content and how the performers connect with and impact upon a live audience		
	<b>Skills and Fieldwork</b>		
04.03.24	Create live theatrical scenes through: <ul style="list-style-type: none"> <li>• Developing simple ideas, and rehearsing, work in progress</li> <li>• Work with a number of collaborators</li> </ul>		
11.03.24	Create and communicate meaning, in a live theatre context for an audience		
18.03.24	Create and communicate meaning, in a live performance through		
25.03.24	Perform in a variety of different styles		
15.04.24	Develop ideas, devising, rehearsing, refining and amending work in progress		
22.04.24	Create work for different types and shapes of performance space/ staging		
29.04.24	Perform in a variety of different styles, altering and adapting to genre		
06.05.24	Work with a variety of collaborators		
13.05.24	Create and communicate meaning and realising artistic intention, in a live theatre context for an audience		
20.05.24	Research, developing ideas, devising, rehearsing, refining and amending work in progress		
04.06.24	Create work for different types and shapes of performance space, staging		
10.06.24	Perform in a variety of different styles, altering and adapting to form and genre with confidence and conviction		
17.06.24	Work constructively and creatively with a wide variety of collaborators		

## Food 'I Can' Statements

	'I Can' statements	Yes	No
	<b>Design</b>		
11.09.23	Describe in a basic way the nutritional values of food.		
18.09.23	Make a few comments on different nutritional values of foods.		
25.09.23	Describe the differences between healthy and non-healthy foods		
02.10.23	Comment on ideas, methods and ingredients in other peoples menus and put these in context.		
09.10.23	Select a menu and analyse it to some extent and use this understanding to generate my own ideas		
16.10.23	Use existing knowledge to explore a menu and analyse it in reasonable depth.		
30.10.23	Use the understanding to generate my own ideas.		
06.11.23	Use drawing methods to explore the presentation of a menu.		
13.11.23	Identify what ingredients work well together and how to adapt a recipe.		
22.11.23	Utilise what I have learned in taking creative risks with my menus.		
27.11.23	Use my knowledge of nutritional values to develop healthy, tasty meals.		
04.12.23	Design a healthy meal on a budget.		
11.12.23	Understand how farming impacts the individual, society and environment.		
	Use local products to design an environmentally friendly menu.		
	Understand why some foods are imported.		
	<b>Make</b>		
08.01.24	Experiment with basic ingredients.		
	Experiment with changing an ingredient in a recipe.		
15.01.24	Work responsibly, with an awareness of personal safety when using equipment and moving around the classroom.		
	Appreciate the range of possibilities that different ingredients can offer.		
22.01.24	Use these with increasing skill.		
	Explore methods of combining or changing ingredients to change the nutritional value of a menu.		
29.01.24	Evaluate my recipe and make appropriate changes to enhance the dish.		
	Appreciate lifestyle choice alternatives such as vegan and vegetarian food.		
05.02.24	Use nutritional research to help plan a menu.		
19.02.24	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

	'I Can' statements	Yes	No
	<b>Evaluate</b>		
25.02.24	Produce a basic sensory evaluation.		
	Produce a sensory evaluation which shows a basic awareness of key vocabulary.		
05.03.24	Produce a sensory evaluation which shows some understanding of key terms that also realise my intentions.		
	Produce an individual response that has been informed to some extent by the recipes and menus you have studied.		
11.03.24	Use my knowledge to articulate my ideas in an increasingly skilful manner in my sensory evaluations		
	Name the processes I use in my practical work.		
18.03.24	Name all of the ingredients I use in my recipe.		
	Understand the impact on individuals, society and the environment in the food production process.		
25.03.24	Understand sustainable farming of crops and animals.		
	Taste and evaluate my dish and improve it as a result.		
15.04.24	Analyse and taste existing products to help inform decision making.		
	Use the eat well guide to identify healthy portions.		
22.04.24	Identify good quality food products by taste and looks.		
	Examine the price difference between locally produced products and supermarket brands.		
29.04.24	Use the eat well guide to identify healthy portions.		

## Music 'I Can' Statements

	'I Can' statements	Yes	No
	<b>Performance</b>		
11.09.23	Perform and repeat simple patterns.		
	Demonstrate some coordination on an instrument.		
	Find the notes with support.		
	Perform with a group with support.		
	Perform and repeat simple patterns with a good sense of pulse.		
	Perform very simple pieces with reasonable accuracy or simple pieces with limited accuracy.		
18.09.23	Demonstrate a limited sense of style.		
	Maintain my own simple part in a group with support.		
	Perform very simple pieces with accuracy or simple pieces with a broad sense of accuracy.		
	Demonstrate a basic sense of style.		
25.09.23	Maintain a part in a group with support.		
	Perform one line of music on the keyboard with 2 hands.		
	Perform simple pieces with reasonable accuracy		
	Demonstrates some elements of style.		
02.10.23	Play a part in a group and be able to re-join a performance if mistakes are made.		
	Perform one line of music on the keyboard with RH only.		
	Perform simple pieces with accuracy.		
	Demonstrates control and some elements of style.		
09.10.23	Maintain a part in a group with some fluency and accuracy.		
	Play single-finger bass and melody on the keyboard.		
	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.		
16.10.23	Play with independent hands on a keyboard.		
	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.		
30.10.23	Show good ensemble skills and maintain an independent part fluently and accurately.		
	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

	'I Can' statements	Yes	No
	<b>Composition</b>		
06.11.23	Explore timbre and compose simple rhythmic patterns.		
	Make basic use of musical elements to create a mood.		
	Compose and combine simple repeating patterns.		
13.11.23	Use the elements to create a mood.		
	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.		
20.11.23	Use simple rhythms to compose.		
	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.		
27.11.23	Compose a simple accompaniment like a semibreve bass line or block chord.		
	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.		
04.12.23	Use appropriate dynamics, simple rhythms and maintain a sense of time signature.		
	Compose pieces that show organisation within a <b>simple</b> structure.		
	Create melodic phrases with a sense of shape and rhythm.		
	Compose an accompaniment with a sense of key and use of layers.		
11.12.23	Use appropriate dynamics and a variety of rhythms for an intended effect.		
	Combine musical ideas <b>satisfactorily</b> .		
	Organise ideas in a simple structure.		
	Create <b>coherent</b> melodic phrases.		
08.01.24	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 <b>effective</b> compositions.		
15.01.24	Organise ideas in a good structure.		
	Create successful and memorable melodic phrases.		
	Compose an interesting accompaniment within a key		
	Use simple methods of development.		
22.01.24	Effectively use texture.		
	Produce <b>successful</b> compositions with a sense of wholeness.		
	Organise ideas in a strong structure.		
	Create imaginative and memorable melodic phrases.		
29.01.24	Show development of ideas.		
	Compose using an interesting and harmonically secure accompaniment to create contrast.		
	Successfully explore of texture.		
	Compose using dynamics and different rhythms to create the intended effect.		

## Music 'I Can' Statements

	'I Can' statements	Yes	No
	<b>Listening</b>		
05.02.24	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.		
19.02.24	Recognise simple musical terms.		
	Identify simple elements of music with some degree of accuracy when responding to music.		
	Graphically notate simple ideas with some accuracy.		
	Describe the mood of a musical piece.		
26.02.24	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.		
04.03.24	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 common musical features with some accuracy when responding to music.		
11.03.24	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.		
18.03.24	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.		
25.03.24	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.		
15.04.24	Transcribe melodic and rhythmic parts with some accuracy.		
	Explain and justify how musical features express emotion and context.		
	Talk about my work		
22.04.24	Use WWW and EBI selecting appropriate sentences from a list given.		
	Use WWW and EBI		
	Describe music in basic terms		
	Describe music using some key words.		
29.04.24	Demonstrate limited use of music vocabulary.		
	Make some judgements on my own work and other people's work		
	Demonstrate some use of music vocabulary.		
	Demonstrate appropriate use of music vocabulary.		
29.04.24	Express and justify my opinion using music vocabulary.		
	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

	'I Can' statements	Yes	No
	<b>Skills</b>		
11.09.23	Name some of the processes that are used in my practical work		
18.09.23	Make my work accurate		
25.09.23	Make sure my work is completed safely		
02.10.23	Name some of the tools I use		
09.10.23	Name some of the materials and components I use		
16.10.23	Improve the accuracy of my work further		
30.10.23	Ensure that my work is completed as safely as possible		
06.11.23	Name all of the materials and components I use		
13.11.23	Name all of the processes that are used in my practical work		
20.11.23	Suggest improvements to enable others to work safely		
27.11.23	Name all of the tools that I use		
04.12.23	Explain the best process to use when making a specific product		
12.12.22	Ensure that my work is completed as accurately as possible		
08.01.24	Select the correct tools in my practical work and explain their function		
15.01.24	Evaluate the materials and components that are selected for use		
	<b>Analyse and Evaluate</b>		
22.01.24	Evaluate my work against my specification		
29.01.24	Understand what some of my responsibilities as a designer		
05.02.24	Understand how my product can impact the user		
19.02.24	Look at other products on the market to help me with my ideas		
26.02.24	Use and learn about new technologies and smart materials and how they help the user		
04.03.24	Understand what my responsibility is as a designer and show this in my work		
11.03.24	Understand how my product can impact the environment and the user		
18.03.24	Use and know about new technology and smart materials and how they can help my design and the user of my product		
25.03.24	Test and evaluate my final product against my specification		
15.04.24	Understand the impact of my product on individuals, society and the environment.		
22.03.24	Look at existing products that are relevant to my work and use them for ideas		
29.04.24	Test and evaluate my final product against my specification and improve it as a result		
06.05.24	Know what my responsibility is as a designer and evidence this in my work		
13.05.24	Analyse existing products and use this to develop my own ideas		
20.05.24	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

	'I Can' statements	Yes	No
	<b>Knowledge</b>		
11.09.23	Identify some textile processes		
	Describe some textile processes		
18.09.23	Provide detail about textile processes and how I may include them in my work		
	Show how textile processes can be adapted and used in my work		
25.09.23	Show how advanced textile processes can be adapted and used in my products		
	Demonstrate how technically advanced textile processes can be adapted and used in my products		
	<b>Skills</b>		
02.10.23	Name some of the processes that are used in my practical work		
09.10.23	Make my work accurate		
16.10.23	Make sure my work is completed safely		
30.10.23	Name some of the tools I use		
06.11.23	Name some of the materials and components I use		
13.11.23	Improve the accuracy of my work further		
20.11.23	Ensure that my work is completed as safely as possible		
27.11.23	Name all of the materials and components I use		
04.12.23	Name all of the processes that are used in my practical work		
11.12.23	Suggest improvements to enable others to work safely		
08.01.24	Name all of the tools that I use		
15.01.24	Explain the best process to use when making a specific product		
22.01.24	Ensure that my work is completed as accurately as possible		
29.01.24	Select the correct tools in my practical work and explain their function		
05.02.24	Evaluate the materials and components that are selected for use		
	<b>Analyse and Evaluate</b>		
19.02.24	Evaluate my work against my specification		
26.02.24	Understand what some of my responsibilities as a designer		
04.03.24	Understand how my product can impact the user		
11.03.24	Look at other products on the market to help me with my ideas		
18.03.24	Use and learn about new technologies and smart materials and how they help the user		
25.03.24	Understand what my responsibility is as a designer and show this in my work		
15.04.24	Understand how my product can impact the environment and the user		
22.03.24	Use and know about new technology and smart materials and how they can help my design and the user of my product		
29.04.24	Test and evaluate my final product against my specification		
06.05.24	Understand the impact of my product on individuals, society and the environment.		
13.05.24	Look at existing products that are relevant to my work and use them for ideas		
20.05.24	Test and evaluate my final product against my specification and improve it as a result		
03.06.24	Know what my responsibility is as a designer and evidence this in my work		
10.06.24	Analyse existing products and use this to develop my own ideas		
17.06.24	Explain how new technologies and smart materials will enhance my design and how they impact on the user and the environment		