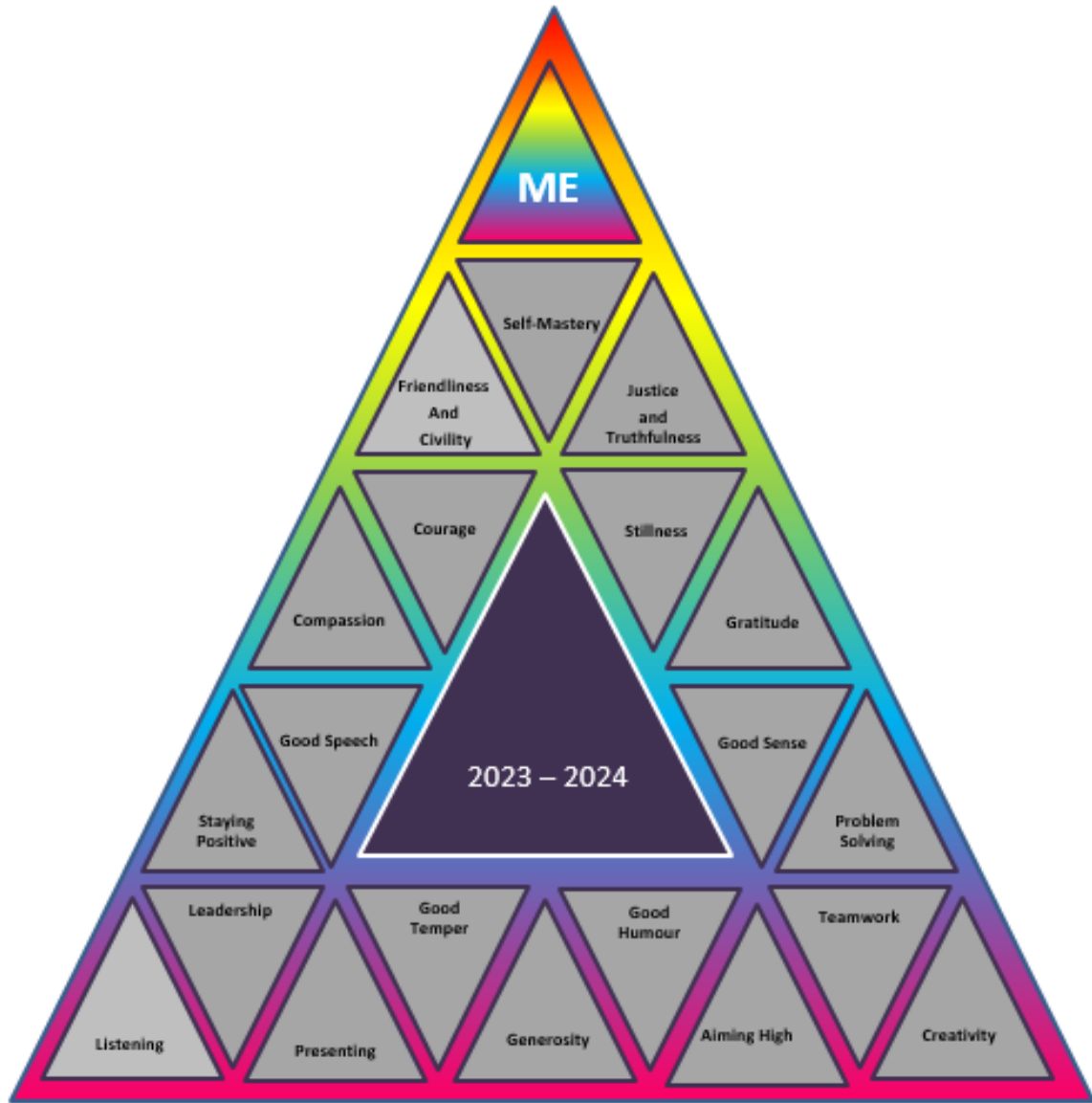


# Year 9 Homework Booklet



I can statements from Year 8  
2023-2024

## English 'I Can Statements'

Date	'I Can' statements	Yes	No
11.09.23 18.09.23	Read, understand and respond to texts using my own style and personal response by using quotations, to support.		
25.09.23 02.10.23	Analyse the language and structure used by a writer to create meanings and effects, using relevant subject terminology.		
09.10.23 16.10.23	Show understanding of the relationships between texts and the contexts in which they were written.		
30.10.23 06.11.23	Use a range of vocabulary and sentence structures for clarity, purpose and effect, with mostly accurate spelling and punctuation.		
13.11.23 20.11.23	Communicate effectively and imaginatively. I know how to change my style for different purposes and audiences by organising ideas.		
27.11.23 04.12.23	Identify and interpret explicit and implicit information and ideas and select evidence from different texts.		
11.12.23	Compare writers' ideas and methods, across two or more texts		
08.01.24 15.01.24	Evaluate texts and decide on the pros and cons whilst supporting with appropriate textual references		
22.01.24 29.01.24	Use evidence from the text and my own experiences to support my writing.		
05.02.24 12.02.24	Identify the characters, setting, and context that informs the writer's text.		
26.02.24 04.03.24	Explain the language techniques used by a writer for effect.		
<b>Crime Poetry</b>			
11.03.24 18.03.24	Explain how the techniques are used in a poem to create meaning.		
25.03.24 15.04.24	Explain interesting words in a poem and why they are used.		
22.04.24 29.04.24	Explain how a playwright might feel.		
<b>Creative Writing</b>			
06.05.24	Write imaginatively using show me sentences to create detailed worlds		
13.05.24	Plan my ideas to structure my work effectively; I can identify strengths and weakness in my work		
20.05.24	Use ambitious vocabulary (spelled correctly) in my writing.		
03.06.24	Revision		
10.06.24	Revision		

## French 'I Can' Statements

Date	'I Can' statements	Yes	No
	<b>Unit 1: Holidays</b>		
11.09.23	Talk about usual holidays and preferred holidays		
18.09.23	Talk about items you take on holiday		
25.09.23	Talk about dream holidays		
02.10.23	Describe past holidays and past activities		
09.10.23	Talk about festivals		
16.10.23	Use French grammar, language strategies and good pronunciation		
	<b>Unit 2: Sports and leisure</b>		
30.10.23	Talk about sports that you like and do		
06.11.23	Talk about winter and summer sports		
13.11.23	Talk about leisure activities and active holidays		
20.11.23	Name parts of the body and talk about sports injuries		
27.11.23	Talk about sports personalities and international events		
	<b>Unit 3: Where you live and geography</b>		
04.12.23	Talk about where you live		
11.12.23	Talk about daily routine		
08.01.24	Talk about what you did yesterday		
15.01.24	Talk about what you are going to do to help others		
22.01.24	Identify and locate francophone countries		
29.01.24	Talk about Africa		
	<b>Unit 4: What is France like?</b>		
05.02.24	Compare France and Britain		
12.02.24	Describe a country		
26.02.24	Talk about French people		
04.03.24	Discuss Francophone cartoon characters		
	<b>Unit 5: Travel</b>		
11.03.24	Talk about how you travel and compare means of transport		
18.03.24	Buy tickets and talk about travel plans		
25.03.24	Plan a holiday		
15.04.24	Describe a past holiday		
22.04.24	Talk about transport in books and films		
	<b>Unit 6: Dream jobs</b>		
29.04.24	Talk about jobs and the qualities needed for certain jobs		
06.05.24	Talk about ideal jobs		
13.05.24	Talk about ambitions		
20.05.24	Talk about part-time jobs		
03.06.24	Talk about success and failure		
10.06.24	Revision		

## Spanish 'I Can' Statements

Date	'I Can' statements	Yes	No
	<b>Unit 1: Holidays</b>		
11.09.23	Say where I went on holiday and when		
	Say who I went with		
18.09.23	Say how I travelled there		
	Use exclamations		
25.09.23	Ask someone what they did on holiday		
	Say what I did on holiday		
02.10.23	Use sequencers to make my sentences more detailed		
09.10.23	Say what I did on the last day of my holiday		
16.10.23	Ask someone what their holiday was like		
	Say what my holiday was like		
	<b>Unit 2: Interests</b>		
30.10.23	Ask someone what they use their phone for		
	Explain what my phone is used for		
06.11.23	Use expressions to explain amount / frequency		
13.11.23	Ask someone what music they like		
	Explain what music I like		
20.11.23	Give a range of opinions and reasons for why I like something		
27.11.23	Ask someone about what TV programmes they like		
	Say what TV I like / prefer to watch		
04.12.23	Use words to compare one thing to another		
11.12.23	Use time expressions (at this time / that time)		
	<b>Unit 3: Food</b>		
08.01.24	Ask someone what food they like		
	Explain what food I like to eat / don't like to eat		
15.01.24	Give a range of opinions		
22.01.24	Give reasons to explain something to somebody		
29.01.24	Ask what time somebody ate		
05.02.24	Order a meal in a restaurant		
12.02.24	Say I am hungry or thirsty		
26.02.24	Ask for the bill		
04.03.24	Say something in the future tense (ie: it will happen in the future)		
	<b>Unit 4: Going out</b>		
11.03.24	Ask someone if they would like to go out		
18.03.24	Ask someone where they like to meet and / or what time they would like to meet		
25.03.24	Say "sorry, I can't" and/ or make excuses not to go out		
15.04.24	Say what I do to get ready		
22.04.24	Say what I am going to wear		
29.04.24	Describe a sporting event		
06.05.24	Describe a fancy dress outfit		

## Spanish 'I Can' Statements

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

## Science 'I Can' Statements

Date	'I Can' statements	Yes	No
	<b>Unit 1: Electromagnets</b>		
11.09.23	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		
18.09.23	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		
	<b>Unit 2: Electromagnets - Current</b>		
25.09.23	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		
02.10.23	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		
	<b>Unit 3: Waves - sound</b>		
09.10.23	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.		
16.10.23	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		
	<b>Unit 4: Light</b>		
30.10.23	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		
06.11.23	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		
13.11.23	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		
20.11.23	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
	<b>Unit 5: Elements</b>		
27.11.233	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		
04.12.23	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		
11.12.23	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		
	<b>Unit 6: Periodic table</b>		
08.01.24	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		
15.01.24	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		
22.01.24	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
	<b>Unit 7: Earth Structure</b>		
29.01.24	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		
05.02.24	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		
12.02.24	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		
26.02.24	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		
	<b>Unit 8: Earth – The universe</b>		
04.03.24	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		
11.03.24	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
	<b>Unit 9: Organisms - Breathing</b>		
18.03.24	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		
	Use appropriately calibrated apparatus to obtain a lung volume		
25.03.24	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		
	Describe the effect alcohol has on conception and pregnancy		
15.04.24	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		
15.04.24	Present secondary data using an appropriate method, interpreting this data to draw conclusions		
	<b>Unit 10: Organisms - Digestion</b>		
22.04.24	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		
	Use appropriate techniques to carry out a range of food tests safely		
29.04.24	Describe some health issues caused by an unhealthy diet		
	Calculate the energy requirements of different people		
	Collect experimental data and draw conclusions from results obtained		
06.05.24	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
	<b>Unit 11: Variation - Variation</b>		
13.05.24	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		
20.05.24	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		
	<b>Unit 12: Variation – Human reproduction</b>		
03.06.24	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		
10.06.24	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		

## Maths 'I Can' Statements

Date	'I Can' statements	Yes	No
<b>Indices and Standard Form</b>			
11.09.23	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		
18.09.23	Convert numbers into ordinary numbers		
	Multiply numbers in standard form		
	Convert numbers into standard form with negative indices		
<b>Expression and Formulae</b>			
25.09.23	Write expressions using algebraic notation		
	Simplify expressions		
	Collect like terms with index laws		
02.10.23	Substitute into simple expressions		
	Substitute into expressions involving indices		
	Rearrange formulae		
	Expand 2 separate single brackets and simplify expressions		
09.10.23	Expand double brackets and simplify		
	Factorise into single brackets		
	Factorise into double brackets		
16.10.23	Set up and solve simple equations		
	Solve one-sided equations (unknown on one side)		
	Solve two-sided equations (unknown on both sides)		
<b>Data</b>			
30.10.23	Find the mean, median, mode and range of a list of data		
06.11.23	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		
13.11.23	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		
20.11.23	Draw and interpret time series graphs		
27.11.23	Compare data from different representations		

## Maths 'I Can' Statements

Date	'I Can' statements	Yes	No
	<b>Multiplicative Reasoning</b>		
04.12.23	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		
11.12.23	Calculate a percentage of a quantity		
	Find the outcome of a given percentage increase or decrease		
08.01.24	Calculate reverse percentage and percentage change		
15.01.24	Solve worded real-life problems involving percentages		
	Calculate simple interest		
22.01.24	Calculate compound interest		
	Solve problems involving speed, distance and time		
	Solve problems involving unit pricing		
	<b>Constructions</b>		
29.01.24	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		
05.02.24	Construct the perpendicular bisector of a line		
12.02.24	Construct the perpendicular from a point on a line		
26.02.24	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		
	<b>Sequence, Inequalities, Equation &amp; Proportion</b>		
04.03.24	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		
11.03.24	Find the nth term formula of patterns		
	Recognise geometric sequences		
	Recognise quadratic sequences		
18.03.24	Identify direct and inverse proportional graphs		
	Form the direct proportion formulae		
	Form the inverse proportion formulae		
	Solve worded problems on direct and inverse proportion		
	<b>Circle, Pythagoras &amp; Prisms</b>		
15.04.24	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		
22.04.24	Use Pythagoras theorem to find missing sides in right angled triangles		
29.04.24	Use trigonometry to find missing sides and angles in right angled triangles		

## Maths 'I Can' Statements

Date	'I Can' statements	Yes	No
06.05.24	Use trigonometry to find missing sides and angles in right angled triangles		
13.05.24	Calculate the volume of 3D shapes		
20.05.24	Calculate the surface area of 3D shapes		
<b>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		
	Derive a formula (e.g. area or perimeter from a diagram)		
10.06.24	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 $x=?$		
	Know what the gradient (m) and intercept (c) are and find them from the equation of a line		

## Computer Science 'I Can Statements'

Date	'I Can' statements	Yes	No
	<b>On line Safety</b>		
11.09.23 18.09.23	Explain the dangers of online friends.		
25.09.23 02.10.23	Identify how to report people who make me feel uncomfortable online.		
09.10.23 16.10.23	Identify how to report online content that makes me feel uncomfortable.		
	<b>The Internet</b>		
30.10.23	Explain how content is added to a website.		
06.11.23	Identify suitable access levels for users of systems.		
13.11.23	Identify common online scams and how these can be identified.		
20.11.23	Identify and state prevention strategies for common security risks.		
	<b>Data Representation (Binary Addition and Image Representation)</b>		
27.11.23	Convert between 8 bit binary and denary.		
04.12.23	Add binary numbers together.		
11.12.23	Explain how images are stored digitally.		
08.01.24	Identify cell references within a spreadsheet.		
	<b>Spreadsheet Formulae</b>		
15.01.24	Identify cell references within a spreadsheet.		
22.01.24	Add basic mathematical formulae to calculate values.		
	<b>Python Turtle</b>		
29.01.24	Implement Sequencing using Python Turtle.		
05.02.24	Implement Selection using Python Turtle.		
12.02.24	Implement Iteration using Python Turtle.		
	<b>Website Development</b>		
26.02.24	Create a proposal for an original website		
04.03.24	Design a UI for an original website concept.		
11.03.24	Create a prototype website.		
18.03.24	Evaluate my original website.		
	<b>Boolean Logic</b>		
25.03.24	Complete the truth tables for AND, OR and NOT Gates.		
15.04.24	Draw logic gates for AND, OR and NOT Gates.		
22.04.24	Draw truth tables and logic circuits for multiple gate systems.		
29.04.24	Revision		
06.05.24	Revision		
13.05.24	Revision		
20.05.24	Revision		
03.06.24	Revision		
10.06.24	Revision		

## Geography 'I Can Statements'

Date	'I Can' Statements – Disciplinary Knowledge	Yes	No
11.09.23 18.09.23	Use maps and atlases proficiently, using them to identify physical and human features of the Earth		
25.09.23 02.10.23	Use OS maps to recognise and describe a variety of geographical locations, making accurate use of techniques such as direction, scale and co-ordinates		
09.10.23 16.10.23	Use geographical charts, in particular choropleth maps, to compare geographical statistics in different locations		
30.10.23 06.11.23	Use a variety of Geographical Information Systems (GIS), to recognise different geographical features		
13.11.23 20.11.23	Use fieldwork skills to carry out a geographical investigation, reaching a conclusion about the outcomes		

Date	'I Can' Statements – Substantive Knowledge	Yes	No
27.11.23 04.12.23	Understand how and why boundaries have changed in a variety of locations due to economic, environmental and social (political) reasons		
11.12.23 08.01.24	Explain the causes, effects and consequences of war in the Middle East		
15.01.24 22.01.24	Understand how war and conflict leads to migration and the refugees crisis		
29.01.24 05.02.24	Understand the effects of the refugee crisis on both the countries they have left and recipient countries		
12.02.24 26.02.24	Link the issue of migration and refugees with population change		
04.03.24 11.03.24	Understand how to read off and draw conclusions from population pyramids		
18.03.24 25.03.24	Understand the relationship between population and development, with reference to ageing populations in an MEDC (Japan), and youthful populations in an LEDC (Ghana)		
15.04.24 22.04.24	Understand the reasons for, and consequences of, China's one child policy		
29.04.24 06.05.24	Identify the economic measures of development, understanding the difference between MEDCs, LEDCs. And emerging economies		
13.05.24 20.05.24	Understand the human and physical features affecting levels of development		
03.06.24	Revision		
10.06.24	Revision		

## History 'I Can Statements'

Date	'I Can' Statements – Substantive Knowledge	Yes	No
11.09.23 18.09.23	Explain how and why the British Empire originated		
25.09.23 02.10.23	Explain the significance of Robert Clive		
16.10.23 30.10.23	Explain what the Trans-Atlantic Slave Trade was		
06.11.23 13.11.23	Explain the experiences of enslaved people		
20.11.23 27.11.23	Explain how the Trans-Atlantic Slave Trade was Abolished and significant protagonists in its abolition		
04.12.23	Explain what the legacy of the Slave Trade has been		
11.12.23 08.01.24	Explain why the American Civil War Was fought		
15.01.24 22.01.24	Explain who fought during the American Civil War		
29.01.24 05.02.24	Explain the legacy of the American Civil War in the USA – the creation of Jim Crow		
12.02.24 26.02.24	Explain the legacy of slavery in Britain and the USA		
04.03.24 11.03.24	Explain the legacy of the British Empire today in modern Britain		
18.03.24 25.03.24	Explain what British rule in India looked like		
15.04.24 22.04.24	Explain who Gandhi was and his role in gaining Indian independence		
29.04.24 06.05.24	Explain the impact of the partition of India		
13.05.24 20.05.24	Explain how the Silk Roads originated		
03.06.24	Explain the religious and cultural significance of the Silk Roads		
10.06.24	Explain the relevance of the Silk Roads in the 21 <sup>st</sup> 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
11.09.23 18.09.23	Investigate and explain a range of beliefs/views about the nature of good and evil		
25.09.23 02.10.23	Compare and evaluate the impact of a religious and secular stance on ways of living		
09.10.23	Understand the impact of philosophical ideas about meaning, purpose and value in life		
16.10.23	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		
30.10.23	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		
06.11.23	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		
13.11.23	Explain the impact of Genesis 3 and how belief in the Fall has affected the treatment of women		
20.11.23	Use religious vocabulary and concepts to explain religious and atheist ideas about origins, evolution and creation in detail and depth		
27.11.23	Consider and explain the impact of beliefs about creation, evolution and similar concepts on how people find meaning in their lives		
04.12.23	Compare and explain two religious views on why humans suffer		
11.12.23	Show how some religious and non-religious beliefs and teachings affect how people respond to suffering		
08.01.24 15.01.24	Explain what Christians mean by talking about God as Father, Son and Holy Spirit, using evidence from at least three Bible texts		
22.01.24 29.01.24	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		
05.02.24	Explain the type and purpose of the Genesis creation texts, and their place in the overall Bible narrative		
12.02.24	Give some examples of how Christians have responded to the idea of stewardship		
26.02.24 04.03.24	Use religious text, vocabulary and concepts to explain the impact of an inspirational leader		
11.03.24 18.03.24	Show how some religious beliefs and teachings affect the life and influence of an inspirational leader		
25.03.24 15.04.24	Explain the place and role of the prophets in the Bible, including its 'big story' salvation narrative		
22.04.24 29.04.24	Discuss what a modern-day prophet would do and say, with examples and evidence		
06.05.24	Revision		
13.05.24	Revision		
20.05.24	Revision		
03.06.24	Revision		
10.06.24	Revision		

## Art 'I Can Statements'

Date	'I Can' statements	Yes	No
<b>Develop Ideas from Sources</b>			
11.09.23	Make a few comments on differences between other artists' work		
	Describe similarities and differences between my own and other artists' work		
18.09.23	Comment on the ideas, methods and approaches used in other artists' work and place these works in context.		
25.09.23	Select an artist's work and analyse it to some extent, and use this understanding to generate an idea of my own.		
02.10.23	Explore the context of a particular art work and analyse it in reasonable depth and use this understanding to generate ideas of my own.		
09.10.23	Identify why ideas and meanings in other artists' work are subject to different interpretations and use this understanding to extend my practical work.		
16.10.23	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>		
	30.10.23	Explain how my understanding of the work of others affects my own ideas, values and practice.	
06.11.23	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.		
13.11.23	Critically engage with a wide range of other artists' work, identifying why ideas and meanings are subject to different interpretations		
<b>Refine Work</b>			
20.11.23	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.		
27.11.23	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.		
04.12.23	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.		
11.12.23	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
<b>Record Observations</b>			
08.01.24	Gather visual resources and respond to them in several materials.		
15.01.24	Appreciate the opportunities that arise from using primary sources that are appropriate to my ideas.		
22.01.24	Improve the accuracy of my studies when recording from either observation, memory or imagination.		
29.01.24	Explore a range of methods to convey my ideas – thumb-nail studies, different compositions and annotation to describe my intentions.		
05.02.24	Gather resources, both primary and secondary, and respond to them in different materials in line with my intentions.		
12.02.24	Respond to my sources, using my research, with increasing skill and reflection as my work progresses.		
26.02.24	Record my ideas and observations in a confident manner, through independent and sustained research that is relevant to my intentions.		
04.03.24	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.		
11.03.24	Research, document and present information in ways that are appropriate to my intentions.		
18.03.24	Gather wide-ranging research appropriate to my intentions		
25.03.24	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		
<b>Present a Personal and Meaning full Response</b>			
15.04.24	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.		
22.04.24	Produce an individual response that has been informed, to some extent, by the artists I have studied.		
29.04.24	Use my knowledge of the visual language to articulate my ideas in an increasingly skilful manner in my final outcome(s.)		
06.05.24	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.		
13.05.24	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.		
20.05.24	Produce imaginative, coherent outcomes that clearly grow out of my research and experimentation and reveal a thorough understanding of the visual language		
03.06.24	Produce meaningful responses that reveal a creative development of work and show a confident command of the visual language.		
10.06.24	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	Describe and comment on my own and others actions		
18.09.23	talk about differences between my own and others performance and suggest improvements		
25.09.23	Apply suitable actions, which are appropriate to the task set.		
02.10.23	See how my work is similar to and different to others.		
09.10.23	Use this understanding to improve my performance		
16.10.23	Compare and comment on skills and techniques.		
30.10.23	Analyse ideas used in my own and others work and use this understanding to improve performance		
06.11.23	Analyse and comment on skills and techniques and how they are applied in my own and others work.		
13.11.23	Analyse compositional aspects of performance and suggest ways to improve		
20.11.23	Analyse and comment on how skills, techniques and ideas can be used in my own and others work.		
27.11.23	Analyse a performance and suggest ways to improve it.		
04.12.23	Organise and officiate small sided games in different sports		
11.12.23	Officiate small sided games in at least 3 sports		
08.01.24	Organise, coach and/or choreograph confidently using a good level of communication.		
15.01.24	Analyse and comment on my own and others' work either as an individual or as part of a team		
22.01.24	Plan ways to improve my own and others performance		
29.01.24	Evaluate my own and others' work using ICT as a tool.		
05.02.24	Show that I understand the impact of skills, strategy, tactics and fitness on the quality of performance.		
12.02.24	Start to plan ways to improve my own and others' performance.		
26.02.24	Suggest ways to monitor improvement.		
04.03.24	Organise, coach and choreograph confidently using a very good level of communication.		
11.03.24	Officiate to a good standard in at least 1 sport and apply rules fairly and consistently		
18.03.24	Analyse my own and others performance, prioritising aspects for further development		
25.03.24			
15.04.24	Show that I understand how skills, strategy and tactics or composition and fitness relate to and affect the quality and originality of performance		
22.04.24			
29.04.24	Organise coach and choreograph confidently using an outstanding level of communication		
06.05.24			
13.05.24	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		
20.05.24			
03.06.24	Revision		
10.06.24	Revision		

## Drama 'I Can Statements'

Date	'I Can' statements	Yes	No
	<b>Analyse and Evaluate</b>		
11.09.23	Evaluate simply how my practical work and that of others communicates our aims in terms of narrative		
18.09.23	Analyse and evaluate their own process of creating live theatre		
25.09.23	Evaluate how my practical work and that of others communicates our aims in terms of narrative		
02.10.23	Analyse how live theatre is communicated in performance in terms of narrative and characterisation		
09.10.23	Evaluate how my practical work and that of others communicates our aims in terms of theme and narrative		
16.10.23	Analyse how live theatre is communicated in performance in terms of narrative, characterisation, and set		
30.10.23	Analyse how live theatre is communicated in performance in terms of genre, narrative, and via characterisation, set and technical aspects		
06.11.23	Evaluate how my practical work and that of others communicates our aims in terms of theme, narrative and stimulus		
13.11.23	Analyse how live theatre differs from filmed content and how the performers connect with and impact upon a live audience		
20.11.23	Analyse how live theatre is communicated in performance in terms of style, genre, narrative, and via characterisation, set and technical aspects		
27.11.23	Analyse how live theatre differs from filmed content and how the performers connect with and impact upon a live audience		
04.12.23	evaluate how my practical work and that of others communicates our aims in terms of theme, stimulus, style and narrative		
11.12.23	Analyse and evaluate their own process of creating live theatre		
	<b>Skills and Fieldwork</b>		
08.01.24	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>		
15.01.24	Create and communicate meaning, in a live theatre context for an audience		
22.01.24	Create and communicate meaning, in a live performance through		
29.01.24	Perform in a variety of different styles		
05.02.24	Develop ideas, devising, rehearsing, refining and amending work in progress		
12.02.24	Create work for different types and shapes of performance space/ staging		
26.02.24	Perform in a variety of different styles, altering and adapting to genre		
04.03.24	Work with a variety of collaborators		
11.03.24	Create and communicate meaning and realising artistic intention, in a live theatre context for an audience		
18.03.24 25.03.24	Research, developing ideas, devising, rehearsing, refining and amending work in progress		
15.04.24 22.04.24	Create work for different types and shapes of performance space, staging		
29.04.24 06.05.24	Perform in a variety of different styles, altering and adapting to form and genre with confidence and conviction		
13.05.24 22.05.24	Work constructively and creatively with a wide variety of collaborators		
03.06.24	Revision		
10.06.24	Revision		

## Food 'I Can Statements'

Date	'I Can' statements	Yes	No
	<b>Design</b>		
11.09.23	Describe in a basic way the nutritional values of food.		
	Make a few comments on different nutritional values of foods.		
18.09.23	Describe the differences between healthy and non-healthy foods		
25.09.23	Comment on ideas, methods and ingredients in other peoples menus and put these in context.		
02.10.23	Select a menu and analyse it to some extent and use this understanding to generate my own ideas		
09.10.23	Use existing knowledge to explore a menu and analyse it in reasonable depth.		
16.10.23	Use the understanding to generate my own ideas.		
30.10.23	Use drawing methods to explore the presentation of a menu.		
06.11.23	Identify what ingredients work well together and how to adapt a recipe.		
13.11.23	Utilise what I have learned in taking creative risks with my menus.		
20.11.23	Use my knowledge of nutritional values to develop healthy, tasty meals.		
27.11.23	Design a healthy meal on a budget.		
04.12.23	Understand how farming impacts the individual, society and environment.		
11.12.23	Use local products to design an environmentally friendly menu.		
08.01.24	Understand why some foods are imported.		
	<b>Make</b>		
15.01.24	Experiment with basic ingredients.		
	Experiment with changing an ingredient in a recipe.		
22.01.24	Work responsibly, with an awareness of personal safety when using equipment and moving around the classroom.		
29.01.24	Appreciate the range of possibilities that different ingredients can offer.		
	Use these with increasing skill.		
05.02.24	Explore methods of combining or changing ingredients to change the nutritional value of a menu.		
12.02.24	Evaluate my recipe and make appropriate changes to enhance the dish.		
26.02.24	Appreciate lifestyle choice alternatives such as vegan and vegetarian food.		
04.03.24	Use nutritional research to help plan a menu.		
11.03.24	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'

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

## Music 'I Can Statements'

Date	'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.		
18.09.23	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.		
25.09.23	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.		
02.10.23	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.		
09.10.23	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.		
16.10.23	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.		
30.10.23	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.		
06.11.23	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
	<b>Composition</b>		
13.11.23	Explore timbre and compose simple rhythmic patterns.		
	Make basic use of musical elements to create a mood.		
	Compose and combine simple repeating patterns.		
	Use the elements to create a mood.		
20.11.23	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.		
27.11.23	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.		
04.12.23	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.		
11.12.23	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.		
08.01.24	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.		
15.01.24	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.		
22.01.24	Organise ideas in a good structure.		
	Create successful and memorable melodic phrases.		
	Compose an interesting accompaniment within a key		
29.01.24	Use simple methods of development.		
	Effectively use texture.		
	Produce <b>successful</b> compositions with a sense of wholeness.		
	Organise ideas in a strong structure.		
05.02.24	Create imaginative and memorable melodic phrases.		
	Show development of ideas.		
	Compose using an interesting and harmonically secure accompaniment to create contrast.		
12.02.24	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
	<b>Listening</b>		
26.02.24	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.		
04.03.24	Recognise simple musical terms.		
	Identify elements of music with some degree of accuracy when responding to music.		
	Graphically notate simple ideas with some accuracy.		
11.03.24	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.		
18.03.24	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 musical features with some accuracy when responding to music.		
25.03.24	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.		
15.04.24	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.		
22.04.24	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.		
	Transcribe melodic and rhythmic parts with some accuracy.		
	Explain and justify how musical features express emotion and context.		
	<b>Evaluation</b>		
29.04.24	Talk about my work		
	Use WWW and EBI selecting appropriate sentences from a list given.		
	Use WWW and EBI		
06.05.24	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		
13.05.24	Demonstrate some use of music vocabulary.		
	Demonstrate appropriate use of music vocabulary.		
	Express and justify my opinion using music vocabulary.		
20.05.24	Demonstrate secure use of music vocabulary.		
03.06.24	Make informed judgements of my own and other people's work.		
10.06.24	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'

Date	'I Can' statements	Yes	No
	<b>Knowledge</b>		
11.09.23	Say a little about textile processes		
18.09.23	Give more detail about some textile processes		
25.09.23	Give some detail about textile processes and how I may include them in my work		
02.10.23	Show how textile processes can be adapted and used in my work		
09.10.23	Show how advanced textile processes can be adapted and used in my products		
16.10.23	Show how more advanced textile processes can be adapted and used in my products		
	<b>Skills</b>		
30.10.23	Name some of my processes I use in my practical work		
06.11.23	Make my work accurate sometimes		
13.11.23	Work safely		
20.11.23	Name some of the tools I use		
27.11.23	Name some of the materials and components I use		
04.12.23	Make my work accurate most of the time		
11.12.23	Work very safely		
08.01.24	Name the materials and components I use		
15.01.24	Name the processes I use in my practical work		
22.01.24	Work very safely and can help others to be so in their practical		
29.01.24	Name the tools I use		
05.02.24	Explain the best process to use when making		
12.02.24	Be accurate in my work		
26.02.24	Select the correct tools in my practical work and explain their function		
	Make good choices when I select the materials and components I use		
	<b>Analyse and Evaluate</b>		
04.03.24	Evaluate my work against my specification		
	Understand what some of my responsibilities as a designer are and show this in my work		
11.03.24	Understand how my produce can impact the user		
	Look at other products on the market to help me with my ideas		
18.03.24	Use and have learnt a bit 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		
22.04.24	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		
29.04.24	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		
06.05.24	Test and evaluate my final product against my specification and improve it as a result		
13.05.24	Know what my responsibility is as a designer and show this in my work		
20.05.21	Analyse existing products and use this to develop my own ideas		
03.06.24	Explain how new technologies and smart materials will enhance my design and how they impact on the user and the environment		
10.06.24	Revision		

