



## Key Stage 3 Foundation Stages Reference Guide

**ART AND DESIGN**

	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>	<b>AO4</b>
	<b>RESEARCH</b>	<b>EXPLORE</b>	<b>RECORD</b>	<b>RESPOND AND EVALUATE</b>
<b>ART &amp; DESIGN</b>	Develop ideas through investigations, demonstrating critical understanding of sources.	Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.	Record ideas, observations and insights relevant to intentions as work progresses.	Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.
<b>BFS</b>	<b>BEYOND FOUNDATION STAGE- A Highly developed ability of Foundation Stage 5</b>			
<b>FS5- Effective</b>	<p>An ability to effectively develop ideas through creative and purposeful investigations.</p> <p>An ability to effectively research themes and the relevant work of artists, craftpersons and designers.</p>	<p>An ability to effectively refine ideas.</p> <p>An ability to effectively select and purposefully experiment with appropriate media, materials techniques and processes.</p>	<p>An effective ability to skilfully record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.</p>	<p>An effective ability to competently present a personal and meaningful response and realise intentions with confidence and conviction.</p> <p>An effective ability to demonstrate understanding of visual language.</p>
<b>FS4-competent</b>	<p>A consistently competent ability to develop ideas through purposeful investigations.</p> <p>A consistently competent ability to research themes and the relevant work of artists, craftpersons and designers.</p>	<p>A consistently competent ability to refine ideas.</p> <p>A consistently competent ability to select and purposefully experiment with appropriate media, materials, techniques and processes.</p>	<p>A consistent ability to skilfully and competently record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.</p>	<p>A consistently competent ability to present a personal and meaningful response and realise intentions.</p> <p>A consistently competent ability to demonstrate understanding of visual language.</p>

<b>FS3-consistent</b>	<p>A competent ability to develop ideas through purposeful investigations.</p> <p>A competent ability to research themes and the relevant work of artists, craftpersons and designers</p>	<p>A competent ability to refine ideas</p> <p>A competent ability to select and purposefully experiment with appropriate media, materials, techniques and processes.</p>	<p>A competent ability to record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.</p>	<p>A competent ability to present a personal and meaningful response and realise intentions.</p> <p>A competent ability to demonstrate understanding of visual language</p>
<b>FS2-Developing ability</b>	<p>A developing ability to create ideas through purposeful investigations.</p> <p>A developing ability to research themes and the relevant work of artists, craftpersons and designers</p>	<p>A developing ability to refine ideas</p> <p>A developing ability to select and experiment with appropriate media, materials, techniques and processes</p>	<p>A developing ability to record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses</p>	<p>A developing ability to present a personal and meaningful response and realise intentions.</p> <p>A developing ability to demonstrate understanding of visual language</p>
<b>FS1-Some ability</b>	<p>Beginning to develop the ability to develop ideas through investigations</p> <p>Beginning to develop the ability to research themes and the relevant work of artists, craftpersons and designers</p>	<p>Starting to develop the ability to refine ideas</p> <p>Starting to develop the ability to select and experiment with appropriate media, materials, techniques and processes</p>	<p>Starting to develop the ability to record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses</p>	<p>Starting to develop the ability to present a personal and meaningful response and realise intentions</p> <p>Starting to develop the ability to demonstrate understanding of visual language</p>

### BELIEFS AND VALUES

Grade	Skills	Knowledge	Examples	SPAG
BFS (beyond)	<p>Make cross-unit and cross-curricular links and references</p> <p>Use of wider concepts in context</p> <p>Use logical chains of reasoning leading to a justified conclusion</p>	<p>Substantive concepts from previous Beliefs and Values units and other subject disciplines.</p>	<p>This conflict over proposed leadership between Abraham's sons is similar to the disagreement over the leadership of Islam after the death of the Prophet Muhammad with Shias supporting Ali and Sunnis support Abu Bakr.</p>	<p>No spelling or punctuation mistakes</p> <p>Rules of grammar used with effective control of meaning.</p> <p>A wide range of specialist terms are used from different perspectives/viewpoints.</p>
FS5	<p>Appraise the strengths, weaknesses, value and impact</p>	<p>Diverse and differing beliefs/understandings/practices.</p>	<p>Ishmael not being the rightful heir as he is born out of wedlock is not a strong argument as regardless he is the first-born son of Abraham and therefore a promised descendant ("I will give you as many descendants as stars in the sky").</p>	<p>Responds to all parts of the question with accurate detail showing a good understanding and use of specialist terms.</p>
FS4	<p>Evaluate and interpret</p>	<p>Different understandings/beliefs/practices with detail.</p> <p>Explain your opinion with acknowledgement of why someone might disagree.</p> <p>Sources of wisdom.</p>	<p>Some believers consider Isaac to be the rightful heir of Abraham because he is born out of Abraham's marriage with Sarah and was promised by God as part of the Covenant. Others consider Ishmael the rightful heir as he is the firstborn son. Muslims honour Ishmael as he is the ancestor of the Prophet Muhammad. I think Isaac is the most important figure as he is a result of the Covenant Abraham made with God which is shown when he said "you and Sarah will have a son".</p>	<p>A few spelling and grammatical errors.</p> <p>Use a good range of specialist terms correctly.</p>

FS3	<p>Explain impact</p> <p>Explain varying beliefs and impacts</p> <p>Give opinions</p>	<p>Varying understandings /beliefs/practices of more than one point of view.</p> <p>Understand a range of reasons for your own opinion.</p> <p>Know sources of wisdom.</p>	<p>For Jews the Covenant between God and Abraham is significant because it is an ongoing promise that Jews still uphold today whereas for Muslims whilst Abraham is important the covenant does not feature in their practices, it was overtaken by the revelations of the Prophet Muhammad. I think Abraham is more important for the Jewish people.</p>	<p>Uses key terms.</p> <p>Writes in full paragraphs with correct punctuation.</p>
FS2	<p>Describe with reasons</p> <p>Connect beliefs/practices</p> <p>Justify</p>	<p>Concepts, beliefs and practices and acknowledge their impacts on believers/communities. Show awareness of sources of wisdom.</p>	<p>He was important because his descendants became the founders of 3 major world religions (the monotheistic religions). Without Abraham there would not be Christianity, Judaism or Islam.</p>	<p>Spelling and punctuation are mainly correct.</p> <p>Rules of grammar are used and any can put forward ideas coherently.</p> <p>Only use a limited range of specialist terms as appropriate.</p>
FS1	<p>Outline and refer, offer opinions</p>	<p>Concepts/ beliefs/practices.</p> <p>Recognise and refer to meaning.</p>	<p>Abraham, the patriarch, was important to Christian, Jews and Muslims.</p> <p>I believe that Abraham was important too.</p>	<p>Uses full sentences.</p>
PFS (pre)	<p>Identify and retrieve</p>	<p>Beliefs, practices, key terms, key people.</p>	<p>Abraham was important.</p>	<p>Writes in list form.</p>

## COMPUTING

	Algorithms	Communication	Data	Information Technology	Programming	The Computer
BFS	<p>Design a solution to a problem that depends on solutions to smaller instances of the same problem (recursion).</p> <p>Be able to understand that some problems cannot be solved computationally.</p> <p>Be able to select, justify and apply appropriate techniques and principles to develop data structures and algorithms for the solution of problems.</p>	<p>Explain how to setup a LAN and a WAN including hardware, protocols and MAC addresses.</p> <p>Explain the layers involved in the TCP/IP Protocol and how they work</p>	<p>Convert between binary, denary and hexadecimal numbers.</p> <p>Subtract binary numbers.</p> <p>Explain the different types of compression (and why we need them).</p>	<p>Understand the ethical issues surrounding the application of information technology, and the existence of legal frameworks governing its use e.g. Data Protection Act, Computer Misuse Act, Copyright etc.</p> <p>Comment critically on the consequences of current uses of computing, including economic, social, legal and ethical issues explains emerging technologies and their implications for future use of ICT.</p>	<p>Design a program - with pseudocode optimised (least number of lines).</p> <p>Write a complex program.</p> <p>Always write procedures.</p> <p>Code is always commented and optimised.</p> <p>Use a range of loops including while, for and loop counters</p> <p>Use 2D data structures.</p> <p>Explain 2D data structures.</p> <p>Create a detailed test plan and code is bullet proof.</p> <p>Write a routine to save data to a file.</p>	<p>Know what a low level Programming language is and can give some examples.</p> <p>Explain how processors multitask.</p>
FS5	<p>Recognise that the design of an algorithm is distinct from its expression in a programming language.</p> <p>Evaluate the effectiveness of</p>	<p>Explain how web servers process and store data.</p> <p>Explain how packet switching works.</p> <p>Explain how the data protection act relates to online users.</p>	<p>Explain why some images become pixelated.</p> <p>Explain why higher resolution means better data quality.</p>	<p>Create creative projects that collect, analyse, and evaluate data to meet the needs of a known user group (target audience).</p> <p>Effectively design and</p>	<p>Pass parameters to different functions.</p> <p>Use variables in different procedures and explain how variables work in/out functions.</p>	<p>Explain what virtual memory is.</p> <p>Explain what a disk defragmenter does.</p>

	<p>algorithms and models for similar problems.</p> <p>Recognise where information can be filtered out in generalizing problem solutions.</p> <p>Use logical reasoning to explain how an algorithm works.</p> <p>Represents algorithms using structured language.</p>		<p>Create different logic gate and truth tables.</p> <p>Explain the different ways data is stored in programs and explain how to convert data types.</p>	<p>create digital artefacts for a wider or remote audience</p> <p>Consider the properties of media when importing them into digital artefacts (file types)</p> <p>Document user feedback, the improvements identified and the refinements made to the solution.</p> <p>Explain and justify how the use of technology impacts on society, from the perspective of social, economic, political, legal, ethical and moral issues.</p>	<p>Appreciates the effect of the scope of a variable.</p> <p>Use a wide range of loop structures for the correct purpose.</p> <p>Explain when to use different loop structures.</p> <p>Find errors in complex programs and then correct them.</p>	
FS4	<p>Use a loop inside a loop.</p> <p>Describe how to improve their algorithm. so that it uses less lines of code.</p> <p>Suggest another problem using the same algorithm design.</p>	<p>Explain what these devices do; hubs, routers and switches.</p> <p>Explain what these protocols are used for; SMTP, POP, FTP, HTTP/S, TCP/ IP.</p> <p>Know how to use technologies and online services securely. Explain different methods of encrypting data.</p>	<p>Explain how numbers, images, sounds and character sets are represented on a computer.</p> <p>Add binary numbers.</p> <p>Explain how resolution effects file sizes.</p> <p>Explain how colour depth effects file sizes.</p>	<p>Justify the choice of and independently combine and uses multiple digital devices, internet services and application software to achieve given goals.</p> <p>Evaluate the trustworthiness of digital content and considers the usability of visual design features when designing and creating products for a known audience.</p>	<p>Use IF statements inside other IF statements.</p> <p>Write their own procedure/function.</p> <p>Pass a parameter to a function.</p> <p>Choose the right procedure and function for the right job.</p> <p>Use NOT operands (e.g. not equal to)</p>	<p>Explain what the Von Neumann architecture is.</p> <p>Explain how main memory works.</p> <p>Explain what an embedded system is and why we need one.</p> <p>Explain how the CPU uses registers and how memory is located.</p>

		<p>Discuss the advantages and disadvantages of different types of networks.</p>	<p>Explain what a data structure is and compare it to a variable.</p> <p>Explain more than two methods of security and give advice on how to keep data safe.</p>	<p>Identify and explains how the use of technology can impact on society.</p> <p>Design criteria for users to evaluate the quality of solutions.</p> <p>Use the feedback from users to identify improvements.</p> <p>Make appropriate refinements to the solution.</p>	<p>Make a 1D array.</p> <p>Make a 2D array.</p> <p>Bug fix syntax and logic errors.</p>	
FS3	<p>Use an iteration and explain what this means.</p> <p>Write different algorithms for a simple problem.</p> <p>Algorithms are well organised and presented neatly.</p> <p>Make a search/sort algorithm.</p>	<p>Explain how search engines rank search results.</p> <p>Explain how the internet works.</p> <p>Explain how a network works (LAN).</p> <p>Explain what cloud computing means.</p> <p>Explain the difference between LAN and WAN.</p> <p>Explain what encryption is and why it is used.</p> <p>Explain what client-server and peer to peer networks are.</p>	<p>Know what binary is and why computers use it.</p> <p>Know how images are represented on a computer.</p> <p>Explain what compression is.</p> <p>Give examples of data types; real, integer, Boolean.</p> <p>Explain what DDOS and other attacks are.</p>	<p>Evaluate the appropriateness of digital devices, internet services and application software to achieve given goals.</p> <p>Come up with own criteria and use it to evaluate the quality of solutions.</p> <p>Use the criteria to identify improvements and can make appropriate improvements to the solution.</p>	<p>Explain how algorithms match code.</p> <p>Use a text-based programming language.</p> <p>Use more than one operand (/ * - +) in a programming language.</p> <p>Use a Boolean (true/false).</p> <p>Select and use different data types.</p> <p>Explain why translators are needed.</p> <p>Explain some facilities of programming languages.</p>	<p>Explain what the main parts of the computer do.</p> <p>Explain how the CPU works with memory.</p> <p>Explain the fetch execute cycle.</p> <p>List more than three operating systems.</p> <p>Explain what open source means.</p> <p>Explain how to maintain an operating system using some utilities.</p>

<p>FS2</p>	<p>Be able to explain why algorithms are necessary.</p> <p>Be able to explain how algorithms relate to computers.</p> <p>Show a different way of writing an algorithm for the same problem.</p>	<p>Explain what web crawler programs are.</p> <p>Explain lots of golden rules for being a responsible online user.</p> <p>Give at least two ways to report concerns when online.</p>	<p>Use Boolean and other operators in my searches (not, and, or, &gt;, &lt;, /, *, -, +).</p> <p>Explain what GIGO means.</p> <p>List at least four different ways to keep data from harm.</p>	<p>Decide how to change work to meet different audiences.</p> <p>Evaluate own work.</p> <p>Explain how IT can be used for collaboration when computers are networked.</p> <p>Use criteria to evaluate the quality of solution.</p> <p>Identify improvements making some refinements to the solution, and future solutions.</p>	<p>Explain when to use and IF ELSE instead of just an IF.</p> <p>Use a FOR loop.</p> <p>Write a procedure.</p> <p>Explain why you use a procedure.</p>	<p>Explain what computers are used for and the benefits to society.</p> <p>Explain three functions of an operating system.</p> <p>Explain the hardware needed to setup wired and wireless networks.</p>
<p>FS1</p>	<p>Use selections (IF and ELSE)</p> <p>Use inputs or outputs</p>	<p>Tell the difference between the internet and the World Wide Web.</p> <p>List different ways to communicate online.</p> <p>Give a list of acceptable and unacceptable behaviour when using technologies and online services.</p>	<p>Give examples of changing data into information.</p> <p>Explain some ways of keeping data safe.</p>	<p>Collect, organise and present data and information that is suitable for the purpose.</p> <p>Make appropriate improvements to solutions based on feedback received.</p> <p>Comment on the success of the solution they've made.</p>	<p>Make a program from the algorithm designed.</p> <p>Use a variable.</p> <p>Use an IF ELSE statement.</p>	<p>Explain examples of input devices.</p> <p>Give examples of sensors.</p> <p>Explain what sensors are used for.</p> <p>Explain how software can be used to collect data.</p> <p>Explain the difference between software and hardware and give examples.</p> <p>Explain what the main parts of a computer are.</p>

Pre-FS	<p>Fix problems with an algorithm.</p> <p>Make a loop in an Algorithm.</p>	<p>Use a search engine to find suitable information Quickly.</p> <p>Give rules for keeping safe online.</p> <p>Give examples of what would be inappropriate when online.</p> <p>Explain how to report inappropriate things that might happen online.</p>	<p>Explain what data is</p> <p>Give examples of different types of data.</p> <p>Explain how data links to information.</p> <p>Tell you the difference between text and numbers.</p>	<p>Create, store and edit files using appropriate file and folder names Independently.</p> <p>Choose suitable images and text.</p> <p>Explain how to make improvements using feedback from others.</p>	<p>Fix problems in a program.</p> <p>Explain why instructions need to be accurate for computers.</p> <p>Use an IF statement in a program.</p> <p>Look at some simple code and explain what it does.</p> <p>Spot some mistakes in code.</p> <p>Solve a simple logic problem.</p>	<p>Explain what coding is.</p> <p>List different types of digital devices.</p> <p>Give an example of hardware and software.</p> <p>Tell you what a program/app is.</p>
--------	--	--	---	--	---	--

DRAMA

	Creating and Responding	Performing
FS1	<p>I <b>struggle</b> to give ideas and show my knowledge of drama</p> <p>I sometimes <b>disengage</b> in the creative process and find it difficult to collaborate</p> <p>I am <b>not yet confident</b> in participating in class/group discussions/feedback</p>	<p>I <b>struggle</b> to use my voice and/or movement confidently when performing</p> <p>When performing as a character, it <b>isn't clear</b> who my character is by my choices</p> <p>I <b>struggle</b> to communicate clearly to the audience and with other performers through use of clarity and eye contact</p>
FS2	<p>I sometimes give <b>basic ideas</b> and show my knowledge of drama</p> <p>I try to engage in the creative process but am <b>not yet confident</b> in taking a leadership role</p> <p>I have participated in class/group discussions on <b>rare occasions</b>, when directed by the teacher</p> <p>I can use the <b>WHEN/HOW/WHY</b> structure when supported by the teacher</p>	<p>I can use my vocal and movement skills on a <b>basic</b> level e.g. <b>some</b> projection, clarity and tone / <b>some</b> use of facial expression and gesture</p> <p>When performing as a character, there is an <b>inconsistent understanding</b> of the role I am playing</p> <p>I still <b>struggle to always</b> communicate clearly to the audience and with other performers through use of clarity and eye contact</p>
FS3	<p>I often give <b>creative ideas</b> and show my knowledge of drama</p> <p>I engage in the creative process and work well with others, <b>sometimes</b> showcasing leadership skills</p> <p>I <b>often</b> participate in class/group discussions, showing my knowledge and understanding of drama. I am beginning to use <b>Drama Terminology</b></p> <p>I am beginning to use the <b>WHEN/HOW/WHY</b> structure to respond to performance work</p>	<p>I can use my vocal and movement skills, demonstrating the <b>ability</b> to use tone, pitch, clarity, projection and pace / gesture, facial expression, gait and posture</p> <p>When performing as a character, there is a <b>basic understanding</b> of the role I am playing</p> <p>I am <b>starting to</b> communicate clearly to the audience and with other performers through use of clarity and eye contact</p>

FS4	<p>I am <b>confident</b> in offering creative ideas to show my knowledge of drama and do so <b>continuously</b></p> <p>I engage in the creative process and work well with others, <b>often</b> showcasing leadership skills</p> <p>I <b>continuously</b> participate in class/group discussions, showing my knowledge and understanding of drama. I use some <b>Drama terminology</b></p> <p>I can use the <b>WHEN/HOW/WHY</b> structure to respond to performance work</p>	<p>I can use my vocal and movement skills, demonstrating the ability to use a <b>range</b> of features to make my character <b>interesting</b>.</p> <p>When performing as a character, I do so with <b>energy and commitment</b>. There is <b>often</b> a <b>clear understanding</b> of the role I am playing</p> <p>I can communicate <b>clearly</b> to the audience and with other performers through use of clarity and eye contact</p>
FS5	<p>I not only give creative ideas but I am also trying to <b>justify</b> them, understanding how to use conventions for a purpose</p> <p>I am <b>confident</b> in directing my peers and leading a group to create <b>original</b> work, trying new ideas and conventions</p> <p>I continuously participate in class/group discussions and confidently use <b>drama terminology</b> within my responses</p> <p>I can confidently use the <b>WHEN/HOW/WHY</b> structure to respond to, and <b>analyse</b> performance work</p>	<p>I can use my vocal and movement skills, demonstrating the ability to use a <b>range</b> of features <b>confidently</b> and <b>with ease</b></p> <p>When performing as a character, I do so with <b>energy and commitment</b>. There is <b>always</b> a <b>clear understanding</b> of the role I am playing</p> <p>I can communicate <b>effectively</b> with the audience and with other performers through use of clarity and eye contact. I have <b>presence</b> on stage</p>
BFS	<p>I not only continuously give creative ideas but I am also trying to <b>justify</b> them, understanding how to use conventions for a purpose and try different approaches, showing <b>creative originality</b></p> <p>I am confident in directing my peers and leading a group to create original work, trying new ideas and conventions. <b>Because of my input, my peers have also made progress</b></p> <p>I continuously participate in class/group discussions and often use <b>drama terminology</b> within my responses</p> <p>I can confidently use the <b>WHEN/HOW/WHY</b> structure to <b>analyse</b> and <b>evaluate</b> performance work</p>	<p>I can use my vocal and movement skills, demonstrating the ability to use a <b>range</b> of vocal features <b>confidently and with ease</b>, demonstrating <b>versatility</b> as a performer</p> <p>When performing as a character, I do so with <b>energy and commitment</b>. I have considered <b>many attributes</b> of my role to create a <b>developed and rounded character</b></p> <p>I can communicate <b>very effectively</b> to the audience and with other performers through use of clarity and eye contact. My <b>focus</b> when performing is <b>sustained</b> and creates an <b>effective impact</b> on the audience</p>

**ENGLISH**

	<b>AO1 Understanding and Inference</b>	<b>AO2 Language</b>	<b>AO2 Structure</b>	<b>AO3 Comparison of writers' ideas &amp; methods</b>	<b>AO4 Personal and Critical Response to Text</b>	<b>LIT Context and Writer's Message</b>
	<b>Beyond 5 - As below, but with insight, independence, flair and increasing sophistication.</b>					
<b>5</b> <b>Effective and Excelling</b>	<p>Successfully considers a range of writers' ideas.</p> <p>Able to give effective and valid explanations of implicit meanings and viewpoints independently.</p> <p>Consistently embeds a range of appropriately chosen textual detail at all times.</p>	<p>Analyses and evaluates a range of writer's language choices in depth, and can comment accurately on some advanced language.</p> <p>Uses a wide range of subject terminology accurately, including some more challenging terms.</p> <p>Considers author's intentions in relative depth.</p>	<p>Analyses and evaluates the effects of a range of writers' structural choices.</p> <p>Uses more complex subject terminology accurately.</p> <p>Considers author's intentions in relative depth.</p>	<p>Makes clear and valid comparisons, evaluating some more challenging and inferential ideas.</p> <p>Explanations are consistently detailed and apt, considering the author's intentions in depth.</p>	<p>Evaluates the text clearly and in detail. Appreciates the effects of the writer's methodology and can comment on challenging ideas, using adverbs skilfully.</p> <p>Comments are firmly rooted in the text, interesting and inferential.</p>	<p>Explores the writer's ideas and attitudes within the social, historical and cultural context of the text. Can consider the varied audiences and the author's possible message.</p> <p>Comments are well-argued, clear and valid.</p>
<b>4</b> <b>Consistently enhancing</b>	<p>Beginning to successfully express an understanding of writers' purpose and ideas.</p> <p>Increasingly understands inferred meanings and can explain, but this can be inconsistent.</p> <p>Begins to embed more relevant textual detail with increasing consistency.</p>	<p>Explains the effects of a writer's language choices in detail, and attempts to analyse some more advanced language.</p> <p>Uses a range of subject terminology with increasing accuracy.</p> <p>Makes some valid comments about author's intentions.</p>	<p>Explains the effects of a writer's structural choices in some detail.</p> <p>Uses subject terminology with increasing accuracy.</p> <p>Makes some valid comments about author's intentions.</p>	<p>Makes clear comparisons between texts, and identifies a few implicit ideas (but perhaps doesn't explain them in as much depth as possible).</p> <p>Explanations are relatively detailed and consistently valid. Begins to explore author's intentions.</p>	<p>Makes evaluative comments about the text with an understanding of writer's methodology. Can begin to discuss some more challenging ideas, using adverbs and verbs effectively.</p> <p>Comments are often inferential and rooted in the text.</p>	<p>Explains the writer's ideas and attitudes and connects these to different aspects of context, including how different readers / audiences might react.</p> <p>Comments are detailed and well-explained, but some minor misconceptions might still be evident.</p>

<p style="text-align: center;"><b>3</b> <b>Competent and Secure</b></p>	<p>Developing understanding of writers' purpose and ideas.</p> <p>Able to attempt some inferences, but there may be errors in understanding.</p> <p>More relevant textual detail chosen, but selects obvious, or scaffolded, choices.</p>	<p>Identifies and explains the effects of a writer's techniques and language choices, but tends to comment on more obvious techniques.</p> <p>Able to use some technical terminology but not always consistently.</p> <p>Increasingly links to author's intentions, but still generalises somewhat.</p>	<p>Explains the effects of some of the writer's structural choices.</p> <p>Able to use some subject terminology about structure but not always accurately.</p> <p>Increasingly links to author's intentions, but still generalises somewhat.</p>	<p>Identifies some similarities and/or differences between texts, but they're mostly obvious.</p> <p>Possibly some implicit comments.</p> <p>Explanations are clear and mostly valid. Limited consideration of author's intentions.</p>	<p>Makes some evaluative comments about the text with a growing awareness of the writer's methodology, but still tends to comment on the simpler ideas. May begin to use adverb and verbs when discussing author's purpose.</p> <p>Comments are more rooted in the text and explained well. May begin to infer.</p>	<p>Beginning to identify writer's ideas and attitudes in the text and links these to context.</p> <p>Comments are more detailed, with some generalisations and misconceptions still evident.</p>
<p style="text-align: center;"><b>2</b> <b>Developing and establishing</b></p>	<p>No obvious misconceptions.</p> <p>Deals successfully with explicit elements of the text.</p> <p>Limited use of textual detail or extended references to the text, not always relevant to the task.</p>	<p>Some ability to identify some basic language techniques and appropriate words but comments can be simple.</p> <p>Attempts to use technical terminology, with a number of errors.</p> <p>May attempt to discuss author's intentions, but mostly generalises.</p>	<p>Discusses the sequence of a text in a more detailed manner, however any further comments are inaccurate or generalised.</p> <p>May use some limited terminology but comments are mostly inaccurate.</p> <p>May attempt to discuss author's intentions, but mostly generalises.</p>	<p>Some straightforward links about similarities and/or differences between texts, using simple connectives.</p> <p>Explanations more developed, but areas of misunderstanding evident. May focus on one text more than the other.</p>	<p>Offers a straightforward opinion about the text.</p> <p>Comments are not always well explained, but are generally rooted in the text.</p>	<p>Shows familiarity with the writer's ideas and text in context whether as a reader now or in the social, historical context.</p> <p>Comments are slightly more detailed, but misconceptions are evident.</p>
<p style="text-align: center;"><b>1</b> <b>Emerging</b></p>	<p>Limited understanding of the text, with some significant misconceptions.</p> <p>Deals purely with explicit, obvious meanings.</p> <p>May be no textual detail, or inappropriately chosen reference to the text.</p>	<p>A selection of words and phrases may be identified, but any comments are simple or repeat the quotation.</p> <p>Very limited, or no, use of the technical terminology. Numerous errors in identification.</p> <p>May give inaccurate comments on the author's intentions.</p>	<p>Can make basic comments on the sequence of the text, but in a very generalised manner.</p> <p>No use of the terminology.</p> <p>May give inaccurate comments on the author's intentions.</p>	<p>Some ability to comment on texts but no analytical linking or cohesion evident.</p> <p>Explanation minimal or unclear.</p>	<p>Makes very simple, overtly personal comment about the text.</p> <p>Comments are unclear and not linked to the text.</p>	<p>Makes some generalised and very simple comments about the writer's ideas and the text in context.</p>

## GEOGRAPHY

	<b>Contextual world knowledge</b> of locations, places and geographical features	<b>Understanding</b> of the conditions, processes and interactions that explain features, distribution patterns and changes over time and space	Competence in <b>geographical enquiry</b> , and the application of skills in observing, collecting, analysing, evaluating and communicating geographical information
<b>BFS</b>	Have a broader and deeper understanding of locational contexts, including greater awareness of the importance of scale and the concept of global. Using specific examples of locations on a range of scales.	Moving towards a deeper understanding of the processes that lead to geographic changes and the varied nature of human/physical relationships and interactions. Moving towards being able to make valid generalisations and abstractions, together with a growing awareness of the importance of theory and geographic concepts. Can fully explain how landscapes are shaped over time by a wide range of features.	Showing the potential to plan and undertake high level, independent enquiries in which skills, knowledge and understanding are applied to investigate geographical questions. Showing the potential to use a range of intellectual and communication skills such as the formation of arguments with elements of synthesis and evaluation.
<b>FS5</b>	Have extensive knowledge relating to a wide range of places, environments and features at a variety of appropriate spatial scales, extending from local to global.	A clear and detailed understanding of the physical and human conditions and processes that lead to the development of, and change in, a variety of features, systems and places. Can confidently, and accurately, explain ways in which places are connected and the impact such connections have on people and environments.	Can choose a wide range of data to help investigate, interpret, make judgments and draw validated conclusions about geographical questions, issues and problems, and express and engage with different viewpoints.
<b>FS4</b>	Have an enhanced developed knowledge of the world relating to a wide range of places, environments and features at a variety of appropriate spatial scales, extending from local to global.	A clear understanding of the physical and human conditions and processes that lead to the development of, and change in, a variety of features, systems and places. Can explain ways in which places are connected and have started to consider the impact such connections have on people and environments.	With growing independence, can use a range of data to help investigate, interpret, make judgments and draw accurate conclusions about complex geographical questions, issues and problems. Can explain their opinions with clear justification and can also discuss contrasting viewpoints, where appropriate.
<b>FS3</b>	Have a secure knowledge of the world with a reasonable range of places, environments and features at different scales.	Understanding, in good detail, what a number of places are like, how and why they are similar and different, and how and why they are changing.	Can carry out intermediate investigations with using a reasonable range of geographical questions, skills and sources of information including more advanced maps, graphs and images.

		A good understanding of spatial patterns in physical and human geography, their influences and the processes that lead to change.	Can explain their opinions with some justification and can describe contrasting viewpoints, where appropriate.
<b>FS2</b>	Have a developing knowledge of the world with an increasing range of places, environments and features at different scales.	Understanding, in some detail, what a number of places are like, how and why they are similar and different, and how and why they are changing. Understanding of <i>more</i> spatial patterns in physical and human geography, their influences and the processes that lead to change.	Can carry out basic investigations using an increasing range of geographical questions, skills and sources of information including more advanced maps, graphs and images. Can describe their opinions in depth, and can identify different viewpoints, where appropriate.
<b>FS1</b>	Have a foundation of knowledge of the world, including globally significant physical and human features and places in the news.	Understanding in <i>basic</i> detail what a number of places are like, how and why they are similar and different, and how and why they are changing. Understanding of <i>some</i> spatial patterns in physical and human geography, their influences and the processes that lead to change.	Can carry out basic investigations using a range of geographical questions, skills and sources of information including a range of maps, graphs and images. Can describe their opinions, and recognise different viewpoints also.
<b>PFS</b>	Have simple locational knowledge about places and environments, especially in the local area, but also in the UK and wider world.	Understanding by describing the places and features they study using simple vocabulary, identifying some similarities and differences with simple patterns in the environment.	Be able to investigate places by asking and answering questions, making observations and using sources such as simple maps, atlases, globes, images and photos.

## HISTORY

	Causation	Change and continuity	Historical evidence	Historical interpretations
BFS	<p>Signpost 4: Unintended consequences</p> <p>HISTORICAL ACTORS cannot always predict the effects of their own actions leading to UNINTENDED CONSEQUENCES.</p> <p>These unintended consequences can also lead to changes</p>	<p>Signpost 4: Complexity of change</p> <p>Change and continuity are not a single process.</p> <p>There are many FLOWS of change and continuity operating at the same time.</p> <p>Not all FLOWS go in the same direction</p>	<p>Signpost 5: Sources in context</p> <p>Historical evidence must be understood on its own terms.</p> <p>This means thinking about the CONTEXT in which the source was created and the conditions and views that existed at the time.</p>	<p>Signpost 4: Interpretations in context</p> <p>Historical interpretations must be understood on their own terms.</p> <p>This means thinking about the CONTEXT in which they were created, the conditions and views that existed at the time, and what impact these factors might have on the final interpretation.</p>
FS5	<p>Signpost 3: Personal and contextual factors</p> <p>Historical changes happen because of two main factors: the actions of HISTORICAL ACTORS and the CONDITIONS (social, economic etc.) which have influenced those actors.</p>	<p>Signpost 3: Flows of continuity and change</p> <p>Change is a process which varies over time. Change can be described as a FLOW in terms of its PACE and EXTENT and can be described in terms of TRENDS and TURNING POINTS.</p>	<p>Signpost 4: Evaluating sources</p> <p>Working with evidence begins before the source is read by thinking about how the AUTHOR, intended AUDIENCE and PURPOSE of an historical source might affect its WEIGHT as evidence in relation to a particular question.</p>	<p>Signpost 3: Evaluating interpretations</p> <p>The APPROACH of an author must always be considered. This means considering their VIEWPOINT, PURPOSE, AUDIENCE and the EVIDENCE chosen to build their interpretation and what impact this might have on the final interpretation.</p>
FS4			<p>Signpost 3: Source utility</p> <p>Historical evidence has multiple uses. The UTILITY of a piece of historical evidence varies according to the specific enquiry or the questions being asked</p>	
FS3	<p>Signpost 2: Influence of factors</p> <p>Different causes have different LEVELS OF INFLUENCE. Some causes are more important than other causes.</p>	<p>Signpost 2: Interweaving continuity and change</p> <p>Change and continuity are INTERWOVEN and both can be present together in history. CHRONOLOGIES can be used to show change and continuity working together over time.</p>	<p>Signpost 2: Cross-referencing sources</p> <p>Historical evidence must be CROSS-REFERENCED so that claims are not made based on single pieces of evidence. CROSS-REFERENCING means checking against other primary or secondary sources.</p>	<p>Signpost 2: Drawing inferences from interpretations</p> <p>It is possible to draw INFERENCES from interpretations of the past, just as with historical sources. INFERENCES will reveal the MESSAGE of a particular interpretation.</p>
FS2				

FS1	<p>Signpost 1: Causal webs</p> <p>Change happens because of <b>MULTIPLE CAUSES</b> and leads to many different results or consequences. These create a <b>WEB</b> of related causes and consequences.</p>	<p>Signpost 1: Identifying change</p> <p>Past societies are not fixed: there are changes which have occurred spanning centuries. Changes in the past can be identified by looking at <b>DEVELOPMENTS</b> between two periods.</p>	<p>Signpost 1: Inferences from sources</p> <p>When we write history we need to create interpretations of the past based on evidence. <b>INFERENCES</b> are drawn from a variety of primary sources to create interpretations of the past.</p>	<p>Signpost 1: Identifying interpretations</p> <p>Historical interpretations are everywhere. Every piece of historical writing is an interpretation of some sort. The past is not fixed but <b>CONSTRUCTED</b> through the process of interpretation.</p>
-----	---	---	---	---

## MATHS

The levels below represent a 'best fit' model.

### **Using and applying**

**PF5** (Pre) Students use mathematics as an integral part of classroom activities. They represent their work with objects or pictures and discuss it. They recognise and use a simple pattern or relationship. Students select the mathematics they use in some classroom activities. They discuss their work using mathematical language and are beginning to represent it using symbols and simple diagrams. They explain why an answer is correct.

**FS1** Students try different approaches and find ways of overcoming difficulties that arise when they are solving problems. They are beginning to organise their work and check results. Students discuss their mathematical work and are beginning to explain their thinking. They use and interpret mathematical symbols and diagrams. Students show that they understand a general statement by finding particular examples that match it.

**FS2** Students develop their own strategies for solving problems and use these strategies both in working within mathematics and in applying mathematics to practical contexts. When solving problems, with or without ICT, they check their results are reasonable by considering the context. They look for patterns and relationships, presenting information and results in a clear and organised way, using ICT appropriately. They search for a solution by trying out ideas of their own.

**FS3** In order to explore mathematical situations, carry out tasks or tackle problems, students identify the mathematical aspects and obtain necessary information. They calculate accurately, using ICT where appropriate. They check their working and results, considering whether these are sensible. They show understanding of situations by describing them mathematically using symbols, words and diagrams. They draw simple conclusions of their own and explain their reasoning.

**FS4** Students carry out substantial tasks and solve quite complex problems by independently and systematically breaking them down into smaller, more manageable tasks. They interpret, discuss and synthesise information presented in a variety of mathematical forms, relating findings to the original context. Their written and spoken language explains and informs their use of diagrams. They begin to give mathematical justifications, making connections between the current situation and situations they have encountered before.

**FS5** Starting from problems or contexts that have been presented to them, students explore the effects of varying values and look for invariance in models and representations, working with and without ICT. They progressively refine or extend the mathematics used, giving reasons for their choice of mathematical presentation and explaining features they have selected. They justify their generalisations, arguments or solutions, looking for equivalence to different problems with similar structures. They appreciate the difference between mathematical explanation and experimental evidence. Students develop and follow alternative approaches. They compare and evaluate representations of a situation, introducing and using a range of mathematical techniques. They reflect on their own lines of enquiry when exploring mathematical tasks. They communicate mathematical or statistical meaning to different audiences through precise and consistent use of symbols that is sustained throughout the work.

**BFS** (Beyond) Students critically examine the strategies adopted when investigating within mathematics itself or when using mathematics to analyse tasks. They examine generalisations or solutions reached in an activity and make further progress in the activity as a result. They comment constructively on the reasoning and logic, the process employed and the results obtained. They explain why different strategies were used, considering the elegance and efficiency of alternative lines of enquiry or procedures. They apply the mathematics they know in a wide range of familiar and unfamiliar contexts. They use mathematical language and symbols effectively in presenting a convincing, reasoned argument. Their reports include mathematical justifications, distinguishing between evidence and proof and explaining their solutions to problems involving a number of features or variables.

## Number and Algebra

**PFS (Pre)** Students count, order, combine, increase and decrease quantities when solving problems in practical contexts. They read and write the numbers involved. Students count sets of objects reliably, and use mental recall of addition and subtraction facts to 10. They begin to understand the place value of each digit in a number and use this to order numbers up to 100. They choose the appropriate operation when solving addition and subtraction problems. They use the knowledge that subtraction is the inverse of addition. They use mental calculation strategies to solve number problems involving money and measures. They recognise sequences of numbers, including odd and even numbers.

**FS1** Students show understanding of place value in numbers up to 1000 and use this to make approximations. They begin to use decimal notation, in the context of measures and money, and to recognise negative numbers in practical contexts such as temperature. Students use mental recall of addition and subtraction facts to 20 in solving problems involving larger numbers. They add and subtract numbers with two digits mentally and numbers with three digits using written methods. They use mental recall of the 2, 3, 4, 5 and 10 multiplication tables and derive the associated division facts. They solve whole-number problems involving multiplication or division including those that give rise to remainders. They use simple fractions that are several parts of a whole and recognise when two simple fractions are equivalent. Students use their understanding of place value to mentally multiply and divide whole numbers by 10 or 100. When solving number problems, they use a range of mental methods of computation with the four operations, including mental recall of multiplication facts up to  $10 \times 10$ .

**FS2** When solving number problems, they use a range of mental methods of computation with the four operations, including mental recall of multiplication facts up to  $10 \times 10$  and quick derivation of corresponding division facts. They select efficient strategies for addition, subtraction, multiplication and division. They recognise approximate proportions of a whole and use simple formulae expressed in words. Students use their understanding of place value to multiply and divide whole numbers and decimals. They order, add and subtract negative numbers in context. They use and interpret coordinates in all four quadrants.

**FS3** Students use all four operations with decimals to two places. They solve simple problems involving ratio and direct proportion. They calculate fractional or percentage parts of quantities and measurements, using a calculator where appropriate. They construct, express in symbolic form and use simple formulae involving one or two operations. They use brackets appropriately. Students order and approximate decimals when solving numerical problems. They evaluate one number as a fraction or percentage of another. They find and describe in words the rule for the next term or  $n$ th term of a sequence where the rule is linear.

**FS4** Students order and approximate decimals when solving numerical problems and equations, using trial and improvement methods. They understand and use the equivalences between fractions, decimals and percentages, and calculate using ratios in appropriate situations. They add and subtract fractions by writing them with a common denominator. They formulate and solve linear equations with whole-number coefficients. They represent mappings expressed algebraically, and use Cartesian coordinates for graphical representation interpreting general features. When making estimates, students round to one significant figure and multiply and divide mentally. They solve numerical problems involving multiplication and division with numbers of any size, using a calculator efficiently and appropriately.

**FS5** Students understand the effects of multiplying and dividing by numbers between 0 and 1. They understand and use proportional changes, calculating the result of any proportional change using only multiplicative methods. They find and describe in symbols the next term or  $n$ th term of a sequence where the rule is quadratic. They use algebraic and graphical methods to solve simultaneous linear equations in two variables. Students solve problems that involve calculating with powers, roots and numbers expressed in standard form. They manipulate algebraic formulae, equations and expressions, finding common factors and multiplying two linear expressions. They sketch and interpret graphs of linear and quadratic.

Students choose to use fractions or percentages to solve problems involving repeated proportional changes or the calculation of the original quantity given the result of a proportional change. They evaluate algebraic formulae or calculate one variable, given the others, substituting fractions, decimals and negative numbers. They solve inequalities in two variables. They sketch and interpret graphs of cubic and reciprocal functions, and graphs that model real situations. They solve simultaneous equations in two variables where both equations are linear. They solve problems using intersections and gradients of graphs.

**BFS (Beyond)** Students understand and use rational and irrational numbers. They determine the bounds of intervals. They understand and use direct and inverse proportion. In simplifying algebraic expressions, they use rules of indices for negative and fractional values. In finding formulae that approximately connect data, they express general laws in symbolic form. They solve simultaneous equations in two variables where one equation is linear and the other is quadratic.

## Shape and Space

**PF5** (Pre) When working with 2-D and 3-D shapes, students use mathematical language to describe properties and positions. They measure and order objects using direct comparison, and order events. Students use mathematical names for common 3-D and 2-D shapes and describe their properties, including numbers of faces, edges and vertices. They distinguish between straight and turning movements, recognise angle as a measurement of turn, and right angles in turns. They begin to use everyday non-standard and standard units to measure length and mass.

**FS1** Students classify 3-D and 2-D shapes in various ways using mathematical properties such as reflective symmetry for 2-D shapes. They use non-standard units, standard metric units of length including finding perimeters, capacity and mass, and standard units of time, in a range of contexts. They reflect simple shapes in a mirror line. They choose and use appropriate units and tools, interpreting, with appropriate accuracy, numbers on a range of measuring instruments.

**FS2** Students use and make geometric 2-D and 3-D patterns, scale drawings and models in practical contexts. They find areas of simple shapes. They identify all the symmetries of 2-D shapes. They make sensible estimates of a range of measures in relation to everyday situations.

**FS3** When constructing models and drawing or using shapes, students measure and draw angles to the nearest degree and use language associated with angles. They know the angle sum of a triangle and that of angles at a point. They convert one metric unit to another. They understand and use the formula for the area of a rectangle. Students recognise and use common 2-D representations of 3-D objects. They know and use the properties of quadrilaterals. They devise instructions for a computer to generate and transform shapes and paths. . They understand and use appropriate formulae for areas of plane rectilinear figures and volumes of cuboids when solving problems.

**FS4** They solve problems using angle and symmetry, properties of polygons and angle properties of intersecting and parallel lines, and explain these properties. They devise instructions for a computer to generate and transform shapes and paths. They understand and use appropriate formulae for finding circumferences and areas of circles when solving problems. They appreciate the imprecision of measurement and recognise that a measurement given to the nearest whole number may be inaccurate by up to one half in either direction. They understand and use compound measures, such as speed.

**FS5** Students understand and apply Pythagoras' theorem when solving problems in two dimensions. They calculate lengths, areas and volumes in plane shapes and right prisms. They enlarge shapes by a fractional scale factor, and appreciate the similarity of the resulting shapes. They determine the locus of an object moving according to a rule. Students understand and use congruence and mathematical similarity. They use sine, cosine and tangent in right-angled triangles when solving problems in two dimensions. Students sketch the graphs of sine, cosine and tangent functions for any angle. They calculate lengths of circular arcs and areas of sectors. They appreciate the continuous nature of scales that are used to make measurements.

**BFS** (Beyond) Students sketch the graphs of sine, cosine and tangent functions for any angle, and generate and interpret graphs based on these functions. They use sine, cosine and tangent of angles of any size, and Pythagoras' theorem when solving problems in two and three dimensions. They construct formal geometric proofs. They calculate the surface area of cylinders and volumes of cones and spheres.

## Statistics

**PF5** (Pre) Students sort objects and classify them, demonstrating the criterion they have used. They collect data to answer questions. Students sort objects and classify them using more than one criterion. When they have gathered information to answer a question or explore a situation, students record results in simple lists, tables, diagrams and block graphs, in order to communicate their findings.

**FS1** Students extract and interpret information presented in simple tables and lists. They construct charts and diagrams to communicate information they have gathered for a purpose, and they interpret information presented to them in this form. Students generate and answer questions that require the collection of discrete data which they record using a frequency table. They understand and use an average and range to describe sets of data. They construct and interpret simple line graphs.

**FS2** Using technology where appropriate: students group data in equal class intervals if necessary, represent collected data in frequency diagrams and interpret such diagrams. Students understand and use the mean of discrete data. They compare two simple distributions using the range and one of the mode, median or mean. They understand and use the probability scale from 0 to 1.

**FS3** Students interpret graphs and diagrams, including pie charts, and draw conclusions. They collect and record continuous data, choosing appropriate equal class intervals over a sensible range to create frequency tables. They construct and interpret frequency diagrams. They construct pie charts. They find and justify probabilities and approximations to these by selecting and using methods based on equally likely outcomes and experimental evidence, as appropriate. They understand that different outcomes may result from repeating an experiment.

**FS4** They draw conclusions from scatter diagrams, and have a basic understanding of correlation. They use measures of average and range, with associated frequency polygons, as appropriate, to compare distributions and make inferences. When dealing with a combination of two experiments, they identify all the outcomes. When solving problems, they use their knowledge that the total probability of all the mutually exclusive outcomes of an experiment is 1.

**FS5** Students specify hypotheses and test them by designing and using appropriate methods that take account of variability or bias. They determine the modal class and estimate the mean, median and range of sets of grouped data, selecting the statistic most appropriate to their line of enquiry. They understand relative frequency as an estimate of probability and use this to compare outcomes of experiments. Students interpret and construct cumulative frequency tables and diagrams. Students estimate the median and interquartile range and use these to compare distributions and make inferences. They understand how to calculate the probability of a compound event and use this in solving problems. Students interpret and construct histograms

**BFS (Beyond)** Students understand how different methods of sampling and different sample sizes may affect the reliability of conclusions drawn. They select and justify a sample and method to investigate a population. They recognise when and how to work with probabilities associated with independent, mutually exclusive events.

## MFL

### Foundation Stages in Languages - Speaking

In Languages, students will develop higher levels of independence as they move through the Foundation Stages. As they progress, their speaking will demonstrate a greater understanding of grammar and an ability to respond to a range of questions spontaneously.

#### Foundation Stage 1: Speaking

##### When I am speaking with my teacher, in pair work or in front of the class:

I can give clear one word answers or short sentences but my pronunciation is not always good.  
I sometimes hesitate and I ask for help with understanding questions.  
I can answer most simple questions when my teacher prompts me with a starter phrase.  
I repeat the same types of structures and phrases to answer questions.  
I give opinions using a few phrases that I know.  
I have a limited range of vocabulary and I often repeat the same adjectives and phrases.  
What I want to say is usually clear if I am speaking about something I have just learnt or practised.  
I am able to say a few things about what I am learning about currently.  
I am able to remember a question which I could use in class.

#### Foundation Stage 2: Speaking

##### When I am speaking with my teacher, in pair work or in front of the class:

I can communicate quite clearly and my pronunciation is usually good.  
I sometimes hesitate and I ask for help with understanding questions.  
I can answer most simple questions when I know what I'm being asked.  
I repeat the same types of structures and phrases to answer questions.  
I give opinions using a few phrases that I know.  
I use a limited range of vocabulary and I often repeat the same adjectives and phrases.  
What I want to say is usually clear if I am speaking about something I have just learnt or practised.  
I may try to talk about the past, the present or the future but I still struggle to make my verbs match the tense that I want to talk in.  
I am able to talk about a few different topics and I can remember vocabulary from past topics.  
I am able to remember a few different questions that I could use to ask my friend an opinion or to ask my teacher for something.

#### Foundation Stage 3: Speaking

##### When I am speaking with my teacher, in pair work or in front of the class:

I can communicate quite clearly in full sentences and my pronunciation is usually good.  
I sometimes hesitate and I occasionally ask for help with understanding questions.  
I can answer almost all questions when I know what I'm being asked.  
I repeat the same types of structures and phrases to answer questions.  
I give opinions using a few phrases that I know and I sometimes give a reason for my opinion.

I use a variety of vocabulary but I often repeat the same adjectives.

People can usually understand me although occasionally what I want to say is unclear if I'm speaking about a topic I'm not learning at the moment.

I may try to talk about the past, the present or the future but I sometimes still struggle to make my verbs match the tense that I want to talk in.

I am able to talk about a few different topics and I can remember vocabulary from past topics.

I am able to create simple questions of my own for both my teacher and my friends although I don't yet understand the difference between formal and informal language.

#### **Foundation Stage 4: Speaking**

##### **When I am speaking with my teacher, in pair work or in front of the class:**

I can communicate clearly and my pronunciation is good.

I sometimes hesitate and occasionally I get stuck on what a question means but I tend to work this out on my own.

I can answer almost all questions I am asked.

I repeat the same types of structures and phrases to answer questions.

I regularly give opinions using lots of familiar phrases and I sometimes give reasons for my opinions.

I use a variety of different vocabulary.

I sometimes try to use some more complex structures but I often make mistakes with these.

I am quite accurate when I speak although what I want to say is sometimes a bit unclear.

I try to talk about the past, the present and the future on different topics that I have covered.

I am able to talk about a variety of different topics and I can switch between topics of conversation with prompts from my teacher.

I am able to create simple questions of my own for both my teacher and my friends although I don't yet understand the difference between formal and informal language.

#### **Foundation Stage 5: Speaking**

##### **When I am speaking with my teacher, in pair work or in front of the class:**

I can communicate clearly and my pronunciation is good.

I sometimes hesitate but I can answer all questions my teacher or friend asks me.

I can answer questions giving all of the information required.

I am sometimes spontaneous although I often repeat the same structures and phrases.

I regularly give opinions using lots of familiar phrases and I normally give reasons for my opinions.

I use a variety of different vocabulary.

I try to use some more complex structures to show more advanced language.

I am very accurate when I speak, although I sometimes make mistakes when attempting more complex structures.

I can talk about the past, the present and the future on any topic I have covered.

I am able to talk about a variety of different topics and I can switch between topics of conversation easily.

I am able to create questions of my own for both my teacher and my friends and I understand that I need to use more formal language with my teacher or another adult.

## **Foundation Stages in Languages – Writing**

In Languages, students will develop higher levels of independence as they move through the Foundation Stages. As they progress, their work will demonstrate a greater understanding of grammar and range of language.

### **Foundation Stage 1: Writing**

#### **When I am writing:**

I can communicate some messages in short simple sentences.  
I sometimes use capital letters correctly.  
I often rely on repeating the same structures and phrases.  
I give simple opinions using phrases that I know.  
I have a limited range of vocabulary and I often repeat the same adjectives and phrases.  
I can write about what I am learning currently.  
I make mistakes which can make the meaning unclear.

### **Foundation Stage 2: Writing**

#### **When I am writing:**

I can communicate some of the information required in simple sentences.  
I mostly use capital letters correctly.  
I often use the same structures and phrases.  
I use some different vocabulary but I often repeat the same adjectives.  
I give simple opinions.  
I can give simple reasons for my opinions.  
I attempt more than one tense (past, present or future) although sometimes I get it wrong  
I often make mistakes with verbs and tenses but the message is generally clear.  
My work is more accurate than inaccurate.

### **Foundation Stage 3: Writing**

#### **When I am writing:**

I can communicate quite a lot of the information required in full sentences.  
I always use capital letters correctly  
I don't always rely on the same structures and phrases.  
I give opinions.  
I give reasons for my opinions.  
I use a variety of vocabulary including different adjectives.  
I attempt to write about the present and the past or future using time markers even though I make mistakes.  
My work is more accurate than inaccurate and my verbs are mostly secure.

#### **Foundation Stage 4: Writing**

##### **When I am writing independently:**

I can clearly communicate most of the information required, sometimes using longer sentences.  
I attempt complex structures  
I give opinions using different opinion phrases  
I often give reasons for my opinions.  
I use a good variety of vocabulary including different adjectives.  
I attempt to write about the present and the past or future using time markers even though I sometimes make little mistakes.  
My writing is mostly accurate, despite a few mistakes when I attempt more complex structures.  
I am aware of formal and informal language and of different types of text for different purposes.

#### **Foundation Stage 5: Writing**

##### **When I am writing independently:**

I can clearly communicate my ideas using full sentences and short paragraphs.  
I understand what I need to write about, even when questions are given in the Target Language.  
I can answer questions giving all of the information required.  
I sometimes repeat the same structures and phrases but I use a variety of vocabulary.  
I regularly give opinions using lots of familiar phrases and I normally give reasons for my opinions.  
I try to use some more complex structures to show more advanced language, even though I sometimes make little mistakes.  
My grammar is very accurate so my verbs and agreements are almost always correct.  
I occasionally make small mistakes with spelling and accents but these don't affect how clearly you can read my work.  
I can write about events in the past, the present and the future using time markers and only occasionally make mistakes with my verbs.  
I can write different types of texts for different purposes and I know when and how to use formal and informal language.

## MUSIC

### Foundation Stages in Music – Assessment Criteria at KS3

Each strand of the assessment criteria is addressed separately (in line with GCSE Music). Summative assessments take place once per term, assessing a different strand of the criteria.

	<b>Performing Music</b>	<b>Composing Music</b>	<b>Analysing Music</b>
BFS	<p>Technical Control (Accuracy):</p> <p><b>Exceptional ability</b> to demonstrate technical control, with <b>excellent accuracy</b> (pitch, rhythm, intonation) and <b>fluency</b>.</p> <p>Expression and Interpretation:</p> <p>Exceptional ability to demonstrate expression and interpretation, with an <b>excellent and assured sense of style</b> and attention to detail.</p>	<p>Selection and use of elements (at least two of rhythm, metre, texture, melody, harmony, tonality, timbre, dynamics, phrasing, articulation structure and form) is exceptionally creative and effective, demonstrating a sophisticated understanding of composition.</p> <p>The selection and use of elements is exceptionally perceptive and insightful: entirely appropriate to the intentions for the music, including the suggested audience/occasion.</p> <p>The composition sounds finished with excellent technical and expressive control throughout.</p>	<p>Ability to describe and compare musical features in listening tasks, using appropriate vocabulary.</p> <p>Ability to explore the contexts, origins and traditions of different musical styles</p> <p>Secure understanding of treble clef notation.</p> <p>Ability to evaluate the success of their work and set realistic targets for refinement.</p> <p>Can confidently explain why and how a wide range of musical features evoke a particular mood or emotion in their own or others work.</p>
FS5	<p>Technical Control (Accuracy):</p> <p>-Highly developed ability to demonstrate technical control, with high levels of accuracy (pitch, rhythm, intonation) and fluency.</p> <p>Expression and Interpretation:</p> <p>Highly developed ability to demonstrate expression and interpretation, with a highly developed, secure sense of style and attention to detail.</p> <p>A more frequent lack of sensitivity towards the expressive and interpretative demands of the music will result in a mark at the lower end of this band.</p>	<p>Selection and use of elements (at least two of rhythm, metre, texture, melody, harmony, tonality, timbre, dynamics, phrasing, articulation structure and form) is highly creative and effective, demonstrating a coherent understanding of composition.</p> <p>The selection and use of these elements is highly perceptive and insightful: clearly appropriate to the intentions for the music, including the suggested audience/occasion.</p> <p>The composition requires very little more to sound finished, with consistent technical and expressive control throughout.</p>	<p>Competent ability to identify different genres of music and their features in a listening task.</p> <p>Competent evaluation of how venue, occasion and purpose affect the way music is created, performed and heard.</p> <p>Competent grasp of treble clef notation</p> <p>Balanced evaluation to consider successful/non-successful outcomes and improve their own and others' work</p> <p>Can confidently explain why some musical features evoke a particular mood or emotion in their own or others work.</p>

<p>FS4</p>	<p>Technical Control (Accuracy):</p> <p>Secure ability to demonstrate technical control</p> <p>Moderate accuracy (pitch, rhythm, intonation) and fluency.</p> <p>Expression and Interpretation:</p> <p>Secure ability to demonstrate expression and interpretation, with a moderately secure sense of style and attention to detail.</p> <p>Moderate lack of sensitivity towards the expressive and interpretative demands of the music will inhibit how well the character of the music is conveyed.</p>	<p>Selection and use of elements (at least two of rhythm, metre, texture, melody, harmony, tonality, timbre, dynamics, phrasing, articulation structure and form) shows secure creativity and effectiveness, demonstrating a sound understanding of composition.</p> <p>The selection and use of these elements shows secure perception and insight: almost always appropriate to the intentions for the music, including the suggested audience/ occasion.</p> <p>The composition sounds mostly finished, but with some further work required: technical and expressive control is not always consistent.</p>	<p>Competent knowledge and understanding of the musical elements and can recognise some in listening tasks.</p> <p>Ability to identify some genres of music and some of their features in a listening task.</p> <p>Ability to recognise rhythmic musical symbols (crotchets, minims etc.)</p> <p>Basic understanding of notation.</p> <p>Ability to suggest improvements to their own and others' work.</p> <p>Ability to explain why some musical features evoke a particular mood or emotion in their own or others work.</p>
<p>FS3</p>	<p>Technical Control (Accuracy):</p> <p>Moderate ability to demonstrate technical control.</p> <p>Limited accuracy (pitch, rhythm, intonation) and fluency.</p> <p>Expression and Interpretation:</p> <p>Moderate ability to demonstrate expression and interpretation, with a basic sense of style and attention to detail.</p> <p>Limited sensitivity towards the expressive and interpretative demands of the music.</p> <p>A performance which has some sense of character.</p>	<p>Selection and use of (at least two of rhythm, metre, texture, melody, harmony, tonality, timbre, dynamics, phrasing, articulation structure and form) is moderately creative and effective, demonstrating a moderate understanding of composition.</p> <p>The selection and use of these elements is moderately perceptive and insightful: largely appropriate to the intentions for the music, including the suggested audience/occasion.</p> <p>The composition sounds mostly finished, but with some further work required: occasionally lacks coherence, technical and expressive control is limited and not always consistent.</p>	<p>Adequate knowledge and understanding of some musical elements.</p> <p>Adequate use of technical and subject specific vocabulary.</p> <p>Ability to recognise a variety of different instrument sounds, knowing instrumental families.</p> <p>Ability to recognise rhythmic musical symbols (crotchets, minims etc.)</p> <p>Ability to make improvements to their own work.</p>

<p>FS2</p>	<p>Technical Control (Accuracy):</p> <p>Basic ability to demonstrate technical control</p> <p>Some accuracy (pitch, rhythm, intonation) and fluency.</p> <p>Expression and Interpretation:</p> <p>Some ability to demonstrate expression and interpretation.</p> <p>Basic sense of style and minimal attention to detail.</p> <p>Some sensitivity towards the expressive and interpretative demands of the music.</p> <p>A performance, which has limited sense of character.</p>	<p>Selection and use of elements (at least two of rhythm, metre, texture, melody, harmony, tonality, timbre, dynamics, phrasing, articulation structure and form) shows limited creativity and effectiveness, demonstrating a basic understanding of composition.</p> <p>The selection and use of these elements shows limited perception and insight: sometimes inappropriate to the intentions for the music, including the suggested audience/occasion.</p> <p>The composition sounds unfinished: often lacking coherence, basic and infrequent technical and expressive control.</p>	<p>Basic knowledge and understanding of some musical elements</p> <p>Basic use of technical and subject specific vocabulary</p> <p>Ability to recognise a range of instrument sounds.</p> <p>Ability to recognise basic musical symbols (treble clef, stave etc).</p> <p>Ability to make some improvements to their own work.</p>
<p>FS1</p>	<p>Technical Control (Accuracy):</p> <p>Limited ability to demonstrate technical control</p> <p>Minimal accuracy (pitch, rhythm, intonation) and fluency.</p> <p>Expression and Interpretation:</p> <p>Limited ability to demonstrate expression and interpretation.</p> <p>A rudimentary sense of style and minimal attention to detail.</p> <p>Minimal sensitivity towards the expressive and interpretative demands of the music.</p> <p>A performance, which has virtually no sense of character.</p>	<p>Selection and use of elements (at least two of rhythm, metre, texture, melody, harmony, tonality, timbre, dynamics, phrasing, articulation structure and form) shows minimal creativity and effectiveness.</p> <p>Demonstrates a very simplistic understanding of composition.</p> <p>The selection and use of elements shows minimal perception and insight.</p> <p>Limited understanding of the intentions for the music, including the suggested audience/occasion.</p> <p>Limited evidence of technical and expressive control.</p> <p>The selection and use of elements shows minimal perception and insight: largely inappropriate to the intentions for the music, including the suggested audience/occasion.</p> <p>Incompleteness within the composition.</p>	<p>Limited knowledge and understanding of the elements of music</p> <p>Limited use of technical and subject specific vocabulary</p> <p>Ability to recognise some simple instrument sounds.</p>

PE

Foundation Stages in Physical Education	Knowledge and Understanding	Skills and Physical Attributes	Leadership, Coaching and Officiating	Decision Making and Evaluation
<b>FS1</b>	<p>I can list the main skills for this sport</p> <p>I can list basic rules of this sport</p> <p>I can explain why a warmup is important</p> <p>I know how to measure my heart rate</p>	<p>I can perform some skills at a basic level but do not grasp them first time</p> <p>Little precision, accuracy or control is shown</p> <p>I struggle to convert the basic skills into a competitive situation</p> <p>I demonstrate a limited physical fitness and psychological control during a performance</p>	<p>I can lead a warmup in a pair however my communication is unclear as I struggle to be heard</p> <p>I can name some of the muscles and bones whilst leading a warmup.</p>	<p>I know what KASH stands for</p> <p>I can complete my KASH reflection as a homework task</p> <p>I can identify one area of knowledge and one area of skills that I need to improve</p> <p>I can identify one area of knowledge and one area of skills that is a strength</p>
<b>FS2</b>	<p>I can describe how to perform some of the basic skills</p> <p>I can describe the consequence of breaking a rule within this sport</p> <p>I can name two components of fitness which are important for this sport</p> <p>I can identify some of the immediate effects of exercise</p>	<p>I can perform the basic skills with the correct technique</p> <p>I am starting to apply skills consistently in isolation</p> <p>I can sometimes perform the basic skills in a competitive situation, with varying success</p> <p>My skills show inaccurate timing and inconsistent application</p>	<p>I am beginning to project my voice, working towards communicating clearly and effectively</p> <p>I can lead a warmup on my own</p> <p>I can identify a strength and an area for improvement in a peer performance</p>	<p>I can identify two area of knowledge and one area of skills that I need to improve</p> <p>I can identify two area of knowledge and one area of skills that is a strength</p>
<b>FS3</b>	<p>I can identify some of the main muscles and bones which are active during this sport</p> <p>I can explain why the components of fitness are important for that sport</p> <p>I know the 3 stages of a warm-up</p> <p>I can identify all the immediate effects of exercise on the body</p>	<p>I can capitalise on some of my opponents' mistakes</p> <p>I can perform basic skills consistently and effectively in a competitive situation</p> <p>I can select and combine basic skills specific to the activity</p> <p>I can demonstrate consistently with precision, accuracy, and control</p>	<p>I can plan a skill-based activity including a warmup and deliver it to my peers with confidence</p> <p>I can officiate a sport and start to use the correct terminology and hand signals</p>	<p>I can justify using the KASH criteria for Knowledge and Skills the level I gave myself</p> <p>From identifying an area for improvement on a peer's performance, I can explain the impact this will have on their outcomes</p>

		I demonstrate an appropriate level of physical fitness and psychological control to perform effectively		<p>I can successfully select and use appropriate skills on some occasions</p> <p>I can apply appropriate team strategies/tactics/compositional ideas demonstrating a good understanding of the activity</p> <p>I demonstrate a good awareness of the rules/regulations of the activity</p> <p>I demonstrate good regard for the safety of myself and respond to the strengths, weaknesses and actions of other player(s)</p>
<b>FS4</b>	<p>I can name the main muscle groups working in this sport and which muscles work in pairs</p> <p>I can complete a warm-up independently for this sport including all 3 sections</p> <p>I can describe how some of the skills should be performed</p>	<p>I can demonstrate more advanced skills with some consistency</p> <p>I can choose the right skill at the right time in practice</p> <p>I am starting to make tactical changes based on my opponent</p> <p>I am beginning to perform advanced skills within a game or a competitive situation</p> <p>My advance skills are inconsistent</p>	<p>I can analyse individual and team gameplay confidently</p> <p>I have led a session in lesson and can explain why and what the class are doing</p> <p>I can officiate a sport and use some of the correct terminology and hand signals</p>	<p>I act on the feedback given to me from peer and my teacher to make improvements in my understanding and performance</p>
<b>FS5</b>	<p>I can explain the benefits of regular exercise on the body systems</p> <p>I can explain the impact of training on the different components of fitness</p> <p>I can describe different methods of training for this sport.</p>	<p>I can perform basic and advanced skills with precision, accuracy, and control when under pressure within a practice situation</p> <p>I can combine basic and advanced skills with precision, accuracy, or control to begin to influence a conditioned game</p>	<p>I can present my own ideas with courage, conviction, and impact to aid my peer's development</p> <p>My peers are starting to progress because of my sessions</p> <p>I can officiate a sport and use all the correct terminology and hand signals</p>	<p>I am improving in all activities areas and working to the best of my ability</p> <p>The grades that I am achieving in my activities and the feedback that I receive from staff makes me a candidate for examination PE</p>

		<p>I can perform advance skills consistently with precision, accuracy, and control in a game or competitive situation</p> <p>I influence the outcome of the game</p> <p>I can apply tactics based on opponents' actions</p> <p>I demonstrate appropriate levels of physical fitness and psychological control to perform very effectively nearly all the time</p>		
<b>BFS</b>	<p>I can describe how differing body systems are affected by exercise, giving specific examples</p> <p>I can apply different training methods depending on specific fitness goals.</p>	<p>I perform all skills at a high level with little or no mistakes</p> <p>I can combine basic and advanced skills with precision, accuracy, or control to consistently influence a conditioned game</p> <p>I can perform basic and advanced skills effectively, with little or no mistakes in game situation</p> <p>I can adapt quickly to all occasions in a competitive situation</p> <p>My tactical changes have very few errors</p>	<p>I can critically evaluate my own and others performance</p> <p>I can plan and lead a session independently based on the critical evaluation</p> <p>I can clearly see my peers progressing because of my session</p>	<p>I play my chosen sport to at least club level and am always seeking ways to improve my performance</p> <p>I successfully select and use appropriate skills on nearly all occasions</p> <p>I apply appropriate team strategies/tactics/compositional ideas demonstrating an excellent understanding of the activity</p> <p>I demonstrate an excellent awareness of the rules/regulations of the activity and excellent regard for the safety of myself and others</p> <p>I demonstrate an excellent awareness of and response to the strengths, weaknesses and actions of other player(s)</p> <p>My communication with other player(s)/performer(s) is excellent</p>

## Foundation Stages in Science – Assessment Criteria at KS3

### SCIENCE – BIOLOGY

#### Pre-Foundation Stage

- Students use their knowledge about living things to describe the basic conditions [for example, a supply of food, water, air, light] that animals and plants need in order to survive.
- They **recognise** that living things grow and reproduce through the study of plant, animal reproduction. Students should be able to name the main organs involved in plant and animal reproduction.
- They sort living things into groups, using simple features. They describe the basis for their groupings [for example, number of legs, shape of leaf]. Identifying objects as living or non-living using MRSGREN.
- They **recognise** that different living things are found in different places [for example, ponds, woods].
- Students use their knowledge and understanding of basic life processes [for example, growth, reproduction] when they **describe** differences between living and non-living things.
- Recognise and provide simple explanations for changes in living things [for example, diet affecting the health of humans or other animals, lack of light or water altering plant growth, drug and alcohol affecting growth of foetus].
- They **identify** ways in which an animals and plants are suited to their environment [for example, a fish having fins to help it swim, Cacti having spines].

#### Foundation Stage 1

- Students **describe** some processes and phenomena related to organisms, their behaviour and the environment, drawing on scientific knowledge and understanding and using appropriate terminology, for example using food chains to describe feeding relationships in terms of transfer of energy between plants and animals in a habitat. Plants requiring sunlight as a producer in order to be the source of chemical energy for other organisms for respiration.
- They recognise that evidence can support or refute scientific ideas, such as in the identification and grouping of living things.
- They recognise some applications and implications of science, such as the use of predators to control pest populations. The use of pesticides on crops leading to bioaccumulation. Identify a way to treat bacterial infections through antibiotics.

#### Foundation Stage 2

- Students **describe** processes and phenomena related to organisms, their behaviour and the environment, drawing on abstract ideas and using appropriate terminology, for example the main functions of plant and animal organs and how these functions are essential and give examples of organ systems which could include; the circulatory, respiratory and digestive system for animals and the main organs of a flowering plant related to reproduction.
- They **explain** processes and phenomena, in more than one step or using a model, such as the main stages of the life cycles of humans and flowering plants, describe the route that food takes through the digestive system.
- They **apply** and use knowledge and understanding in familiar contexts, such as different organisms being found in different habitats because of differences in environmental factors, for example give a range of reasons why a camel can live in a hot environment and a polar bear to live in a cold environment.
- They **recognise** that both evidence and creative thinking contribute to the development of scientific ideas, for example the work of Carl Linnaeus on developing a system for classifying living organisms.
- They **describe** applications and implications of science, such as solving some of the health problems that arise when organ damage occurs.

### Foundation Stage 3

- Students **describe** processes and phenomena related to organisms, their behaviour and the environment, using abstract ideas and appropriate terminology, for example simple cell structure and function. Students can use the word equation for photosynthesis and respiration.
- They take account of a number of factors or use **abstract** ideas or models in their explanations of processes and phenomena, such as environmental factors affecting the distribution of organisms in habitats. Describe how a model lung can explain the mechanism of breathing and its importance for providing a reactant needed for respiration.
- They **apply** and use knowledge and understanding in unfamiliar contexts, such as a food web in a habitat. Identify the different organs within an organism and use them to explain the different organ systems and their importance.
- They **describe** some evidence for some accepted scientific ideas, such as the causes of variation between living things for example; the research done by Watson and Crick. A comparison can be made between creationism and evolution and the evidence for each described.
- They **explain** the importance of some applications and implications of science, such as the use of selective breeding, an explanation for bioaccumulation, Eutrophication and their impact on the environment and the organisms living there.

### Foundation Stage 4

- Students **describe** a wide range of processes and phenomena related to organisms, their behaviour and the environment, using abstract ideas and appropriate terminology and sequencing a number of points, for example recalling the balanced symbol equation for respiration and photosynthesis and drawing a pyramid of numbers and biomass using data provided.
- They make links between different areas of science in their explanations. They apply and use more abstract knowledge and understanding, in a range of contexts, such as inherited and environmental variation. **Explain** the use of enzymes in digestion and give an example of an enzyme in the human body. **Describe** how carbon can move between living organisms and the atmosphere.
- They **explain** how evidence supports some accepted scientific ideas, such as the structure and function of cells. They **explain**, using abstract ideas where appropriate, the importance of some applications and implications of science for example the implication of antibiotic resistance on health care. **Explore** the ethical issues surrounding subjects such as; cloning, genetic engineering.

### Foundation Stage 5

- Students demonstrate **extensive** knowledge and understanding related to organisms, their behaviour and the environment. They use and apply this effectively in their descriptions and explanations, identifying links between topics, for example relating cellular structure of organs to their associated life processes. How organ systems work together for the functioning of the human body for example; the circulatory and respiratory systems.
- They **interpret, evaluate** and **synthesise** data from a range of sources and in a range of contexts, for example environmental data from fieldwork, using quadrats to estimate populations and biodiversity. Interpreting and synthesising data for predator-prey relationships, the effect of temperature and pH on enzymes.
- They show they understand the relationship between evidence and scientific ideas, and why scientific ideas may need to be changed, for example the short-term and long-term effects of pollution and the links to global warming. Explain how scientific ideas have changed, based on experimental evidence, for example Van Helmont.
- They **describe** and **explain** the importance of a wide range of applications and implications of science, such as relating photosynthesis and respiration to the cycling of carbon from living to non-living things including how carbon can be locked up, e.g: Fossil Fuels and carbon sinks. Explain the impact of deforestation, increased population, and combustion on levels of carbon in the atmosphere.

### Beyond Foundation Stage

- Students demonstrate both breadth and depth of knowledge and understanding of organisms, their behaviour and the environment. They apply this effectively in their descriptions and explanations, for example; explaining the advantage of different forms of chlorophyll for photosynthesis. The ability to explain why different types of cells contain different organelles. For example, the need for muscle cells to contain many mitochondria.
- They interpret, evaluate and synthesise data, from a range of sources in a range of contexts, and apply their understanding to a wide range of biological systems.
- They demonstrate an understanding of how scientific knowledge and understanding changes, building on processes such as questioning, investigating and evidence-gathering, for example in the study of global climate change through manipulating data to identify trends and suggest correlation between data.
- They describe and explain the importance of a wide range of applications and implications of science in familiar and unfamiliar contexts, such as addressing problems arising from global climate change, explaining in detail the impact on environment, economic and social issues arising. Suggest and explain how problems can be combatted by science. For example, cloning pigs for human transplants, genetically engineering crops to help third world problems, producing biofuels for a sustainable resource

### Exceptional Performance

- Students must be working consistently above and beyond all the descriptors listed above.

## SCIENCE – CHEMISTRY

### Pre-Foundation Stage

Students identify a range of common materials and know about some of their properties. They describe similarities and differences between materials. They sort materials into groups and describe the basis for their groupings in everyday terms [for example, shininess, hardness, smoothness].

They describe ways in which some materials are changed by heating or cooling or by processes such as bending or stretching.

Students use their knowledge and understanding of materials when they describe a variety of ways of sorting them into groups according to their properties.

Examples include: elements, metals etc.

They explain simply why some materials are particularly suitable for specific purposes [for example, glass for windows, copper for electrical cables].

They recognise that some changes [for example, the freezing of water] can be reversed and some [for example, the baking of clay] cannot, and they classify changes in this way.

### Foundation Stage 1

Students recall keywords when supplied with a definition

Students describe some processes and phenomena related to materials, drawing on scientific knowledge and understanding. For example;

- Describing changing state by using scientific terminology such as freezing, melting etc.
- Describing observations of a chemical reaction,
- Describing properties e.g. malleable, brittle, high melting point etc.

Students recognise that evidence can support or refute scientific ideas, such as;

- The classification of reactions as reversible and irreversible.
- Brownian motion supports the theory of atoms.
- Chemical tests (e.g. limewater) can be used to identify products made in a chemical reaction.
- An increase in temperature supports the idea that chemical reactions release energy.
- A change in indicator colour identifies acids, alkalis and neutral solutions

Students recognise some applications and implications of science, such as;

- The safe use of acids and alkalis (implications are skin burns and harmful to eyes)
- Plants can be used as medicines

### **Foundation Stage 2**

Students describe processes and phenomena related to materials, drawing on abstract ideas and using appropriate terminology, for example;

- Describing changing state in terms of particles.
- Describing observations of a chemical reaction and state what causes these observations.
- Describing combustion of fuels, using ideas about reacting with oxygen and energy being released.
- Describe a pattern in reactivity by drawing on the outcomes of displacement reactions.
- Describing elements, compounds and mixtures using particle diagrams
- Identifying an acid or alkali using indicators

They explain processes and phenomena, in more than one step or using a model, such as;

- Drawing a shell diagram to represent an atom.
- When provided with the names of reactants and products, construct a word equation to show what happens in a chemical reaction.
- Explaining melting, evaporating etc. using the particle model.

They recognise that both evidence and creative thinking contribute to the development of scientific ideas, such as;

- Basing separation methods for mixtures on physical and chemical properties.
- Dancing pollen grains and creative thinking helped develop the theory of atoms.
- Patterns helped Mendeleev develop the periodic table.

They describe applications and implications of science, such as;

- The uses of metals based on their specific properties
- The benefits and drawbacks of the use of fossil fuels.

### Foundation Stage 3

Students describe processes and phenomena related to materials, using abstract ideas and appropriate terminology, for example;

- Describing changing state in terms of particles.
- Describing observations of a chemical reaction and state what causes these observations.
- Describing combustion of fuels, using ideas about reacting with oxygen and energy being released.
- Describe a pattern in reactivity by drawing on the outcomes of displacement reactions.
- Describe elements as solid, liquid or gases based on melting and boiling points.

They take account of a number of factors or use abstract ideas or models in their explanations of processes and phenomena, for example;

- Drawing a shell diagram to represent an atom.
- Using observations or use reactants **or** products **provided** to construct a word equation in order to model a chemical reaction.
- Explaining melting, evaporating etc. using the particle model.
- Use chemical formula to deduce the elements present and the number of atoms.

They explain the importance of some applications and implications of science, for example;

- The production of new materials with specific desirable properties
- The separating of crude oil to obtain useful fuels and other products
- Uses of carbonates to reduce indigestion

### Foundation Stage 4

Students describe a wide range of processes and phenomena related to materials, using abstract ideas and appropriate terminology and sequencing a number of points, for example

- Describing how salt can be extracted from rock salt.
- Describe and explain the process of chromatography
- Describe

They make links between different areas of science in their explanations, such as

- Between the nature and behaviour of materials and their particles.
- Explaining melting, evaporating etc. using the particle model and ideas about energy breaking forces between particles.
- Using ideas about changing states and the particle model to explain how distillation works

They apply and use more abstract knowledge and understanding, in a range of contexts, such as;

- The particle model of matter.
- Symbols and formulae for elements and compounds.
- Naming compounds from chemical formula.
- Using balanced symbol equations to represent chemical reactions.

They explain how evidence supports some accepted scientific ideas, such as

- Reactions of metals with acid or water support the reactivity series of metals.
- Reflection of alpha particles supports the idea of an atom having a nucleus.

### **Foundation Stage 5**

Students demonstrate extensive knowledge and understanding related to materials,

They use and apply this effectively in their descriptions and explanations, identifying links between topics, for example

- Students link understanding of atoms and bonds with energy and temperature changes to describe reactions as exothermic or endothermic.
- Students use ideas about particles and energy to explain why increasing temperature speeds up the rate of a chemical reaction.

They represent common compounds by chemical formulae and use these formulae to form balanced symbol equations for reactions.

They show they understand the relationship between evidence and scientific ideas, and why scientific ideas may need to be changed. For example;

- Newlands periodic table was changed due to Mendeleev's version including gaps for undiscovered elements.
- Rutherford's gold leaf experiment disproved the plum pudding model.

They describe and explain the importance of a wide range of applications and implications of science. (Consistent level 6's for this thread would suggest that students and explain a **wide range** of applications and implications)

### **Beyond Foundation Stage**

Students demonstrate both breadth and depth of knowledge and understanding of materials and their properties.

They apply this effectively in their descriptions and explanations, identifying links and patterns within and between topics, for example relating the properties of materials to the nature of their constituent particles.

They interpret, evaluate and synthesise data from a range of sources in a range of contexts, and apply their understanding to a wide range of chemical systems, such as explaining chemical behaviours that do not fit expected patterns.

They demonstrate an understanding of how scientific knowledge and understanding changes, building on processes such as questioning, investigating and evidence-gathering.

They describe and explain the importance of a wide range of applications and implications of science in familiar and unfamiliar contexts.

### **Exceptional Performance**

Students must be working consistently above and beyond all the descriptors listed above.

## SCIENCE – PHYSICS

### **Pre-Foundation Stage**

Students communicate observations of changes in light, sound or movement that result from actions for example,

- switching on a simple electrical circuit,
- pushing and pulling objects

They recognise that sound and light come from a variety of sources and name some of these.

- TV/ radio
- Torch
- Sun
- People

Students know about a range of physical phenomena and recognise and describe similarities and differences associated with them for example

- sound, light and water waves

They compare the way in which devices for example,

- bulbs
- motors
- resistors

work in different electrical circuits.

They compare the

- brightness or colour of lights
- the loudness or pitch of sounds from looking at a waveform.
- the current or voltage from looking at ammeters or voltmeters

They compare the movement of different objects in terms of speed or direction.

Students use their knowledge and understanding of physical phenomena to link cause and effect in simple explanations for example,

- a bulb failing to light because of a break in an electrical circuit,
- the direction or speed of movement of an object changing because of a push or a pull,
- an object being weightless because of distance from a gravitational field due to a massive object such as a planet.

They begin to make simple generalisations about physical phenomena for example,

- explaining that sounds they hear become fainter the further they are from the source
- or gravitational fields become fainter the further they are from the source
- or EM radiation become fainter the further they are from the source

### Foundation Stage 1

Students describe some processes and phenomena related to energy, forces and space, drawing on scientific knowledge and understanding and using appropriate terminology, for example:

- The observed position of the sun in the sky over the course of a day.
- Describe what is emitted from the nucleus in radioactive decay.

They recognise that evidence can support or refute scientific ideas,

- such as sounds being heard through a variety of materials.
- recognise CMBR and Redshift support big bang theory.
- moons of Jupiter and phases/ size of Venus supports heliocentric theory and disproves geostationary.

They recognise some applications and implications of science, such as

- the use of electrical components to make electrical devices.
- magnetic fields and moving wires generates electricity in power stations.
- link density to materials needed to make boats.
- link sound topic to how ear defenders work

### Foundation Stage 2

Students describe processes and phenomena related to energy, forces and space, drawing on abstract ideas (an idea given in the question or reading off a graph) and using appropriate terminology, for example

- 'balanced forces' or 'unbalanced forces.' Linked to a gradient of a graph

They explain processes and phenomena, in more than one step such as

- the operation of an electric bell,
- convection currents,
- the weight of an object on a see-saw (moments),
- life cycle of a star.

They explain processes and phenomena, using a model, such as

- the length of a day or a year.
- Current and voltage in circuits.

They apply and use knowledge and understanding in familiar contexts. E.g.

- moments on a see saw,
- convection in a room or oven,
- wavelength of a water wave
- conduction in a metal rod.
- reflection in a mirror

They recognise that both evidence and creative thinking contribute to the development of scientific ideas, such as

- objects being seen when light from them enters the eye.
- big bang theory
- heliocentric vs geocentric.

They describe applications and implications of science, such as

- the ways sound can be produced and controlled, for example in musical instruments.
- uses of alpha, beta and gamma radiation.
- uses of EM radiation

Read data from graphs

Use formula as given in data sheet e.g. force from  $f=ma$  not  $m$  from  $f=ma$

### Foundation Stage 3

Students describe processes and phenomena related to energy, forces and space, using abstract ideas (they give the idea not given in question or shown on graph) and appropriate terminology, for example:

- Electric current as a way of transferring energy.
- Ionization of atoms by rubbing or ionizing radiation.
- Balanced or unbalanced forces linked to acceleration or constant speed with no hint given

They take account of a number of factors in their explanations of processes and phenomena, for example

- in the relative brightness of stars and planets (due to size and distance).
- increased strength electromagnet because of number of turns or current or iron core.

They also use abstract ideas or models, for example

- sustainable energy sources
- the refraction of light (model as one side of car slows down in mud or line of soldiers marching).

They apply and use knowledge and understanding in unfamiliar contexts.

- EM radiation wavelength, amplitude etc.,
- reflection linked to phases of the moon
- convection at the sea side.
- moments balancing a crane.

They describe some evidence for some accepted scientific ideas,

- (conservation of energy) such as the transfer of energy by light, sound or electricity, a
- (wave model of light) the refraction and dispersion of light.

They explain the importance of some applications and implications of science, such as

- the responsible use of unsustainable sources of energy.
- safety when using ionising radiation
- safety with loud noise

Manipulate formulas to change the subject and get correct numerical answer.

Get correct unit (just one term m, s, kg, N etc. not m/s or Nm)

#### **Foundation Stage 4**

Students describe a wide range of processes and phenomena related to energy, forces and space, using abstract ideas and appropriate terminology and **sequencing** a number of points, for example

- how energy is transferred by radiation or by conduction.
- electric bell workings
- life of different stars

They make links between different areas of science in their explanations, such as

- between electricity and magnetism.
- static electricity and ionising radiation
- pressure (hydraulics) and moments

They apply and use more abstract knowledge and understanding in a range of contexts, such as

- the appearance of objects in different colours of light.
- resistance in parallel circuits

They explain how evidence supports some accepted scientific ideas, such as

- the role of gravitational attraction in determining the motion of bodies in the solar system.

They explain, using abstract ideas where appropriate, the importance of some applications and implications of science, such as

- the uses of electromagnets
- uses of transformers.

Use compound measures appropriately. Such as

- m/s for speed,
- Nm for moment
- N/m<sup>2</sup> for pressure

## Foundation Stage 5

Students demonstrate extensive knowledge and understanding related to energy, forces and space, for example

- the passage of sound waves through a medium.
- flow of current in a parallel circuit

They use and apply this effectively in their descriptions and explanations, identifying links between topics.

They interpret, evaluate and synthesise data from a range of sources and in a range of contexts. They show they understand the relationship between evidence and scientific ideas, and why scientific ideas may need to be changed, such as

- the developing understanding of the structure of the solar system. [Heliocentric or geocentric]

They describe and explain the importance of a wide range of applications and implications of science, such as

- relating the dissipation of energy during energy transfer to the need to conserve limited energy resources.

They carry out multi-step calculations

- force at different side of a moment system.
- force at different side of hydraulic system
- initial or final speed rather than change in speed.
- more than 3 term questions

## **Beyond Foundation Stage**

Students demonstrate both breadth and depth of knowledge and understanding of energy, forces and space. They apply this effectively in their descriptions and explanations, identifying links and patterns within and between topics, for example

- understanding how models like the particle model are useful in explaining physical phenomena,
  - such as how sweating causes cooling.
  - density
  - speeds of sound

They interpret, evaluate and synthesise data from a range of sources in a range of contexts and apply their understanding to a wide range of data on energy efficient physical systems.

They demonstrate an understanding of how scientific knowledge and understanding changes, building on processes such as questioning, investigating and evidence gathering, for example through the role of artificial satellites and probes in communications and space exploration and theories about the start of the universe, big bang or steady state theory.

They describe and explain the importance of a wide range of applications and implications of science in familiar and unfamiliar contexts, such as alternative methods of electricity generation.

### **Exceptional Performance**

Students must be working consistently above and beyond all the descriptors listed above.

**TECHNOLOGY**

**Foundation Stages in Design Technology – Assessment Criteria at KS3**

	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>	<b>AO4</b>
	<b>RESEARCH</b>	<b>DEVELOPING IDEAS</b>	<b>PLANNING AND MAKING</b>	<b>EVALUATE</b>
	<b>Researching and analysing materials, artists, client needs, tools and equipment and relevant similar outcomes.</b>	<b>Develop and refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</b>	<b>Use and selection of tools, equipment, materials and techniques. Application of skills and quality of final outcome. Present a personal and meaningful response that realises intentions.</b>	<b>Reflect on the work carried out. Justify decisions and identify areas for improvement.</b>
	<b>BEYOND FOUNDATION STAGE- A Highly developed ability of Foundation Stage 5</b>			
<b>FS5</b>	<p>An ability to:</p> <p>Effectively research themes and the work of a number of artists, craft-persons and designers.</p> <p>Produce a detailed analysis and explanation of a given brief.</p> <p>Demonstrate a detailed understanding of specific targets markets' needs and wants.</p> <p>Undertake substantial primary and secondary research.</p> <p>Generate a detailed design specification derived from the research.</p>	<p>An ability to:</p> <p>Produce a wide range of quality ideas, models, and drawings that a clearly linked to the design specification.</p> <p>Generate designs that are original and show a high level of creativity.</p> <p>Effectively develop and refine ideas by selecting and experimenting with a range media, materials, manufacturing techniques and finishing processes.</p>	<p>A confident ability to:</p> <p>Select and use tools and equipment safely and efficiently.</p> <p>Apply QA and QC measures. compare, test, use and select a range of methods of manufacture to create a high quality, demanding product.</p> <p>Compare, test, use and select a range of finishing techniques.</p> <p>Demonstrate that the final outcome has potential for commercial viability.</p>	<p>An ability to:</p> <p>Undertake thorough 'on going' evaluation throughout the design process.</p> <p>Evaluate ideas in detail against the design specification.</p> <p>Seek out and respond to user feedback.</p> <p>Suggest a range of modifications to ensure product is commercially viable.</p>

FS4	<p>An ability to:</p> <p>Research themes and the work of artists, craft-persons and designers.</p> <p>Produce an analysis and an explanation of a given brief.</p> <p>Demonstrate an understanding of specific targets markets' needs and wants.</p> <p>Undertake primary and secondary research generate a design specification derived from the research.</p>	<p>An ability to:</p> <p>Produce a range of quality ideas, models, and drawings that are clearly derived from the design specification.</p> <p>Generate designs that are original and show a level of creativity.</p> <p>Develop and refine ideas by selecting and experimenting with different media, materials, manufacturing techniques and finishing processes.</p>	<p>An ability to:</p> <p>Select and use tools and equipment safely and efficiently.</p> <p>Apply QA and QC measures.</p> <p>Compare, test, use and select different methods of manufacture to create a quality product.</p> <p>Compare, test, use and select from two different finishing techniques</p> <p>Demonstrate that the final outcome has potential for commercial viability.</p>	<p>An ability to:</p> <p>Undertake 'on going' evaluation throughout the design process.</p> <p>Evaluate ideas against the design specification.</p> <p>Seek out and respond to user feedback.</p> <p>Suggest modifications to ensure product is commercially viable.</p>
FS3	<p>An ability to:</p> <p>Research themes and/or the work of some artists, craft-persons and/or designers.</p> <p>Analyse and explanation the given brief.</p> <p>Demonstrate an understanding of some of the specific target markets' needs and wants.</p> <p>Undertake primary and secondary research.</p> <p>Generate a design specification derived from the research.</p>	<p>An ability to:</p> <p>Produce ideas, models, and drawings that are derived from the design specification.</p> <p>Generate designs that are show a level of creativity.</p> <p>Develop and refine ideas by selecting and experimenting with different media and/or materials, manufacturing techniques and finishing processes.</p>	<p>An ability to:</p> <p>Select and use tools and equipment safely and efficiently.</p> <p>Mostly able to apply some form of QA and QC measures.</p> <p>Compare, test, use and select from two different methods of manufacture to create a product.</p> <p>Compare, test, use and select from two different finishing techniques</p>	<p>An ability to:</p> <p>Undertake some 'on going' evaluation during the design process</p> <p>Evaluate ideas against the design specification.</p> <p>Seek out and respond to some user feedback.</p> <p>Justify some decisions made through the development stages.</p>

FS2	<p>An ability to:</p> <p>Research themes and the work of a designer.</p> <p>Provide a simple analysis of the given brief.</p> <p>Demonstrate a simplistic understanding of some of the specific target markets' needs and wants.</p> <p>Undertake the most obvious primary and secondary research.</p> <p>Generate a simplistic design specification</p>	<p>An ability to:</p> <p>Produce some ideas, models, and drawings that are partially derived from the design specification.</p> <p>Generate designs that are obvious develop and refine ideas.</p> <p>Experimenting with different media and/or materials, manufacturing techniques and finishing processes.</p>	<p>An ability to:</p> <p>Select and use tools and equipment safely.</p> <p>Apply one form of QA and QC measures. use a method of manufacture to create a product.</p> <p>Use one finishing technique.</p>	<p>An ability to:</p> <p>Undertake one form of 'on going' evaluation during the design process.</p> <p>Evaluate ideas against some of the design specification.</p> <p>Respond to some form of user feedback.</p>
FS1	<p>An ability to:</p> <p>Complete some form of research into themes and/or the work of a designer.</p> <p>Provide some form of simple/incomplete analysis of the given brief.</p> <p>Demonstrate some/incomplete understanding of the needs of the target market.</p> <p>Undertake one form of primary and/or secondary research.</p> <p>Generate a simple/incomplete design specification.</p>	<p>An ability to:</p> <p>Produce at least one idea, model, and/or drawing that is partially derived from the design specification.</p> <p>Generate at least one obvious design.</p> <p>Provide a simple development of the idea by experimenting with different media and/or materials, manufacturing techniques and finishing processes.</p>	<p>An ability to:</p> <p>Use a small range of tools and equipment safely.</p> <p>Apply one form of QA and QC measures. use a method of manufacture to create a product.</p> <p>Use one finishing technique.</p>	<p>An ability to:</p> <p>Undertake one form of 'on going' evaluation during the design process.</p> <p>Evaluate one idea against some of the design specification.</p> <p>Identify a modification for the final outcome.</p>

**FOOD AND NUTRITION**

	<b>Hygiene and Safety</b>	<b>Organisation and use of equipment</b>	<b>Accuracy and ability to work independently</b>	<b>Final outcome</b>	<b>Sensory Evaluation</b>	<b>Nutrition</b>	<b>Evaluation</b>
	<b>Exceptional (Beyond Foundation Stage) - As below, but with originality, independence and flair</b>						
<b>FS5/BSF</b>	<p>I understand and am thorough with the personal hygiene rules in a catering kitchen.</p> <p>I am thorough to keep my work area safe and hygienic.</p> <p>I apply good practice towards correct storage, preparation and cleaning when working with food.</p>	<p>I can use the correct equipment with accuracy and precision.</p> <p>I can use the correct equipment with fine manual dexterity.</p>	<p>I can follow a recipe with confidence.</p> <p>I can recognise and explain the function of ingredients for more complex recipes.</p> <p>I can recognise and use a wide range of food commodities.</p>	<p>I can make an excellent quality product which is saleable.</p> <p>The product is almost catering standard.</p> <p>I make one or no errors during making.</p>	<p>I can identify the different characteristics of food; appearance, odour, taste, texture, and use an extensive vocabulary to describe food products.</p>	<p>I can identify all the basic nutrients in food and identify the nutrients in the dishes I make.</p> <p>I can adapt or change the food to change the nutrient content based on a person's diet.</p> <p>I can fully evaluate my own diet against eat well guide rules and suggest a wide range of suitable improvements.</p>	<p>I can suggest how to improve the quality of my product and suggest a range of ways the product can be developed further.</p>

FS4	<p>I understand and show the personal hygiene rules in a catering kitchen.</p> <p>I organise my work area to be safe and hygienic.</p> <p>I understand the importance of the correct storage, preparation and cleaning when working with food.</p>	<p>I can use the correct equipment with accuracy.</p> <p>I can use the correct equipment with accuracy, competent manipulation and coordination.</p>	<p>I can follow a recipe with occasional support.</p> <p>I can recognise and explain the function of most ingredients.</p> <p>I can recognise and use all basic food commodities</p>	<p>I can make a good quality product with few finishing issues.</p> <p>I am able to correct simple errors during making with no support.</p>	<p>I can identify the different characteristics of food; appearance, odour, taste, texture, and use a wide vocabulary to describe food products.</p>	<p>I can identify all the basic nutrients in food and identify the nutrients in the dishes I make.</p> <p>I can evaluate my diet and suggest a range of suitable improvements against eat well recommendations.</p>	<p>I can test my product and suggest how the product can be improved.</p> <p>I can suggest one way the product could be developed.</p>
-----	--	--	--	--	--	---	--

FS3	<p>I'm aware of and I am improving my personal hygiene rules in a catering kitchen.</p> <p>I am aware of how to organise my work area to be safe and hygienic.</p> <p>I am aware of the importance of the correct storage, preparation and cleaning when working with food.</p>	<p>I can use the correct equipment with increased accuracy.</p> <p>I can use the correct equipment with increased accuracy and manipulation.</p>	<p>I can follow a recipe with limited support.</p> <p>I can recognise and explain the function of some ingredients.</p> <p>I can recognise and use basic food commodities.</p>	<p>I can make a good quality product with some finishing issues.</p> <p>I am able to correct simple errors during making with limited support.</p>	<p>I can identify the different characteristics of food; appearance, odour, taste, texture.</p>	<p>I can identify all the basic nutrients in food.</p> <p>I can evaluate my diet against the eat well guide and suggest improvements.</p>	<p>I can suggest how my product can be improved.</p>
-----	---	--	--	--	---	---	--

FS2	<p>I'm working towards improving my personal hygiene rules in a catering kitchen.</p> <p>I am working towards organising my work area to be safe and hygienic.</p> <p>I am working towards knowing the importance of the correct storage, preparation and cleaning when working with food.</p>	<p>I can use the correct equipment with some accuracy.</p> <p>I can use the correct equipment with some accuracy and show reasonable manipulation.</p>	<p>I can follow a recipe with support.</p> <p>I can recognise and explain the function of a couple of ingredients.</p> <p>I can use basic food commodities.</p>	<p>I can make a fair quality product with several finishing issues.</p> <p>I am able to correct simple errors during making with support.</p>	<p>I can identify some basic characteristics of food and use a basic vocabulary to describe food.</p>	<p>I can identify some basic nutrients in food.</p> <p>I can suggest some improvements to my diet using the eat well guide.</p>	<p>I can identify problems and suggest at least one solution.</p>
FS1	<p>I'm working towards improving my personal hygiene rules in a catering kitchen but don't always get it right.</p> <p>I am working towards but don't always do the organising of my work area to be safe and hygienic.</p> <p>I am working towards but don't always know the importance of the correct storage, preparation and cleaning when working with food.</p>	<p>I can use the correct equipment with limited accuracy.</p> <p>I can use the correct equipment with limited accuracy and struggle with manipulation.</p>	<p>I can follow a recipe with lots of support.</p> <p>I struggle to recognise and explain the function of a couple of ingredients.</p> <p>I struggle to use basic food commodities.</p>	<p>I struggle to make a quality product, it has many finishing issues.</p> <p>I have difficulty correcting errors during making.</p>	<p>I can identify a few basic characteristics of food and use a limited vocabulary to describe food.</p>	<p>I can identify a few basic nutrients in food.</p> <p>I can suggest a few changes to my diet.</p>	<p>I can identify problems that have occurred within the making of a dish.</p>