

CORE SUBJECTS			
KEY CONCEPT	Measuring, using variables and problem solving	Reading a Modern Text and fluent writing	Safety, Acids and alkalis, reactions and burning fuels
	MATHS	ENGLISH	SCIENCE
ABLE Curriculum Track	Multiply and divide numbers by 10, 100, 1000. Apply BIDMAS to solving problems with negatives Find the surface area of prisms. Find the area of trapeziums. Expand and simplifying two brackets (Adding, subtracting and multiplying). Simplify algebraic fractions	Analyse in a clear way how the character is depicted throughout the novel with effective use of reference to support. Clear explanation of writer's methods. Understand the effects of writer's methods on the reader. Understand the ideas shown. Write a sophisticated and engaging description or narrative on a fun day with sophisticated vocabulary and phrasing, chosen for effect Write in an engaging way using a range of clear connected ideas. Use coherent paragraphs and a wide ange of punctuation. Use a variety of sentence forms for effect. Use mostly Standard English with controlled grammatical structures. Accurate spelling with sophisticated use of vocabulary.	Write a balanced symbol equation for a chemical reaction. Predict the products of neutralisation given the name of an acid and alkali (Task How do antacid tablets work?) Write symbol equations to show what is happening during a chemical reaction. Make predictions about chemical reactions based on knowledge of how chemicals behave. Construct formula equation for some combustion reactions. Explain the benefits and disadvantages of some oxidation reactions.(Task What happens when a candle burns?)
HIGH Curriculum Track 1	Multiply and divide negatives. Multiply and divide numbers by 0.1 and 0.01. Convert between metric and imperial units. Find the area of triangles and parallelograms. Expand brackets Construct formula.	Explain how the character is depicted throughout the novel. Give some explanation in response to this task and the whole text with references used to support a range of relevant comments . Explain the author's methods with some relevant terminology and identify effects of the writer's methods on the reader Understand the implicit ideas in the writing. Write a clear and coherent description or narrative on a fun day in a register that is generally matched to audience & purpose. Choose vocabulary clearly for effect and use appropriate linguistic devices and effective structural features. Produce writing that is engaging, with a range of connected ideas. Use coherent paragraphs with range of discourse markers and a range of punctuation, generally with success. Attempt to use a variety of sentence forms for effect and mostly use Standard English appropriately with mostly controlled grammatical structures and mostly accurate spelling, including complex and irregular words. Begin to use an increasingly sophisticated vocabulary.	Understand the process of neutralisation, write a word equation for achemical reaction. Know the products of neutralisation. Work out how much alkali it would take to neutralise a given amount of acid (Task How do antacid tablets work?) Use word equations to represent reactions. Know water and carbon dioxide are formed when a hydrocarbon burns. Represent chemical reactions using word equations use this to explain how salts are formed. (Task What happens when a candle burns)
MID Curriculum Track 2	<ul style="list-style-type: none"> • Multiplying and dividing numbers by 10, 100 and 1000. • Adding and subtracting negatives. • Converting between different metric units. • Finding the area and perimeter of compound rectangular shapes. • Simplifying expressions. • Substituting variables into a formula. 	Comment on how the character is depicted throughout the novel. Give a supported response to the task and the text. Comment on references Identify the writer's methods, with some reference to subject terminology and some awareness of implicit ideas Write a sustained and relevant description or narrative on a fun day with a susatined attempt to match register to audience & purpose. Consciously use vocabulary and some linguistic devices. Use some structural features and an increasing variety of linked and relevant ideas. Use paragraphs and some discourse markers with control of a range of punctuation. Use a variety of sentence forms and some standard English with control of agreement. Use more complex words with good spelling demonstrating a varied use of vocabulary.	Measure the strength of an acid and alkali and predict the products of a reaction. Know the strength of an acid or alkali can be determined using the pH scale. Know the pH number of strong and weak acids and alkalis. Suggest how to neutralise acids and alkalis and know some everyday uses of neutralisation. (Task How do antacid tablets work?) Know new materials are formed in a chemical reaction. Predict the products of reacting an acid with a metal or metal carbonate. Describe how acids react with metal and metal carbonates and name the salts formed. Recognize that a chemical reaction has taken place. Know that some metals react more than others with water, acid and air. Predict products of combustion reactions. Categorise oxidation reactions as useful or not. (Task What happens when a candle burns?)
LOW Curriculum Track 3	<ul style="list-style-type: none"> • Multiply and divid whole numbers by 10 and 100 were the result is a whole number. • Convert between m, cm and mm. • Add and subtract in the negative range. • Find the area and perimeter of rectangles using the formula. • Simplify simple expressions. • Substitute values into an expression 	Simple comments on how the character is depicted throughout the novel Make simple comments relevant to task with reference to relevant details. Be aware of the writer making deliberate choices with some possible reference to subject terminology giving simple comments on explicit ideas Write, with some variety, a simple description or narrative on a fun day. Attempt to match register to audience & purpose and begin to vary vocabulary with some use of linguistic devices. Attempt to use structural features with some linked and relevant ideas. Attempt to write in paragraphs with some discourse markers. Use a range of punctuation with some control. Attempt a variety of sentence forms with some use of Standard English and control of agreement. Simple accurate spelling of more complex words demonstrating a varied use of vocabulary.	Identify acids and alkalis and the products of simple reactions. Name some common acids and alkalis. Use universal indicator to identify acids and alkalis. Know the hazard symbols of strong acids and alkalis. (Task How do Antacid tablets work?) Name the products from some chemical reactions. State whether a reaction is reversible or irreversible. Know that metals react with acids to give hydrogen. Know that metal carbonates react with acid to give carbon dioxide. Know the test for hydrogen and carbon dioxide. State what a fuel is. State what fuels react with when they burn. (Task What happens when a candle burns?)
EMERGING Curriculum Track	<ul style="list-style-type: none"> • Multiply and divide whole numbers by 10 were the result is a whole number. • Use temperatures to compare positive and negative numbers. • Use a scale to convert between m, cm and mm. • Find the area and perimeter of shapes by counting squares. • Write simple expressions. • Substitute values into a worded expression or formula. 	Some simple comments on how the character is depicted throughout the novel demonstrating an awareness of the writing using deliberate choices., Make some links between different parts of the text or subject matter Write a description or narrative on a fun day. that demonstrates awareness of register/audience & purpose Use straightforward vocabulary and linguistic devices. Use straightforward structural features and give one or two relevant ideas, simply linked. Sometimes use sentence demarcation and paragraphs and show good improvements in punctuatuion. Use a simple range of sentence forms with occasional use of Standard English Accurate basic spelling.	Recognise everyday acids and simple reactions. Know when a substance burns and new materials are formed. Know some changes can't be reversed. Recognize some everyday metals. Know some properties of metals. (Task What happens when a candle burns?)

KEY CONCEPT	EBACC SUBJECTS			FOUNDATION SUBJECTS		
	Identity	The events of 1066	Navigation and Maps	Making a Powerpoint	Planning and sketching	Skillfully performing in games
	FRENCH	HISTORY	GEOGRAPHY	COMPUTING	Design Technology	Physical Education
ABLE Curriculum Track	Say names, ages, birthdays, and give some family details. Express some simple likes and dislikes. Write longer sentences on these familiar topics, making greater use of connectives to do so, and use some unfamiliar language-beyond the scheme of work.	Describe different opinions about the strengths or weaknesses of at least 3 of the 4 contenders for the throne in 1066 with detailed evidence and <i>reach a firm conclusion</i> about the strongest contender. Describe different opinions about the quality of William the Conqueror's rule with detailed evidence and also able to explain at least 3 reasons for different opinions about him.	Explain and illustrate three different types of geography. Explain how many different places are connected. Use the concepts of scales, plans, 4 and 6 figure grid references, the eight point compass, latitude and longitude very accurately and confidently. Give straight line and winding distances very accurately. Complete detailed mental maps. Interpret OS maps and contours patterns thoroughly.	Create a powerpoint. with a highly skilled presentation with advanced animation/transition effects . Write text fluently without any spelling or grammar mistakes. Produce slides without using copy and paste from other sources and include relevant images and text Use a consistent layout throughout and create suitable headings . The Powerpoint should be evaluated and an effective bibliography should be included with this.	Collect different types of research materials from a wide range of sources. Generate four creative, labelled and justified sketches and ideas that are based upon the research. Justify final design decisions. Use a wide range of technical terms when labelling sketches.	Demonstrate skills confidently and apply to a game situation
HIGH Curriculum Track 1	Say names, ages, birthdays, and give some family details. Express some simple likes and dislikes. Write a few longer sentences on these familiar topics, making greater use of connectives to do so.	Describe the strengths or weaknesses of at least 2 of the 4 contenders for the throne in 1066 with good evidence and reach a <i>brief conclusion</i> about the strongest contender. Describe at least 2 different opinions about the quality of William the Conqueror's rule with good evidence. Also able to explain at least 2 reasons for different opinions about him.	Explain and illustrate three different types of geography. Explain how different places are connected. Use scales, plans, 4 and 6 figure grid references, the eight point compass, latitude and longitude accurately and confidently. Give straight line and winding distances accurately. Complete quite detailed mental maps. Interpret OS maps and contours patterns.	Create a Powerpoint. using 8 or more different Pioneers without any spelling or grammar mistakes. The slides are produced without using copy and paste from other sources and include relevant images and text Use a consistent layout throughout and create suitable headings	Collect different types of research materials from several sources. Generate three creative, labelled sketches and ideas that are based upon research. Use a variety of technical terms when labelling sketches. Order production stages into a plan that includes quality + safety points linked to each stage Use basic sensory testing to describe the qualities of the product, using some sensory vocabulary. Describe and give a reason for most + least successful parts of my product	Understand how to effectively perform skills and apply them to a game situation
MID Curriculum Track 2	Say names, ages, birthdays, and give some family details. Express some simple likes and dislikes. Write a few short sentences on these familiar topics.	Able to describe the strengths or weaknesses of at least 2 of the 4 contenders for the throne in 1066 with <i>some</i> good evidence and reach a <i>very brief conclusion</i> about the strongest contender. Able to describe at least 2 different opinions about the quality of William the Conqueror's rule with some good evidence. Also able to explain at least 1 reason for different opinions about him OR identify a number of reasons without explanation.	Explain and partially illustrate three different types of geography. Explain how different places are connected. Use scales, plans, 4 and 6 figure grid references, the eight point compass, latitude and longitude quite accurately. Give straight line and winding distances quite accurately. Complete mental maps. Partially Interpret OS maps and contours patterns.	Create a Powerpoint. using 5 or more different Pioneers. The slides can be produced using some copy and paste Use a good varied use of vocabulary with most spellings correct and grammar used mostly correctly. Most of the presentation is consistent in format and layout. Images used in the Powerpoint.	Collect different types of research materials from at least two sources. Generate three labelled sketches and ideas that are based upon research. Use a variety of terms when labelling sketches.	Understand some of the skills learnt and perform them at an adequate level to apply to a game situation
LOW Curriculum Track 3	Say names, ages, birthdays, and give some family details. Express one simple like and one dislike.	Describe the strengths or weaknesses of at least one of the four contenders for the throne in 1066 with some brief evidence. Describe at least two different opinions about the quality of William the Conqueror's rule with some brief evidence	Partially explain and partially illustrate three different types of geography. Explain how some different places are connected. Use scales, plans, 4 and 6 figure grid references, the eight point compass, latitude and longitude with limited accuracy. Give straight line and winding distances with limited accuracy. Complete mental maps. Partially Interpret OS maps and contours patterns.	Create a Powerpoint with three different Pioneers, insert images into Powerpoint add associated text with some consistent alignment. The spelling /grammar is improving even if not all correct. The copy and paste function is used effectively to bring in other sources from the Internet	Collects research materials from at least two sources. Draw at least three ideas with basic labels. Identify what a plan of making looks like what quality and safety checks are. Recognise the qualities of my product and use sensory words in a basic way Identify what went well and what could be improved	Understand some of the skills and demonstrate them at a basic level in a game situation
EMERGING Curriculum Track	Say names and ages. Understand simple instructions and some simple vocabulary relating to the topic of personal information, spoken clearly in French, with some repetition.	Describe the strengths or weaknesses of one contender for the throne in 1066 with very brief evidence. Identify one opinion about the quality of William the Conqueror's rule with brief evidence or two without evidence.	Recognise different types of geography. Explain how some different places are connected. Use a scale, plan, 4 and perhaps 6 figure grid references, the eight point compass, latitude and longitude with very limited accuracy. Give straight line and winding distances with very limited accuracy. Complete mental maps with limited information. Partially Interpret basic ideas from OS maps and contours patterns.	Create a Powerpoint with different Pioneers and insert images into it add associated text The spelling /grammar is improving and the even if not all correct. The teacher's comments are used and acted upon to put items in the presentation. The copy and paste function is used effectively to bring in other sources from the Internet or from the textbookA clear understanding of more than one pioneer	Collects research materials from at least one source. Draw at least two ideas. Identify what a plan of making looks like what quality and safety checks are. Recognise the qualities of my product and use sensory words in a basic way Identify what went well and what could be improved	Skill level is basic but improving confidence in a game situation is starting to emerge

FOUNDATION SUBJECTS			
KEY CONCEPT		Creation and God	Rhythm
	ART	RE	MUSIC
ABLE Curriculum Track	Use lines with confident construction and with purpose, control and creativity. Use line expressively to communicate mood and emotion. Use tone evenly and ensure it is skillfully blended. Demonstrate a clear understanding of gradation showing knowledge of shadow and directional light. Tonal drawings will be fluent. Understand colour theory use it creatively. Demonstrate some understanding of light theory, Appreciate the evocative use of line, tone and colour in the work of others. Use this creatively to develop their own ideas and to influence their own work.	Explain, in great detail, the omni qualities of God and the Trinity. Evaluate , in great detail, of the concepts of Genesis as fact, myth, the Big Bang and other theories and reach a justified conclusion.	Perform with a sense of pulse, adjust to fit with other parts and lead Perform complex rhythms in 4/4 and 3/4 time Compose music with a variety of contrasting sections. Make good progress on reading music for playing an instrument.
HIGH Curriculum Track 1	Provide evidence of careful and skillful application of line, which also indicates knowledge of special recession. Use a wide range of tones creatively to show a clear understanding of form and through application of this demonstrate highlights and shadows. Expressive and clear use of colour showing knowledge of mixing and blending. Consistently develop ideas through observations of other artists' work and contextual sources.	Explain, in detail, the omni qualities of God and the Trinity. Evaluate , in detail, of the concepts of Genesis as fact, myth, the Big Bang and other theories and reach a justified conclusion.	Perform with a sense of pulse, adjust to fit with other parts and lead Perform complex rhythms in 4/4 and 3/4 time Compose music with a variety of contrasting sections
MID Curriculum Track 2	Create neat, clear statements showing understanding and fluency of expression. Begin to use a range of tones to effectively represent form. Ensure neat and clear application of colour. Work should be expressive and confident. Reflects an understanding of the artists' work in the analysis.	Explain some of the the omni qualities of God and the Trinity. Evaluate , in some detail, of the concepts of Genesis as fact, myth, the Big Bang and other theories	Perform with a sense of pulse and adjust to fit with other parts Perform complex rhythms in 4/4 time Compose music with two contrasting sections
LOW Curriculum Track 3	Provide some evidence of perceived observations. Use a limited range of tones with some evidence of insight into light source and shadow. Enjoyment and some understanding of colour demonstrated in their growing competence when making colour choices. Begin to reflect some understanding of context in other artists' work when developing own ideas.	Explain, in a very simple way some of the omni qualities of God and the Trinity. Present a simple argument for one theory of creation.	Perform with a sense of pulse Perform standard rhythms in 4/4 time. Compose standard rhythm based music
EMERGING Curriculum Track	Line is used to represent recognizable features when drawing. Clear understanding of the difference between line and tone. Demonstrate experience and enjoyment of the use of expressive colour. Verbalize some key features from artist' work	Explain a simple idea of who God is. Understand that there are different ideas about who created the world.	Perform with a sense of pulse Perform standard rhythms in 4/4 time.

HT1