

Name:

Started:..... Completed:.....

Reading

- | | | |
|---|--|---|
| <input type="checkbox"/> Signs of emerging confidence in ability to identify and interpret explicit and some implicit information and ideas | <input type="checkbox"/> Increasing awareness of some obvious comparisons and some subtle connections across texts informed by an awareness of linguistic and literary methods that help show writers' ideas and perspectives | <input type="checkbox"/> Demonstrates increasing awareness of the significance and influence of increasingly relevant social, cultural and historical contexts in which the texts were written and received |
| <input type="checkbox"/> Signs of emerging confidence in selecting information from different texts including textual references and quotations | <input type="checkbox"/> Signs of emerging confidence in the ability to identify and explain elements of the language, form and structure used by a writer to create meanings and effects using relevant subject terminology where appropriate | <input type="checkbox"/> Signs of emerging confidence in developing a personal response |
| <input type="checkbox"/> Signs of emerging confidence in ability to identify and comment on writers' purposes and viewpoints and the overall effect of the text on the reader | | |

Writing

- | | | |
|--|--|--|
| <input type="checkbox"/> Signs of emerging confidence in communicating and selecting a register for different forms, purposes and audiences | <input type="checkbox"/> Some signs of confidence when using a wider variety of punctuation | <input type="checkbox"/> Increasing ability to spell most common words with accuracy, with some signs of emerging confidence when spelling less common words |
| <input type="checkbox"/> Organises increasingly relevant information and ideas, using structural and grammatical features to support coherence | <input type="checkbox"/> Showing signs of emerging confidence in the construction of paragraphs and makes some relevant connections between paragraphs | <input type="checkbox"/> Emerging ability to create work where handwriting and presentation is neat and legible |
| <input type="checkbox"/> Some choices in vocabulary and sentence structures have increased signs of confidence in terms of clarity, purpose and effect | <input type="checkbox"/> Shows some signs of confidence in ability to write imaginative and interesting texts | |

Name:

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Reading

<input type="checkbox"/> Usually able to identify and interpret explicit and some implicit information and ideas	<input type="checkbox"/> Explores and compares all obvious and some subtle connections across texts informed by linguistic and literary concepts and methods that help show writers' ideas and perspectives with increased clarity	<input type="checkbox"/> Demonstrates an understanding of the significance and influence of usually relevant social, cultural and historical contexts in which the texts were written and received with increasing clarity
<input type="checkbox"/> Usually able to select and synthesise some information from different texts including textual references and quotations at times convincingly	<input type="checkbox"/> Some developed analysis and evaluation of the language, form, structure and graphology (where relevant) used by a writer to create meanings and effects using relevant subject terminology where appropriate	<input type="checkbox"/> Usually maintains a critical style and is developing an informed personal response at times convincingly
<input type="checkbox"/> Usually able to identify and comment on writers' general purposes and viewpoints and the overall effect of the text on the reader at times convincingly		

Writing

<input type="checkbox"/> Usually communicates clearly, effectively and imaginatively, selecting and adapting an assured tone and register for different forms, purposes and audiences	<input type="checkbox"/> Usually uses a controlled range of vocabulary and sentence structures for clarity, purpose and effect	<input type="checkbox"/> Some development of ability to write imaginative, interesting and at times convincing texts with greater clarity
<input type="checkbox"/> Usually organises information and ideas often using relevant structural and grammatical features to support coherence and cohesion	<input type="checkbox"/> Mostly uses a wider variety of punctuation at times convincingly	<input type="checkbox"/> Some more ambitious words are spelt with accuracy
	<input type="checkbox"/> Usually demonstrates conscious construction of paragraphs and makes some developed connections between paragraphs	<input type="checkbox"/> Some developed ability to create work where handwriting and presentation is neat and legible

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Reading

- | | | |
|---|---|---|
| <input type="checkbox"/> Sophisticated and perceptive interpretation of explicit and implicit information and ideas | <input type="checkbox"/> Sophisticated and perceptive analysis and evaluation of the language, form, structure and graphology (where relevant) used by a writer to create meanings and effects always using precise subject terminology | <input type="checkbox"/> Complete immersion in critical style and demonstrating flair in writing a perceptive and sophisticated personal response |
| <input type="checkbox"/> Evaluative selection and synthesis of information from different texts including perceptive textual references and quotations | <input type="checkbox"/> Application of sophisticated concepts and methods from integrated linguistic and critical literary study always using precise terminology and perceptive written expression | |
| <input type="checkbox"/> Sophisticated and perceptive comments on writers' purposes and viewpoints and evaluative comment on the overall effect of the text on the reader | <input type="checkbox"/> Demonstrates a sophisticated and perceptive integrated understanding of the significance and influence of the social cultural and historical contexts in which the texts were written and received commenting on how texts may be received across time | |
| <input type="checkbox"/> Sophisticated and perceptive exploration and evaluative comparison of connections across texts informed by analysis of linguistic and literary concepts and insightful comment on methods that help show writers' ideas and perspectives | | |

Writing

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| <input type="checkbox"/> Sophisticated communication and imaginatively selected and adapted tone and register for the full range of forms, purposes and audiences demonstrating complete immersion in the full range of different written genres | <input type="checkbox"/> Precisely uses the complete range of punctuation for effect and to enhance the overall meaning conveyed | <input type="checkbox"/> Produces sophisticated texts wholly appropriate to task, reader and purpose with complete immersion in form and demonstrating flair |
| <input type="checkbox"/> Information and ideas are always integrated using structural and grammatical features to demonstrate complete coherence and cohesion | <input type="checkbox"/> Organisation of whole texts is sophisticated: sequencing and structuring information, ideas and events with flair | <input type="checkbox"/> Writing is delightful and demonstrates flair using styles such as irony and satire, when appropriate |
| <input type="checkbox"/> Sophisticated use of the full range of advanced vocabulary and sentence structures for clarity, purpose and effect | <input type="checkbox"/> Paragraphs are constructed with cohesion and discourse markers between paragraphs is sophisticated to enhance the structure of the whole text | <input type="checkbox"/> Always demonstrates precision in the spelling of uncommon and polysyllabic words |
| | | <input type="checkbox"/> Handwriting and presentation is impeccable |

Name:

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Statistics		
<input type="checkbox"/> Interpret and construct tables, charts and diagrams, including frequency tables, bar charts and pictograms for categorical data		
Number		
<input type="checkbox"/> Order positive and negative integers <input type="checkbox"/> Apply the four operations, including formal written methods, to integers and decimals <input type="checkbox"/> Use the symbols =, <, >	<input type="checkbox"/> Understand and use place value (e.g. when working with very large or very small numbers, and when calculating with decimals)	<input type="checkbox"/> Use conventional notation for priority of operations, including brackets <input type="checkbox"/> Use the concepts and vocabulary of factors (divisors), multiples, common factors, common multiples
Algebra		
<input type="checkbox"/> Use and interpret algebraic notation, including: ab in place of $a \times b$, $3y$ in place of $y + y + y$ and $3 \times y$, a^2 in place of $a \times a$, a^3 in place of $a \times a \times a$, a/b in place of $a \div b$, brackets	<input type="checkbox"/> Works with coordinates in all four quadrants	<input type="checkbox"/> Generate terms of a sequence from a term-to-term rule
Ratio, Proportion and Rates of Change		
<input type="checkbox"/> Express one quantity as a fraction of another, where the fraction is less than 1	<input type="checkbox"/> Define percentage as 'number of parts per hundred'	
Geometry and Measures		
<input type="checkbox"/> Use conventional terms correctly: points, lines, vertices, edges, planes <input type="checkbox"/> Use conventional notation correctly: parallel lines, perpendicular lines, right angles <input type="checkbox"/> Recognise and name: polygons, regular polygons and identify polygons with reflection and/or rotation symmetries	<input type="checkbox"/> Apply the properties of angles at a point, angles at a point on a straight line, vertically opposite angles <input type="checkbox"/> Identify, describe and construct congruent shapes including on coordinate axes, by considering reflection in a horizontal or vertical line <input type="checkbox"/> Identify, describe and construct congruent shapes including on coordinate axes, by considering translation	<input type="checkbox"/> Use standard units of measure and related concepts (length, area, volume/capacity, mass, time, money, etc.) <input type="checkbox"/> Measure line segments to the nearest mm in geometric figures <input type="checkbox"/> Calculate perimeters of 2D shapes

Name:

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Statistics		
<input type="checkbox"/> Interpret and construct tables, charts and diagrams, including pie charts for categorical data	<input type="checkbox"/> Interpret and construct tables, charts and diagrams, including vertical line charts for ungrouped discrete numerical data and know their appropriate use	<input type="checkbox"/> Calculate appropriate measures of central tendency from a table (median, mean, mode and mode) and spread (range)
Number		
<input type="checkbox"/> Order decimals	<input type="checkbox"/> Use conventional notation for priority of operations, including brackets and simple powers	<input type="checkbox"/> Estimate answers; check calculations using approximation and estimation, including answers obtained using technology
<input type="checkbox"/> Use the symbols \leq , \geq	<input type="checkbox"/> Use the concepts and vocabulary of factors (divisors), multiples	<input type="checkbox"/> Round numbers and measures to a specified number of decimal places
<input type="checkbox"/> Apply the four operations, including formal written methods, to simple fractions (proper and improper)	<input type="checkbox"/> Use the concepts and vocabulary of prime numbers	
<input type="checkbox"/> Recognise and use relationships between operations, including inverse operations (e.g. cancellation to simplify calculations and expressions)	<input type="checkbox"/> Use positive integer powers and associated real roots (square, cube and higher)	
Algebra		
<input type="checkbox"/> Substitute positive numerical values into formulae and expressions	<input type="checkbox"/> Understand and use standard mathematical formulae	<input type="checkbox"/> Recognise and use square and cube numbers
<input type="checkbox"/> Simplify and manipulate algebraic expressions by collecting like terms	<input type="checkbox"/> Solve linear equations in one unknown algebraically	
Ratio, Proportion and Rates of Change		
<input type="checkbox"/> Express one quantity as a fraction of another, where the fraction is less than 1 or greater than 1	<input type="checkbox"/> Use ratio notation, including reduction to simplest form	<input type="checkbox"/> Divide a given quantity into two parts in a given part:part or part:whole ratio
		<input type="checkbox"/> Express one quantity as a percentage of another
Geometry and Measures		
<input type="checkbox"/> Uses the standard conventions for labelling and referring to the sides and angles of triangles	<input type="checkbox"/> Identify properties of the faces, surfaces, edges and vertices of: cubes, cuboids, prisms, cylinders, pyramids, cones and spheres	<input type="checkbox"/> Know and apply formulae to calculate volume of cuboids
<input type="checkbox"/> Draw geometrical diagrams from a written description (eg triangle given SAS or ASA information)	<input type="checkbox"/> Measure angles to the nearest degree in geometric figures	
<input type="checkbox"/> Derive and apply the properties and definitions of: special types of quadrilaterals, including square, rectangle, parallelogram, trapezium, kite and rhombus; and triangles and other plane figures using appropriate language	<input type="checkbox"/> Know and apply formulae to calculate area of triangles and parallelograms	

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Statistics

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| <input type="checkbox"/> Construct and interpret diagrams for grouped discrete data and continuous data, i.e. cumulative frequency graphs, and know their appropriate use | <input type="checkbox"/> Interpret, analyse and compare the distributions of data sets from univariate empirical distributions through appropriate graphical representation involving discrete, continuous and grouped data, including box plots | <input type="checkbox"/> Interpret, analyse and compare the distributions of data sets from univariate empirical distributions through appropriate measures of central tendency including quartiles and inter-quartile range |
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Number

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|---|---|---|
| <input type="checkbox"/> Estimate powers and roots of any given positive number | <input type="checkbox"/> Calculate exactly with surds (use and apply the laws of surds) | <input type="checkbox"/> Change recurring decimals into their corresponding fractions and vice versa

<input type="checkbox"/> Apply and interpret limits of accuracy, including upper and lower bounds |
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Algebra

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| <input type="checkbox"/> Simplify and manipulate algebraic expressions (including those involving surds) by expanding products of two binomials and factorising quadratic expressions of the form $x^2 + bx + c$, | <input type="checkbox"/> Deduce roots of quadratic functions algebraically

<input type="checkbox"/> Recognise and use the equation of a circle with centre at the origin | <input type="checkbox"/> Solve quadratic equations (including those that require rearrangement) algebraically by factorising

<input type="checkbox"/> Find approximate solutions to equations numerically using iteration |
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Ratio, Proportion and Rates of Change

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| <input type="checkbox"/> Interpret equations that describe direct and inverse proportion | <input type="checkbox"/> Recognise and interpret graphs that illustrate direct and inverse proportion |
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Geometry and Measures

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| <input type="checkbox"/> Describe the changes and invariance achieved by combinations of rotations, reflections and translations | <input type="checkbox"/> Apply standard circle theorems concerning angles, radii, tangents and chords to find missing angles

<input type="checkbox"/> Know the formulae for: Pythagoras' theorem, $a^2 + b^2 = c^2$, and apply it to find lengths in right-angled triangles in three dimensional figures | <input type="checkbox"/> Apply addition and subtraction of vectors, multiplication of vectors by a scalar, and diagrammatic and column representations of vectors |
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Probability

- Calculate and interpret conditional probabilities through representation using expected frequencies with two-way tables, tree diagrams and Venn diagrams

Number

- Calculate with roots, and with fractional indices
- Apply systematic listing strategies including use of the product rule for counting
- Change recurring decimals into their corresponding fractions (such as 0.2343434...)

Algebra

- Simplify and manipulate algebraic expressions (including those involving surds and algebraic fractions) by expanding products of two or more binomials
- Use the form $y = mx + c$ to identify perpendicular lines
- Calculate or estimate gradients of graphs and areas under graphs (including quadratic and other non-linear graphs), and interpret results in cases such as distance-time graphs, velocity-time graphs and graphs in financial contexts
- Find the equation of a tangent to a circle at a given point
- Solve two simultaneous equations in two variables where one is quadratic algebraically
- Solve linear inequalities in two variables
- Represent the solution set to an inequality using set notation and on a graph
- Deduce expressions to calculate the nth term of quadratic sequences

Ratio, Proportion and Rates of Change

- Interpret the gradient at a point on a curve as the instantaneous rate of change

Geometry and Measures

- Apply right angled triangle trigonometry to find angles and lengths in right-angled triangles and, where possible, general triangles in three dimensional figures
- Know and apply $\text{Area} = \frac{1}{2}ab \sin C$ to calculate the area, sides or angles of any triangle

Name:

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Knowledge, Recall and Vocabulary		
<input type="checkbox"/> Communicate some basic knowledge	<input type="checkbox"/> Communicate some simple understanding	<input type="checkbox"/> Recognise and use some key terms <input type="checkbox"/> Describe some scientific processes in a simple way
Hypothesis and Planning		
<input type="checkbox"/> Offer some simple planning	<input type="checkbox"/> Select all equipment from a list	<input type="checkbox"/> Can make measurements and record them
Scientific Numeracy		
<input type="checkbox"/> Draw a bar chart on to pre-drawn axes with errors	<input type="checkbox"/> Perform basic calculations	<input type="checkbox"/> Use some units for values or quantities
Analysis and Evaluation		
<input type="checkbox"/> Describe simple patterns in data (more than/less than)	<input type="checkbox"/> Draw a simple conclusion	<input type="checkbox"/> Communicate ideas using scaffolding such as wordfills

Name:

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Knowledge, Recall and Vocabulary

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|---|---|--|
| <input type="checkbox"/> Communicate secure knowledge | <input type="checkbox"/> Use most key terms and conventions appropriately | <input type="checkbox"/> Basically describe all, and explain some simple, scientific processes using sentences and paragraphs or using simple diagrams |
| <input type="checkbox"/> Communicate secure understanding | | |

Analysis and Evaluation

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|--|--|---|
| <input type="checkbox"/> Describe relationships between variables (effect of independent on dependent) | <input type="checkbox"/> Use data to draw a conclusion with a detailed explanation (with errors) | <input type="checkbox"/> Comment on the accuracy or reliability of data with a reason |
| | | <input type="checkbox"/> Communicate ordered and logical sequences using good punctuation and grammar |

Hypothesis and Planning

- | | | |
|---|---|--|
| <input type="checkbox"/> Give a hypothesis with some reasoning and a plan | <input type="checkbox"/> Select all equipment with reasons for choice | <input type="checkbox"/> Can record results accurately in a table, drawn by themselves - all correct |
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Scientific Numeracy

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| <input type="checkbox"/> Select and produce a suitable graph for a given set of data, drawing own axes with errors - lines of best fit attempted | <input type="checkbox"/> Use equations from the data sheet correctly | <input type="checkbox"/> Use correct units for given values or quantities |
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Name:

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Knowledge, Recall and Vocabulary		
<input type="checkbox"/> Communicate detailed knowledge and understanding	<input type="checkbox"/> Use wide selection of key terms and conventions consistently and fluently	<input type="checkbox"/> Describe all, and explain most, scientific in detail using multiple steps, models or analogies
Hypothesis and Planning		
<input type="checkbox"/> Give a hypothesis with scientific reasoning and a full plan	<input type="checkbox"/> Can record results accurately in a table, drawn by themselves - all correct (with repeats and averages)	
Scientific Numeracy		
<input type="checkbox"/> Select and accurately produce a mostly appropriate graph based on a given set of data, axes/scales correct - lines of best fit correct	<input type="checkbox"/> Use equations from the data sheet correctly and rearrange a few of these	<input type="checkbox"/> Use correct and appropriate units, recognising differences between scales
		<input type="checkbox"/> Be able to recognise and understand numbers written in standard form
Analysis and Evaluation		
<input type="checkbox"/> Describe relationships between variables (effect of independent on dependent) - positive and negative correlations, using data (with errors)	<input type="checkbox"/> Use data from more than one source to draw a conclusion with a detailed explanation	<input type="checkbox"/> Communicate well-ordered and logical sequences using good punctuation and grammar, in detail
	<input type="checkbox"/> Evaluate the accuracy or reliability of data with multiple reasons or suggested improvements	

Name:

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Application

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| <input type="checkbox"/> Make reasoned suggestions about how scientific advancements impact on a range of social, economic, environmental, industrial or ethical issues and explain these using detailed knowledge and understanding | <input type="checkbox"/> Analyse scientific advances in relation to content |
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Knowledge and Skills

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|---|---|--|
| <input type="checkbox"/> Communicate precise knowledge | <input type="checkbox"/> Use and rearrange all equations correctly | <input type="checkbox"/> Reflect on limitations of methods and protocols used in practicals and propose changes to improve them |
| <input type="checkbox"/> Use extensive list of key terms and conventions consistently and fluently | <input type="checkbox"/> Use correct and appropriate units, converting between orders of magnitude and scale | <input type="checkbox"/> Evaluate the repeatability and reproducibility of data and information and suggest how to improve these aspects of an investigation |
| <input type="checkbox"/> Explain and analyse scientific processes in detail using multiple steps, models or analogies | <input type="checkbox"/> Be able to use and convert between standard form and number | |
| <input type="checkbox"/> Select and flawlessly produce an appropriate graph based on a given set of data | <input type="checkbox"/> Communicate coherent and well-ordered logical sequences using faultless punctuation and grammar | |
| | <input type="checkbox"/> Analyse and critically interpret a range of quantitative and qualitative information systematically to develop reports and conclusions | |