



7C Nurture  
Progress Statements  
Summer 2024

## Introduction

In your child's Progress Report, they have been awarded a *Current Performance Score* from 1 to 4 in each subject area.

This number represents a judgement of your child's progress against the subject criteria outlined in this booklet.

You will find each subject criteria **for 7C, Nurture** in this booklet.

The definitions for these scores are as follows:

1	<p>Your child is able to demonstrate <b>all</b> of the statements for this term in this subject area.</p> <p>They are able to demonstrate these skills and this knowledge independently and with confidence.</p>
2	<p>Your child is able to demonstrate <b>most</b> of the statements for this term in this subject area.</p> <p>They are able to demonstrate these skills and this knowledge with increasing confidence and growing independence.</p> <p>At times they need some prompting from a teacher to fully demonstrate some of the statements.</p>
3	<p>Your child is able to demonstrate <b>several</b> of the statements for this term in this subject area.</p> <p>Whilst they are able to demonstrate some of the skills and knowledge independently, they require scaffolding from a teacher to demonstrate most of the statements.</p> <p>They will continue to develop their knowledge, skills and independence over the next term.</p>
4	<p>Your child is still working towards being able to meet the statements for this term in this subject.</p> <p>At this time, they are being supported by the teacher to develop their knowledge and skills in these statements.</p>

## Contents

Introduction .....	2
Expressive Arts: Art .....	4
Expressive Arts: Drama .....	5
Expressive Arts: Graphics and Textiles.....	6
Expressive Arts: Music .....	7
Health and Well-being: Physical Education .....	8
Health and Well-being: Relationships and Sexuality Education .....	9
Humanities: Geography .....	10
Humanities: History .....	12
Humanities: Religious Studies.....	13
Languages, Literacy and Communication: English.....	<b>Error! Bookmark not defined.</b>
Languages, Literacy and Communication: Welsh .....	15
Mathematics and Numeracy: Mathematics .....	16
Science and Technology: Food and Product Design .....	17
Science and Technology: Science.....	18

Expressive Arts: Art

<p><b>By the end of the first rotation in Art, pupils in year 7 should be able to:</b></p>	<p><b>By the end of the first rotation in Art, pupils in year 7 should be able to:</b></p>
<ul style="list-style-type: none"> <li>● Investigate the work of landscape artists and document their own judgements and opinions about the work of others.</li> <li>● Explore ideas and experiment with a variety of materials and processes, reviewing and refining their work as it progresses.</li> <li>● Use a range of media to record ideas and observations from both primary and secondary sources.</li> <li>● Present individual and imaginative ideas and outcomes.</li> <li>● Make clear connections between their work and their chosen artist's work.</li> </ul>	<ul style="list-style-type: none"> <li>● Understand the 'elements of art' and understand how to selectively apply colour theory to their artwork.</li> <li>● Research, record and present the art movement Pop Art and critically analyse artwork.</li> <li>● Critically self-reflect upon art work as it progresses and record positives, improvements and next steps.</li> <li>● Present a personal, imaginative response and make a clear connection to the art movement Pop Art.</li> </ul>

## Expressive Arts: Drama

<b>By the end of term 1, pupils in year 7 should be able to:</b>	<b>By the end of term 2, pupils in year 7 should be able to:</b>	<b>By the end of term 3, pupils in year 7 should be able to:</b>
<ul style="list-style-type: none"> <li>● Understand how to use physicality in drama in order to tell a story, looking at how to use their bodies to do this.</li> <li>● Create atmosphere through the use of voice and body.</li> <li>● Be able to define and use: Freeze-Frame, Thought tracking, Physical Theatre, Soundscape.</li> <li>● Be able to evaluate their own performances and the performances of others.</li> </ul>	<ul style="list-style-type: none"> <li>● Understand how to create a character and develop this character in performance.</li> <li>● Reflect upon creating character and applying their reflections in performance.</li> <li>● Use a stimulus for creating a story and characters.</li> <li>● Use drama techniques with increasing confidence. This includes: Voice work, Body Language, Gesture, Characterisation, Performance Skills, Physical Theatre, Soundscape, evaluating, performance skills, Narration and contribution to work.</li> </ul>	<ul style="list-style-type: none"> <li>● Develop characters and explore new techniques in order to tell a story.</li> <li>● Apply techniques through characters and storyline.</li> <li>● Explore the themes and issues of a dramatic piece.</li> <li>● Create a devised group piece of drama using the techniques developed throughout the year.</li> <li>● Evaluate their own performance and that of others.</li> </ul>

## Expressive Arts: Graphics and Textiles

By the end of the Graphics rotation, year 7 pupils should be able to:	By the end of the Textiles rotation, year 7 pupils should be able to:
<ul style="list-style-type: none"> <li>● Research and critical analyse sources including images and written text on the brand, Pepsi.</li> <li>● Record their creative ideas through initial sketches/illustrations and communicate their thoughts with written annotation.</li> <li>● Respond to research and develop creative, personal and meaningful designs and experiments in a variety of digital and hand techniques/tools/skills.</li> <li>● Reflect on their creative and design responses through written annotation, identifying the positives and improvements of their work.</li> <li>● Refine their creative and design ideas, through developed experiments and refined techniques/tools/skills to reflect the topic identity.</li> <li>● Review and evaluate their progress and outcome rigorously for the project.</li> </ul>	<ul style="list-style-type: none"> <li>● Research and critically analyse sources from the Textile artist Victoria Villasana.</li> <li>● Record and apply a range of hand embroidered stitches that are skilfully controlled.</li> <li>● Respond to research through developing ideas using sources and experiments as inspiration.</li> <li>● Critically self-reflect upon work as it progresses and annotate next steps.</li> <li>● Refine skills to design and produce personal and imaginative hand embroidered self-portraits.</li> <li>● Review and evaluate their outcome rigorously demonstrating connections to research.</li> </ul>

## Expressive Arts: Music

<b>By the end of term 1, pupils in year 7 should be able to:</b>	<b>By the end of term 2, pupils in year 7 should be able to:</b>	<b>By the end of term 3, pupils in year 7 should be able to:</b>
<ul style="list-style-type: none"> <li>● Identify the musical features that creates a successful piece of music for their composition assessment work.</li> <li>● Understand the musical knowledge of key feature such as music notation, the pitch and duration.</li> <li>● Identify various musical instruments by using timbre and being able to explain their knowledge of the musical instruments.</li> </ul>	<ul style="list-style-type: none"> <li>● Understand the story of 'Gelert the Dog' and why the story is important to our module.</li> <li>● Gain the knowledge of the History of Welsh Music (traditional and modern) and how it has evolved throughout the years; instrument wise, song wise, technology wise, language wise.</li> <li>● Working in groups to work on creating a composition that would work with our story book of 'Gelert The Dog'</li> </ul>	<ul style="list-style-type: none"> <li>● Understand rhythm and pulse and identify musical notes and their lengths.</li> <li>● Learn drumming techniques and be able to follow various rhythmic patterns whilst maintaining the beat.</li> <li>● Working in groups to work in order to create their own rhythm grids and perform these to the class.</li> </ul>

## Health and Well-being: Physical Education

<b>By the end of term 1, pupils in year 7 should be able to:</b>	<b>By the end of term 2, pupils in year 7 should be able to:</b>	<b>By the end of term 3, pupils in year 7 should be able to:</b>
<ul style="list-style-type: none"> <li>● Understand and apply principles of invasion and net games and demonstrate improving quality in competitive situations.</li> <li>● Understand and apply the rules and regulations of activities.</li> <li>● Show an awareness of how to perform a basic warm up for specific activities.</li> <li>● Improve physical competence across all activities.</li> </ul>	<ul style="list-style-type: none"> <li>● Understand and apply principles of invasion and net games and demonstrate improving quality in a competitive situation.</li> <li>● Understand and apply the rules and regulations of activities.</li> <li>● Show an awareness of how to perform a basic warm up for specific activities.</li> <li>● Improve physical competence across all activities.</li> <li>● Develop competence and understanding in various strength and conditioning exercises with improved techniques and control.</li> </ul>	<ul style="list-style-type: none"> <li>● Understand and apply principles of striking and fielding games and demonstrate improving quality in competitive situations.</li> <li>● Understand how to perform a range of running, throwing and jumping activities.</li> <li>● Lead an effective warm up independently to prepare themselves for exercise.</li> <li>● Improve physical competence across all activities.</li> </ul>



## Health and Well-being: Relationships and Sexuality Education

Relationships and Sexuality Education (RSE) is taught as a statutory requirement in the Curriculum for Wales. It is not assessed.

The RSE curriculum focuses on **three** broad strands which are developmentally appropriate:

1. **Relationships and identity:** helping learners develop the skills they need to develop healthy, safe, and fulfilling relationships with others and helping them to make sense of their thoughts and feelings.
2. **Sexual health and well-being:** helping learners to draw on factual sources regarding their sexual and reproductive health and well-being, allowing them to make informed decisions throughout their lives.
3. **Empowerment, safety and respect:** helping to protect learners from all forms of discrimination, violence, abuse and neglect and enabling them to recognise unsafe or harmful relationships and situations, supporting them to recognise when, how and where to seek support and advice.

## Humanities: Geography

By the end of term 2, pupils in year 7 should be able to:	By the end of term 3, pupils in year 7 should be able to:
<ul style="list-style-type: none"> <li>● Identify the features of the world map.</li> <li>● Locate and Label the continents and oceans</li> <li>● Identify the difference between Human and Physical Geography.</li> <li>● Use a map to locate key features of the Welsh landscape.</li> <li>● Describe the diverse nature of the welsh landscape.</li> <li>● Use OS Map to investigate what makes a place unique and distinctive.</li> <li>● Identify human and physical features of areas using aerial photographs.</li> <li>● Locate and compare ground level photographs with OS Map.</li> </ul>	<ul style="list-style-type: none"> <li>● Explain geographical reason why the steelworks are located in Port Talbot.</li> <li>● Understand the importance of the steelworks to the community of Port Talbot.</li> <li>● Determine if the steelworks has a more positive than a negative impact on Port Talbot.</li> <li>● Describe what Life is Like in Africa.</li> <li>● Identify the Physical Features of Africa.</li> <li>● Define what a biome is.</li> <li>● Describe the main features of the different biomes found across Africa.</li> <li>● Create their own Biome.</li> </ul>



## Humanities: History

By the end of term 2, pupils in year 7 should be able to:	By the end of term 3, pupils in year 7 should be able to:
<ul style="list-style-type: none"> <li>● Understand why Wales is the ‘Land of the Castles.’</li> <li>● Locate where Welsh castles are.</li> <li>● Outline the different types of castles and its features.</li> <li>● Identify what life was like in a castle and who lived there.</li> <li>● Plan and price their own Medieval Banquet.</li> <li>● To explore ways that soldiers attacked and defended a castle.</li> <li>● Identify how and why castles changed overtime.</li> </ul>	<ul style="list-style-type: none"> <li>● Use their decision-making skills to create the ultimate castle.</li> <li>● Identify persuasive words and use them to sell a castle in a piece of writing</li> <li>● Understand the historical significance of the Silk Road.</li> <li>● Explain why the Silk Road so important.</li> <li>● Locate the major trade routes of the Silk Road.</li> <li>● Identify the key geographical locations along the Silk Road.</li> <li>● Investigate the type of goods traded along the Silk Road.</li> <li>● Outline the History of the Olympics both Ancient and Modern.</li> </ul>

## Humanities: Religious Studies

<b>By the end of term 2, pupils in year 7 should be able to:</b>	<b>By the end of term 3, pupils in year 7 should be able to:</b>
<ul style="list-style-type: none"><li>• Describe the type of person they are.</li><li>• Explain who or what influences them.</li><li>• Reflect on what their journey in a new school might be like.</li><li>• Explain what makes human beings unique.</li><li>• Outline the various arguments for and against the existence of God.</li><li>• Justify our own views about the existence of God.</li></ul>	<ul style="list-style-type: none"><li>• Create their own images of God.</li><li>• Describe religious beliefs about the nature of God.</li><li>• Explain how religious believers might describe God.</li><li>• Describe the concept of the soul.</li><li>• Explain a range of beliefs about the soul.</li><li>• Evaluate the arguments for and against the existence of the soul.</li></ul>

## Languages, Literacy and Communication: English

<b>By the end of term 1, pupils in year 7 should be able to:</b>	<b>By the end of term 2, pupils in year 7 should be able to:</b>	<b>By the end of term 3, pupils in year 7 should be able to:</b>
<ul style="list-style-type: none"> <li>• Begin to use simple and compound sentences confidently in their writing.</li> <li>• Organise talk and speak clearly to convey information to an audience in a video on healthy lifestyles.</li> <li>• Gather ideas and plan writing using a variety of methods.</li> <li>• Begin to use basic punctuation accurately in their writing.</li> <li>• Write to inform and explain ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• Use different strategies to find information when researching.</li> <li>• Use varying techniques to help retell a Welsh myth.</li> <li>• Use creative writing tools to adapt a Welsh Myth</li> <li>• Ask relevant questions to find out more information about artefacts in front of them.</li> <li>• Begin to use adjectives effectively to make writing more detailed and interesting.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain why they have made choices and give reasons in their writing.</li> <li>• Research independently about an Olympic sport that interests them and create a fact file to inform others.</li> <li>• Begin to read more fluently and start to add expression.</li> <li>• Read, analyse and create simple poetry linked to an overarching theme.</li> </ul>

## Languages, Literacy and Communication: Welsh

<b>By the end of term 1, pupils in year 7 should be able to:</b>	<b>By the end of term 2, pupils in year 7 should be able to:</b>	<b>By the end of term 3, pupils in year 7 should be able to:</b>
<ul style="list-style-type: none"> <li>● Use present tense sentence structures confidently.</li> <li>● Be confident with both positive and negative sentences.</li> <li>● Identify and use verbs accurately.</li> <li>● Pronounce words properly.</li> <li>● Begin to respond to their peers in Cymraeg.</li> </ul>	<ul style="list-style-type: none"> <li>● Express opinions clearly using a range of adjectives and sentence starters.</li> <li>● Questions their peers.</li> <li>● Spell words correctly.</li> </ul>	<ul style="list-style-type: none"> <li>● Use a range of idioms within all aspects of their work.</li> <li>● Extend their written work using a range of connectives.</li> <li>● Use third person sentences confidently.</li> </ul>

## Mathematics and Numeracy: Mathematics

By the end of term 1, pupils in year 7 should be able to:	By the end of term 2, pupils in year 7 should be able to:	By the end of term 3, pupils in year 7 should be able to:
<ul style="list-style-type: none"> <li>• Read and write numbers up to 10,000.</li> <li>• Multiply and divide by multiples of 10.</li> <li>• Apply addition, subtraction to 4-digit whole numbers.</li> <li>• Apply short multiplication and division to 3-digit whole numbers.</li> <li>• Apply addition and subtraction to numbers up to 2 decimal places.</li> <li>• Order numbers up to 10,000.</li> </ul>	<ul style="list-style-type: none"> <li>• Add and subtract negative numbers.</li> <li>• Round to the nearest multiple ten and the nearest hundred</li> <li>• Tell the time on an analogue and digital clock.</li> <li>• Convert and calculate between 12/24 clock.</li> <li>• Find the perimeters of basic and compound shapes.</li> <li>• Define solid shapes by their properties using the terms edges, faces, vertices, prism and pyramid.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand and use the relationship between speed, distance and time.</li> <li>• Plot points and analyse data on a scatter graph, including line of best fit</li> <li>• Read, plot and write coordinates in one quadrant</li> <li>• Identify and draw lines of symmetry in a shape</li> </ul>



## Science and Technology: Food and Product Design

By the end of the Food rotation, year 7 pupils should be able to:	By the end of the Product Design rotation, year 7 pupils should be able to:
<ul style="list-style-type: none"> <li>● Understand how ingredients can be grown and processed into different food products.</li> <li>● Cook at least 4 edible dishes showing the following skills safely and hygienically:                             <ul style="list-style-type: none"> <li>- weighing and measuring</li> <li>- peeling</li> <li>- slicing and dicing;</li> <li>- using the hob safely;</li> <li>- using the oven safely.</li> </ul> </li> <li>● Understand health and safety practices and apply them in practical situations.</li> <li>● Identify where foods fit into a healthy, balanced diet using the Eatwell Guide.</li> <li>● Show an understanding of alternative diets.</li> </ul>	<ul style="list-style-type: none"> <li>● Have a basic understanding about business enterprise, including how to meet the basic needs of a client.</li> <li>● Know how to use CAD;</li> <li>● Develop 3D printing skills;</li> <li>● Develop understanding of investigation work;</li> <li>● Complete a product analysis and use this information to help inform the design process.</li> </ul>

## Science and Technology: Science

<b>By the end of term 1, pupils in year 7 should be able to:</b>	<b>By the end of term 2, pupils in year 7 should be able to:</b>	<b>By the end of term 3, pupils in year 7 should be able to:</b>
<ul style="list-style-type: none"> <li>● Work safely in the laboratory.</li> <li>● Be able to identify scientific equipment and select and use the most appropriate piece of equipment for measuring.</li> <li>● Identify the independent, dependent and control variables in an experiment.</li> <li>● Construct results tables and graphs (bar and line graph).</li> <li>● Design experiments to test hypotheses.</li> <li>● Evaluate results of experiments.</li> <li>● Use group roles to carry out investigations and present findings.</li> </ul>	<ul style="list-style-type: none"> <li>● Understand and explain the interdependence of living organisms and their representation as food chains</li> <li>● Explore how variation within species can lead to evolutionary changes</li> <li>● Understand how differences in species can be classified.</li> <li>● Describe how living things compete for resources</li> <li>● Construct food webs and pyramids of number using food chains.</li> </ul>	<ul style="list-style-type: none"> <li>● Organise and communicate findings in graphs.</li> <li>● Use measuring techniques to calculate speed .</li> <li>● Identify the basic structure and function of a plant cell and animal cell.</li> <li>● Explain how food is used by the body as fuel and why a balanced diet is required for good health.</li> <li>● Investigate how forces can affect movement.</li> </ul>