



7C and 7H

Progress Statements

Term 1: July 2025

## 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 and 7H, Nurture classes** 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>

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## Expressive Arts: Art

By the end of the first rotation in Art, pupils in 7C and 7H should be able to:	By the end of the second rotation in Art, pupils in 7C and 7H should be able to:
<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> </ul>	<ul style="list-style-type: none"> <li>● understand the 'elements of art' and how to selectively apply colour theory to artwork;</li> <li>● research, record and present work on different cultures and celebrations;</li> <li>● explore ideas and experiment with a variety of materials and processes, reviewing and refining their work as it progresses;</li> <li>● critically self-reflect upon artwork as it progresses and record positives, improvements and next steps;</li> <li>● present a personal, imaginative response and make a clear connection to the chosen area of study.</li> </ul>

## Expressive Arts: Drama

By the end of term 1, pupils in 7C and 7H should be able to:	By the end of term 2, pupils in 7C and 7H should be able to:	By the end of term 3, pupils in 7C and 7H should be able to:
<ul style="list-style-type: none"> <li>● understand how to use physicality in drama 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;</li> <li>● 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, pupils in 7C and 7H should be able to:	By the end of the Textiles rotation, pupils in 7C and 7H should be able to:
<ul style="list-style-type: none"> <li>● research and critical analyse sources including images and written text on a brand;</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, analyse and compare sources from Textile artists Victoria Villasana and Han Cao;</li> <li>● record and apply a range of hand embroidered stitches that are skillfully 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 throughout the project.</li> </ul>

## Expressive Arts: Music

By the end of term 1, pupils in 7C and 7H should be able to:	By the end of term 2, pupils in 7C and 7H should be able to:	By the end of term 3, pupils in 7C and 7H should be able to:
<ul style="list-style-type: none"> <li>● identify the elements of music and give brief descriptions of each;</li> <li>● understand basic keyboard skills and identify the notes on the keyboard;</li> <li>● Begin to understand basic music notation.</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

By the end of term 1, pupils in 7C and 7H should be able to:	By the end of term 2, pupils in 7C and 7H should be able to:	By the end of term 3, pupils in 7C and 7H should be able to:
<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 covered in PSE (Personal Social Education) lessons and 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.

PSE lessons are developed in accordance with:

- RSE policy guidance 2022
- Schools Health Research Network (SHRN) data 2023
- Needs that are individual to year group or class

PSE aims to support the holistic development of our students, create positive relationships, allowing learners to thrive in an environment that is consistent, positive and safe for all. There is no assessment, internally or externally, in PSE.

## Humanities: Geography

By the end of term 1, pupils in 7C and 7H should be able to:	By the end of term 2, pupils in 7C and 7H should be able to:	By the end of term 3, pupils in 7C and 7H should be able to:
<ul style="list-style-type: none"> <li>• locate and label the continents and oceans;</li> <li>• identify the difference between Human and Physical Geography;</li> <li>• use four figure grid references and compass directions to locate key features on a map;</li> <li>• describe and begin to explain animal adaptations;</li> <li>• understand climate change and how it can cause threats to Antarctica;</li> <li>• create a diary entry from the point of view of an Antarctic Explorer.</li> </ul>	<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>• describe different types of Tourism and how that effects different areas in the world;</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>• be able to plot climate and temperature on graphs.</li> </ul>	<ul style="list-style-type: none"> <li>• describe importance of the planet's oceans and marine ecosystems;</li> <li>• investigate the positive and negative impacts to coral reefs;</li> <li>• understand some of the solutions to protect coral reefs;</li> <li>• evaluate the solutions to ocean plastic waste;</li> <li>• conduct independent research to gather information on ocean conservation.</li> </ul>

## Humanities: History

By the end of term 1, pupils in 7C and 7H should be able to:	By the end of term 2, pupils in 7C and 7H should be able to:	By the end of term 3, pupils in 7C and 7H should be able to:
<ul style="list-style-type: none"> <li>• show an understanding how the Voyages of Discovery led to exploration of the world;</li> <li>• explain the impact Europeans had on the people of North America;</li> <li>• utilise their source work skills to 'write like a historian;'</li> <li>• begin to describe travel on the Silk Roads.</li> </ul>	<ul style="list-style-type: none"> <li>• understand and investigate the symptoms of the Black Death;</li> <li>• explain the causes of the Black Death;</li> <li>• understand the significance of Henry VIII's divorce;</li> <li>• explain why monasteries were an important resource for Wales;</li> <li>• understand the difference between Protestant and Catholic;</li> <li>• explain Henry VIII's different reasons for divorce.</li> </ul>	<ul style="list-style-type: none"> <li>• explain why there was conflict over who should rule England in 1066;</li> <li>• outline the main events that led to William becoming king in 1066 and make links between them;</li> <li>• consider the utility and reliability of a historical source;</li> <li>• reach a judgement about the impact the events of 1066 had on our local area, including the building of Margam Abbey.</li> </ul>

## Humanities: Religious Studies

By the end of term 1, pupils in 7C and 7H should be able to:	By the end of term 2, pupils in 7C and 7H should be able to:	By the end of term 3, pupils in 7C and 7H should be able to:
<ul style="list-style-type: none"> <li>• describe the type of person they are;</li> <li>• explain who or what influences them;</li> <li>• explain what makes human beings unique.</li> </ul>	<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>• explain how religious believers might describe God;</li> <li>• describe the concept of the soul;</li> <li>• outline arguments for and against the existence of the soul.</li> </ul>

## Languages, Literacy and Communication: English

By the end of term 1, pupils in 7C and 7H should be able to:	By the end of term 2, pupils in 7C and 7H should be able to:	By the end of term 3, pupils in 7C and 7H should be able to:
<ul style="list-style-type: none"> <li>begin to use simple and compound sentences confidently in their writing;</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>use and apply figurative language to describe effectively.</li> </ul>	<ul style="list-style-type: none"> <li>use different strategies to find information when researching and be selective with sources used;</li> <li>gather ideas to plan writing;</li> <li>organise ideas into logical sequences;</li> <li>share and organize information in group work and vary the role taken;</li> <li>develop script writing techniques to be able to perform.</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: French

By the end of term 1, pupils in 7C should be able to:	By the end of term 2, pupils in 7C and 7H should be able to:	By the end of term 3, pupils in 7C and 7H should be able to:
<ul style="list-style-type: none"> <li>● demonstrate basic knowledge of French pronunciation, including silent letters;</li> <li>● understand some basic punctuation differences between English and French;</li> <li>● introduce themselves, including name, feelings, age, birthday, nationality and sporting hobbies;</li> <li>● use basic opinions;</li> <li>● begin using connectives.</li> </ul>	<ul style="list-style-type: none"> <li>● introduce family members and friends, including ages, names and birthdays;</li> <li>● talk about their pets;</li> <li>● use correct masculine/feminine adjectival endings;</li> <li>● name colours.</li> </ul>	<ul style="list-style-type: none"> <li>● name countries around the world;</li> <li>● give opinions about holidays in the past tense;</li> <li>● talk about near future holiday activities.</li> </ul>

## Languages, Literacy and Communication: Spanish

By the end of term 1, pupils in 7C and 7H should be able to:	By the end of term 2, pupils in 7C and 7H should be able to:	By the end of term 3, pupils in 7C and 7H should be able to:
<ul style="list-style-type: none"> <li>● demonstrate basic knowledge of Spanish phonetics and pronunciation, including vowel sounds;</li> <li>● understand some basic punctuation differences between English and Spanish, including use of accents in Spanish and upside-down punctuation marks;</li> <li>● introduce themselves.</li> </ul>	<ul style="list-style-type: none"> <li>● say what subjects you study on different days;</li> <li>● use a variety of verbs to describe classroom activities;</li> <li>● give opinions on school subjects and teachers;</li> <li>● justify opinions;</li> <li>● use correct masculine/feminine adjectival endings;</li> <li>● say what you eat and drink at break.</li> </ul>	<ul style="list-style-type: none"> <li>● ask basic questions and make requests in real life contexts;</li> <li>● use everyday polite expressions;</li> <li>● understand questions in real life contexts.</li> </ul>

## Languages, Literacy and Communication: Welsh

By the end of term 1, pupils in 7C and 7H should be able to:	By the end of term 2, pupils in 7C and 7H should be able to:	By the end of term 3, pupils in 7C and 7H should be able to:
<ul style="list-style-type: none"> <li>● use present tense sentence structures confidently; both positive and negative;</li> <li>● express opinions clearly;</li> <li>● pronounce words properly.</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 7C and 7H should be able to:	By the end of term 2, pupils in 7C and 7H should be able to:	By the end of term 3, pupils in 7C and 7H 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>• round whole numbers to the nearest 10/100/100;</li> <li>• represent and interpret data in a variety of charts and graphs;</li> <li>• order numbers up to 10,000.</li> </ul>	<ul style="list-style-type: none"> <li>• add and subtract monetary amounts;</li> <li>• tell the time on an analogue and digital clock;</li> <li>• convert and calculate between 12/24 clock.</li> <li>• multiply by 1 and 2 digit numbers;</li> <li>• divide by 1 digit numbers with and without remainders.</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: ICT / Digital Competency

Pupils are taught Digital Competency across the curriculum and in their Information Communication Technology (ICT) lessons.

Pupils learn how to stay safe online and how to protect themselves from online dangers such as, phishing and scam websites. Pupils learn how to identify risks and the benefits of sharing the personal information such as their location. Pupils think carefully about what they post and share online, they learn about the dangers of sharing personal information. They explore what cyberbullying is, how to report it online and the serious consequences it can have. Pupils also discuss how technology affects society, both in good and bad ways. Finally, pupils learn about digital rights and how to use search engines in a strategic way to help them source credible information.

Pupils learn basic functions and features of spreadsheet software, including how to input, organise and analyse data. Pupils learn how to enter data accurately into a spreadsheet and use basic formatting techniques to ensure the data is readable. Pupils use their understanding of formulas and functions to perform calculations across multiple cells. Pupils demonstrate competence when organising data efficiently, by sorting and filtering data. Pupils learn about creating charts to visually represent data. Pupils learn about analysing data and identifying patterns, which allows them to use their skills to solve real-world problems.

## Science and Technology: Food and Product Design

By the end of the Food rotation, pupils in 7C and 7H should be able to:	By the end of the Product Design rotation, pupils in 7C and 7H 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 experience using Computer Aided Design software;</li> <li>● have experience using Computer Aided Manufacture;</li> <li>● develop a range of interesting design ideas;</li> <li>● complete an analysis of an existing product;</li> <li>● work safely using a range of tools and equipment.</li> </ul>

## Science and Technology: Science

By the end of term 1, pupils in 7C and 7H should be able to:	By the end of term 2, pupils in 7C and 7H should be able to:	By the end of term 3, pupils in 7C and 7H should be able to:
<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 independent, dependent and control variables in an experiment.</li> <li>• Construct results tables and graphs (bar and line graph).</li> <li>• Identify the different forms of energy and state energy transfers.</li> <li>• Understand and explain the properties of solids, liquids and gases using the particle model.</li> </ul>	<ul style="list-style-type: none"> <li>• identify the basic structure and functions of plant and animal cells;</li> <li>• describe how specialized cells are adapted to their function;</li> <li>• describe the process of digestion and how food is used as fuel by the body;</li> <li>• identify the structures involved in respiration and their roles;</li> <li>• label the different parts of a microscope.</li> </ul>	<ul style="list-style-type: none"> <li>• say what the periodic table is and what it is used for;</li> <li>• explain the difference between an element, a compound and a mixture;</li> <li>• write about an element and explain a number of uses it has;</li> <li>• identify different groups of elements on the periodic table.</li> </ul>