



# 8C and 8H Nurture 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 8C and 8H 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>

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## Expressive Arts: Art

By the first rotation in Art, pupils in 8C and 8H should be able to:	By the second rotation in Art, pupils in 8C and 8H should be able to:
<ul style="list-style-type: none"> <li>• independently investigate the work of a range of Street Artists and document their own judgements and opinions about the work of others;</li> <li>• explore ideas and experiment with a variety of materials, techniques and processes;</li> <li>• review and refine their work as it progresses;</li> <li>• use a range of media to carefully record ideas and observations from both primary and secondary sources;</li> <li>• present personal, creative 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>• research and critically analyse photography sources;</li> <li>• record and apply a range of editing skills including 'selected colour,' black and white' and 'colour overlay;'</li> <li>• critically self-reflect upon work as it progresses and annotate next steps;</li> <li>• refine editing skills and produce personal and imaginative photographic outcomes;</li> <li>• review and evaluate their outcome demonstrating connections to research.</li> </ul>

## Expressive Arts: Drama

By the end of term 1, pupils in 8C and 8H should be able to:	By the end of term 2, pupils in 8C and 8H should be able to:	By the end of term 3, pupils in 8C and 8H should be able to:
<ul style="list-style-type: none"> <li>● begin to understand the context of the play 'War Horse;'</li> <li>● consider the impact of war on civilians and horses, using the use of drama skills such as voice, movement, Freeze-Frames, Thought Tracks, levels and gesture to explore this;</li> <li>● create atmosphere through the use of voice and body;</li> <li>● define and use: Freeze-Frame, Thought tracking, Physical Theatre, Soundscape, Conscience, voice, gesture and Characterisation;</li> <li>● 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. Developing characters further through use of voice, accent and movement;</li> <li>● use drama techniques with increasing confidence. This includes: Voice work, Body Language, Gesture, Characterisation, using a script, Performance Skills, Physical Theatre, Soundscape, Choral Speaking, Abstract Drama, evaluating, Conscience, Cross-Cutting, 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, developing this devised piece through use of a variety of drama skills;</li> <li>● create a devised group piece of drama using the techniques developed throughout the year. This can include: Voice work, Body Language, Gesture, Characterisation, using a stimulus, Performance Skills, Physical Theatre, Abstract Drama, Choral Speaking, Soundscape, Evaluating, Conscience, Cross-Cutting, performance skills, Narration, Monologue.</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 8C and 8H should be able to:	By the end of the Textiles rotation, pupils in 8C and 9H should be able to:
<ul style="list-style-type: none"> <li>• Research and critically analyse sources (images, written text, observations) of artists/designer/illustrators/photographers to influence their practice, knowledge and skills.</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.</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 Textile artists and designers.</li> <li>• Record and apply a range of creative techniques including hand sewing, fabric painting and applique.</li> <li>• Respond to research through developing ideas using sources and experiments as inspiration such as batik and appliqué.</li> <li>• Critically self-reflect upon work as it progresses and annotate the next steps.</li> <li>• Refine skills to design and produce personal and imaginative outcomes.</li> <li>• Review and evaluate their outcome rigorously demonstrating connections to research throughout the project.</li> </ul>

## Expressive Arts: Music

By the end of term 1, pupils in 8C and 8H should be able to:	By the end of term 2, pupils in 8C and 8H should be able to:	By the end of term 3, pupils in 8C and 8H should be able to:
<ul style="list-style-type: none"> <li>• Pupils should be able to understand how the 4 chord trick works within Pop music</li> <li>• Pupils should show an understanding of the history of Pop music and how it has evolved over the years.</li> <li>• Pupils should be able to show the skills necessary in order to create a basic 4 chord pop song on GarageBand.</li> </ul>	<ul style="list-style-type: none"> <li>• identify the music in different genres and different factors of musical impact in a film;</li> <li>• create their own story board for a film with their genre of choice and think of some musical features they can use alongside it;</li> <li>• working in partners or independently to compose their own music that follows alongside either a trailer or scene from a film.</li> </ul>	<ul style="list-style-type: none"> <li>• identify how to create a pop band and what instruments are used within one;</li> <li>• understand what is needed from a practice session and how to improve on various instruments;</li> <li>• work together in their group to successfully perform as a pop band to the class.</li> </ul>

## Health and Well-being: Physical Education

By the end of term 1, pupils in 8C and 8H should be able to:	By the end of term 2, pupils in 8C and 8H should be able to:	By the end of term 3, pupils in 8C and 8H should be able to:
<ul style="list-style-type: none"> <li>● Understand and apply the tactical and technical factors that contribute toward invasion and net games.</li> <li>● Lead an effective warm up independently to prepare themselves for specific activities.</li> <li>● Understand and apply the techniques needed to perform various strength and conditioning exercises with improved technique and control.</li> <li>● Improve physical competence across all activities.</li> </ul>	<ul style="list-style-type: none"> <li>● Explore more challenging situations within invasion and net games in order to demonstrate efficiency and progress.</li> <li>● Understand and apply position specific knowledge and awareness of invasion games.</li> <li>● Understand and apply the techniques needed to perform various strength and conditioning exercises with improved technique and control.</li> <li>● Improve physical competence across all activities.</li> </ul>	<ul style="list-style-type: none"> <li>● Understand and apply the technical and tactical factors that contribute toward striking and fielding games and demonstrate improving quality in competitive situations.</li> <li>● Understand how to perform, coach and officiate a range of track and field activities.</li> <li>● Lead an effective warm up independently and for small groups to prepare themselves for specific exercise activities.</li> <li>● Improve physical competence across all activities.</li> <li>● Understand how to lead an active and healthy lifestyle .</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 8C and 8H should be able to:	By the end of term 2, pupils in 8C and 8H should be able to:	By the end of term 3, pupils in 8C and 8H should be able to:
<ul style="list-style-type: none"> <li>• widen their geographical vocabulary by confidently using new terminology.</li> <li>• describe and explain why the rainforest is important.</li> <li>• understand how consumerism/palm oil is impacting the world's rainforests.</li> <li>• describe and explain the impact that fast fashion is having on the planet.</li> <li>• use evidence to form views on consumer-related issues e.g. fast fashion, the cost of a mobile phone.</li> <li>• show an understanding of how their actions can have impacts on the wider world.</li> <li>• develop their own conclusions on a variety of global issues to express their beliefs and opinions.</li> <li>• create an awareness-raising campaign on a consumer-related issue of their choice.</li> </ul>	<ul style="list-style-type: none"> <li>• understand the layers of the rainforest and the animals and plants that live in each layer;</li> <li>• understand how consumerism/palm oil is impacting rainforests;</li> <li>• identify the positives and negatives of using palm oil;</li> <li>• locate on a world map the tropical rainforests;</li> <li>• explain why Palm oil is grown in the rainforest;</li> <li>• create and understand a climate graph;</li> <li>• build awareness of how important the rainforest is;</li> <li>• explain how plants and animals have adapted to the rainforest;</li> <li>• create their own rainforest/ecosystem.</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrate a deeper understanding of a specific continent to include its tourist destinations;</li> <li>• work within a group developing problem solving skills on how best to travel to their given continent;</li> <li>• create a product to display their learning, using independent research;</li> <li>• apply critical thinking skills in a variety of contexts, both human and natural.</li> </ul>

## Humanities: History

By the end of term 2, pupils in 8C and 8H should be able to:	By the end of term 2, pupils in 8C and 8H should be able to:	By the end of term 3, pupils in 8C and 8H should be able to:
<ul style="list-style-type: none"> <li>• outline how the Victorians treated the most vulnerable in society.</li> <li>• use historical sources to describe conditions in Whitechapel, London.</li> <li>• explain why the Victorian Police Force were unable to catch Jack the Ripper.</li> <li>• reach a judgement about how much the Victorians cared for each other.</li> <li>• consider the validity of different interpretations of the past, giving their own view.</li> </ul>	<ul style="list-style-type: none"> <li>• describe the Triangle of Trade, outline the role each country played and reach a judgement about which might be most to blame;</li> <li>• use historical sources to describe the aspects of the slave trade such as               <ul style="list-style-type: none"> <li>• Slave capture</li> <li>• Life on the slave ships</li> <li>• The slave auctions</li> <li>• Life on the plantations</li> </ul> </li> <li>• explain why some people supported the slave trade and how it came to an end. Consider the validity of different interpretations of the past, giving their own view.</li> </ul>	<ul style="list-style-type: none"> <li>• describe the impact World War One had on life in Britain, including Wales, the 1920s;</li> <li>• explain why many nations voted for Dictators in the 1920s and 1930s;</li> <li>• carry out an enquiry into Welsh links with Ukraine, Holodomor and the disappearance of Mr Jones;</li> <li>• reach a judgement about why the Second World War began.</li> </ul>

## Humanities: Religious Studies

By the end of term 1, pupils in 8C and 8H should be able to:	By the end of term 2, pupils in 8C and 8H should be able to:	By the end of term 3, pupils in 8C and 8H should be able to:
<ul style="list-style-type: none"> <li>● describe the concept of freedom.</li> <li>● explain Christian beliefs about freedom.</li> <li>● evaluate the advantages and disadvantages of freedom.</li> </ul>	<ul style="list-style-type: none"> <li>● understand what makes a behaviour right or wrong;</li> <li>● evaluate how to make right decisions;</li> <li>● discover what influences a person's decision;</li> <li>● identify the aims of punishment;</li> <li>● analyse the punishment system in the UK;</li> <li>● discover where Capital punishment take place in our world;</li> <li>● identify the positives and negatives of capital punishment;</li> <li>● evaluate whether capital punishment is right or wrong;</li> <li>● explain how Christians should behave;</li> <li>● create a modern alternative to Christian teachings;</li> <li>● explain how Muslims try to live a good life;</li> <li>● assess how Muslims might react to real life scenarios;</li> <li>● outline how Buddhists believe we should behave;</li> <li>● explain Buddhist beliefs about karma.</li> </ul>	<ul style="list-style-type: none"> <li>● describe the concept of freedom;</li> <li>● explain Christian beliefs about freedom;</li> <li>● evaluate the advantages and disadvantages of freedom;</li> <li>● describe the meaning of Love;</li> <li>● understand the 4 types of Love;</li> <li>● describe a range of ethical theories;</li> <li>● explain how religious believers make moral choices;</li> <li>● give ethical decisions based on a moral dilemma;</li> <li>● describe what makes a good citizen of the world;</li> <li>● explain how we can be better stewards for the environment.</li> <li>● describe the concept of evil.</li> <li>● describe the key events of the Holocaust.</li> <li>● explain the treatment of the Jews during the Holocaust.</li> </ul>

## Languages, Literacy and Communication: English

By the end of term 1, pupils in 8C and 8H should be able to:	By the end of term 2, pupils in 8C and 8H should be able to:	By the end of term 3, pupils in 8C and 8H should be able to:
<ul style="list-style-type: none"> <li>• use simple and compound sentences effectively in their writing;</li> <li>• adapt their writing for different purposes, for example, to inform, to entertain and to empathise;</li> <li>• use inference skills to respond to a range of texts;</li> <li>• use and apply figurative language to describe effectively;</li> <li>• plan and structure their writing.</li> </ul>	<ul style="list-style-type: none"> <li>• listen carefully to presentations and ask relevant questions;</li> <li>• use a variety of techniques to present ideas and information to an audience using supportive resources;</li> <li>• gather information from trusted sources to aid writing;</li> <li>• use relevant images, graphs and pictures to support writing.</li> </ul>	<ul style="list-style-type: none"> <li>• research and understand information about events;</li> <li>• use their own imagination to create a backstory for an Olympic mascot of their own design;</li> <li>• use techniques to build tension and atmosphere in writing/speech;</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 should be able to:	By the end of term 2, pupils should be able to:	By the end of term 3, pupils in 8C and 8H should be able to:
<ul style="list-style-type: none"> <li>• say where they live, including compass points;</li> <li>• describe their town using a variety of adjectives;</li> <li>• say what places there are/ aren't in their town;</li> <li>• say what activities they can do in their town;</li> <li>• talk briefly about their ideal town.</li> </ul>	<ul style="list-style-type: none"> <li>• give opinions on school subjects and teachers;</li> <li>• justify opinions;</li> <li>• use correct masculine/feminine adjectival endings to describe teachers;</li> <li>• naming facilities in their school;</li> <li>• describe uniform, including colours;</li> <li>• use a variety of verbs to describe what their primary school was like;</li> <li>• describe their ideal school.</li> </ul>	<ul style="list-style-type: none"> <li>• give a summary of a French film;</li> <li>• describe main characters;</li> <li>• give a personal response to the film with justifications.</li> </ul>

## Languages, Literacy and Communication: Spanish

By the end of term 1, pupils should be able to:	By the end of term 2, pupils should be able to:	By the end of term 3, pupils in 8C and 8H should be able to:
<ul style="list-style-type: none"> <li>• describe family members;</li> <li>• adapt verbs when talking about multiple people;</li> <li>• describe their personality, as well as what they look like physically;</li> <li>• use correct masculine/feminine adjectival endings.</li> </ul>	<ul style="list-style-type: none"> <li>• describe the location of Spanish Speaking countries;</li> <li>• describe climate differences between Wales and Spain;</li> <li>• explain features of traditional Spanish houses;</li> <li>• describe a Hispanic festival;</li> <li>• list traditional Spanish sports and foods;</li> <li>• use a variety of adjectives to give opinions on cultural aspects of Spain.</li> </ul>	<ul style="list-style-type: none"> <li>• ask questions and make requests in real life contexts;</li> <li>• use every day polite expressions;</li> <li>• understand questions in real life contexts.</li> </ul>

## Languages, Literacy and Communication: Welsh

By the end of term 1, pupils 8C and 8H should be able to:	By the end of term 2, pupils 8C and 8H should be able to:	By the end of term 3, pupils in 8C and 8H should be able to:
<ul style="list-style-type: none"> <li>● use present and past tense sentence structures confidently; both positive and negative.</li> <li>● identify and use verbs accurately in both past and present tenses.</li> <li>● pronounce words properly.</li> </ul>	<ul style="list-style-type: none"> <li>● use third person sentences confidently in the past tense;</li> <li>● express opinions clearly using a range of adjectives and sentence starters;</li> <li>● use a range of idioms within their work.</li> </ul>	<ul style="list-style-type: none"> <li>● start using the conditional tense.</li> <li>● hold a discussion on a range of different topics using a variety of tenses.</li> <li>● extend their written work with accuracy using a range of connectives.</li> </ul>



## Mathematics and Numeracy: Mathematics

By the end of term 1, pupils in 8C and 8H should be able to:	By the end of term 2, pupils in 8C and 8H should be able to:	By the end of term 3, pupils in 8C and 8H should be able to:
<ul style="list-style-type: none"> <li>• understand and apply addition, subtraction, multiplication and division to whole numbers;</li> <li>• represent and interpret a range of data, diagrams and graphs;</li> <li>• understand place value to write numbers in ascending or descending order including numbers to 2 decimal points;</li> <li>• round whole and decimal numbers to the nearest 10/100/100/10<sup>th</sup>/100<sup>th</sup>/whole number;</li> <li>• multiply and divide whole and decimal numbers by 10, 100 and 1000.</li> </ul>	<ul style="list-style-type: none"> <li>• add and subtract monetary amounts;</li> <li>• read and write analogue time to 5-minute intervals;</li> <li>• read and write digital 24-hour time;</li> <li>• convert between analogue and digital time;</li> <li>• identify different types of angles;</li> <li>• measure and draw angles using a protractor.</li> </ul>	<ul style="list-style-type: none"> <li>• use mean, median, mode and range to analyse data effectively.</li> <li>• understand and use the relationship between speed, distance and time.</li> <li>• find horizontal and vertical distances using coordinates</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.

## Science and Technology: Food

**By the end of the Food rotation, pupils in 8C and 8H should be able to:**

- Understand how ingredients can be grown and processed into different food products.
- Cook at least 4 edible dishes showing the following skills hygienically and with increasing independence:
  - Weigh and measure
  - Temperature control
  - Knife skills
  - Testing food is cooked
  - Enrobing
- Understand health and safety practices in the kitchen and apply them in practical situations.
- Show an understanding of alternative diets and the reasons consumers choose to follow an alternative diet.

Identify how foods provide a range of nutrients and their impact on the body.

## Science and Technology: Product Design

**By the end of the Product Design rotation, pupils in 8C and 8H should be able to:**

- creatively respond to the needs and wants of the user, based on the context and on the information collected;
- develop a range of design ideas for their prototype;
- select and safely use appropriate tools, materials and equipment to construct purposeful outcomes;
  - consider the impact that making may have on the environment as they learn to combine component parts, materials and processes to achieve functionality and improve the effectiveness of the outcomes;
- evaluate their prototype and suggest ways in which it could be improved and developed.

## Science and Technology: Science

By the end of term 1, pupils in 8C and 8H should be able to:	By the end of term 2, pupils in 8C and 8H should be able to:	By the end of term 3, pupils in 8C and 8H should be able to:
<ul style="list-style-type: none"> <li>• work safely in the laboratory;</li> <li>• 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>• understand and explain the properties of solids, liquids and gases using the particle model;</li> <li>• identify different energy types.</li> </ul>	<ul style="list-style-type: none"> <li>• understand and explain the properties of solids, liquids and gases using the particle model;</li> <li>• recognise the differences between chemical and physical changes;</li> <li>• investigate materials to test their properties;</li> <li>• observe and describe the ways in which materials change when mixed together;</li> <li>• investigate the pH of acids and alkalis.</li> </ul>	<ul style="list-style-type: none"> <li>• draw and construct series and parallel circuits;</li> <li>• investigate current and voltage in series and parallel circuits;</li> <li>• observe and describe the ways in which materials change when mixed together;</li> <li>• investigate the pH of acids and alkalis;</li> <li>• define an element and use the periodic table to identify elements;</li> <li>• experimentally investigate the properties of metals and non-metals;</li> <li>• experimentally determine conductivity of materials.</li> </ul>