



**7C and 7H**  
**Progress Statements**  
**Term 2: March 2026**

## 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:**

- investigate the work of landscape artists and document their own judgements and opinions about the work of others;
- explore ideas and experiment with a variety of materials and processes, reviewing and refining their work as it progresses;
- use a range of media to record ideas and observations from both primary and secondary sources.

## Expressive Arts: Drama

**By the end of term 1, pupils in 7C and 7H should be able to:**

- understand how to use physicality in drama to tell a story, looking at how to use their bodies to do this;
- create atmosphere through the use of voice and body;
- be able to define and use: Freeze-Frame, Thought tracking, Physical Theatre, Soundscape;
- be able to evaluate their own performances and the performances of others.

## Expressive Arts: Graphics and Textiles

<b>By the end of the Graphics rotation, pupils in 7C and 7H should be able to:</b>	<b>By the end of the Textiles rotation, pupils in 7C and 7H should be able to:</b>
<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

<b>By the end of term 1 and 2, pupils in 7C and 7H should be able to:</b>
<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>

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## Health and Well-being: Physical Education

**By the end of term 1 and 2, pupils in 7C and 7H should be able to:**

- understand and apply principles of invasion and net games and demonstrate improving quality in competitive situations;
- understand and apply the rules and regulations of activities;
- show an awareness of how to perform a basic warm up for specific activities;
- improve physical competence across all activities.

## 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

<b>By the end of term 1, pupils in 7C and 7H should be able to:</b>	<b>By the end of term 2, pupils in 7C and 7H should be able to:</b>
<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 how humans use fossil fuels;</li> <li>● understand the impacts of humans using natural resources.</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>

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## 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:
<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>● build on their understanding of travel on the Silk Roads to explain how the world was shaped by trade and exploration;</li> <li>● explain their views on exploration and exploitation in the past.</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 1, 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>

## Languages, Literacy and Communication: English

<b>By the end of term 1, pupils in 7C and 7H should be able to:</b>	<b>By the end of term 2, pupils in 7C and 7H 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>● 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>● Explain what an explanation text is and its purpose;</li> <li>● Retell a known text using actions, story maps and pictures;</li> <li>● Explain how or why something works in simple steps;</li> <li>● Use causal connectives to link ideas clearly and make sentences more complex;</li> <li>● Plan own writing using a simple structure;</li> <li>● Check, edit and improve own work</li> </ul>

## Languages, Literacy and Communication: French

<b>By the end of term 1, pupils in 7C and 7H should be able to:</b>	<b>By the end of term 2, pupils in 7C and 7H should be able to:</b>
<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>

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## 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 1, 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, including name, where you live, age, birthday and hobbies</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>

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## 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:
<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> </ul> <p>spell words correctly.</p>

## 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:
<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>

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## 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 their 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 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:
<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> </ul>	<ul style="list-style-type: none"> <li>● Identify the properties of different states of matter</li> <li>● Describe particle arrangement in different states of matter</li> <li>● Name and explain the process of matter changing from one state to another</li> <li>● Name the different parts of the body involved in digestion</li> <li>● Identify different nutrients and give examples of foods containing different nutrients</li> <li>● describe the process of digestion and how food is used as fuel by the body;</li> </ul>

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