**Year 7 English**

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| FlightPath 1 | * Style- Detailed explanation of effect on reader with reference to the text for support * Structure- Detailed explanation about how the writer controls the overall structure of the text * Language- Detailed explanation, including the use of some terminology and quotation, about the impact of language on overall meaning * SPaG- Detailed explanation, including quotation, about the impact of SPaG on overall meaning * Style/Text - Communication is mostly successful in the majority of their ideas * Paragraphs - Material is structured clearly, with sentences organised into logical paragraphs * Sentence Structure - There is a conscious attempt to vary the length, subject and structure of sentences * Vocabulary/SPaG - Your child utilises a reasonably wide vocabulary, where words are sometimes chosen for effect |
| FlightPath 2 | * Style- Some development of analytical comment that shows awareness of writer’s purpose * Structure- Some evaluation of how structural choices contribute to writer’s purpose supported by precise quotation * Language- Some appreciation of how writer’s language choices contribute to overall effect supported by precise quotation * SPaG- Some appreciation of how writer’s SPaG choices contribute to overall effect supported by precise quotation * Style/Text - Communication is mostly relevant in a selection of ideas * Paragraphs - Material is mostly structured clearly, with clear attempts to link sequences * Sentence Structure - There is a variety the length, subject and structure of sentences * Vocabulary/SPaG - Your child is beginning to utilise a reasonable vocabulary |
| FlightPath 3 | * Style- Clearly identify purpose of the text with some limited explanation of the writer at work * Structure- Some explanation about organisation of the text * Language- Features of language identified with some explanation * SPaG- Some explanation on how SPaG contributes to meaning * Style/Text - Your child can successfully communicate simple ideas * Paragraphs - There is evidence that simple structural features are being used * Sentence Structure - Your child is beginning to embed a variety of simple sentence structures correctly * Vocabulary/SPaG - Your child if beginning to select some words for effect |
| FlightPath 4 | * Style- Clearly identify purpose of the text with some limited explanation of the writer at work * Structure- Some explanation about organisation of the text * Language- Features of language identified with some explanation * SPaG- Some explanation on how SPaG contributes to meaning * Style/Text - Your child can sometimes communicate meaning in their writing * Paragraphs - There is a limited linking of ideas across their writing * Sentence Structure - Your child mostly uses simple senses, with attempts to vary them * Vocabulary/SPaG - There is a correct spelling of simple words throughout their work |

**Year 7 Maths**

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| FlightPath 1 | * Share a quantity in 2 or more parts in a given ratio * Solve problems involving ratio and proportion using the unitary method * Write ratios in the form 1 : n * Calculate the area of parallelograms and trapeziums * Calculate the perimeter and area of compound shapes * Work out and use expressions for the nth term in an arithmetic sequence * Work out the midpoint of a line segment * Draw straight-line graphs * Recognise straight-line graphs parallel to the axes |
| FlightPath 2 | * Share a quantity in 2 or more parts in a given ratio * Solve problems involving ratio and proportion using the unitary method * Write ratios in the form 1 : n * Calculate the area of parallelograms and trapeziums * Calculate the perimeter and area of compound shapes * Work out and use expressions for the nth term in an arithmetic sequence * Work out the midpoint of a line segment * Draw straight-line graphs * Recognise straight-line graphs parallel to the axes |
| FlightPath 3 | * Use a protractor to measure and draw angles * Solve problems involving angles and triangles * Read, generate and plot coordinates * Write the nth term of a sequence using algebra * Enlarge shapes using given scale factors * Recognise line and rotational symmetry in 2D shapes * Reflect a shape on a coordinate grid * Translate 2D shapes |
| FlightPath 4 | * Identify polygons * Calculate the area and perimeter of squares and rectangles * Simplify fractions by cancelling * Calculate simple fractions of quantities * Add and subtract simple fractions * Calculate percentages * Reflect a shape in a mirror line * Translate a shape |

**Year 7 Science**

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| FlightPath 1 | * Ecosystems - Describe how changes in the population of one organism can influence other organisms in the food webs. Use data and models to predict changes to predator and prey populations based on their interdependence. Explain what is meant by 'food security' and explain the risks posed by monoculture on food security. Evaluate the advantages and disadvantages of using pesticides. Discuss the strengths and weaknesses of wind pollination and insect pollination. Describe the fate of flower structures following fertilisation and the formations of seeds and fruits. Explain the advantages and disadvantages of different seed-dispersal mechanisms. * Cells - Compare and contrast the similarities and differences between specialised animal, plant and bacterial cells. Describe the terms prokaryotic and eukaryotic. Explain the roles of each cell structure and explain how different structures help the organism to survive. Explain how substances move in and out of the cell by diffusion and osmosis. Explain the relationship between different organs of the body and predict consequences of damage to specific organs. Explain the importance of the development of microscopy techniques, using examples. Understand how to calculate magnification. * Variation & Reproduction - Use data to explain whether variation is continuous or discontinuous and to investigate correlations between varying features. Discuss the relationship between inherited and environmental and describe how many features are caused by both. Make predictions about changes within a species to changes to external conditions. Explain how the male and female reproductive structures are designed for fertilisation and describe methods to combat infertility. Describe the functions of different supporting structures of the mother and apply knowledge of effects of substances on advice given to pregnant women, considering validity of evidence. Justify an opinion about smoking in pregnancy using evidence to support the opinion and to defend against an alternative opinion. * Unicellular Organisms & Immunity - Fully describe different ways in which pathogens are spread and fully describe examples of bacterial and viral diseases and their effects. Fully describe examples of fungal and protist diseases and their effects. Explain how vaccines work and what they are made from. Explain what conditions and infections antibiotics and painkillers treat. Explain how drugs are discovered and developed, including their testing. |

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| FlightPath 2 | * Ecosystems - Define producers, consumers and decomposers and give examples of each in different food webs. Explain how changes in predator and prey populations affect each other. Explain why artificial pollination is used for some crops. Explain how toxins accumulate in food chains. Explain the differences in wind-pollinated and insect-pollinated plants. Describe the stages of fertilisation in plants, including the role of pollen tube. Identify key variables that need to be controlled when investigating the effect of seed design on seed dispersal. * Cells - Compare and contrast the similarities and differences between specialised animal, plant and bacterial cells. Recall the terms prokaryotic and eukaryotic. Describe the function of specialised parts of different unicellular organisms and describe how substances move in and out of cells by diffusion and osmosis. Explain, the terms cell, tissue, organ and organ system and the function of some of the main organ systems in the body. Describe and demonstrate how to observe animal and plant cells under the microscope and explain observations. Understand how to calculate magnification. * Variation & Reproduction - Explain the difference between continuous and discontinuous variation and explain how a mix of genes from our parents means that siblings are different. Use examples to describe how variation within a species can be an advantage if the environment changes. Describe the structures and the function of the male and female human reproductive system and describe how fertility problems may arise. Compare the growth of the foetus at different stages, describe the role of the mother in protecting the foetus. Describe how substances pass to and from a developing foetus and describe different factors on a developing foetus. Explain what it means to critique a claim, and give examples of evidence to support a claim about the effects of smoking in pregnancy. * Unicellular Organisms & Immunity - Describe in detail the different ways in which pathogens are spread and describe, in good detail, examples of bacterial and viral diseases and their effects. Describe, in good detail, examples of fungal and protist diseases and their effects. Briefly explain how vaccines work and what they are made from. Briefly explain what conditions and infections antibiotics and painkillers treat. Briefly explain how drugs are discovered and developed, including their testing. |

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| FlightPath 3 | * Ecosystems - Describe an example of a simple food web and recall ways in which organisms can affect their environment. Describe the role of insects in fruit crop production. Give examples of toxins and describe how toxins pass along the food chain. Describe the different roles of different parts of a flowering plant in reproduction. Recognise that pollination and fertilisation are both part of plant reproduction but are different processes. Recognise different seed-dispersal methods and relate these to structures of the seeds. * Cells - Describe the functions of the nucleus, cell membrane, mitochondria, cytoplasm, cell wall, vacuole, chloroplast and ribosome. Describe unicellular organisms including yeast, bacteria, euglena, paramecium and amoeba - as being either prokaryotes or eukaryotes. Understand cells use diffusion and osmosis to get nutrients and water into the cell. Put the terms cell, tissue, organ and organ system in order to hierarchy, naming some common tissues, organs and organ systems in humans and plants. Recall that a microscope magnifies an image and allows us to see objectsnot visible to the naked eye. * Variation & Reproduction - Identify some features of different organisms of the same species and identify examples of variation caused by inheritance and of variation caused by the environment in which the organism lives. Recognise that variation within a species can help that species to survive. Name the main parts of the male and female reproductive system and understand how these are important in fertilisation. Recall the stages in development as a change from a single fertilised egg to an embryo and a foetus and identify the substances passed on from a mother that will either help or harm the developing foetus. Identify bias in a claim and link it to claims about smoking in pregnancy. * Unicellular Organisms & Immunity - In basic terms, describe different ways in which pathogens are spread and describe examples of bacterial and viral diseases and their effects. Basically describe examples of fungal and protist diseases and their effects. Basically explain how vaccines work and what they are made from. Basically explain what conditions and infections antibiotics and painkillers treat. Basically explain how drugs are discovered and developed, including their testing. |
| FlightPath 4 | * Ecosystems - Describe an example of a simple food web and recall a few ways in which organisms affect their environment. Describe the role of insects in fruit crop production in simple terms. Give a few examples of toxins and understand they can be passed along the food chain. Recall the different roles of different parts of a flowering plant in reproduction. Recognise that pollination and fertilisation are different processes. Recall some different seed-dispersal methods and start to relate these to structures of the seeds. * Cells - Label and start to describe the functions of the nucleus, cell membrane, mitochondria, cytoplasm, cell wall, vacuole, chloroplast and ribosome. Describe some simple unicellular organisms (yeast, bacteria, euglena, paramecium and amoeba). Put the terms cell, tissue, organ and organ system in order to hierarchy, naming some common tissues, organs and organ systems in humans. Recall that a microscope magnifies an image and allows us to see objects not visible to the naked eye. * Variation & Reproduction - Identify some common features in humans that are examples of variation caused by inheritance and environment. Attempt to identify the same in other common organisms. Recall that variation within a single species (concentrate on human and other common organisms) can help that species to survive. Name the main parts of the male and female reproductive system and recall that these are essential in fertilisation and creating a new life. Recall the main stages in human development from fertilised egg to foetus. Recall some useful and harmful substances that may be passed from mother to foetus. Identify bias in a claim and link it to claims about smoking in pregnancy. * Unicellular Organisms & Immunity - State different ways in which pathogens are spread and state examples of bacterial and viral diseases and state some basic effects. State examples of fungal and protist diseases and their effects. State the importance of up to date vaccination and attempt to describe how vaccines work. State the effects of antibiotics and painkillers. State and understand that drug discovery and testing is long and expensive. |

**Year 7 RE**

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| FlightPath 1 | * Understand and retain a variety of knowledge of religious teachings * Identify a variety of specialist language specialist language and use it appropriately * Apply a variety of sources of authority when answering a question * Support your own point of view with evidence and explanation AND can state and support an alternative view to your own with evidence and explanation when evaluating a statement AND formulate a judgement |
| FlightPath 2 | * Understand and retain a range of knowledge of religious teachings * Identify a range of specialist language specialist language and use it appropriately * Apply a range of sources of authority when answering a question * Support your own point of view with evidence and explanation AND can state and support an alternative view to your own with evidence and explanation when evaluating a statement |
| FlightPath 3 | * Understand and retain some knowledge of religious teachings * Identify some specialist language specialist language and use it appropriately * Apply some sources of authority when answering a question * Support your own point of view with evidence and explanation when evaluating a statement |
| FlightPath 4 | * Retain limited knowledge of religious teachings * Identify limited specialist language and use it appropriately * Apply limited sources of authority when answering a question * State your own point of view when evaluating a statement and support it with evidence |

**Year 7 Art**

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| FlightPath 1 | * Show a well-developed ability to knowledgeably develop their own practical skills through observational drawing, investigation and experimentation using a range of drawing materials and techniques with increasing control and purpose * Show a well-developed ability to create personal designs based/influenced by observational drawings and artists work using a variety of drawing materials and drawing and mark making techniques * Show a well-developed ability to create a variety of experimentations when drawing with a range of art materials and on a variety of surfaces, and an ability to create designs, influenced by their observational drawings and artist research |
| FlightPath 2 | * Show a confident ability to knowledgeably develop their own practical skills through observational drawing, investigation and experimentation using a range of drawing materials and techniques with increasing control and purpose * Show a confident ability to create personal designs based/influenced by observational drawings and artists work using a variety of drawing materials and drawing and mark making techniques * Show a confident ability to create a variety of experimentations when drawing with a range of art materials and on a variety of surfaces, and an ability to create designs, influenced by their observational drawings and artist research |
| FlightPath 3 | * Show a moderate ability to knowledgeably develop their own practical skills through observational drawing, investigation and experimentation using a range of drawing materials and techniques with increasing control and purpose * Show a moderate ability to create personal designs based/influenced by observational drawings and artists work using a variety of drawing materials and drawing and mark making techniques * Show a moderate ability to create a variety of experimentations when drawing with a range of art materials and on a variety of surfaces, and an ability to create designs, influenced by their observational drawings and artist research |
| FlightPath 4 | * Show some ability to knowledgeably develop their own practical skills through observational drawing, investigation and experimentation using a range of drawing materials and techniques with increasing control and purpose * Show some ability to create personal designs based/influenced by observational drawings and artists work using a variety of drawing materials and drawing and mark making techniques * Show some ability to create a variety of experimentations when drawing with a range of art materials and on a variety of surfaces, and an ability to create designs, influenced by their observational drawings and artist research |

**Year 7 DT**

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| FlightPath 1 | * Generates detailed designs based upon research and user needs and can make justifications * Can produce isometric sketches with texture rendering * Can analyse existing products in detail * Can develop a logo to suit a target market * Able to use many tools in CAD programs and teach others * Can explain and operate the laser cutter * Can produce an accurate engineering drawing * Understand how mechanical systems work |
| FlightPath 2 | * Generates detailed annotated designs based upon research and user needs * Can produce isometric sketches of basic products with shading techniques * Can analyse existing products using ACCESS FM * Can develop a well presented logo * Able to use many tools in CAD programs * Can operate the laser cutter with support * Can create and engineering drawing * Can explain a simple mechanism |
| FlightPath 3 | * Designs link closely to the brief with basic annotation * Can produce basic isometric sketch of key shapes with colour * Can make judgements about existing products * Can develop logo relevant to a product or service * Has used simple tools within CAD * Understands the key Stages of laser cutting * Can follow an engineering drawing * Can identify mechanical components |
| FlightPath 4 | * Designs with labels meet a simple brief * Can produce coloured isometric sketch using templates * Can label features on an existing product * Can use text and images to design a logo * Is aware of CAD programs * Understands the function of a laser cutter and the materials it can cut * Can follow an engineering drawing with support * Can recognise which products use mechanisms |

**Year 7 Food**

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| FlightPath 1 | * To apply an excellent understanding of hygiene and safe working practices in the kitchen * To demonstrate an excellent knowledge of food safety in terms of what food poisoning is and its main indicators [symptoms], including the causes and preventative measures * To apply an excellent understanding of the origins of the major food groups * To demonstrate excellent levels of ability in the preparation and production of food * To have an excellent understanding of what food poisoning is and what the key indicators of food poisoning are |
| FlightPath 2 | * To apply a good understanding of hygiene and safe working practices in the kitchen * To demonstrate a good knowledge of food safety in terms of what food poisoning is and its main indicators [symptoms], including the causes and preventative measures * To demonstrate good levels of ability in the preparation and production of food * To have a good understanding of what food poisoning is and what the key indicators of food poisoning are |
| FlightPath 3 | * To apply a moderate understanding of hygiene and safe working practices in the kitchen * To demonstrate a moderate knowledge of food safety in terms of what food poisoning is and its main indicators [symptoms], including the causes and preventative measures * To demonstrate moderate levels of ability in the preparation and production of food * To have a moderate understanding of what food poisoning is and what the key indicators of food poisoning are |
| FlightPath 4 | * To apply a basic understanding of hygiene and safe working practices in the kitchen * To demonstrate a basic knowledge of food safety in terms of what food poisoning is and its main indicators [symptoms], including the causes and preventative measures * To demonstrate basic levels of ability in the preparation and production of food * To have a basic understanding of what food poisoning is and what the key indicators of food poisoning are |

**Year 7 Geography**

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| FlightPath 1 | * Describe fieldwork methods in detail * Present data accurately using more sophisticated techniques * Analyse data in detail and draw evidenced conclusions * Evaluate aspects of the investigation in detail * Explain in detail the causes of climate change (natural and human) * Describe in detail the global distribution of tropical cyclones |
| FlightPath 2 | * Describe fieldwork methods * Present data using simplistic techniques * Analyse data and draw simple conclusions * Make evaluations of the investigation * Explain the causes of climate change (natural and human) * Describe the global distribution of tropical cyclones |
| FlightPath 3 | * Describe fieldwork methods briefly * Present data using simplistic techniques * Describe data and suggest reasons for the patterns and draw simple conclusions * Attempt to evaluate the investigation * Describe simply the causes of climate change * Describe the global distribution of tropical cyclones |
| FlightPath 4 | * Outline one fieldwork method * Present data using one simple technique * Briefly describe data and suggest reasons for the patterns and draw simple conclusions * Identify one limitation of the method used * Identify the causes of climate change * Describe simply the global distribution of tropical cyclones |

**Year 7 History**

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| FlightPath 1 | * Detailed description of events/people/features and impacts of the Reformation in England * Detailed description of a few causes and consequences of the Spanish Armada * Detailed description of events/people/features of life in Shakespeare’s London * Detailed explanation of the causes and consequences of main events such as the Civil War and the Great Fire of London * Thoroughly evaluate different ways in which Oliver Cromwell has been interpreted |
| FlightPath 2 | * Describe events/people/features and impacts of the Reformation in England * Identify and describe a few causes and consequences of the Spanish Armada * Describe events/people/features of life in Shakespeare’s London * Identify and describe causes and consequences of main events such as the Civil War and the Great Fire of London * Evaluate different ways in which Oliver Cromwell has been interpreted |
| FlightPath 3 | * Simply describe events/people/features and impacts of the Reformation in England * Identify and simply describe a few causes and consequences of the Spanish Armada * Simply describe events/people/features of life in Shakespeare’s London * Identify and simply describe causes and consequences of main events such as the Civil War and the Great Fire of London * Briefly evaluate different ways in which Oliver Cromwell has been interpreted |
| FlightPath 4 | * Begins to describe events/people/features and impacts of the Reformation in England * Identify a few causes and consequences of the Spanish Armada * Begins to describe events/people/features of life in Shakespeare’s London * Identify and begins to describe causes and consequences of main events such as the Civil War and the Great Fire of London * Identify different ways in which Oliver Cromwell has been interpreted |

**Year 7 ICT**

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| FlightPath 1 | * Explain the advantages of using databases * Use a database to construct a query * Enter a range of information into a spreadsheet independently * Use a range of formula and functions to solve problems * Create a range of graphs/charts appropriate for given data |
| FlightPath 2 | * Explain the advantages of using databases * Use a database to construct a query * Enter a range of information into a spreadsheet * Use a range of formula and functions to solve problems * Create a range of graphs/charts appropriate for given data |
| FlightPath 3 | * Describe why we use databases * Use a database to construct a query * Enter a range of information into a spreadsheet * Use formulas and some functions to solve problems * Create a range of graphs/charts appropriate for given data |
| FlightPath 4 | * Define databases * Use a database to construct a simple query * Enter some information into a spreadsheet * Use basic formulas and SUM function to solve a problem * Create a basic graph for given data |

**Year 7 Music**

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| FlightPath 1 | * Identify and explain voices, vocal ensembles and use of vocal techniques * Justify musical style of different pieces referring to the context of action on stage and audience’s reaction * Perform a simple piece (vocal or instrumental, grade 1-2) reading from musical notation * Compose a setting of a stanza of poem considering speech rhythms and word painting |
| FlightPath 2 | * Identify and explain voices, vocal ensembles * Explain musical style of different pieces referring to the context of action on stage and audience’s reaction * Perform a simple piece (vocal or instrumental, grade 1) reading from musical notation * Compose a setting of a stanza of poem considering speech rhythms and including passing notes |
| FlightPath 3 | * Identify voices, vocal ensembles and use of vocal techniques * Describe how the context of action on stage and audience’s reaction affects compositional decisions * Perform a simple piece (vocal or instrumental, pre-grade 1) reading from musical notation * Compose a setting of a stanza of poem considering speech rhythms |
| FlightPath 4 | * Identify male or female voices and vocal ensembles * Perform a simple melody from a musical reading from labelled musical notation * Compose a setting of a simple poem using the notes of one octave and simple rhythms |

**Year 7 PE - Rounders**

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| FlightPath 1 | * Can lead a full warm up relevant to Rounders * Batting: adopts correct stance with good grip. Makes contact between 50 per cent and 70 per cent of the time and displays evidence of placing the ball according to the field placing * Bowling: stepping action becoming fluent. The delivery is consistent with very few no balls being bowled. Able to demonstrate a change of height and speed in delivery to try to outwit the batsperson. No evidence of using spin technique * Fielding: demonstrates both overarm and underarm throws with consistent accuracy and catches confidently. In the field can return the ball quickly and accurately to base. Able to pick the ball up on the run and can demonstrate the long barrier. Has difficulty catching balls fielded in from deep field * Game: makes a much more significant contribution to the game and carries out the skills with consistency even in the competitive situation * Can evaluate their performance over the 6 weeks making specific reference to the areas they need to improve and suggest ways that these improvements can be achieved |
| FlightPath 2 | * Can lead one aspect of a warm up relevant to Rounders * Batting: clearly demonstrates where and how to stand when receiving the ball. A good grip is evident. Makes contact with less than 50 per cent of the balls. When contact is made there is little control of direction * Bowling: uses correct stepping action and the delivery of the ball is more consistent with few no balls being bowled. No evidence of any variation in the delivery * Fielding: demonstrates both throwing underarm and overarm with some accuracy and consistency and regularly catches the ball coming at different heights and speeds. In the field struggles to get the ball back to the base quickly or accurately due to lack of power. Prefers to field in favourite position * Game: starts to play more effectively in the game but the pressure of the competitive situation affects the performer’s skills * Can identify 3 areas of strength and 3 areas for development in their own performance over the 6 weeks compared to the flight path and describe what they have to do in order to improve their overall performance |
| FlightPath 3 | * Can follow a teacher led warm up * Batting: demonstrates a basic idea of where to stand when receiving the ball * Bowling: demonstrates static bowling action effectively * Fielding: demonstrates basic catching and throwing action over short distances but the technique is poor with little consistency. No evidence of returning the ball from deep field with any accuracy. Unable to demonstrate overarm throwing action correctly * Game: takes part with little effect in the game and struggles to perform the basic skills with any consistency, looks uncomfortable when batting, bowling or fielding * Can describe their performance over the 6 weeks, identifying the skills that they have learnt and how they feel they have performed |

**Year 7 Spanish**

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| FlightPath 1 | * Understand of a range of passages which includes detail in the form of justified opinions, varied adjectives and connectives, negatives, time expressions and intensifiers with reference to the present, near future tense and future simple tenses * Speak clearly with increasing confidence and accurate pronunciation and intonation * Take part in extended spontaneous conversations using justified opinions, varied adjectives and connectives, negatives, time expressions, intensifiers and sequencers with reference to the present, near future and simple future tense in a variety of verb forms * Understand the main points and detail in texts using familiar and some less familiar vocabulary and grammar in the present, near future and future simple tense in a variety of verb forms * Translate texts of varying lengths from Spanish into English * Write descriptive paragraphs which include justified opinions, varied adjectives and connectives, comparatives and superlatives, negatives, intensifiers, time expressions and sequencers with reference to the present, near future and future simple tense in a variety of verb forms * Translate texts of varying lengths from English into Spanish |
| FlightPath 2 | * Understand a range of passages which includes detail in the form of justified opinions, varied adjectives and connectives, negatives, time expressions and intensifiers with reference to the present, near future and future simple tenses * Speak clearly with increasing confidence and near to accurate pronunciation and intonation * Take part in dialogue conversation using justified opinions, varied adjectives and connectives, negatives, time expressions, intensifiers and sequencers with reference to the present, near future and simple future tense * Understand the main points and some detail in texts using familiar vocabulary and grammar in the present, near future and future simple tenses * Translate texts of varying lengths from Spanish into English * Write sentences and paragraphs which include justified opinions, varied adjectives and connectives, comparatives, superlatives, negatives, intensifiers, time expressions and sequencers with reference to the present, near future and future simple tenses * Translate texts of varying lengths from English into Spanish |
| FlightPath 3 | * Understand a range of passages which includes justified opinions, adjectives, connectives, comparatives, superlatives, negatives, time expressions and intensifiers with reference to the present and near future tenses * Speak clearly with increasing confidence and near to accurate pronunciation and intonation * Take part in dialogue conversations using simple justified opinions, adjectives, connectives, negatives, time expressions, comparatives, superlatives, intensifiers and sequencers with reference to the present and near future tenses * Demonstrate an understanding of the main points in texts using familiar and some less familiar vocabulary and grammar in the present and near future tenses * Translate longer sentences and short paragraphs from Spanish into English * Complete longer written sentences and short paragraphs which includes detail in the form of simple justified opinions, adjectives, connectives, comparatives, superlatives, negatives, intensifiers, time expressions and sequencers with reference to the present and near future tenses * Translate longer, more detailed sentences/short paragraphs from English into Spanish |