**Year 8 English**

|  |  |
| --- | --- |
| FlightPath 1  | * 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 clear throughout their ideas
* Paragraphs - Material is clearly controlled and sequences, taking into account the reader’s likely reaction
* Sentence Structure - Your child is able to exercise a choice in sentences for effect, emphasis or clarity
* Vocabulary/SPaG - A wide range of vocabulary is used to match the needs of your subject, as well as making conscious selection of words for effect
 |
| FlightPath 2 | * 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 3 | * 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 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 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
 |

**Year 8 Maths**

|  |  |
| --- | --- |
| FlightPath 1 | * Find the probabilities of mutually exclusive outcomes and events
* Calculate the relative frequency of a value and estimate probabilities
* Use tree diagrams to find the probabilities of two or more events
* Draw diagrams to scale using bearings
* Identify congruent and similar shapes
* Plot straight-line graphs
* Use y = mx + c
* Find the equation of a straight-line graph
* Identify parallel and perpendicular lines
 |
| FlightPath 2 | * Find the probabilities of mutually exclusive outcomes and events
* Calculate the relative frequency of a value and estimate probabilities
* Use tree diagrams to find the probabilities of two or more events
* Draw diagrams to scale using bearings
* Identify congruent and similar shapes
* Plot straight-line graphs
* Use y = mx + c
* Find the equation of a straight-line graph
* Identify parallel and perpendicular lines
 |
| FlightPath 3 | * Adding and subtracting fractions
* Multiply and divide integers and fractions by a fraction
* Convert fractions to decimals
* Plotting graphs and reading values to solve problems
* Find midpoints of line segments
* Order fractions by converting them to decimals or equivalent fractions
* Recall equivalent fractions, decimals and percentages
* Use the unitary method to solve percentage problems
 |
| FlightPath 4 | * Recognise, describe and continue number sequences
* Use the term-to-term rule to work out terms in a sequence
* Generate terms of a sequence using the position-to-term rule
* Simplify fractions
* Identify equivalent fractions
* Calculate fractions of quantities
* Use the language of probability
* Use a probability scale with words and numbers
* Find all the possible outcomes of an event
 |

**Year 8 Science**

|  |  |
| --- | --- |
| FlightPath 1 | * Fluids - Calculate the pressure applied by a solid from the force applied and the contact surface area. Identify the causes and implications of variation of pressure with depth. Apply ideas about density and upthrust to predict the outcomes in various situations. Identify some implications of pressure variation in situations such as weather patterns and high altitude activities. Carry out calculations relating to hydraulic systems in which the applied forces are increased.
* Energy Transfer - Understand that all changes result in transfer of energy and compare rates of energy transferred when electrical appliances are used. Carry out calculations of quantities of stored and transferred energy and cost of energy usage. Use Sankey diagrams to explain a range of energy changes and demonstrate energy conservation. Use data to evaluate social, economical and environmental consequences of ways to generate electricity and suggest ways to reduce the problem.
* Electricity - Suggest the advantages of series and parallel circuits for particular applications. Evaluate different models and analogies for explaining current, voltage and resistance. Know that current is divided between the loops in a parallel circuit and that resistance is the ratio of voltage to current. Understand what potential difference is and use data and mathematical relationship between current, voltage and resistance to carry out calculations. Suggest how objects may become electrostatically charged. Explain why some electrostatic charge mechanisms are more effective than others. Explain the operation of a circuit using the idea of electrons moving from negative to positive terminals of a power supply.
* Electromagnetics & Magnetism - Predict the pattern of the field lines between two magnets placed near each other and predict the effect of a magnetic field on a magnetic object placed in or rolled through the field. Explain how the Earth's magnetic field can be used to aid navigation. Use a diagram to explain how to change the strength of an electromagnet. Compare and contrast the use of magnets and electromagnets in different applications, such as a circuit breaker. Explain the variables that affect the strengths of magnets and electromagnets.
 |
| FlightPath 2 | * Fluids - Explain how force and area can be varied to alter pressure applied and explain the variation of pressure with depth in liquids. Use the concepts of density, displacement and upthrust in explaining floating and sinking. Explain why atmospheric pressure varies with height; describe how the effects of pressure are used and dealt with. Explain how liquids are used in hydraulic systems to transmit forces.
* Energy Transfer - Explain that energy is transferred from one type of energy store to another and identify the rate at which electrical appliances transfer energy (e.g. power rating). Compare the energy usage of difference appliances and calculate the cost of energy uses. Interpret and draw energy transfer diagram for a range of different energy transfers. Describe advantages and disadvantages of various ways of generating electricity and suggest ways the energy dissipation could be reduced.
* Electricity - Use circuit diagrams to construct real series and parallel circuits and vice versa. Apply a range of models and analogies to describe current, voltage and resistance. Know that current is a movement of electrons and is therefore a flow of charge and explain the idea of resistance, using models such as water flow in pipes. Understand that in a series circuit, the potential difference is shared by the components and use data to identify a pattern between current, voltage and resistance. Carry out calculations using V = IR. Explain what is meant by an electrostatic field and explain various examples of electrostatic charge; use ideas of electron transfer to explain different effects. Explain how electron transfer can result in either type of charge.
* Electromagnetics & Magnetism - Use field lines to help explain how the field around a magnet varies and explain how the force on a magnetic object is related to the distance from the magnet. Explain how a compass responds to the Earth's magnetic field. Explain how the strength of the field depends upon the current flow, the material in the core and the number of coils. Describe different applications of permanent magnets and electromagnets. Design an investigation to compare different methods of making magnets and testing the strength of electromagnets.
 |

|  |  |
| --- | --- |
| FlightPath 3 | * Fluids - Describe the causes and effects of varying pressure on and by solids and describe the variation in pressure in liquids with depth and the effects of this. Explain why some objects float and others sink. Describe how atmospheric pressure varies with height; state some implications of variation in pressure. Recognise that pressure acts in a fluid in all directions.
* Energy Transfer - Describe how jobs get done, using an energy model, where energy is transferred from one store to another. Describe what is meant by rate of energy transfer and use the power rating of an appliance to calculate the amount of energy transferred. Identify simple energy transfers and recognise that energy is transferred by a range of different processes. Recognise that electricity is generated in different ways and identify how appliances that transfer energy result in some energy being dissipated.
* Electricity - Recognise arrangements of electric circuit components in series and in parallel. Describe what is meant by current, voltage and resistance. Know that a complete circuit is needed for the current to flow and know that resistance reduces the current flowing. Understand that voltage is also called potential difference and this makes current flow around a circuit. Describe the relationship between current, voltage and resistance in a qualitative way. Describe the effect that a charged object has on other charged objects and describe how friction between objects may cause electrostatic charge through the transfer of electrons. Know the two types of static charge.
* Electromagnetics & Magnetism - Represent magnetic fields using lines to show strength and direction and explain how the force on a magnetic object is related to the strength of the magnet. Describe the forces between like poles and between unlike poles. Recognise that current flowing through a wire causes a magnetic field. Explain the difference between permanent and non-permanent magnet. Describe how to test the strength of a magnet and an electromagnet.
 |
| FlightPath 4 | * Fluids - Recall and attempt to describe some causes and effects of varying pressure on and by solids and variation in pressure in liquids with depth. Explain why some objects float and others sink. Describe how atmospheric pressure can vary with height; recall some implications of variation in pressure. Recognise that pressure in a fluid acts in all directions.
* Energy Transfer - Describe, in simple terms, how energy is transferred from one store to another. Recall what is meant by rate of energy transfer and use power ratings on appliances to describe which transfers the most energy. Identify simple energy transfers and recognise that energy is transferred by several different processes. Recall a few ways in which electricity can be generated and describe how appliances waste energy.
* Electricity - Recognise arrangements of simple electric circuit components in series and in parallel. Describe what is meant by current, voltage and resistance. Know that a complete circuit is needed for the current to flow and know that resistance reduces the current flowing. Understand that voltage is also called potential difference and this makes current flow around a circuit. Understand that increasing the resistance, lowers the current. Describe the effect that a charged object has on other charged objects and recall that friction between objects may cause electrostatic charge through the transfer of electrons. Recall the two types of static charge.
* Electromagnetics & Magnetism - Understand that magnetic field lines show strength and direction of the magnet. Describe the forces between like poles and between unlike poles. Recognise that current flowing through a wire causes a magnetic field. Recall the difference between permanent and non-permanent magnet. Describe how to test the strength of a magnet and an electromagnet.
 |

**Year 8 RE**

|  |  |
| --- | --- |
| 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 8 Art**

|  |  |
| --- | --- |
| FlightPath 1 | * Show a highly developed ability to exploit the characteristics of design to review, modify, evolve and improve designs through several stages
* Show a highly developed and clear ability to engage in purposeful and open ended research in the form of experimentation and investigation leading to the development of ideas in the pursuit of particular creative intentions or client requirements
* Show a highly developed and clear ability to create drawings and representations from observational drawings and engage with the style of artists work and art movements through history to influence personal responses
 |
| FlightPath 2 | * Show a confident ability to exploit the characteristics of design to review, modify, evolve and improve designs through several stages
* Show a confident ability to engage in purposeful and open ended research in the form of experimentation and investigation leading to the development of ideas in the pursuit of particular creative intentions or client requirements
* Show a confident ability to create drawings and representations from observational drawings and engage with the style of artists work and art movements through history to influence personal responses
 |
| FlightPath 3 | * Show a moderate to exploit the characteristics of design to review, modify, evolve and improve designs through several stages
* Show a moderate to engage in purposeful and open ended research in the form of experimentation and investigation leading to the development of ideas in the pursuit of particular creative intentions or client requirements
* Show a moderate to create drawings and representations from observational drawings and engage with the style of artists work and art movements through history to influence personal responses
 |
| FlightPath 4 | * Show some ability to exploit the characteristics of design to review, modify, evolve and improve designs through several stages
* Show some ability to engage in purposeful and open ended research in the form of experimentation and investigation leading to the development of ideas in the pursuit of particular creative intentions or client requirements
* Show some ability to create drawings and representations from observational drawings and engage with the style of artists work and art movements through history to influence personal responses
 |

**Year 8 DT**

|  |  |
| --- | --- |
| FlightPath 1 | * Models are well manufactured, constructed and finished
* Work is neat, organised, planned and well-presented using a range of graphical techniques
* Materials and processes are selected with an understanding of environmental issues
* Can use advanced functions of Photoshop to manipulate images
* Can produce high quality isometric sketches
* Can use drawing techniques to scale drawings
* Can use drawing aids to produce rendered 3D presentation drawings
 |
| FlightPath 2 | * Models are constructed and finished with accuracy
* Work is neat, organised, planned and well presented with some use graphical techniques
* Materials are selected with an understanding of sustainability issues
* Can use functions of Photoshop to manipulate images
* Understands how isometric sketches are constructed
* Can use grids to scale drawings
* Can render objects to look realistic and draw in 3D
 |
| FlightPath 3 | * Models are constructed and assembled soundly
* Work is neat, organised, planned and well presented with some use of basic graphical techniques
* Materials are selected with an understanding of paper/board sourcing and recycling
* Can use functions of Photoshop to import images, backgrounds and texts
* Can use isometric grids to produce 3D shapes
* Can scale basic drawing by a factor of two
* Can use pencil crayons to render wood, metal and plastic textures
 |
| FlightPath 4 | * Models are constructed using nets and templates
* Work is neat and well presented with some use of graphical techniques
* Materials are selected understanding the source of the main material groups
* Can follow tutorial to import images, backgrounds and texts in Photoshop
* Can use a grid to form 3D shapes
* Can use squared paper to scale shapes
* Can use pencil crayons accurately to shade dark, medium and light tones
 |

**Year 8 Food**

|  |  |
| --- | --- |
| FlightPath 1 | * To have an excellent understanding of the different types of food poisoning bacteria and how they multiply
* To apply an excellent understanding of why we cook food
* To demonstrate excellent levels of ability in the preparation and production of food
* To be able to evaluate how the change in ingredients and cooking methods effect results [e.g. sponge cake collapses, white sauce goes lumpy, short pastry won’t roll out]
 |
| FlightPath 2 | * To have a good understanding of the different types of food poisoning bacteria and how they multiply
* To apply a good understanding of why we cook food
* To demonstrate good levels of ability in the preparation and production of food
* To be able to evaluate how the change in ingredients and cooking methods effect results [e.g. sponge cake collapses, white sauce goes lumpy, short pastry won’t roll out]
 |
| FlightPath 3 | * To have a moderate understanding of the different types of food poisoning bacteria and how they multiply
* To apply a moderate understanding of why we cook food
* To demonstrate moderate levels of ability in the preparation and production of food
* To be able to evaluate how the change in ingredients and cooking methods effect results [e.g. sponge cake collapses, white sauce goes lumpy, short pastry won’t roll out]
 |
| FlightPath 4 | * To have a basic understanding of the different types of food poisoning bacteria and how they multiply
* To apply a basic understanding of why we cook food
* To demonstrate basic levels of ability in the preparation and production of food
* To be able to evaluate how the change in ingredients and cooking methods effect results [e.g. sponge cake collapses, white sauce goes lumpy, short pastry won’t roll out]
 |

**Year 8 Geography**

|  |  |
| --- | --- |
| FlightPath 1 | * Interpret pie charts of UK employment structure data
* Compare the employment structure of the UK with countries at different levels of development (developing and emerging economies)
* Evaluate the impacts of Transnational Corporations (TNCs) on the host and origin countries: Case study: Wal Mart
* Describe fieldwork methods in detail
* Present data accurately using more sophisticated techniques
* Analyse data in detail and draw evidenced conclusions
* Evaluate several aspects of the investigation in detail
 |
| FlightPath 2 | * Describe pie charts of UK employment structure data
* Describe the employment structure of the UK and a developing country
* Explain the impacts of Transnational Corporations (TNCs) on the host and origin countries. Case study: Wal Mart
* Describe fieldwork methods
* Present data using simplistic techniques
* Analyse data and draw simple conclusions
* Make evaluations of the investigation
 |
| FlightPath 3 | * Describe pie charts of UK employment structure data
* Outline the employment structure of the UK and a developing country
* Describe ways that Transnational Corporations (TNCs) affect the host and origin countries. Case study: a region in India
* 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
 |
| FlightPath 4 | * Identify patterns on pie charts of UK employment structure data
* Outline the employment structure of the UK
* Describe simply ways that Transnational Corporations (TNCs) affect the host and origin countries. Case study: a region in India
* 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
 |

**Year 8 History**

|  |  |
| --- | --- |
| FlightPath 1 | * Reach conclusions on the importance of Jazz music in early twentieth century USA
* Detailed description of the extent of change and continuity within the USA in the twentieth century
* Evaluation of the success of the Civil Rights Movement
* Detailed description the treatment of the Jews up to 1938 (COP + R + U)
* Evaluate the significance of the Holocaust
 |
| FlightPath 2 | * Detailed explanation of why Jazz music was important
* Identify and describe the extent of change and continuity within the USA in the twentieth century
* Detailed explanation of the success of the Civil Rights Movement
* Describe the treatment of the Jews up to 1938 (COP + R)
* Detailed explanation of the significance of the Holocaust
 |
| FlightPath 3 | * Explanation of why Jazz music was important
* Identify and briefly describe the extent of change and continuity within the USA in the twentieth century
* Explanation of the success of the Civil Rights Movement
* Briefly describe the treatment of the Jews up to 1938 (COP)
* Recognise and explain the significance of the Holocaust
 |
| FlightPath 4 | * Simple explanation of why Jazz music was important
* Identify and begins to describe the extent of change and continuity within the USA in the twentieth century
* Simple explanation of the success of the Civil Rights Movement
* Begins to describe the treatment of the Jews up to 1938 (CO)
* Simple explanation of why the Holocaust is important
 |

**Year 8 ICT**

|  |  |
| --- | --- |
| FlightPath 1 | * Draws and annotates a logo
* Create a professional letter using a range of formatting techniques
* Use a range of cell formatting within a spreadsheet
* Use a range of formula, complex function, sorts and filters within a spreadsheet
 |
| FlightPath 2 | * Draws and annotates a logo
* Create a professional letter using a range of formatting techniques
* Use a range of cell formatting within a spreadsheet
* Use a range of formula, function, sorts and filters within a spreadsheet
 |
| FlightPath 3 | * Draws and annotates a logo
* Create a letter using some formatting techniques
* Use some cell formatting within a spreadsheet
* Use some formulas, functions, sorts and filters within a spreadsheet
 |
| FlightPath 4 | * Draws and annotates a simple logo
* Create a basic letter using some formatting techniques
* Use some simple cell formatting within a spreadsheet
* Use some basic formulas and sorts within a spreadsheet
 |

**Year 8 Music**

|  |  |
| --- | --- |
| FlightPath 1 | * Appraise the effectiveness of musical devices and tonality
* Perform an arrangement of a film theme (grade 1-2 standard), following expression markings
* Compose a short, structured piece to accompany a film scene using appropriate chords and justifying choice
 |
| FlightPath 2 | * Describe effectiveness of musical devices and tonality
* Perform an arrangement of a film theme (grade 1 standard), following expression markings
* Compose a short, structured piece to accompany a film scene using appropriate chords
 |
| FlightPath 3 | * Identify the expressive use of musical devices
* Perform an arrangement of a film theme (grade 1)
* Compose a short piece to accompany a film clip demonstrating the use of relevant devices
 |
| FlightPath 4 | * Identify and describe the expressive use of musical devices
* Perform an arrangement of a film theme (pre-grade 1)
* Compose a short piece to accompany a film clip using pitch, ostinato and dynamics effectively
 |

**Year 8 PE - Rounders**

|  |  |
| --- | --- |
| FlightPath 1 | * Can lead a full warm up relevant to Rounders
* Batting: demonstrates a good ready position and good technique when hitting the ball. Makes contact between 70 per cent and 80 per cent of the time with good contact. Shows clear evidence of placing the ball in the field to avoid fielder in differing positions
* Bowling: rhythmic stepping action. Demonstrates an extremely consistent level of bowling with only the occasional no ball. Shows full variation of height and speed and demonstrates spin to try to outwit his/her opponent
* Fielding: demonstrates all skills with consistency and anticipates where the ball is going and adjust his/her position to field. Shows clear evidence of being able to field the ball accurately to the bases. Can show the long barrier technique and to pick up the ball on the run, either chasing or attacking. Able to consistently catch balls fielded in from deep field
* Game: exerts considerable influence on the game in all areas of batting, bowling and fielding. In play makes very few errors and performs with increasing confidence. Anticipates the flow of the game and encourages team mates into position. Shows evidence of backing up and fielding off the base
* 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 2 | * 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 3 | * 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
 |

**Year 8 Spanish**

|  |  |
| --- | --- |
| FlightPath 1 | * Understand of a range of passages which include justified opinions, varied adjectives and connectives, negatives, time expressions and intensifiers with reference to the past, present, and future tenses in a variety of verb forms
* Speak confidently and with accurate pronunciation and intonation
* Take part in extended, more spontaneous conversations/debates using justified opinions, varied adjectives and connectives, negatives, time expressions, intensifiers and sequencers with reference to 3 tenses in a variety of verb forms
* Understand the main points and detail in a range of texts containing 3 tenses with justified opinions and some less familiar vocabulary and grammar
* Translate texts of varying lengths from Spanish into English
* Write descriptive paragraphs using at least 3 tenses in a variety of verb forms with justified opinions and some familiar and less familiar vocabulary and grammar
* Translate texts of varying lengths from English into Spanish
 |
| FlightPath 2 | * Understand a range of passages which include detail in the form of justified opinions, varied adjectives and connectives, negatives, time expressions and intensifiers with reference to 3 tenses
* Speak clearly with increasing confidence and near to accurate pronunciation and intonation
* Take part in longer conversations using the past, present and future tenses with simple justified opinions and familiar vocabulary and grammar
* Understand the key points (and some detail) in a range of texts containing 3 tenses with justified opinions and some (less) familiar vocabulary and grammar
* Translate texts of varying lengths from Spanish into English
* Detailed written paragraphs using at least 3 tenses with simple justified opinions and some (less) familiar vocabulary and grammar
* Translate texts of varying lengths from English into Spanish
 |
| FlightPath 3 | * Understand a range of passages containing simple justified opinions and familiar vocabulary and grammar
* Speak clearly with increasing confidence and near to accurate pronunciation and intonation
* Take part in short conversations/debates using varied tenses with simple justified opinions and familiar vocabulary and grammar
* Understanding the key points in a range of texts containing varied tenses, simple justified opinions, familiar vocabulary and grammar
* Translate longer sentences and short paragraphs from Spanish into English
* Write detailed paragraphs using at least 2 tenses with simple justified opinions, familiar vocabulary and grammar
* Translate detailed sentences/short paragraphs from English into Spanish
 |