 **Theme 12 **

**Creating a Match Day Programme**

**National Curriculum**

Theme 12 provides opportunities for:

**English**

**Spoken English**

**KS2, Y5 & Y6**

## listen and respond appropriately to adults and their peers

* ask relevant questions to extend their understanding and knowledge
* articulate and justify answers, arguments and opinions
* give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
* maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
* participate in discussions and presentations
* consider and evaluate different viewpoints, attending to and building on the contributions of others
* select and use appropriate registers for effective communication.

**KS3**

* using Standard English confidently in a range of formal and informal contexts, including classroom discussion
* participating in formal debates and structured discussions, summarising and/or building on what has been said

## Reading: Comprehension

## KS2, Y5-Y6

* continuing to read and discuss an increasingly wide range of non-fiction and reference books or textbooks
* identifying and discussing themes and conventions in and across a wide range of writing
* identifying how language, structure, and presentation contribute to meaning.
* retrieve, record and present information from non-fiction.

**KS3**

* reading a wide range of non-fiction
* knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension
* knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning

#### Writing: Transcription

#### KS2, Y5-Y6

* use dictionaries to check the spelling and meaning of words

**Writing: Composition**

**KS2, Y5-Y6**

* identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
* noting and developing initial ideas, drawing on reading and research where necessary
* selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
* using a wide range of devices to build cohesion within and across paragraphs
* using further rganizational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]
* assessing the effectiveness of their own and others’ writing
* proof-read for spelling and punctuation errors

**KS3**

* writing for a wide range of purposes and audiences, including:

well-structured formal expository and narrative essays

a range of other narrative and non-narrative texts, including arguments

* summarising and organising material, and supporting ideas and arguments with any necessary factual detail
* applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form
* drawing on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing

plan, draft, edit and proof-read through:

* considering how their writing reflects the audiences and purposes for which it was intended
* amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness
* paying attention to accurate grammar, punctuation and spelling.

## Grammar and Vocabulary

**KS2**

* using Standard English confidently in their own writing and speech

**History**

### KS2

* construct informed responses that involve thoughtful selection and organisation of relevant historical information
* understand how our knowledge of the past is constructed from a range of sources.
* a local history study

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### KS3

* a local history study

## Art and Design

## Aims

* produce creative work, exploring their ideas and recording their experiences

## Computing

## Aims

The national curriculum for computing aims to ensure that all pupils:

* can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation
* can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems
* are responsible, competent, confident and creative users of information and communication technology.

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### KS2

Pupils should be taught to:

* use sequence, selection, and repetition in programs; work with variables and various forms of input and output
* understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration
* use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
* select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information

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### KS3

Pupils should be taught to:

* understand several key algorithms that reflect computational thinking [for example, ones for sorting and searching]; use logical reasoning to compare the utility of alternative algorithms for the same problem
* use two or more programming languages, at least one of which is textual, to solve a variety of computational problems; make appropriate use of data structures [for example, lists, tables or arrays]; design and develop modular programs that use procedures or functions
* undertake creative projects that involve selecting, using, and combining multiple applications, preferably across a range of devices, to achieve challenging goals, including collecting and analysing data and meeting the needs of known users
* create, re-use, revise and re-purpose digital artefacts for a given audience, with attention to trustworthiness, design and usability