 **Theme 6 **

**Hall of Fame**

**National Curriculum**

Theme 6 provides opportunities for:

**English**

**Spoken English**

 **KS2, Y5 & Y6**

* listen and respond appropriately to adults and their peers
* articulate and justify answers, arguments and opinions
* give well-structured explanations for different purposes
* maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
* use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
* participate in discussions and presentations; gain, maintain and monitor the interest of the listener(s)
* select and use appropriate registers for effective communication.

###

###  KS3

* using Standard English confidently in a range of formal and informal contexts, including classroom discussion
* giving short speeches and presentations, expressing their own ideas and keeping to the point

**Reading Comprehension**

 **KS2, Y5 & Y6**

* continuing to read and discuss an increasingly wide range of non-fiction
* drawing inferences such as inferring characters’ feelings, thoughts and motives; justifying inferences with evidence
* summarising the main ideas drawn from more than one paragraph, identifying the key details that support the main ideas
* distinguish between statements of fact and opinion
* retrieve, record and present information from non-fiction
* explain and discuss their understanding of what they have read, including through formal presentations, maintaining a focus on the topic and using notes where necessary
* provide reasoned justifications for their views.

 **KS3**

* reading a wide range of non-fiction
* understand increasingly challenging texts through:

 making inferences and referring to evidence in the text

 knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension

 checking their understanding to make sure that what they have read makes sense.

**Computers**

###  KS2

Pupils should be taught to:

* understand computer networks including the internet; how they can provide multiple services, such as the world wide web;
* 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
* use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

###  KS3

Pupils should be taught to:

* create, re-use, revise and re-purpose digital artefacts for a given audience, with attention to trustworthiness, design and usability
* understand a range of ways to use technology safely, respectfully, responsibly and securely, including protecting their online identity and privacy; recognise inappropriate content, contact and conduct and know how to report concerns.

**History**

###  KS2

* continue to develop a chronologically secure knowledge
* note connections, contrasts and trends over time and develop the appropriate use of historical terms
* regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance
* construct informed responses that involve thoughtful selection and organisation of relevant historical information
* a local history study

###

###  KS3

* extend and deepen chronologically secure knowledge and understanding of British, local and world history, so that it provides a well-informed context for wider learning
* identify significant events, make connections, draw contrasts, and analyse trends within periods and over long arcs of time
* use historical terms and concepts in increasingly sophisticated ways
* pursue historically valid enquiries including some they have framed themselves, and create relevant, structured and evidentially supported accounts in response
* a local history study