 **Theme 9 **

**The Supporters’ Stories**

**National Curriculum**

Theme 9 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 explanations for different purposes, including for expressing feelings

* 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)
* consider and evaluate different viewpoints, attending to and building on the contributions of others
* select and use appropriate registers for effective communication.

**KS 3**

* using Standard English confidently in formal contexts, including classroom discussion
* giving short speeches and presentations, expressing their own ideas and keeping to the point
* 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 non-fiction
* reading for a range of purposes
* identifying and discussing themes and conventions in and across a wide range of writing
* identifying how language, structure, and presentation contribute to meaning
* distinguish between statements of fact and opinion

**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

**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 further organisational and presentational devices to structure text and to guide the reader

**KS3**

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

notes and for talks and presentations

a range of other narrative and non-narrative texts

* summarising and organising material, and supporting ideas and arguments with any necessary factual detail
* considering how their writing reflects the audiences and purposes for which it was intended

**Grammar and Vocabulary**

* knowing and understanding the differences between spoken and written language, including differences associated with formal and informal registers, and between Standard English and other varieties of English
* using Standard English confidently in their own writing and speech

**History**

to develop understanding of:

* place, historical context and chronology
* historical concepts such as continuity and change, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends
* the connections between local, regional and national history
* the connections between between cultural, economic and social history
* the connections between short- and long-term timescales

**KS2**

* develop a chronologically secure knowledge and understanding of British and local history, establishing clear narratives within and across the periods they study
* 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, and significance
* 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

**KS3**

* extend and deepen chronologically secure knowledge and understanding of British, and local history, so that it provides a well-informed context for wider learning
* identify significant events, make connections, and analyse trends within periods
* use historical terms and concepts in increasingly sophisticated ways
* pursue historically valid enquiries
* understand how different types of historical sources are used rigorously to make historical claims
* social, cultural and technological change in post-war British society
* a local history study

**Computing**

**KS2**

* design/adapt a text document including simple images

**KS3**

* 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