



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 organizational 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

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.

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

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