



## 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