Key Stage 3 Computing Curriculum Map

In order to teach and support every pupil at The Observatory School, we aim to personalise their learning as much as possible. Throughout the Computing and ICT Curriculum, the policy is to set pupils based on their ability, enabling the learning to be more appropriately structured and to meet the needs of every pupil. Below is the curriculum map for Key Stage 3, however this may differ in the class to cater for the individual child's needs.

In Key Stage 3 we are teaching all of the skills in order to prepare the students for their qualifications in Key Stage 4 ICT. The students will make Logos, Spreadsheets, Presentations and create a game using Scratch before making a Multimedia Product as preparation for KS4 BTEC . They will follow a scheme of work based around the Qatar 2022 World Cup -

Parks Year 7 Sensory	Book study: Gangsta Grandma	Roald Dahl Poetry	Newspaper/ Advertisement	Book study: The London Eye Mystery	Book study: The London Eye Mystery	Persuasive Writing
	Developing students' reading and listening skills. Developing writing for different pieces, for example, police report, diary. Using language features, for	Audiences Structure of poems Poetry features alliteration, onomatopoeia. Investigating Roald Dahl as an author	Investigate newspaper features- headlines, images, factual language, slang Types of newspapersTabloid / Broadsheet HR: SPaG and	Investigate what prediction is by showing examples and talking about this with peers. Writing their own predictions from watching short video clips and reading the	Investigate what prediction is by showing examples and talking about this with peers. Writing their own predictions from watching short	Looking at animal rights. Persuasive language modal verbs/ emotive language/ personal/ hyperboles Letter writing. HR: SPaG and Guided

	example, expanded noun phrases, fronted adverbials, ellipsis to enhance writing HR: SPaG and Guided Reading/Accelerated reader in liaison with RH	HR: SPaG and Guided Reading /Accelerated reader in liaison with RH	Guided Reading /Accelerated reader in liaison with RH	beginning of a text and predicting what happens Character Description, feelings Setting- 5 senses HR: SPaG and Guided Reading /Accelerated reader in liaison with RH	video clips and reading the beginning of a text and predicting what happens Characters Description, feeling Setting- 5 senses HR: SPaG and Guided Reading /Accelerated reader in liaison with RH	Reading /Accelerated reader in liaison with RH
Newton Year 7 Social	**Book study: Michael Morpurgo - friend or foe** Developing students' reading and listening skills. Developing writing for different pieces. Using language features, for example, expanded noun phrases, fronted adverbials, ellipsis to enhance writing	**Book study: Michael Morpurgo - friend or foe** Exploring structure of a story - beginning, middle, end, suspense and plot twist/cliff hanger. Write their own story from POV of evacuee. Development of writing techniques.	**Roald Dahl poetry Audiences** Structure of poems Poetry features alliteration, onomatopoeia. Similes and metaphors. Investigating Roald Dahl as an author	**Newspaper/ Advertisement** Investigate newspaper features headlines, images, factual language, slang. Types of newspapersTabloid / Broadsheet	**Book study: Gangsta Grandma** Developing students' reading and listening skills. Developing writing for different pieces, for example, police report, diary. Using language features, for example, expanded noun phrases, fronted adverbials, ellipsis to enhance	**Persuasive Writing** Looking at animal rights. Persuasive language modal verbs/ emotive language/ personal/ hyperboles Letter writing

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					writing	
Curie Year 8 Sensory	**Newspaper Writing** Features and language of a newspaper Headlines Using current newspaper articles SPAG - focusing on speech, paragraphs, past tense and sentence structure. Create their own article	**Fantasy Writing** SPAG - focusing on individual targets, expanded noun phrases Features of a fantasy story. Create characters - heroes and villains Use pobble 365 Images to help with imagination Plan and write a fantasy story - dilemmas and mysterious endings	**Book study: How to Train Your Dragon** Reading and listening skills Character and setting descriptions Writing from a character's point of view Writing for different purposes, for example, diary entry, instruction writing, letters. SPAG - Capital letters, full stops and imperative verbs to enhance writing. Book Review.	**Persuasive Writing** Letter writing, adverts and posters. Persuasive language - paragraphs, emotive language and adverbs.	**Book study : Holes** Prediction Language used in the book Setting and Character descriptions What makes a good hook? Reading and Listening skills Sentence structure and paragraph writing	**Book Study: Holes** Researching an author Building tension Retelling the story Writing for different purposes - Newspaper report, diary entry, Letter home. Comparison to the book Book review Film review End of year assessment

Castner Year 8 Social	**Book study: The Savage Reading and listening skills**	**Fantasy Writing** SPAG - focusing on individual targets,	**Newspaper Writing**	**Persuasive Writing** Letter writing, adverts and posters.	**Book study : Holes** Prediction Language used in the	**Book Study: Holes** Researching an author

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	Character and setting descriptions Writing from a character's point of view Writing for different purposes, for example, diary entry, instruction writing, letters. SPAG - Capital letters, full stops and imperative verbs to enhance writing. Book review	expanded noun phrases Features of a fantasy story Create characters - heroes and villains Use pobble 365 Images to help with imagination Plan and write a fantasy story - dilemmas and mysterious endings	Features and language of a newspaper Headlines Using current newspaper articles SPAG - focusing on speech, paragraphs, past tense and sentence structure. Create their own article	Persuasive language - paragraphs, emotive language and adverbs	book Setting and Character descriptions What makes a good hook? Reading and Listening skills Sentence structure and paragraph writing	Building tension Retelling the story Writing for different purposes - Newspaper report, diary entry, Letter home. Comparison to the book Book review Film review End of year assessment
Anderson Year 9 Sensory	**Travel Writing - Non Fiction** Writing for different purposes and audiences eg to entertain, inform, persuade. Exploring past and contemporary texts	**The Garbage King - Book Study** Reading and listening skills. Exploring other cultures and making comparisons.	**The Garbage King - Book Study** Character and setting descriptions Writing for different purposes and different points of view eg	**Pop and Poetry** Comparing poems and music How poems and songs are structured Exploration of voice, place and	**Kindertransport - Book/Play Study** Cross curricular - exploring the context of WW2, The Holocaust and evacuation How plays are written and structured	**Debates and Balanced Arguments** Writing to persuade Encouraging class debate and forming evidenced arguments. SPAG - how to

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	Finding features within the text that make it effective eg adjectives, extended metaphors Bill Bryson - analysis of short story writing SPAG - paragraphs, descriptive writing, expanding sentences.	Identifying features and structure of a good story eg emotive language, cliff hangers.	diary, newspaper article Develop writing skills, eg used expanded noun phrases, fronted adverbials and punctuation Book review	identity Writing similes, metaphors, hyperbole Creating their own poem inspired by a pop song	Emotive language Opportunity to perform and read out loud Writing for different purposes and from different perspectives eg diary entries	structure an argument eg paragraphs, evidence and using language to persuade Animal testing, should zoos be banned
Turing Year 9 Social	**Functional Skills - Level 1 English - Speaking and Listening** Analysing and developing good communication skills. Enable pupils to communicate effectively - sharing their ideas confidently and convey their ideas and opinions clearly, coherently and confidently. Identify relevant	**Functional Skills - Level 1 English - Reading** Developing good reading skills. Enabling pupils to read a range of texts with confidence and understanding. Familiarise pupils with the format. of FS exam questions. Develop specific reading skills	**Functional Skills - Level 1 English - Writing** .Communicate information, ideas and opinions clearly, coherently and accurately. Write text of an appropriate level of detail and of appropriate length (including where this is specified) to	**Functional Skills - Level 1 English - Speaking and Listening** Develop the speaking and listening skills learned in Autumn 1. Follow and understand discussions and make contributions relevant to the situation and the subject. Use	**Functional Skills - Level 1 English - Reading** Compare information, ideas and opinions in different texts. Identify meanings in texts and distinguish between fact and opinion. Recognise that language and other textual features can be varied to suit different audiences and purposes. Recognise vocabulary	Functional Skills - Level 1 English - Writing Developing the skills learned in Spring 1. .Communicate information, ideas and opinions clearly, coherently and accurately. Write text of an appropriate level of detail and of appropriate length (including where this is specified) to meet the

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	information and lines of argument in explanations or presentations Make requests and ask relevant questions to obtain specific information in different contexts Respond effectively to detailed questions. Communicate information, ideas and opinions clearly and accurately on a range of topics. Express opinions and arguments and support them with evidence.	(skimming, scanning, indepth). Identify and understand the main points, ideas and details in texts. Use reference materials and appropriate strategies (e.g. using knowledge of different word types) for a range of purposes, including to find the meaning of words Understand organisational and structural features and use them to locate relevant information (e.g. index, menus, subheadings,	meet the needs of purpose and audience. Use format, structure and language appropriate for audience and purpose. Write consistently and accurately in complex sentences, using paragraphs where appropriate Covering: articles, letters, emails, reviews; information/advice sheets.	appropriate phrases, registers and adapt contributions to take account of audience, purpose and medium. . Respect the turn taking rights of others during discussions, using appropriate language for interjection.	typically associated with specific types and purposes of texts (e.g. formal, informal, instructional, descriptive, explanatory and persuasive) Read and understand a range of specialist words in context. Use knowledge of punctuation to aid understanding of straightforward texts	needs of purpose and audience. Use format, structure and language appropriate for audience and purpose. Write consistently and accurately in complex sentences, using paragraphs where appropriate Covering: eyewitness accounts;