



Explorer

## Explorer Curriculum – Building block to Formal Curriculum

- The building block before a fully formal curriculum.
- Strong focus on Early Literacy and Numeracy.
- Key skills and knowledge to understand the world around them.
- Functional Skills to apply basic knowledge.
- For children with moderate learning difficulties, autism and other learning needs. Learning takes place through tangible 'real life situations' with regular revisiting of learning.
- Students follow an Entry Level (1-3) Pathway at KS4 and KS5.

## 10E - Explorer Curriculum – Long Term Plan –AQA Steps Up To English.

|             | 2020 – 2021<br>Autumn 1<br>Unit 1   | 2020 – 2021<br>Autumn 2<br>Unit 2   | 2020 – 2021<br>Spring 1<br>Unit 3  | 2020– 2021<br>Spring 2<br>Unit 4   | 2020 – 2021<br>Summer 1<br>Unit 5   | 2020 – 2021<br>Summer 2<br>Unit 6  |
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| Year<br>10E | <p><b>Topic:</b><br/>Introduction to Steps Up / Media Campaigns component 1<br/>Reading<br/><b>PRACTICE x2 half-terms</b></p> <p><a href="#">See SOW</a><br/>Suggested to begin with Spoken Language task for approx. 3 weeks.<br/>Suggested campaigns: FOCUS ON HEALTHY EATING</p> <ul style="list-style-type: none"> <li>• <a href="#">Cadbury and Age UK (loneliness)</a>- example of campaign</li> <li>• <a href="#">Iceland Advert No to Palm Oil</a></li> </ul> | <p><b>Topic</b><br/>Introduction to Steps Up / Media Campaigns component 1 - Non Fiction<br/>Writing<br/><b>PRACTICE x2 half terms</b></p> <p><a href="#">See SOW</a><br/><b>Key Questions:</b><br/>What is a media campaign?<br/>What makes a powerful campaign?<br/><b>Spoken Language-</b><br/>See Autumn 1 key skills.<br/>Can I give my <b>opinion</b> on effective media campaigns confidently?</p> | <p><b>Topic</b><br/>Heroism –Reading Component 2<br/><b>LIVE TEST TO BE TAKEN IN YEAR 11</b></p> <p><a href="#">See SOW.</a><br/>Suggested to begin with Spoken Language task for approx. 3 weeks.<br/>Intro to topic:<br/>Discuss a human hero from everyday life.<br/>Discuss a hero from a film.<br/>Discuss a human hero from history.<br/>Discuss a hero from literature.</p> <p><i>See suggested reading extracts.</i><br/><b>Key questions:</b></p> | <p><b>Topic</b><br/>Heroism Component 2<br/>Creative Writing<br/><b>LIVE TEST TO BE TAKEN IN YEAR 11</b></p> <p><a href="#">See SOW.</a><br/>Planning and building up to writing their own heroic story.</p> <p><b>Key questions:</b><br/>Do I know the forms of <b>punctuation?</b><br/>Do I know <b>why punctuation is important?</b><br/>Do I know why great writers <b>plan?</b><br/>Do we <b>know how</b></p> | <p><b>Topic</b><br/>Leisure Component 1<br/><b>LIVE TEST TO BE TAKEN IN YEAR 11</b></p> <p><a href="#">See SOW</a><br/><b>Key questions:</b><br/><b>Spoken language</b><br/>What is leisure?<br/>Group discussions- what do they enjoy doing for leisure / special occasions?<br/>Group discussion- discuss leisure facilities in the area- see assessment tasks to practice.</p> | <p><b>Topic</b><br/>Leisure Component 1<br/><b>LIVE TEST TO BE TAKEN IN YEAR 11</b></p> <p><a href="#">See SOW</a><br/>Building up to writing emails / letters / reviews about leisure facilities.<br/>E.g.- write a letter to Ms Watkins asking if the class can visit a leisure facility of their choice.<br/>Can I remember <b>why planning is important?</b><br/><b>How do we plan</b> a letter or an email?</p> |

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| <p>example of campaign</p> <ul style="list-style-type: none"> <li>• Healthy eating- <u>eat like a Champ!</u></li> <li>• Change for life- <u>eating less sugar</u></li> <li>• <u>Excuses- Change4Life</u></li> </ul> <p><b>Key Questions:</b><br/>What is a media campaign?<br/>What makes one powerful?<br/><b>Spoken Language-</b><br/>Can I work effectively as part of a group?<br/>Do I know the features of effective speaking and listening skills?<br/>Can I discuss a media campaign in small groups (see SOW)<br/>Can I plan a radio show for Queensbury School (in a small group) based on your chosen campaign?<br/><u>Can I feedback my ideas</u> about the media campaign individually? (SEE ASSESSMENT TASK).<br/><b>Reading-</b> I can pick out key information from an advert/flyer?<br/>I can identify facts and key words in an</p> | <p>Can I give peers <b>constructive feedback</b> on their ideas/ written work?</p> <p>Writing- can I write some accurate questions for a celebrity chef about his recipes?<br/><u>Can I plan effectively?</u><br/>Can I write a detailed newspaper article about my chosen media campaign?<br/><u>Can I think about language and structure?</u><br/>Can I write using accurate punctuation?</p> <p><u>Key Skills and Knowledge:</u></p> <p>See highlighted areas.</p> <p><b>Assessment Outcomes:</b><br/>Steps Up AOs. Practice assessment at the end of the half-term.</p> <p>See SOW – A01, 2, 4-9</p> | <p>Spoken Language- <u>Can I communicate my ideas and opinions effectively?</u></p> <p>Reading- can I read a variety of texts showing interest in what I have read?<br/>I can identify similes, metaphors and other basic literary devices and say what makes them effective?<br/>Do I know what inference is?<br/>Can I use inference?<br/>Can I answer basic comprehension questions?<br/><u>Can I comment on language and structure</u> of an extract?<br/>Do I know what compare means?<br/>Can I compare ideas and perspectives from two different sources?<br/>I can identify some quotations to back up my ideas?<br/><u>Key Skills and Knowledge:</u></p> | <p>to plan?<br/>Do I know what tension is and how to create it?<br/>Can I create my own storyboard for to help plan my story?<br/>Do I know how to structure a basic story?<br/>Can I create a main character?<br/>Can I create setting using descriptive language?<br/>Can I add appropriate verbs to my writing?<br/>Can I use weather to reflect the mood?<br/>Can I give constructive feedback to my peers?</p> <p><u>Key Skills and Knowledge:</u></p> <p>See highlighted areas</p> <p><b>Assessment Outcomes:</b><br/>Steps Up AOs- see SOW</p> <p>See SOW A01, 2, 3, 5-9<br/>Practice assessment</p> | <p><b>Reading:</b><br/>Can I identify brochures, leaflets and adverts of leisure facilities?<br/><u>Can I read timetables of gyms, cinemas, trampoline parks etc. accurately?</u><br/>Can I identify opening times and key events / information stated?<br/>Can I read reviews of local events and identify key information?<br/>Can I make simple inferences?<br/>Can I give my opinion a brochure / review of a leisure facility and express reasons?</p> <p><u>Key Skills and Knowledge:</u></p> <p>See highlighted areas</p> <p><b>Assessment Outcomes:</b><br/>Steps Up AOs- see SOW<br/>A01, 2, 4-9</p> | <p><b>What is tone?</b><br/>How do we write in the appropriate tone?<br/>Do I know how to use accurate punctuation?<br/>Do I know how to structure my letter or email effectively?<br/>Can I proof read my writing?<br/>Can I self-assess my work identifying strengths and improvement targets?<br/>Can I help my peer improve their writing?</p> <p><u>Key Skills and Knowledge:</u></p> <p>See highlighted areas</p> <p><b>Assessment Outcomes:</b><br/>Steps Up AOs. Practice assessment at the end of the half- A01, 2, 4-9<br/>Practice assessment</p> |
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|                               | <p>advert?<br/> <b>Can I infer</b> if something is healthy / unhealthy?<br/>         Can I skim read?<br/> <u>Key Skills and Knowledge:</u></p> <p>See highlighted areas.</p> <p><b>Assessment Outcomes:</b><br/>         See SOW – A01, 2, 4-9</p> | Practice assessment         | <p>See highlighted areas<br/> <b>Assessment Outcomes:</b><br/>         See SOW<br/>         A01, 2, 3, 5-9</p> |   |   |   |
| Links to Gates by Bench marks | 4- Working as a journalist.   | 4- Working as a journalist. | 4- What jobs do you need accurate writing skills?  | 4- What jobs do you need accurate writing skills? | 4- What is it like to work in the leisure industry? | 4- What is it like to work in the leisure industry? |