



Navigator

Navigator Curriculum - Formal Curriculum

- A formal academic curriculum for students closer to age related expectations.
- Aspirational and challenging.
- It is typically for our children with high functioning autism or moderate learning difficulties.
- A broad and balanced secondary curriculum.
- Leads to good GCSE, Level 1 and Level 2 outcomes.
- Subjects become more specialist.

7N - Navigator Curriculum – English

Year	2020 – 2021 Autumn 1 Unit 1	2020 – 2021 Autumn 2 Unit 2	2020 – 2021 Spring 1 Unit 3	2020 – 2021 Spring 2 Unit 4	2020 – 2021 Summer 1 Unit 5	2020 – 2021 Summer 2 Unit 6
	<p>Topic: Me, Myself and I Baseline test-writing a short piece about themselves with some prompts.</p> <p>Reading: Autobiography extracts</p> <p>Writing: planning and writing an autobiography about themselves.</p> <p>S&L: Formal presentation; talking about self.</p> <p>Key questions</p> <p>Reading- Can I: -read a variety of autobiographical extracts showing I have understood what I have read?</p>	<p>Topic: Magic and Mythology</p> <p>Reading: short collections of magical stories. Simple comparisons</p> <p>Writing: planning and writing a short magical story.</p> <p>S&L -discussing short stories</p> <p>Key Questions S&L Can I: -explore what makes a magical story? great film / story extracts e.g. Narnia? Spirited Away? The Witches? Skellig? -appreciate a range of magical stories and film extracts?</p> <p>Key Questions Reading: Can I:</p>	<p>Topic: Perfect Places:</p> <p>Reading: descriptions of a number of real / made up locations e.g. woods, spooky house etc.</p> <p>Writing: planning and writing a description of their favourite real or imaginary locations e.g. Drayon Manor / my perfect theme park.</p> <p>S&L: discussing chosen locations.</p> <p>Key Questions S&L-Can I: -describe my favourite real or imagined locations? -describe how I might feel in my chosen location?</p>	<p>Topic: Rap, Rhyme and Rhythms</p> <p>Reading: a variety of poems e.g. Benjamin Zephaniah / rhymes</p> <p>Writing: planning and writing their own simple poems e.g. shape / acrostic poems.</p> <p>S&L: discussing poets / poems – presenting poems.</p> <p>Key Questions: What is poetry? Is rap poetry? Do I understand at least two different forms of poetry? E.g, acrostic, shape, Haiku, Riddle, Limerick. Have I experienced a variety of spoken word poets and written poetry?</p>	<p>Topic: Read All About It (News)</p> <p>Reading: news stories – First News / Newsround</p> <p>Writing: planning and writing an autobiography about themselves.</p> <p>S&L: group discussions about key newspaper articles.</p> <p>Key Questions: S&L -What is news? -Why do we have news? What is non fiction writing? -Can I listen to / read a simple news story (Newsround / FirstNews) and recall what it is about?</p>	<p>Topic: Topic: All About Birmingham! Research based project.</p> <p>Reading: key facts about Birmingham.</p> <p>Writing: a persuasive brochure for Birmingham covering some main attractions in the city.</p> <p>S&L: Presenting their brochure / PowerPoint to the class individually or in small groups.</p> <p>Key Questions: S&L -What is research? -Why is it important? -What are the best things about Birmingham? -What is a brochure? What makes a great brochure?</p>

-summarise a short paragraph in my own words?
-understand the difference between fiction and nonfiction?
-distinguish between statements of fact and opinion?
- retrieve, record and present information from non-fiction

Writing- Can I:

-plan and write my own short autobiography about myself?
-Choose what to include- e.g. family, primary school, key memories?
-identify the audience
- write legibly and fluently?
-select apt grammar and vocabulary choices?
-use some organizational features e.g. headings / bullet points.

S+L- Can I:

-sustain a longer conversation about a topic I like? ----
- present my ideas using the apt tone?
Show awareness of the listener and maintain their interest?

Key skills and knowledge

-read extracts of magical stories showing I understand what I have read?
-recognise mythology in a story?
-predict what may happen next?
- retell a short story to a peer?
- participate in discussions about the stories read and listen attentively to others?
-record and retrieve key information?
-summarise what I have read?

Writing Can I:

-storyboard my own short magical story?
-write a plan from my storyboard?
-use adjectives and interesting sentences?
- use similes?
-identify the audience?
- write legibly and fluently?
- inset full stops and capital letters consistently?
-begin to select apt grammar and vocabulary choices?
-proof-read and edit my writing for spelling and punctuation errors.

-describe using my senses?
-take turns and listen to what others say?
- simply compare two locations?

Key Questions:

Reading:

Can I:

- read descriptions of places and identify key writing features e.g. adjectives, mood, weather?
-make straightforward inferences from a text? (e.g. mood)
-select some words / pictures from a familiar story and explain its meaning? (lower ability.
-identify what makes a description intriguing?

Writing- Can I:

-write some short descriptions about favourite places, real or imagined e.g. Drayton Manor?
-complete a storyboard with suitable descriptions.
-include the five senses in my work?
-include adjectives in my writing?
-include similes / metaphors in my writing?

S&L- Can I:

discuss my ideas sensibly and maturely with my peers?
Can I express my opinions on a given poem?

Reading: Can I:

-understand the main ideas some poems?
-select some words / pictures from a familiar rhyme and give it meaning?
-show curiosity about what is being read?
-ask appropriate questions about given raps / poems?
-make inferences about what a poem is about?
-make simple comparisons between poems?

Writing:

Can I:

-plan and write my own small collection of poems on issues I feel strongly about e.g. bullying, animal cruelty, music etc?
-write an effective acrostic, riddle or Haiku?
-include similes or metaphors in my writing?
-rhyme words?
-attempt to insert punctuation in my poem?

-listen to others' opinions respectfully?
-recall historical events that have been published?
- role play a news event in school e.g. interviewing Mr Wilson about a school event?

Reading

Can I:

-select some words / pictures from a familiar news story to explain its meaning?
-show curiosity about what is being read?
--make inferences about what a news story is about?
-predict what might have happen after the news event?

Writing

Can I:

-plan a suitable News Report in pairs / individually about something happening within Queensbury / class 7N or local community?
-plan using, Who, What, When Where, Why?
-choose appropriate adjectives for my story?
-choose appropriate punctuation and

-What makes a brochure persuasive?
-What are the key features of a brochure? E.g. headings, pictures, bullet points, website, contact numbers.

Reading

Can I:

-select key information from given brochures e.g. The Sealife Centre, Cannon Hill Park. Lego Land.
-select prices, location, contact numbers etc.
-give ideas about which is the most effective brochure?
-identify why specific words and phrases have been used?
Identify the aim of a brochure e.g. to attract visitors.
-select some key persuasive skills e.g. rhetorical questions, triplets. Facts and statistics?

Writing

Can I:

-research, plan and write my own brochure to advertise Birmingham or one key attraction in Birmingham? (pairs or individual).

	<p>See highlighted points.</p> <p><u>Assessment outcome:</u> A written autobiography with pictures over e.g 4 lessons. A short presentation or group work on their autobiographical ideas (or another apt task).</p>	<p>S+L- Can I: -explain my story to a small group / peer? -ask questions linked to the topic? -being to talk to my peers about a topic confidently?</p> <p><u>Key skills and knowledge</u> See highlighted points.</p> <p><u>Assessment outcome:</u> Teacher assessments of: comprehension skills. Basic story writing skills.</p>	<p>-describe real or imagines locations using prompts? -read aloud and comment on their own writing. -write using appropriate punctuation.</p> <p><u>Key Skills and Knowledge:</u> See highlighted points.</p> <p><u>Assessment outcome:</u> A collection of descriptions of real or imagined places.</p>	<p>-proof-read and edit my writing for spelling and punctuation errors.</p> <p><u>Key Skills and Knowledge:</u> See highlighted points.</p> <p><u>Assessment outcome:</u> Students produce a short collection of poems.</p>	<p>paragraphs for my news story? -proof-read and edit my writing for spelling and punctuation errors.</p> <p><u>Key Skills and Knowledge:</u> See highlighted points.</p> <p><u>Assessment outcome:</u> Teacher assessment throughout unit.</p>	<p>-include at least two persuasive techniques? --choose appropriate word choices for my brochure? -set out my brochure appropriately with pictures, headings and bullet points.</p> <p><u>Key Skills and Knowledge:</u> See highlighted points.</p> <p><u>Assessment outcome:</u> Teacher assessment throughout unit.</p>
Links to Gatsby Benchmarks:	4- Writing careers - biographies / autobiographies	4- Being a writer	4-Working in creative industries.	4-Working in creative industries.	4- What is journalism?	4- Marketing