



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.

8E - Explorer Curriculum – English.

Year 8	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: <u>Autobiography- What makes me unique?</u></p> <p>Reading: Autobiography/ Biography 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:</p> <p>-read extracts of text and check that the text makes sense? -make basic inferences from what I have read?</p>	<p>Topic: <u>Fantastic places! Travel Writing.</u></p> <p>Reading: Factual descriptions, simple travel brochures / advertisements. Describing and comparing basic sources.</p> <p>Writing: nonfiction descriptions of places and locations from around the world. Students’ design and write about their chosen location (fictional or real) for a travel brochure.</p> <p>S&L: Students describe their favourite locations and present their own.</p>	<p>Topic: <u>Story Settings. Can I write alternative openings / endings?</u></p> <p>Reading: short stories and extracts. Compare simple stories. Openings Vs Endings</p> <p>Writing: planning and writing the beginning of a short story.</p> <p>S&L: discussions about what makes a great story opening / ending.</p> <p>Key Questions: S&L</p> <p>-What is a setting? - What do we find in different settings?</p>	<p>Topic: <u>Riddle Me- having fun with simile and alliteration.</u></p> <p>Reading: extracts from poets’ / a variety of poems e.g. acrostic, shape, riddles, raps.</p> <p>Writing: planning and writing their own poems (e.g. w forms). S&L: Group work- responses to poems / presenting their poetry.</p> <p>Key Questions: -What is rhyme? -What is poetry? -What is rap? -What words sound the same? -What nursery rhymes do I like or used to like? -Can I join in with a poem / rhyme?</p>	<p>Topic: <u>Adverts The power of persuasion!</u></p> <p>Reading: a variety of adverts / captions / headings- recognising basic techniques used.</p> <p>Writing: planning and writing an advert e.g. healthy eating / in small groups / pairs using persuasive words.</p> <p>S&L -group presentation on their advert.</p> <p>Key Questions Reading / S&L Can I: -explore what makes a successful advert? Examples on YouTube:</p> <ul style="list-style-type: none"> • Healthy eating- eat 	<p>Topic: <u>Time Capsule! Creative writing project.</u></p> <p>Reading: reading extracts from Good Night Mr Tom or Carrie’s War (or another suitable book from the past).</p> <p>Writing: planning and writing time capsule ideas. E.g. letter to future self, description of three important items e.g. cuddly toy, picture of someone important, favourite memory.</p> <p>S&L: presenting their time capsule ideas to a small group or the class,</p>

- participate in discussions about autobiographies, taking turns listening to what others say?
-record and retrieve key information?

Writing

Can I:

-Plan and write my own short autobiography about myself?
(They can decorate, be creative and make it presentable).
--choose what to include in their autobiography- e.g a page on: my family, primary school, key memories e.g. holidays or school trips?
-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 Questions

Reading

Can I:

-read extracts from non-fiction sources e.g. holiday brochures and understand the main points?
-show an interest in what I have read?
-record and retrieve key information from the sources I read?
-identify very basic persuasive techniques- questions to the reader?
-explain and discuss what I have read with a partner?
- listen to what others say when discussing a text?
-research a country / location of my choice recording key points in a mind-map?

Writing

Can I:

-plan and write a travel brochure for my favourite place.
-plan and describe my own (real or imagined) location write a factual description?
-include some appropriate adjectives
-write legibly?
-use simple organizational

- Who might we find in different settings?
- How do different settings make us feel?
-Can I: describe my favourite place?
-describe using my senses?
- simply compare two settings?

Writing

Can I:

-plan and write (with support) a simple description of a setting using pictures.
-Trace or overwrite my descriptions.
-show an awareness of how text is organised on a page e.g. headings
-copy letter forms E.g. labels and/or captions for display. (Lower ability).
-begin to explore using upper and lower case letters.
-compare simple stories and write about my preferences?
-write an alternative ending to a given story? e.g. Narnia? Spirited Away? The Witches? Skellig? (any suitable story)
-Include adjectives and interesting sentence structure in my opening.

-Can I say which poem / rap is my favourite?
-Why are poems used to express something?
(discussion)
-Can I create my own simple shape or acrostic poem?

Reading:

-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?
- associate sounds with patterns in rhymes.
-make simple comparisons between poems?

Writing.

Can I:

-plan / write my own simple acrostic or shape poem about something important to me? e.g. bullying, my favourite music etc
-include appropriate adjectives in my poem?
-attempt to insert punctuation in my poem?

Key Skills and Knowledge:

like a Champ!

- Change for life- eating less sugar
- Excuses- Change4Life

-identify key organisational features? E.g bullet points, headings, pictures, sub headings.
- pick out key information from an advert/flyer?
- identify facts and key words in an advert?
- infer if something is healthy / unhealthy?
-recognize basic persuasive techniques? E.g rhetorical questions, triplets, facts / statistics.
-explore why an advert has chosen a particular picture?

Writing.

Can I:

-plan and write my own advert e.g. for a healthy snack or persuading Queensbury Students to eat healthily (adapt to suit the class).
- include key organisational features? E.g bullet points, headings, pictures, sub headings.

Key Questions: S&L

-What is a time capsule?
-Why would people keep one?
-Can I create a time capsule of your favourite items?
Ideas for capsule: Snack package? Pictures of your favourite items? Letter to future self?
Description of three important items e.g. cuddly toy, picture of someone important, favourite memory.
-Can I explain why I have chosen my items (3 or more).

Key Skills and Knowledge:

Writing. Can I:

-plan and write (with support) a simple description of my Time Capsule items?
-trace or overwrite my ideas? (lower ability)
-show an awareness of how text is organised on a page e.g. headings, sub headings.
-copy letter forms e.g. labels and/or captions for displays (lower ability)
-choose the best sentences to give meaning for my reader.

	<p><u>Key Skills and Knowledge:</u> 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>features e.g. headings / sub-headings in my writing? -make some appropriate grammar and punctuation choices? -Proof-read for spelling errors.</p> <p>S&L - <u>See autumn 1 key questions.</u></p> <p><u>Key Skills and Knowledge:</u> See highlighted points.</p> <p><u>Assessment outcome:</u> Teacher assessment of comprehension skills. -A written piece on their own favourite location.</p>	<p><u>Key Skills and Knowledge:</u> See highlighted points.</p> <p><u>Assessment outcome:</u> Teacher assessment throughout topic.</p>	<p>See highlighted points.</p> <p><u>Assessment outcome:</u> Teacher assessment throughout topic.</p>	<p>-include basic persuasive techniques? E.g rhetorical questions, triplets, facts / statistics.</p> <p><u>Key Skills and Knowledge:</u> See highlighted areas</p> <p><u>Assessment outcome:</u> Students explore a collection of persuasive adverts on healthy eating. Students produce some of their own adverts using the power of persuasion.</p>	<p>-include appropriate adjectives, similes in my writing? -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 topic.</p>
Links to Gatsby Benchmarks:	4- Writing autobiographies and biographies	4- Tourist industry.	4- Being an author, illustrator.	4- Working as a Rap Artist or Poet.	4- Marketing	4- Being an Historian.