



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.

AQA Language Assessment Objectives:

- AO1-Identify and interpret explicit and implicit information and ideas.
 AO2- Explain, comment on and analyse how writers use language and structure to achieve effects.
 AO3- Compare writers' ideas and perspectives across two or more texts.
 AO4- Evaluate texts critically and support this with appropriate textual references.
 AO5- Communicate clearly, effectively and imaginatively.
 AO6- Accurate punctuation/range of sentences for effect.
 AO7: Demonstrate presentation skills in a formal setting
 AO8: Listen and respond appropriately to spoken language, including to questions and feedback on presentations
 AO9: Use spoken Standard English effectively in speeches and presentation.

YEAR 14 ONLY: If student has not obtained sufficient marks to secure EL1, 2 or 3, they can sit the DETECTIVES unit of work. This unit will not be valid after the June 2022 cohort (Current Year 14).

6.3 - Explorer Curriculum – Step Up to English (AQA)Gold/Silver Steps

Year	2021 – 2022 Autumn 1	2021 – 2022 Autumn 2	2021 – 2022 Spring 1 and 2	2021-2022 Summer 1 and 2
All students to study units identified	<u>Topic: Step Up to English</u> <u>AQA</u> <u>Gold Steps</u> <u>Component 1 –</u> <u>Hobbies</u>	<u>Topic:</u> <u>Component 1- Music</u> Paper 1 and 2 Skills using materials from the Music SOW (on Staff Shared)	<u>Topic: Component 2 -</u> <u>Exploring</u> <u>double weighting</u> GCSE Paper 1 and 2 Skills. Selected texts/extracts related to exploring	<u>Topic: Component 2 - Crime</u> <u>Double Weighting (carry forward)</u> GCSE Paper 1 and 2 Skills. Selected texts/extracts related to sport1`

<p>ed years 12-14. Students in year 14 to sit the formal assessments for each unit and to bank these</p>	<p><u>Skills Framework – Speaking and Listening Steps</u></p> <p><u>Key Questions:</u></p> <ul style="list-style-type: none"> • What skills/qualities do you need to be a participant in any given hobbies? • Could you take up a hobby? • Can you read select relevant information about a hobby? • Can I identify and label structural from a text? For example: <p>Sub Heading/Heading, Illustration/Picture/Diagram/Example of character, page number, Introduction/Description about the activity and instructions/Explanations about how to draw the feature.</p>	<p>and appropriate non-fiction tasks</p> <p><u>Skills Framework – Speaking and Listening Steps</u></p> <p><u>Key Questions:</u></p> <p>What is inference? Can I compare? Can I understand how language is used? Can I understand how structure is used? Can I plan a letter/review?</p> <p><u>Key Skills and Knowledge:</u></p> <ul style="list-style-type: none"> • Take part in group discussions and make an individual presentation. • Read a selection of texts with support. • Use the text to learn how to: <p>Infer and comment on language and structure.</p> <p>To know how to edit and proofread effectively.</p> <p>To plan effectively.</p> <p>To communicate ideas effectively.</p>	<p><u>Skills Framework – Speaking and Listening Steps</u></p> <p><u>Key Questions:</u></p> <p>How is a story written? What is the structure of a story? What does the setting in a story look like? What is the weather like? What can we hear, see, feel and smell? How do you write an effective description? What makes a story effective and engaging? How do I plan and write a good story? Which genres can stories take? How do writers create tension and suspense? How can I use a story mountain to plan my own story?</p> <p><u>Key Skills and Knowledge:</u></p> <ul style="list-style-type: none"> • Be able to read a selection of literary and literary non-fiction texts. • Use texts to learn how to: • Infer • comment on language and 	<p><u>Skills Framework – Speaking and Listening Steps</u></p> <p><u>Key Questions:</u></p> <p>What is the difference between fiction and non-fiction? How do writers create meaning when writing fiction? What is the difference between fact and opinion? What is the purpose of a given text and who is the audience? How do different writers convey meaning and create effects? How do I plan and structure my own examples of non-fiction? What is the difference between primary and secondary sources? How would you respond to information about a crime? How does a news reporter make a match sound exciting? How far can you trust an eye-witness account? What kind of person would make the perfect witness?</p>
--	---	---	---	---

Key Skills and Knowledge:

- Information retrieval
- Comprehension
- Inference
- Language and structural analysis
- Ability to evaluate texts and to critically appreciate them
- Writing descriptively and imaginatively
- Locate key points in a text

Suggested Reading:

Please see on Shared Drive

To respond to others appropriately.

Evaluate ideas with support.

Plan a letter/review with appropriate form, language and structure.

Suggested Reading:

Music books
Music clips
Music magazines
Music fact sheets
Music website
Music adverts
Music posters

Companies that help to set up School Radio:
Schoolradio.com/resourcecategories/1/resources/44

myliveschool.org/

(See Music SOW on Staff Shared)

structure

- compare ideas and perspectives.
- Learn how plan, write, edit and proofread a story.
- Learn how to:
- How to infer
- How to compare
- Understanding how language is used
- Understanding how structure is used
- Understand how to plan a story
- How to edit

Suggested Reading:

Neil Armstrong.

Amelia Earhart- First female pilot.

Sarah Winnemucca- Native American.

Ibn Battuta (Abu Abdullah Mohamed)- explorer.

Can you think from the perspective of a news reporter/detective/criminal?

Key Skills and Knowledge:

- read a selection of literary and literary non-fiction texts
- use the texts to learn how to: infer, comment on language and structure
- compare ideas and perspectives
- learn how to plan, write, edit and proof read a story

Suggested Reading:

**Mrs Marple
Bug Muldoon
Sherlock Holmes
Arthur Conan Doyle (1859-1930)
John Grisham
Abir Mukherjee
Vaseem Khan
Sanjida Kay**

Audio Visual resources:

**CSI
House
Homicide
Mission Impossible**

Please see on Shared Drive

<p>Links to Gatsby Benchmarks:</p>	<p>Benchmark 2, – Learning from the Career and Labor Market information. Benchmark 3 – Addressing the needs of the student and * - Personal Guidance</p> <p>Students to consider what skills are needed to suit their hobbies/interests... lead onto looking at what skills are needed for different roles they are interested in and what qualifications.</p>	<p>Benchmark 2, – Learning from the Career and Labor Market information. Benchmark 3 – Addressing the needs of the student and * - Personal Guidance Benchmark 4 – Linking Curriculum to learning Benchmark 8 – Personal Guidance</p> <p>Students to consider what skills are needed to access the opportunities they are interested in. Going into work places/remote visits. Research. Writing C.Vs and cover letters.</p>	<p>Benchmark 2, – Learning from the Career and Labor Market information. Benchmark 3 – Addressing the needs of the student and * - Personal Guidance Benchmark 5- Encounters with employers and employees</p> <p>Students to consider what skills are needed to access the opportunities they are interested in. Research.</p>	<p>Benchmark 2, – Learning from the Career and Labor Market information. Benchmark 3 – Addressing the needs of the student and * - Personal Guidance Benchmark 6 – Experience of Work places</p> <p>Students to consider what skills are needed to be a police officer or detective.</p>
---	--	--	--	--