



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.

## 7E - Explorer Curriculum – English

Year	2021 – 2022 Autumn 1	2021 – 2022 Autumn 2	2021 – 2022 Spring 1	2021 – 2022 Spring 2	2021 – 2022 Summer 1	2021 – 2022 Summer 2
	<p><b>Topic: Who am I? Introducing autobiography</b></p> <p><b>Baseline test- writing a short piece about themselves with some prompts.</b></p> <p><b>Core Focus:</b> simple / varied sentences, punctuation, letter formation, comprehension. Non-Fiction focus.</p> <p><b>Reading:</b> Autobiography/ Biography extracts</p> <p><b>Writing:</b> planning and writing an autobiography about themselves.</p> <p><b>S&amp;L:</b> Formal presentation; talking about self.</p> <p><b>Key Questions Can I:</b></p>	<p><b>Topic: Magical Stories. Traditional stories</b></p> <p><b>Reading:</b> short collections of magical stories. Simple comparisons</p> <p><b>Writing:</b> planning and writing a short magical story / re-telling a favourite fairytale through the eyes of one character?</p> <p><b>S&amp;L</b> -discussing short stories</p> <p><b>Key Questions S&amp;L Can I:</b></p> <p>-discuss what makes a great films or extracts e.g. Narnia? Spirited Away? The Witches?</p> <p>-appreciate a range of magical stories and film extracts?</p> <p>-discuss what makes a great magical story?</p>	<p><b>Topic: Our favourite places!</b></p> <p><b>Reading:</b> descriptions of a number of real / made up locations e.g. woods, spooky house, Drayton Manor etc.</p> <p><b>Writing:</b> planning and writing a leaflet presenting their favourite real or imagined locations e.g. My Favourite Theme Park.</p> <p><b>S&amp;L:</b> discussing chosen locations.</p> <p><b>Key Questions S&amp;L-Can I:</b></p> <p>-describe my favourite places?</p> <p>-describe how I might feel in my chosen place?</p> <p>-describe using my senses?</p>	<p><b>Topic: Rap and Rhyme</b></p> <p><b>Reading:</b> a variety of poems e.g. Benjamin Zephaniah / rhymes</p> <p><b>Writing:</b> planning and writing their own simple poems e.g. rhyme.</p> <p><b>S&amp;L:</b> discussing poets / poems – presenting poems.</p> <p><b>Key Questions / S&amp;L</b></p> <p>-What is rhyme?</p> <p>-What is poetry?</p> <p>-What is rap?</p> <p>-What words sound the same?</p> <p>-What nursery rhymes do I like or used to like?</p> <p>-Can I join in with a poem / rhyme?</p> <p>-Can I say which poem / rap is my favourite?</p>	<p><b>Topic: Read All About It! (News) Fact Vs Fiction.</b></p> <p><b>Reading:</b> news stories – First News / Newsround</p> <p><b>Writing:</b> planning and writing an autobiography about themselves.</p> <p><b>S&amp;L:</b> group discussions about key newspaper articles.</p> <p><b>Key Questions S&amp;L</b></p> <p>-What is news?</p> <p>-Why do we have news?</p> <p>What is non fiction writing?</p> <p>-Can I listen to / read a simple news story (Newsround / FirstNews) and</p>	<p><b>Topic: All About Birmingham! Research based project.</b></p> <p><b>Reading:</b> key facts about Birmingham.</p> <p><b>Writing:</b> a brochure for Birmingham covering some main attractions in the city.</p> <p><b>S&amp;L:</b> Presenting their brochure / PowerPoint to the class individually or in small groups.</p> <p><b>Key Questions S&amp;L</b></p> <p>-What is research?</p> <p>-Why is it important?</p> <p>-What are the best things about Birmingham?</p> <p>-What is a brochure? What makes a great brochure?</p> <p>-What are the key features of a</p>

-explain what an autobiography is to my peer?  
-understand why people write them?  
-think about key events in my own life for my mini autobiography?

**Reading:**

**Can I:**

-read autobiography extracts and check that the text makes sense?  
-make basic inferences from what I have read?  
- participate in discussions about biographies/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 and make it presentable.*  
--choose what to include- e.g. a page on- my family, primary school, key memories e.g. holidays or school trips?  
-identify the audience?  
- write legibly and fluently?  
- say aloud what I am going to write?

-plan and storyboard my own magical story using prompts?

**Reading:**

**Can I:**

-read extracts of magical stories showing I understand what I have read?  
-make basic inferences from what I have read?  
-I can retell a short story to a peer?  
- predict what might happen next?  
- participate in discussions about the stories read and listen attentively to others?  
-record and retrieve key information?  
-retell my favourite fairytale in my own way?

**Writing**

**Can I:**

-storyboard my own short magical story?  
-identify the audience?  
- begin to write legibly?  
- inset full stops and capital letters?  
-begin to select apt grammar and vocabulary choices?

**Key skills and knowledge**

See highlighted points.

**Suggested Reading:**

-where do I feel safe in school?  
-where do I feel unsafe?  
-take turns and listen to what others say?

**Reading:**

**Can I:**

-select some words / pictures from a description of a place e.g. spooky woods / theme park?  
-show curiosity about what is being read?  
-read half the letters of the alphabet?  
-predict what might happen next in a story / extracty?

**Writing: Can I:**

-plan and write (with support) a simple description of my favourite places (real or imagined) using pictures?  
-create a leaflet presenting my favourite real or imagined places?  
-trace, overwrite or independently write up my descriptions? (P Levels)  
-show an awareness of how text is organised on a page e.g. headings

-Why are poems used to express something? (discussion)  
-I create my own simple rhyme poetry poem?

**Reading:**

**Can I:**

-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?  
-recognise half the letters of the alphabet when looking at rhymes?  
- associate sounds with patterns in rhymes.  
-make simple comparisons between poems?

**Writing: Can I:**

-plan / write my own simple rhyme poem about something important to me? e.g. bullying, my favourite music etc  
-include appropriate adjectives in my poem?

recall what it is about?

-listen to others' opinions respectfully?  
-recall historical events that have been published?

**Reading**

**Can I:**

-select some words / pictures from a familiar news story to explain it's meaning?  
-show curiosity about what is being read?  
--make inferences about what a newsstory is about?

**Writing**

**Can I:**

-plan a suitable News Report in pairs / individually about something happening within Queensbury / class 7E or local community?  
-plan using, Who, What, When Where, Why? (higher ability)  
-choose appropriate adjectives for my story?  
-Trace or overwrite my ideas (see P Levels)

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.

**Writing**

**Can I:**

-research, plan and write my own brochure to advertise Birmingham or one key attraction in Birmingham? (pairs or individual).  
--choose appropriate word choices for my brochure?  
-set out my brochure appropriately with pictures, headings and bullet points.

	<p>-use some organizational features e.g. headings / bullet points. - begin to put full stops and capital letters in my writing? <b>S+L- Can I:</b> -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?</p> <p><b>Key skills and knowledge</b> See highlighted points.</p> <p><b>Suggested Reading:</b></p> <p>Boy- Roald Dahl</p> <p>Mala Yousafzai</p> <p>Through my Eyes- Ruby Bridges</p> <p>The Boy in the Stripped Pyjamas</p> <p>Anne Frank</p> <p>Fantastically Great Women who changed The World</p>	<p>Cinderalla</p> <p>The Tempest- character Prospero</p> <p>King Arthur</p> <p>Enid Blyton- The Magic Faraway Tree Collection</p>	<p>-copy letter forms (for example, labels and/or captions) -begin to explore using upper and lower case letters (P Levels) -read aloud and comment on their own writing. -write using appropriate adjectives. -complete a storyboard with given descriptions.</p> <p><b>Key skills and knowledge</b> See highlighted points.</p> <p><b>Suggested Reading:</b></p> <p>Description/review of Theme parks</p>	<p>-attempt to insert punctuation in my poem?</p> <p><b>Key skills and knowledge</b> See highlighted points.</p> <p><b>Suggested Reading:</b></p> <p>Benjamin Zephaniah</p> <p>Music artist Dave- <i>Black</i> (Clean version)</p> <p>Music artist- Berwyn- <i>I'd Rather Die than be deported</i> (clean version)</p> <p>Prinz-D- <i>You Were My Everything</i> (deaf rapper)</p>	<p>-show an awareness of how text is organised on a page e.g. news headings (see P Levels) -copy letter forms (for example, labels and/or captions) see P Levels. -choose my best adjectives to write clear sentences. -choose appropriate punctuation.</p> <p><b>Key skills and knowledge</b> See highlighted points.</p> <p><b>Suggested Reading:</b></p> <p>News Round</p> <p>MyON News articles</p> <p>Newspaper clippings</p> <p>Web articles</p>	<p><b>Key Skills and Knowledge:</b></p> <p>See highlighted points.</p> <p><b>Suggested Reading:</b></p> <p>Books and articles about Birmingham</p> <p>Leaflet/brochures promoting the city</p> <p>Advertisements (digital)</p> <p>Photographs of the city- then and now</p> <p>Information about the local area (Erdington)</p>
<p>Links to Gatsby Benchmarks:</p>	<p>4- Writing autobiographies / biographies</p>	<p>4- Writing creatively</p>	<p>4- Writing leaflets.</p>	<p>4- Working as a Rap Artist or Poet.</p>	<p>4- What is a Journalist?</p>	<p>4- Working in the tourist industry.</p>