



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>Topic: Who am I? Introducing autobiography</p> <p>Baseline test- writing a short piece about themselves with some prompts.</p> <p>Core Focus: simple / varied sentences, punctuation, letter formation, comprehension. Non-Fiction focus.</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 Can I:</p>	<p>Topic: Magical Stories. Traditional stories</p> <p>Reading: short collections of magical stories. Simple comparisons</p> <p>Writing: planning and writing a short magical story / re-telling a favourite fairytale through the eyes of one character?</p> <p>S&L -discussing short stories</p> <p>Key Questions S&L Can I:</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>Topic: Our favourite places!</p> <p>Reading: descriptions of a number of real / made up locations e.g. woods, spooky house, Drayton Manor etc.</p> <p>Writing: planning and writing a leaflet presenting their favourite real or imagined locations e.g. My Favourite Theme Park.</p> <p>S&L: discussing chosen locations.</p> <p>Key Questions S&L-Can I:</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>Topic: Rap and Rhyme</p> <p>Reading: a variety of poems e.g. Benjamin Zephaniah / rhymes</p> <p>Writing: planning and writing their own simple poems e.g. rhyme.</p> <p>S&L: discussing poets / poems – presenting poems.</p> <p>Key Questions / S&L</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>Topic: Read All About It! (News) Fact Vs Fiction.</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</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>Topic: All About Birmingham! Research based project.</p> <p>Reading: key facts about Birmingham.</p> <p>Writing: a 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</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? 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?</p> <p>Key skills and knowledge See highlighted points.</p> <p>Suggested Reading:</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>Key skills and knowledge See highlighted points.</p> <p>Suggested Reading:</p> <p>Description/review of Theme parks</p>	<p>-attempt to insert punctuation in my poem?</p> <p>Key skills and knowledge See highlighted points.</p> <p>Suggested Reading:</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>Key skills and knowledge See highlighted points.</p> <p>Suggested Reading:</p> <p>News Round</p> <p>MyON News articles</p> <p>Newspaper clippings</p> <p>Web articles</p>	<p>Key Skills and Knowledge:</p> <p>See highlighted points.</p> <p>Suggested Reading:</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>