



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.

## 9E - 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:</b> <u>Autobiography- My family, my community and I!</u></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</b> Reading: <b>Can I:</b> -read extracts of text and check that the text makes sense? -make basic inferences from what I have read? - participate in discussions about autobiographies, taking turns</p>	<p><b>Topic:</b> <u>Travel writing.</u></p> <p><b>Reading:</b> Travel brochures and sources-linked to seasons.</p> <p><b>Writing:</b> short travel descriptions of winter and summer destinations / basic weather reports.</p> <p><b>S&amp;L:</b> group work / presenting travel destination ideas</p> <p><b>Consider students designing their favourite location – in 2D /3D?</b></p> <p><b>Key Questions</b> <b>Reading / S&amp;L</b> <b>Can I:</b> -Read extracts from non-fiction sources e.g. holiday brochures and</p>	<p><b>Topic:</b> <u>Class Read</u></p> <p><b>Reading:</b> <u>Consider Barrington Stoke collection</u></p> <p><b>Writing:</b> diary entries, letters, reviews etc.</p> <p><b>S&amp;L:</b> hot seating / characterization.</p> <p><b>Teacher to choose appropriate book for the class.</b></p> <p><b>Key Questions:</b> <b>S&amp;L</b> <b>Can I:</b> -discuss what makes a great story / blurb? / Front cover? -listen respectfully to others’ ideas? -use phrases with up to 3 words to communicate ideas (P levels)</p>	<p><b>Topic:</b> <u>Debating- ‘Don’t get me started on...’</u></p> <p><b>Reading:</b> researching a chosen topic.</p> <p><b>Writing:</b> planning and writing a short speech about something they feel strongly about.</p> <p><b>S&amp;L:</b> Formal presentation; presenting key ideas.</p> <p><b>Key Questions</b> <b>S&amp;L/ Reading</b> <b>Can I:</b> -discuss issues that are important to me e.g. bullying, racism, my family, animal cruelty etc. -choose one issue to research some key facts about.</p>	<p><b>Topic:</b> <u>Drama- Macbeth!</u></p> <p><b>Reading:</b> extracts from Macbeth / comic version.</p> <p><b>Writing:</b> diary entries, letters, reviews etc.</p> <p><b>S&amp;L:</b> discussion- who is to blame for the King’s death?</p> <p><b>Key Questions</b> <b>S&amp;L/ Reading</b> -Real life context: one teenager persuades another to steal, who is to blame? -do I know the basic plot of Macbeth? -can I discuss key ideas e.g. what type of character is Lady Macbeth / Macbeth</p>	<p><b>Topic:</b> <u>Create your own holiday resort!</u></p> <p><b>Reading:</b> sources- amazing resorts.</p> <p><b>Writing:</b> planning, creating and writing a perfect resort.</p> <p><b>S&amp;L:</b> presenting resort to a small group / class.</p> <p><b>Key Questions</b> <b>S&amp;L/ Reading</b> <b>Can I:</b> -discuss my ideal holiday destinations or day trip? --listen respectfully to others’ ideas? -research great holiday destinations / day trips and mind map key findings? -use phrases with up to 3 words to communicate ideas (P levels)</p>

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).

-explore what family means?

-explore what community means?

-how do I spend time in my community?

--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?

understand the main points?  
-show an interest in what I have read?  
-record and retrieve basic information from the sources I read?

-explain and discuss what I have read/ listened to with a partner?

- listen to what others say when discussing a text?

### Writing

#### Can I:

-plan and write a simple description of a location using pictures for a travel brochure? (Up to three places can be written about).

-trace, overwrite or independently write up my

descriptions? (P Levels)

-show an awareness of how text is organised on a page e.g. headings

-read aloud and comment on their own writing.

-write using appropriate adjectives.

-plan and describe my own location (real or imagined)? - write using facts?

-make appropriate choices about what to include in my writing?

-write legibly?

-contribute appropriately one-to-one or in small group discussions.

-link up to four key words, signs or symbols in communicating

about their experience of the story (P Levels)

-respond to simple questions about the story (P Levels).

### Reading:

#### Can I:

-read a small selection of words or symbols linked to familiar vocabulary? (P Levels)

-recognise at least half the alphabet? (P Levels)

-check the text makes sense by correcting inaccurate reading?

- make suitable predictions about the story /characters?

-participate in relevant discussion about the story?

-make basic inferences?

### Writing

#### Can I:

-write a series of basic diary entries, blogs, texts, emails or letters in-role as a character?

-include basic organizational

-create a mind-map recording some basic ideas.

-listen respectfully

to others' ideas?

-use phrases with up to 3 words to communicate ideas (P Levels)

-contribute appropriately one-to-one or in small group discussions.

-link up to four key words, signs or symbols in communicating

about their experience of the story (P Levels)

-respond to simple questions about the story (P Levels).

### Writing

#### Can I:

-write a basic speech on something I feel strongly about-

'Don't get me started on...'

--include basic organisational devices e.g. headings and sub-headings?

-include simple / more complex sentences in my writing.

--group letters / leave spaces

between them as though writing separate words.

-write one or two simple words correctly from memory?

-can I read (or listen to) extracts from the comic version of Macbeth?

-can I make basic inferences?

-can I understand key themes?

-can I read (or listen to) and understand an extract from the original

Shakespearean text?

-can I make predictions?

-I speak 'in-role' as a character by taking part in hot-seating?

### Writing

#### Can I:

-write a small selection of basic diary entries, or letters 'in-role' as a character?

-plan and write an account for court 'who is to blame for the King's murder?'

-write some questions to ask main characters?

-include simple / more complex sentences in my writing?

-group letters / leave spaces

between them as though writing separate words.

-write one or two simple words correctly from memory?

-contribute appropriately one-to-one or in small group discussions.

-link up to four key words, signs or symbols in communicating about their experience of the story (P Levels)

### Writing

#### Can I:

-plan my own 'perfect holiday / day trip'.

-include key ideas such as: entertainment, weather, food and accommodation.

-create an advert for my chosen 'ideal holiday?'

-write using adjectives?

- use some organizational features e.g. headings / bullet points in my advert.

-include some basic persuasive techniques.

#### Can I:

-write a simple brochure for my holiday resort?

-include simple / more complex sentences in my writing?

-Include basic organisational features (see above).

### Key Skills and Knowledge:

	<p>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>Examples of autobiographies that will interest your students.</p> <p>Examples of a conversation.</p> <p>Sentence stems to support sentecnes/writing.</p>	<p>-use simple organisational features e.g. headings / sub-headings in my writing?</p> <p>-make some appropriate grammar and punctuation choices?</p> <p>-proof-read for spelling errors.</p> <p><b>Key Skills and Knowledge:</b> See highlighted points.</p> <p><b>Suggested Reading:</b></p> <p>Please see above.</p>	<p>devices e.g. headings and sub-headings?</p> <p>-include simple / more complex sentences in my writing?</p> <p>-group letters / leave spaces between them as though writing separate words.</p> <p>-write one or two simple words correctly from memory?</p> <p>-show awareness that writing can have a range of purposes?</p> <p>-write an alternative ending to a story?</p> <p>-proof-read my work for spelling and punctuation errors?</p> <p><b>Key Skills and Knowledge:</b> See highlighted points.</p> <p><b>Suggested Reading:</b></p> <p>Please see above.</p>	<p>-show awareness that writing can have a range of purposes.</p> <p>-include adjectives and basic punctuation.</p> <p><b>Key Skills and Knowledge:</b> See highlighted points.</p> <p><b>Suggested Reading:</b></p> <p>Please see above</p>	<p><b>Key Skills and Knowledge:</b> See highlighted points.</p> <p><b>Suggested Reading:</b></p> <p>Macbeth.</p> <p>Macbeth-animated version.</p> <p>CGP Macbeth Revision Guides and Workbook.</p>	<p>See highlighted points.</p> <p><b>Suggested Reading:</b></p> <p>Please see above.</p>
<p>Links to Gatsby Benchm-arks:</p>	<p>4-Writing autobiographies / biographies</p>	<p>4- Tourism</p>	<p>4-Being an author or an illustrator.</p>	<p>4- Communicating in the workplace.</p>	<p>4- Being an actor</p>	<p>4- Research skills.</p>