

Curriculum intent (overview) – To deepen students’ skills and knowledge through a broad and balanced curriculum, which prepares students for adulthood.

4D - Discovery Curriculum

6 Literacy Lessons weekly

NB- more able to follow Entry Level 10E scheme- Steps Up To English (themes matched).

Year	2022 – 2023 Autumn 1	2022 – 2023 Autumn 2	2022 – 2023 Spring 1	2022 – 2023 Spring 2	2022 – 2023 Summer 1	2022 – 2023 Summer 2
AQA Pre-English Unit Name and Number.	<p>Topic: Music Listening to Music- 116986</p> <p>Assessment: Summary Sheet</p> <p>https://www.aqa.org.uk/programmes/unit-award-scheme/unit-details?unit=116986</p> <p>Music, Title and Features (including posters, adverts and lyrics)</p> <p>Speaking and listening and reading focus</p> <p>Teacher to use news stories to suit the students’ interest. E.g. Newsround/ First News</p>	<p>Topic: Music Being in a Band- 116764</p> <p>Assessment: Summary Sheet</p> <p>https://www.aqa.org.uk/programmes/unit-award-scheme/unit-details?unit=116764</p> <p>Music, Titles and Features (including leaflets)</p> <p>Teacher to use music artists and their stories to suit the students’ interest.</p> <p>E.g. Newsround/ First News</p>	<p>Topic: Heroism Introduction to Film-70759</p> <p>Assessment: Summary Sheet</p> <p>https://www.aqa.org.uk/programmes/unit-award-scheme/unit-details?unit=70759</p> <p><i>Reading for Pleasure Unit 1 / 2</i></p> <p>Key Questions:</p> <p>Reading- can I: -show interest in reading? -make simple predictions about what will happen in the story? -listen to a story attentively?</p>	<p>Topic: Heroism Disney Characters- 116457</p> <p>Assessment: Summary sheet and Students completed work</p> <p>https://www.aqa.org.uk/programmes/unit-award-scheme/unit-details?unit=116457</p> <p><u>Creative writing</u></p> <p>Students given pictures to describe / write a simple story.</p> <p>Key Questions:</p> <p>Speaking- Can I:</p>	<p>Topic: Leisure Garden Design and Planning- 117214</p> <p>Assessment: Summary Sheet</p> <p>https://www.aqa.org.uk/programmes/unit-award-scheme/unit-details?unit=117214</p> <p><u>Information for Leisure</u></p> <p>Key Questions:</p> <p>Reading/ Speaking- Can I:</p> <p>-look at different leisure activities (leaflets) and recognise the activity?</p>	<p>Topic: Leisure Information for Leisure-95757</p> <p>Assessment: Summary Sheet</p> <p>https://www.aqa.org.uk/programmes/unit-award-scheme/unit-details?unit=95757</p> <p>Key Questions:</p> <p>Speaking and writing- Can I:</p> <p>-discuss my favourite café? -discuss what my favourite foods / drinks are in a café? -discuss why people go to cafes- e.g. to socialize. -describe what I do in a café? (the order of events e.g.</p>

<p>Students explore basic news stories, visual campaigns like social distancing, simple leaflets and straightforward music features.</p> <p>Teacher can use some material related to Lockdown / time off school to help students process recent times.</p> <p>Speaking and Listening- show some visual adverts/campaigns/performances/awards inspired by musicians e.g.</p> <ul style="list-style-type: none"> • <u>The MTV Awards</u> • <u>The MOBO Awards</u> • <u>Cadbury Chocolate- Phil Colin's</u> • <u>Dave- Black (Singer)</u> • <u>Christina Aguilera- Beautiful (Singer)</u> • <u>Pink- Family Portrait (Singer)</u> <p>Key Questions- Can I: -give my opinion on music/ music adverts I have watched?</p>	<p>Key Questions: Can I:</p> <p>Writing- with assistance, can I write a simple song?</p> <p>Can I:</p> <ul style="list-style-type: none"> -discuss the significance of the title and events? -explain what lyrics are and make some inferences. -write using simple sentences? - use capital letters accurately? -say aloud what I am going to write about? -compose a sentence orally before writing it? -sequence short sentences? -re-read what I have written to check that it makes sense? <p>Key Skills and Knowledge:</p> <p>See highlighted areas</p> <p>Suggested Reading: Newsround articles.</p> <p>AR News section.</p>	<p>Key Questions: Can I:</p> <p>Writing- with assistance, can I write a simple song?</p> <p>Can I:</p> <ul style="list-style-type: none"> -discuss the significance of the title and events? -explain what lyrics are and make some inferences. -write using simple sentences? - use capital letters accurately? -say aloud what I am going to write about? -compose a sentence orally before writing it? -sequence short sentences? -re-read what I have written to check that it makes sense? <p>Key Skills and Knowledge:</p> <p>See highlighted areas</p> <p>Suggested Reading: Students experience a seasonal story / role-plays / fairytales / fables.</p>	<p>-show I am enjoying a story?</p> <p>-focus on (make comments about) a prop that a teacher uses during a story?</p> <p>-focus on characters during a story? (make comments about)</p> <p>-recognise a growing number of words</p> <p>-recognise at least half the alphabet.</p> <p>Writing- Can I:</p> <ul style="list-style-type: none"> -write some simple sentences in response to the text read. -write some key words / simple activities in response to texts. <p>Key Skills and Knowledge:</p> <p>See highlighted areas</p> <p>Suggested Reading:</p> <p>Students experience a seasonal story / role-plays / fairytales / fables.</p>	<p>-look at pictures and describe what I see?</p> <p>-say what I like about a picture?</p> <p>-predict what might be happening in a picture?</p> <p>- begin to speak in full sentences?</p> <p>Writing- Can I:</p> <ul style="list-style-type: none"> -come up with some key words to describe my picture? -write a brief description of a person? -write a brief description on a place? -with support I can improve my writing / key words. -can I spell some CVC words correctly. <p>Key Skills and Knowledge:</p> <p>See highlighted areas</p> <p>Suggested Reading:</p> <p>Students given pictures to describe / write a simple story.</p>	<p>-say what my favourite leisure activities are?</p> <p>-join in with a discussion about why leisure activities are important e.g. going to the park / bowling.</p> <p>-sort information about two leisure activities e.g. opening times, location, prices.</p> <p>Key Skills and Knowledge:</p> <p>See highlighted areas</p> <p>Suggested Reading:</p> <p>Leisure activities (leaflets).</p> <p>Reviews of leisure facilities.</p>	<p>entering the café, picking up a tray...)</p> <p>-take part in some activities about money? – How much does a drink cost? How much change will I receive?</p> <p>Consider a visit to Café Q and a local café. Students to practice their social skills.</p> <p>Writing -Can I?</p> <ul style="list-style-type: none"> -with support, write up some key words about visiting a café? -with support, write about what I did in the café? <p>Key Skills and Knowledge:</p> <p>See highlighted areas</p> <p>Suggested Reading:</p> <p>Interview techniques.</p> <p>Suggested questions and answers linked to tasks.</p>
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<p>-take part in a discussion about music? -listen to features of a newspaper story being read aloud? -discuss news stories at a level above what I can read myself? -with assistance, identify the features of a newspaper e.g. heading, type of story? <u>Key Skills and Knowledge:</u></p> <p>See highlighted areas</p> <p><u>Suggested Reading:</u> Newsround articles.</p> <p>AR News section.</p> <p>Lyrics of music-please see above.</p> <p><u>Speech and Communication Lessons:</u></p> <p><u>To focus on S&L Skills</u></p> <p>2 lessons per week on SPaG (thematically linked to topic of the term)</p> <p>2 lessons per Week on Story Telling (model reading for pleasure, tone of voice, role-play, costumes, verbal/non-verbal</p>	<p><u>Speech and Communication Lessons:</u></p> <p><u>To focus on S&L Skills</u></p> <p>2 lessons per week on SPaG (thematically linked to topic of the term)</p> <p>2 lessons per Week on Story Telling (model reading for pleasure, tone of voice, role-play, costumes, verbal/non-verbal communication, and turn taking...)</p>	<p><u>Speech and Communication Lessons:</u></p> <p><u>To focus on S&L Skills</u></p> <p>2 lessons per week on SPaG (thematically linked to topic of the term)</p> <p>2 lessons per Week on Story Telling (model reading for pleasure, tone of voice, role-play, costumes, verbal/non-verbal communication, and turn taking...)</p>	<p><u>Speech and Communication Lessons:</u></p> <p><u>To focus on S&L Skills</u></p> <p>2 lessons per week on SPaG (thematically linked to topic of the term)</p> <p>2 lessons per Week on Story Telling (model reading for pleasure, tone of voice, role-play, costumes, verbal/non-verbal communication, and turn taking...)</p>	<p><u>Speech and Communication Lessons:</u></p> <p><u>To focus on S&L Skills</u></p> <p>2 lessons per week on SPaG (thematically linked to topic of the term)</p> <p>2 lessons per Week on Story Telling (model reading for pleasure, tone of voice, role-play, costumes, verbal/non-verbal communication, and turn taking...)</p>	<p><u>Speech and Communication Lessons:</u></p> <p><u>To focus on S&L Skills</u></p> <p>2 lessons per week on SPaG (thematically linked to topic of the term)</p> <p>2 lessons per Week on Story Telling (model reading for pleasure, tone of voice, role-play, costumes, verbal/non-verbal communication, and turn taking...)</p>	<p><u>Speech and Communication Lessons:</u></p> <p><u>To focus on S&L Skills</u></p> <p>2 lessons per week on SPaG (thematically linked to topic of the term)</p> <p>2 lessons per Week on Story Telling (model reading for pleasure, tone of voice, role-play, costumes, verbal/non-verbal communication, and turn taking...)</p>
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Links to Gatsby Benchmarks:	4 – To know what a musician is.	4 – To know what a musician is.	4- Which jobs do we need reading skills for?	4- Which jobs do we write creatively?	4- What is it like to work in the leisure industry?	4- What is like to work in a café?