

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

7V - Venture Curriculum English/5 Lessons Weekly Communication Skills/4 lessons Weekly

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><u>Topic: Me, Myself and 1</u></p> <p>Baseline test-writing a short piece about themselves with some prompts.</p> <p>Reading: Autobiography extracts</p> <p>Writing: planning and writing an autobiography about themselves.</p> <p>S&L: Formal presentation; talking about self.</p> <p>Creative tasks-e.g. Consider collages of their life so far.</p> <p>Write about beginning Queensbury in the Newsletter.</p> <p>Key questions/ skills and knowledge:</p>	<p><u>Topic: Magical stories</u></p> <p>Reading: short collections of magical stories. Simple comparisons</p> <p>Writing: creating / planning and writing a short magical story.</p> <p>S&L -discussing short stories</p> <p>Key Questions Can I:</p> <p>S+L--explore what makes a magical story? great film / story extracts e.g. Narnia? Spirited Away? The Witches? Skellig? -appreciate a range of magical stories and film extracts? -explore characterization? What makes a ‘good’ character or</p>	<p><u>Topic: My perfect Places!</u></p> <p>Reading: descriptions of a number of real / made up locations e.g. about my perfect school.</p> <p>Writing: planning and writing a description of their perfect school / perfect holiday (alternative)</p> <p>S&L: discussing chosen locations</p> <p>Key Questions S+L -where are my safe places? -where are my safe places in school? -what places do I feel unsafe in? Why? Take photographs of the school areas I feel safe and happy in? Describe why.</p>	<p><u>Topic: Rap, rhyme and rhythms</u></p> <p>Reading: a variety of poems e.g. Benjamin Zephaniah / rhymes</p> <p>Writing: planning and writing their own simple poems e.g. shape / acrostic poems.</p> <p>S&L: discussing poets / poems – presenting poems.</p> <p>Key Questions What is poetry? Is rap poetry? Who are my favourite rap artists? Do I understand at least two different forms of poetry? E.g, acrostic, shape, Haiku, Riddle, Limerick Have I experienced a variety of spoken</p>	<p><u>Topic: Read All About It!</u></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</p> <p>Key Questions: S&L -What is news? -Why do we have news? What is nonfiction writing? -Can I listen to / read a simple news story (Newsround / FirstNews) and recall what it is about?</p>	<p><u>Topic: All About Birmingham! Research based project.</u></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</p> <p>Key Questions: S&L -What do I like about Birmingham? Am I proud of living in Birmingham? -What is research? -Why is it important? -What is a brochure? What makes a great brochure?</p>

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?

Reading- Can I:

- read a variety of autobiographical extracts showing I have understood what I have read?
- summarise a short paragraph in my own words?
- understand the difference between fiction and nonfiction?
- distinguish between statements of fact and opinion?
- retrieve, record and present information from non-fiction

Writing- Can I:

- plan and write my own short autobiography about myself?
- Choose what to include- e.g. family, primary school, key memories?
- identify the audience
- write legibly and fluently?
- select apt grammar and vocabulary choices?
- use some organizational

a 'bad' character in a magical story?

Reading:

Can I:

- read extracts of magical stories showing I understand what I have read?
- predict what may happen next?
- retell or role play a short story to a peer?
- participate in discussions about the stories read and listen to others?
- record and retrieve key information?
- summarise what I have read?

Writing

Can I:

- plan and storyboard my own magical story?
- consider students creating a 3D setting for their story in pairs / individually?
- use adjectives and interesting sentences?
- Similes?
- Create mood in my writing though using the weather?
- create a superhero in my writing?
- identify the audience?
- write legibly and fluently?
- inset full stops and capital letters consistently?

-what would my perfect school be like?

- how would my 'realistic' perfect school be designed? Rules? Design in 3D?
- design my perfect school (or perfect holiday as an alternative).

Reading

Can I:

- read descriptions of perfect places and identify key writing features e.g. adjectives, mood?
- make straightforward inferences from a text? (e.g. mood)
- select some words / pictures from a familiar story and explain its meaning? (lower ability).

Writing

Can I:

- plan and write a 7V brochure on 'Our Perfect School' for Mr Wilson?
- plan realistic ideas that will be seen as sensible by Mr Wilson?
- write some questions to ask teachers about their perfect school? (interview)
- explore a detailed plan for our brochure e.g. rules,

word poets and written poetry?

S&L- Can I:

- discuss my ideas sensibly and maturely with my peers?
- explore issues important to me?

Reading: Can I:

- understand the main ideas some poems?
- infer meaning?
- 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?
- make simple comparisons between poems?

Writing:

Can I:

- plan and write my own small collection of poems / raps on issues I feel strongly about e.g. bullying, animal cruelty, music etc?
- write an effective acrostic, riddle rap.
- include similes or metaphors in my writing?
- rhyme words?

-listen to others' opinions respectfully?

- discuss 7V's news- how have we settled into Queensbury? What has gone well? What have we struggled with?

Reading:

Can I:

- select some words / pictures from a familiar news story to explain its meaning?
- show curiosity about what is being read?
- make inferences about what a news story is about?
- predict what might have happened after the news event?

Writing:

Can I:

- plan a suitable News Report in pairs / individually about something happening within class 7V?
- in pairs or as a class, write up the news story for the school website or newsletter about 7V news? (see above in S&L). E.g. how have we settled in? What have we enjoyed? What are we looking forward

-What makes a brochure persuasive?

- What are the key features of a 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, Trampoline Parks etc.
- 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.
- select some key persuasive skills e.g. rhetorical questions, triplets. Facts and statistics?

Writing: Is

Birmingham a top UK city?

Can I:

- research, plan and write my own brochure to advertise Birmingham or one

<p>features e.g headings / bullet points.</p> <p>Key Skills and Knowledge:</p> <p>See highlighted areas</p> <p>Speech and Communication Lessons:</p> <p>To focus on S&L Skills</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, turn taking...)</p> <p>Suggested Reading</p> <p>A creative autobiography with pictures.</p>	<p>-begin to select apt grammar and vocabulary choices?</p> <p>Key Skills and Knowledge:</p> <p>See highlighted areas</p> <p>Speech and Communication Lessons:</p> <p>To focus on S&L Skills</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, turn taking...)</p> <p>Suggested Reading</p> <p>Pease see above.</p>	<p>lessons, consequences, rewards, homework, trips, uniform.</p> <p>-explore some basic persuasive techniques to include?</p> <p>-explore the features of an effective brochure? e.g. headings, pictures, bullet points.</p> <p>-write using appropriate punctuation?</p> <p>Key Skills and Knowledge:</p> <p>See highlighted areas</p> <p>Speech and Communication Lessons:</p> <p>To focus on S&L Skills</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, turn taking...)</p> <p>Suggested Reading</p> <p>Pease see above.</p>	<p>Can I express my opinions on a given poem?</p> <p>-attempt to insert punctuation in my poem?</p> <p>Key Skills and Knowledge:</p> <p>See highlighted areas</p> <p>Speech and Communication Lessons:</p> <p>To focus on S&L Skills</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, turn taking...)</p> <p>Suggested Reading</p> <p>Pease see above.</p>	<p>to? What / who do we appreciate?</p> <p>-plan using, Who, What, When Where, Why?</p> <p>-choose appropriate adjectives for my story?</p> <p>-choose appropriate punctuation and paragraphs for my news story?</p> <p>Key Skills and Knowledge:</p> <p>See highlighted areas</p> <p>Speech and Communication Lessons:</p> <p>To focus on S&L Skills</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, turn taking...)</p> <p>Suggested Reading</p> <p>Pease see above.</p>	<p>key attraction in Birmingham? (pairs or individual).</p> <p>-include at least two persuasive techniques?</p> <p>--choose appropriate word choices for my brochure?</p> <p>-set out my brochure appropriately with pictures, headings and bullet points.</p> <p>Key Skills and Knowledge:</p> <p>See highlighted areas</p> <p>Speech and Communication Lessons:</p> <p>To focus on S&L Skills</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, turn taking...)</p> <p>Suggested Reading</p> <p>Pease see above.</p>
--	---	--	--	---	---

Links to Gatsby Benchmarks:	4- Writing careers - biographies / autobiographies	4- Create industries-illustrator, writer, animation.	4-Creating brochures / marketing	4- Working in creative industries.	4- What is a journalist?	4-Exploring the Tourist industry
------------------------------------	---	---	---	---	---------------------------------	---