

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

## 8N - Navigator Curriculum

### English and Communication/ 8 Weekly Lessons

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
	<p><b>Topic:</b> <u>Autobiography- My star people!</u></p> <p><b>Baseline test-writing a short piece about important people in their lives with minimal prompts.</b></p> <p><b>Reading:</b> Autobiography / biography extracts – exploring key features</p> <p><b>Writing:</b> planning and writing elements of an autobiography focusing on important people in their life. -who they admire? -what qualities do they appreciate? - key memories</p> <p><b>S&amp;L:</b> Formal presentation; talking about their family / key friends or people in their lives -different</p>	<p><b>Topic: Phenomenal Places.</b> <u>Creating my own Travel Brochure.</u></p> <p><b>Reading:</b> Factual descriptions, simple travel brochures / advertisements. Describing and comparing different sources. Begin to analyse language used- working towards PEE.</p> <p><b>Writing:</b> non-fiction descriptions of places and locations from around the world. Students’ design and write factually about their own location. Students design their own travel brochure on a ‘phenomenal place’ of their choice.</p> <p><b>S&amp;L:</b> Students describe their favourite locations and present their own.</p>	<p><b>Topic: Story Settings. Can I write an alternative ending to a famous story?</b></p> <p><b>Reading:</b> short stories and extracts. Compare simple stories. Openings Vs Endings</p> <p><b>Writing:</b> planning and writing the beginning of a short story.</p> <p><b>S&amp;L:</b> discussions about what makes a great story opening / ending.</p> <p><b>Key Questions S&amp;L and Reading Can I:</b></p> <p>-explore / recap what makes a magical story? Explore great film / story extracts e.g. Narnia? Spirited Away? The Witches? Skellig?</p>	<p><b>Topic: The Poet In Me!</b> <u>Can 8N explore two poets and create a class anthology of poems?</u></p> <p><b>Reading:</b> extracts from poets’ / a variety of poems e.g. acrostic, shape, riddles, raps.</p> <p><b>Writing:</b> planning and writing their own poems (e.g. 3 forms).</p> <p><b>S&amp;L:</b> Group work- responses to poems / presenting their poetry.</p> <p><b>Key Questions S&amp;L and Reading:</b></p> <p>-Can I explore two Poets and their style e.g. Benjamin Zephanish and Micheal Rosen? Matt Windle (Birmingham’s Boxing Poet?) <b>What is poetry? Is rap poetry?</b></p>	<p><b>Topic: Exploring adverts. The power of persuasion!</b> <u>Healthy Eating.</u></p> <p><b>Reading:</b> a variety of adverts / captions / headings- recognising basic techniques used.</p> <p><b>Writing:</b> planning and writing an advert e.g. for a healthy snack or persuading Queensbury Students to eat healthily.</p> <p><b>S&amp;L</b> -group presentation on their advert.</p> <p><b>Key Questions Reading / S&amp;L</b></p> <p><b>Can I:</b> -explore what makes a successful advert? Examples on YouTube:</p> <ul style="list-style-type: none"> <li>• Healthy eating- <a href="#">eat</a></li> </ul>	<p><b>Topic: Being Creative! The writer in Me!</b></p> <p><i>Best efforts can be displayed on the school website.</i></p> <p><b>Reading:</b> reading a small collection of short stories / extracts.</p> <p><b>Writing:</b> planning and writing an individual short story using basic writing conventions.</p> <p><b>S&amp;L:</b> presenting their story to a small group of the class.</p> <p><b>Key Questions S&amp;L / Reading: Can I:</b></p> <p>-explore what makes an excellent short story opening? -explore what makes an excellent story opening? Book cover? Blurb?</p>

<p>types of families to be explored.</p> <p><b>Key questions</b> Can I recall what an autobiography / biography is?</p> <p><b>Reading- Can I:</b></p> <ul style="list-style-type: none"> <li>-read a variety of autobiographical extracts showing I have understood what I have read?</li> <li>-understand the difference between fiction and nonfiction?</li> <li>-summarise a short paragraph from a biography in my own words?</li> <li>-distinguish between statements of fact and opinion?</li> <li>- retrieve, record and present information from non-fiction</li> </ul> <p><b>Writing- Can I:</b></p> <ul style="list-style-type: none"> <li>-plan and write my own short autobiographical pieces about key people in my life?</li> <li>-identify the audience?</li> <li>- write legibly and fluently?</li> <li>-select apt grammar and vocabulary choices?</li> <li>-use dictionaries to check spellings.</li> <li>-use some organizational features e.g</li> </ul>	<p><b>Key Questions</b></p> <ul style="list-style-type: none"> <li>-Read extracts from non-fiction sources e.g. holiday brochures and understand the main points?</li> <li>-show an interest in what I have read?</li> <li>-record and retrieve key information from the sources I read?</li> <li>-explain and discuss what I have read with a partner?</li> <li>-summarise a short extract on a given location?</li> <li>-listen to what others say when discussing a text?</li> <li>-discuss how a writer uses language / impact on the reader.</li> </ul> <p><b>Writing Can I:</b></p> <ul style="list-style-type: none"> <li>-write some short descriptions about favourite places from around the world?</li> <li>-identify the relevant audience?</li> <li>-make appropriate choices about what to include in my writing?</li> <li>-write legibly?</li> <li>-explore a variety of organizational features e.g. headings / sub-headings in my writing?</li> </ul>	<ul style="list-style-type: none"> <li>-appreciate a range of magical stories and film extracts?</li> <li>-read a variety of story openings, making comments on my favourite?</li> <li>-understand why setting is important in a story?</li> <li>-understand that a setting can reflect mood?</li> <li>-appreciate what makes a great story opening?</li> <li>-compare similar stories on the same theme?</li> </ul> <p><b>Writing: Can I</b></p> <ul style="list-style-type: none"> <li>-write an alternative ending to a given story? e.g. Narnia? Spirited Away? The Witches? Skellig? The Man With The Yellow Face (Roald Dahl). Use any appropriate story suited to the class.</li> <li>-discuss writing similar to that which I am planning to write?</li> <li>-begin to create setting, characters and plot?</li> <li>-use simple organisational devices e.g. headings and sub-headings.</li> </ul> <p><b>Assessment outcome:</b></p>	<ul style="list-style-type: none"> <li>-Recap: do I understand at least two different forms of poetry? E.g, acrostic, shape, Haiku, Riddle, Limerick.</li> <li>-Have I experienced a variety of spoken word poets and written poetry?</li> <li>-select some words / pictures from a familiar rhyme and give it meaning?</li> <li>-show curiosity about what is being read?</li> <li>-ask appropriate questions about given raps / poems?</li> <li>-make inferences about what a poem is about?</li> <li>-make simple comparisons between poems?</li> </ul> <p><b>Writing. Can I:</b></p> <ul style="list-style-type: none"> <li>-plan and write a variety of short poems about something I feel strongly about? E.g bullying, animal cruelty, racism, music, friendship.</li> <li>-include similes or metaphors in my poetry?</li> <li>-rhyme words?</li> </ul> <p><b>Suggested Reading:</b></p> <p>Please see above.</p>	<p><a href="#">like a Champ!</a></p> <ul style="list-style-type: none"> <li>• Change for life- <a href="#">eating less sugar</a></li> <li>• <a href="#">Excuses- Change4Life</a></li> </ul> <ul style="list-style-type: none"> <li>-identify key organisational features? E.g bullet points, headings, pictures, sub headings.</li> <li>- pick out key information from an advert/flyer?</li> <li>-identify facts and key words in an advert?</li> <li>-infer if something is healthy / unhealthy?</li> <li>- skim read?</li> <li>-recognize basic persuasive techniques? E.g rhetorical questions, triplets, facts / statistics.</li> </ul> <p><b>Writing. Can I:</b></p> <ul style="list-style-type: none"> <li>-plan and write my own advert e.g. for a healthy snack or persuading Queensbury Students to eat healthily (adapt to suit the class).</li> <li>- include key organisational features? E.g bullet points, headings, pictures, sub headings.</li> <li>-Include basic persuasive</li> </ul>	<ul style="list-style-type: none"> <li>-give my opinions sensibly and listen to others attentively?</li> <li>-explain how to create atmosphere in a story?</li> <li>-read a collection of KS3 AQA short stories and identify basic language techniques used? E.g. adjectives, sentence structure, similes, metaphors, weather. (See shared area for AQA KS3 extracts).</li> </ul> <p><b>Writing. Can I:</b></p> <ul style="list-style-type: none"> <li>- use pictures to plan my own short story or opening?</li> <li>-storyboard my ideas using suitable timeline of events?</li> <li>--begin to create setting, characters and plot?</li> <li>-use weather to reflect the mood in my writing?</li> <li>-use appropriate adjectives, similes and sentence structure.</li> <li>-design my own front cover with a captivating title?</li> <li>-design my own blurb with suitable sentence structure to engage?</li> <li>-proof-read and edit my writing for spelling and punctuation errors.</li> </ul>
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	<p>headings / bullet points.</p> <p><b>S+L- Can I:</b></p> <p>sustain a longer conversation about key people in my life?</p> <p>present my ideas using the apt tone?</p> <p>-show awareness of the listener and maintain their interest?</p> <p><b>Key knowledge and skills:</b> See highlighted areas</p> <p><b>Suggested Reading:</b> Please see above.</p>	<p>-make some appropriate grammar and punctuation choices?</p> <p>-use a dictionary appropriately.</p> <p>-proof-read for spelling errors.</p> <p><b>S&amp;L</b></p> <p>- <u>See autumn 1 key questions.</u></p> <p><b>Key knowledge and skills:</b> See highlighted areas</p> <p><b>Suggested Reading:</b> Please see above.</p>	<p>See highlighted areas</p> <p><b>Suggested Reading:</b></p> <p>Please see above.</p>		<p><b>techniques?</b> E.g rhetorical questions, triplets, facts / statistics.</p> <p>-proof-read and edit my writing for spelling and punctuation errors.</p> <p><b>Key Skills and Knowledge:</b></p> <p>See highlighted areas</p> <p><b>Suggested Reading:</b></p> <p>Please see above.</p>	<p><b>Key Skills and Knowledge:</b></p> <p>See highlighted areas</p> <p><b>Assessment outcome:</b></p> <p>Students explore story openings, storyboard their own ideas and write a short story opening using some key features.</p> <p><b>Suggested Reading:</b></p> <p>Please see above.</p>
Links to Gatsby Benchmarks:	4- Writing careers - biographies / autobiographies	4- Working in the Travel Industry.	4- Being an Author / illustrator	4- Working in the creative Industries.	4- Marketing.	4- Being an Author / illustrator