

3Q - Quest Curriculum – English/6 Lessons Weekly Communication Skills /4 Lessons Weekly

| Year | 2023 – 2024 Autumn 1 | 2023– 2024 Autumn 2 | 2023 – 2024 Spring 1 | 2023 – 2024 Spring 2 | 2023 – 2024 Summer 1 | 2023 – 2024 Summer 2 |
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| | <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>Using sensory stimulus, visual aides and role play</p> <p>Writing: planning and writing an autobiography about themselves.</p> <p>Scaffolding sentences Gap filling activities – pictures, words and sentences.</p> <p>S&L: informal presentation; talking</p> | <p>Topic: Magical Stories. Traditional stories</p> <p>Reading: short collections of magical stories. Simple comparisons using pictures, words and sentences.</p> <p>Writing: planning and writing a short magical story / re-telling a favourite fairytale through the eyes of one character?</p> <p>Scaffolding sentences Gap filling activities – pictures, words and sentences.</p> <p>S&L –some discussion of 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? -appreciate a range of magical stories and film extracts? -discuss what makes a</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>Using pictures, words and sentences.</p> <p>Writing: planning and writing a leaflet presenting their favourite real or imagined locations e.g. My Favourite Theme Park, holiday location...</p> <p>Scaffolding sentences Gap filling activities – pictures, words and sentences.</p> <p>S&L: some discussion of given locations.</p> <p>Key Questions S&L-Can I:</p> | <p>Topic: Rap and Rhyme</p> <p>Reading: a variety of poems e.g. Benjamin Zephaniah / rhymes.</p> <p>Using pictures, words and sentences.</p> <p>Writing: planning and writing their own simple poems e.g. rhyme.</p> <p>Scaffolding sentences Gap filling activities – pictures, words and sentences.</p> <p>S&L: discussing poets / poems – presenting poems.</p> <p>Key Questions / S&L</p> <p>-What is rhyme? -What is poetry? -What is rap? -What words sound the same? -What nursery rhymes do I like or used to like?</p> | <p>Topic: Read All About It! (News) Fact Vs Fiction.</p> <p>Reading: news stories – First News / Newsround.</p> <p>Using pictures, words and sentences.</p> <p>Writing: planning and writing a short news story.</p> <p>Scaffolding sentences Gap filling activities – pictures, words and sentences.</p> <p>S&L: group discussions about key newspaper articles.</p> <p>Key Questions S&L</p> <p>-What is news? -Why do we have news? What is non fiction writing? Mix and match</p> | <p>Topic: All About Birmingham! Research based project.</p> <p>Reading: key facts about Birmingham.</p> <p>Using pictures, words and sentences.</p> <p>Writing: a brochure for Birmingham covering some main attractions in the city.</p> <p>Scaffolding sentences Gap filling activities – pictures, words and sentences.</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? -Why is it important? -What are the best things about Birmingham? -What is a brochure?</p> |

about self.

Key Questions

Can I:

- 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

great magical story?

- 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.

-describe my favourite places?

- describe how I might feel in my chosen place?
- describe using my senses?
- 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

-Can I join in with a poem / rhyme?

- Can I say which poem / rap is my favourite?
- Why are poems used to express something? (discussion)
- I create my own simple rhyme poetry poem?

Using sensory resources

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?

tasks

- Can I listen to / read a simple news story (Newsround / FirstNews) and 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

What makes a great brochure?

- What are the key features of a brochure? E.g. headings, pictures, bullet points, website, contact numbers.
- Maze/hunt/ Orienteering tasks

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?

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| <p>fluently? - say aloud what I am going to write? -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><u>Key skills and knowledge</u> See highlighted points.</p> <p><u>Suggested Reading:</u></p> <p>Boy- Roald Dahl</p> <p>Mala Yousafzai</p> <p>Through my Eyes- Ruby Bridges</p> <p>The Boy in the Striped Pyjamas</p> <p>Anne Frank</p> <p>Fantastically Great Women who changed The World</p> <p><u>Speech and Communication Lessons:</u></p> | <p><u>Suggested Reading:</u></p> <p>Cinderella</p> <p>The Tempest- character Prospero</p> <p>King Arthur</p> <p>Enid Blyton- The Magic Faraway Tree Collection</p> | <p>Levels) -show an awareness (marking, drawing, ticking or labelling) of how text is organised on a page e.g. headings -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><u>Key skills and knowledge</u> See highlighted points.</p> <p><u>Suggested Reading:</u></p> <p>Description/review of my favourite place using images, words and role-play.</p> <p><u>Speech and Communication Lessons:</u></p> | <p>e.g. bullying, my favourite music etc -include appropriate adjectives in my poem? -attempt to insert punctuation in my poem using multiple choice?</p> <p><u>Key skills and knowledge</u> See highlighted points.</p> <p><u>Suggested Reading:</u></p> <p>Benjamin Zephaniah</p> <p>Music artist Dave- Black (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 Clean Version</i> (deaf rapper)</p> | <p>adjectives for my story? -Trace or overwrite my ideas (see P Levels) -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><u>Key skills and knowledge</u> See highlighted points.</p> <p><u>Suggested Reading:</u></p> <p>News Round</p> <p>myON News articles</p> <p>Newspaper clippings</p> <p>Web articles</p> <p><u>Speech and Communication Lessons:</u></p> | <p>-set out my brochure appropriately with pictures, headings and bullet points. Heavily modelled</p> <p><u>Key Skills and Knowledge:</u></p> <p>See highlighted points.</p> <p><u>Suggested Reading:</u></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>Video clips</p> <p><u>Speech and Communication Lessons:</u></p> |
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| | <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, turn taking...)</p> | <p><u>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, turn taking...)</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, verbal/non-verbal communication, 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, verbal/non-verbal communication, turn taking...)</p> | <p><u>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, verbal, non-verbal communication, turn taking...)</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, verbal, non-verbal communication, turn taking...)</p> |
| Links to Gatsby Benchmarks: | 4- Writing autobiographies / biographies | 4- Writing creatively | 4- Writing leaflets. | 4- Working as a Rap Artist or Poet. | 4- What is a Journalist? | 4- Working in the tourist industry. |