

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

| Year | 2023 – 2024<br>Autumn 1  | 2023– 2024<br>Autumn 2  | 2023 – 2024<br>Spring 1  | 2023 – 2024<br>Spring 2   | 2023 – 2024<br>Summer 1   | 2023 – 2024<br>Summer 2   |
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|      | <p><b>Topic: Who am I? Introducing autobiography</b></p> <p><b>Baseline test- writing a short piece about themselves with some prompts.</b></p> <p><b>Core Focus:</b> simple / varied sentences, punctuation, letter formation, comprehension. Non-Fiction focus.</p> <p><b>Reading:</b> Autobiography/ Biography extracts</p> <p>Using sensory stimulus, visual aides and role play</p> <p><b>Writing:</b> planning and writing an autobiography about themselves.</p> <p>Scaffolding sentences<br/>Gap filling activities – pictures, words and sentences.</p> <p><b>S&amp;L:</b> informal presentation; talking</p> | <p><b>Topic: Magical Stories. Traditional stories</b></p> <p><b>Reading:</b> short collections of magical stories. Simple comparisons using pictures, words and sentences.</p> <p><b>Writing:</b> planning and writing a short magical story / re-telling a favourite fairytale through the eyes of one character?</p> <p>Scaffolding sentences<br/>Gap filling activities – pictures, words and sentences.</p> <p><b>S&amp;L</b> –some discussion of short stories.</p> <p><b>Key Questions S&amp;L Can I:</b></p> <p>-discuss what makes a great films or extracts e.g. Narnia? Spirited Away? The Witches?<br/>-appreciate a range of magical stories and film extracts?<br/>-discuss what makes a</p> | <p><b>Topic: Our favourite places!</b></p> <p><b>Reading:</b> 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><b>Writing:</b> planning and writing a leaflet presenting their favourite real or imagined locations e.g. My Favourite Theme Park, holiday location...</p> <p>Scaffolding sentences<br/>Gap filling activities – pictures, words and sentences.</p> <p><b>S&amp;L:</b> some discussion of given locations.</p> <p><b>Key Questions S&amp;L-Can I:</b></p> | <p><b>Topic: Rap and Rhyme</b></p> <p><b>Reading:</b> a variety of poems e.g. Benjamin Zephaniah / rhymes.</p> <p>Using pictures, words and sentences.</p> <p><b>Writing:</b> planning and writing their own simple poems e.g. rhyme.</p> <p>Scaffolding sentences<br/>Gap filling activities – pictures, words and sentences.</p> <p><b>S&amp;L:</b> discussing poets / poems – presenting poems.</p> <p><b>Key Questions / S&amp;L</b></p> <p><b>-What is rhyme?<br/>-What is poetry?<br/>-What is rap?<br/>-What words sound the same?<br/>-What nursery rhymes do I like or used to like?</b></p> | <p><b>Topic: Read All About It! (News) Fact Vs Fiction.</b></p> <p><b>Reading:</b> news stories – First News / Newsround.</p> <p>Using pictures, words and sentences.</p> <p><b>Writing:</b> planning and writing a short news story.</p> <p>Scaffolding sentences<br/>Gap filling activities – pictures, words and sentences.</p> <p><b>S&amp;L:</b> group discussions about key newspaper articles.</p> <p><b>Key Questions S&amp;L</b></p> <p><b>-What is news?<br/>-Why do we have news?<br/>What is non fiction writing?<br/>Mix and match</b></p> | <p><b>Topic: All About Birmingham! Research based project.</b></p> <p><b>Reading:</b> key facts about Birmingham.</p> <p>Using pictures, words and sentences.</p> <p><b>Writing:</b> a brochure for Birmingham covering some main attractions in the city.</p> <p>Scaffolding sentences<br/>Gap filling activities – pictures, words and sentences.</p> <p><b>S&amp;L:</b> Presenting their brochure / PowerPoint to the class individually or in small groups.</p> <p><b>Key Questions S&amp;L</b></p> <p><b>-What is research?<br/>-Why is it important?<br/>-What are the best things about Birmingham?<br/>-What is a brochure?</b></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?<br/> - say aloud what I am going to write?<br/> -use some organizational features e.g. headings / bullet points.<br/> - begin to put full stops and capital letters in my writing?<br/> <b>S+L- Can I:</b><br/> -sustain a longer conversation about a topic I like? -present my ideas using the apt tone?<br/> Show awareness of the listener and maintain their interest?</p> <p><u>Key skills and knowledge</u><br/> 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 Stripped 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)<br/> -show an awareness (marking, drawing, ticking or labelling) of how text is organised on a page e.g. headings<br/> -copy letter forms (for example, labels and/or captions)<br/> -begin to explore using upper and lower case letters (P Levels)<br/> -read aloud and comment on their own writing.<br/> -write using appropriate adjectives.<br/> -complete a storyboard with given descriptions.</p> <p><u>Key skills and knowledge</u><br/> 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<br/> -include appropriate adjectives in my poem?<br/> -attempt to insert punctuation in my poem using multiple choice?</p> <p><u>Key skills and knowledge</u><br/> 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?<br/> -Trace or overwrite my ideas (see P Levels)<br/> -show an awareness of how text is organised on a page e.g. news headings (see P Levels)<br/> -copy letter forms (for example, labels and/or captions) see P Levels.<br/> -choose my best adjectives to write clear sentences.<br/> -choose appropriate punctuation.</p> <p><u>Key skills and knowledge</u><br/> 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.<br/> 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><b><u>To focus on S&amp;L Skills</u></b></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><b><u>Communication Lessons:</u></b></p> <p><b><u>To focus on S&amp;L Skills</u></b></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><b><u>To focus on S&amp;L Skills</u></b></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><b><u>Speech and Communication Lessons:</u></b></p> <p><b><u>To focus on S&amp;L Skills</u></b></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><b><u>Lessons:</u></b></p> <p><b><u>To focus on S&amp;L Skills</u></b></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><b><u>To focus on S&amp;L Skills</u></b></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.  |