

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>Topic: <u>Pets</u></p> <p>Baseline test-writing a short piece of continuous writing about their old school.</p> <p>Reading:</p> <p>Factual information about owning a pet. Books, leaflets. Ipad research on their own or their ideal pet.</p> <p>Writing:</p> <p>Write and design a booklet about how to look after your chosen pet.</p> <p>S&L: Presentation to class about your own or your ideal pet and how to look after it</p> <p>Key questions/ skills and</p>	<p>Topic: <u>Class Reader</u></p> <p>Reading:</p> <p>Whole class reading of a novel, selected by the teacher from stock and read mainly by the teacher and selected pupils if they want to read aloud. (No pupil should be forced to)</p> <p>Writing:</p> <p>Written responses to the class reader – comprehension type questions, letters to characters, prediction- what do you think the character will do next? Etc.</p> <p>S&L –on going discussion about the plot, characters whilst reading. Role play based on</p>	<p>Topic: <u>My perfect Places!</u></p> <p>Reading:</p> <p>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 (alterative)</p> <p>S&L: discussing chosen locations</p> <p>Key Questions S+L</p> <p>-where are my safe places? -where are my safe places in school? -what places do I feel unsafe in? Why?</p> <p>Take photographs of the school areas I feel safe and happy in? Describe why. -what would my</p>	<p>Topic: Rap, rhyme and rhythms</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</p> <p>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 word poets and</p>	<p>Topic: Read All About It!</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</p> <p>-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? -listen to others'</p>	<p>Topic: All About Birmingham! Research based project.</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</p> <p>-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? -What makes a brochure</p>

<p>knowledge:</p> <p>Reading - Can I:</p> <p>-read a variety of factual writing and show that I understand it? -summarize 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 <u>non-fiction</u>?</p> <p>Writing- Can I:</p> <p>, plan and write an information booklet about a chosen pet? -Choose what to include- Breed, care, food, exercise, bedding etc.? -identify the audience - write legibly and fluently? -select appropriate style and vocabulary choices? -use some organizational features e.g. headings / bullet points?</p> <p>S+L- Can I:</p>	<p>the characters and plot.</p> <p>Key Questions Can I:</p> <p>-Follow a plot? -predict what may happen next? - retell a short story to a peer? - participate in discussions about the chara read and listen attentively to others? -record and retrieve key information? -summarize what I have read?</p> <p>Writing Can I:</p> <p>- Answer questions based on a text? -write about characters in a fluent way? - use similes? -identify the audience? - write legibly and fluently? - inset full stops and capital letters consistently? -begin to select appropriate style, grammar and vocabulary choices? -proof read and edit my writing for spelling and punctuation.</p>	<p>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).</p> <p>Reading Can I:</p> <p>- 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).</p> <p>Writing Can I:</p> <p>-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, lessons,</p>	<p>written poetry?</p> <p>S&L- Can I:</p> <p>-discuss my ideas sensibly and maturely with my peers? -explore issues important to me?</p> <p>Reading: Can I:</p> <p>-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?</p> <p>Writing: Can I:</p> <p>-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? Can I express my opinions on a given</p>	<p>opinions respectfully? - discuss 7V's news- how have we settled into Queensbury? What has gone well? What have we struggled with?</p> <p>Reading: Can I:</p> <p>-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 happen after the news event?</p> <p>Writing: Can I:</p> <p>-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 to? What / who do</p>	<p>persuasive? -What are the key features of a brochure? E.g. headings, pictures, bullet points, website, contact numbers</p> <p>Reading: Can I:</p> <p>-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?</p> <p>Writing: Is Birmingham a top UK city? Can I:</p> <p>-research, plan and write my own brochure to advertise Birmingham or one key attraction in Birmingham? (pairs</p>
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<p>-sustain a talk to the class about my chosen pet? ---- - present my ideas using the appropriate tone? Show awareness of the listener and maintain their interest? Answer questions posed by the class or group regarding my pet/</p> <p>Key Skills and Knowledge:</p> <p>See highlighted areas above</p> <p>sustain a talk to the class about my chosen pet? ---- - present my ideas using the appropriate tone? Show awareness of the listener and maintain their interest? Answer questions posed by the class or group regarding my pet/</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)</p>	<p>S&L- Can I:</p> <p>-Talk about plot and characters in class/group discussions? -ask questions linked to the novel? -give opinions on the novel? Participate in role play based on characters in the novel?</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>consequences, rewards, homework, trips, uniform.</p> <p>-explore some basic persuasive techniques to include? -explore the features of an effective brochure? e.g. headings, pictures, bullet points. -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>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>4-Creating</p>	<p>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>we appreciate?</p> <p>-plan using, Who, What, When Where, Why? -choose appropriate adjectives for my story? -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>or individual).</p> <p>-include at least two persuasive techniques? --choose appropriate word choices for my brochure? -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>
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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