

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	2023 – 2024 Autumn 1	2023 – 2024 Autumn 2	2023 – 2024 Spring 1	2023– 2024 Spring 2	2023 – 2024 Summer 1	2023 – 2024 Summer 2
	<p>Topic: <u>Autobiography- My star people!</u></p> <p>Baseline test-writing a short piece about important people in their lives with minimal prompts.</p> <p>Reading: Autobiography / biography extracts – exploring key features</p> <p>Writing: 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>S&L: Formal presentation; talking about their family / key friends or people in their lives -different</p>	<p>Topic: Phenomenal Places. <u>Creating my own Travel Brochure.</u></p> <p>Reading: Factual descriptions, simple travel brochures / advertisements. Describing and comparing different sources. Begin to analyse language used- working towards PEE.</p> <p>Writing: 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>S&L: Students describe their favourite locations and present their own.</p>	<p>Topic: Story Settings. Can I write an alternative ending to a famous story?</p> <p>Reading: short stories and extracts. Compare simple stories. Openings Vs Endings</p> <p>Writing: planning and writing the beginning of a short story.</p> <p>S&L: discussions about what makes a great story opening / ending.</p> <p>Key Questions S&L and Reading Can I: -explore / recap what makes a magical story? Explore great film / story extracts e.g. Narnia? Spirited Away? The Witches? Skellig?</p>	<p>Topic: The Poet In Me! <u>Can 8N explore two poets and create a class anthology of poems?</u></p> <p>Reading: extracts from poets’ / a variety of poems e.g. acrostic, shape, riddles, raps.</p> <p>Writing: planning and writing their own poems (e.g. 3 forms). S&L: Group work- responses to poems / presenting their poetry.</p> <p>Key Questions S&L and Reading: -Can I explore two Poets and their style e.g. Benjamin Zephanish and Micheal Rosen? Matt Windle (Birmingham’s Boxing Poet?) What is poetry? Is rap poetry?</p>	<p>Topic: Exploring adverts. The power of persuasion! <u>Healthy Eating.</u></p> <p>Reading: a variety of adverts / captions / headings- recognising basic techniques used.</p> <p>Writing: planning and writing an advert e.g. for a healthy snack or persuading Queensbury Students to eat healthily.</p> <p>S&L -group presentation on their advert.</p> <p>Key Questions Reading / S&L</p> <p>Can I: -explore what makes a successful advert? Examples on YouTube: • Healthy eating- eat</p>	<p>Topic: Being Creative! The writer in Me!</p> <p><i>Best efforts can be displayed on the school website.</i></p> <p>Reading: reading a small collection of short stories / extracts.</p> <p>Writing: planning and writing an individual short story using basic writing conventions.</p> <p>S&L: presenting their story to a small group of the class.</p> <p>Key Questions S&L / Reading: Can I: -explore what makes an excellent short story opening? -explore what makes an excellent story opening? Book cover? Blurb? -give my opinions</p>

<p>types of families to be explored.</p> <p>Key questions Can I recall what an autobiography / biography is?</p> <p>Reading- Can I:</p> <ul style="list-style-type: none"> -read a variety of autobiographical extracts showing I have understood what I have read? -understand the difference between fiction and nonfiction? -summarise a short paragraph from a biography in my own words? -distinguish between statements of fact and opinion? - retrieve, record and present information from non-fiction <p>Writing- Can I:</p> <ul style="list-style-type: none"> -plan and write my own short autobiographical pieces about key people in my life? -identify the audience? - write legibly and fluently? -select apt grammar and vocabulary choices? -use dictionaries to check spellings. -use some organizational features e.g 	<p>Key Questions</p> <ul style="list-style-type: none"> -Read extracts from non-fiction sources e.g. holiday brochures and understand the main points? -show an interest in what I have read? -record and retrieve key information from the sources I read? -explain and discuss what I have read with a partner? -summarise a short extract on a given location? -listen to what others say when discussing a text? -discuss how a writer uses language / impact on the reader. <p>Writing Can I:</p> <ul style="list-style-type: none"> -write some short descriptions about favourite places from around the world? -identify the relevant audience? -make appropriate choices about what to include in my writing? -write legibly? -explore a variety of organizational features e.g. headings / sub-headings in my writing? 	<ul style="list-style-type: none"> -appreciate a range of magical stories and film extracts? -read a variety of story openings, making comments on my favourite? -understand why setting is important in a story? -understand that a setting can reflect mood? -appreciate what makes a great story opening? -compare similar stories on the same theme? <p>Writing: Can I</p> <ul style="list-style-type: none"> -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. -discuss writing similar to that which I am planning to write? -begin to create setting, characters and plot? -use simple organisational devices e.g. headings and sub-headings. <p>Assessment outcome:</p>	<ul style="list-style-type: none"> -Recap: 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 written poetry? -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>Writing. Can I:</p> <ul style="list-style-type: none"> -plan and write a variety of short poems about something I feel strongly about? E.g for bullying, animal cruelty, racism, music, friendship. -include similes or metaphors in my poetry? -rhyme words? <p>Suggested Reading:</p> <p>Please see above.</p>	<p>like a Champ!</p> <ul style="list-style-type: none"> • Change for life- eating less sugar • Excuses- Change4Life <p>-identify key organisational features? E.g bullet points, headings, pictures, sub headings.</p> <p>- pick out key information from an advert/flyer?</p> <p>-identify facts and key words in an advert?</p> <p>-infer if something is healthy / unhealthy?</p> <p>- skim read?</p> <p>-recognize basic persuasive techniques? E.g rhetorical questions, triplets, facts / statistics.</p> <p>Writing. Can I:</p> <ul style="list-style-type: none"> -plan and write my own advert e.g. for a healthy snack or persuading Queensbury Students to eat healthily (adapt to suit the class). - include key organisational features? E.g bullet points, headings, pictures, sub headings. -Include basic persuasive 	<p>sensibly and listen to others attentively?</p> <p>-explain how to create atmosphere in a story?</p> <p>-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).</p> <p>Writing. Can I:</p> <ul style="list-style-type: none"> - use pictures to plan my own short story or opening? -storyboard my ideas using suitable timeline of events? --begin to create setting, characters and plot? -use weather to reflect the mood in my writing? -use appropriate adjectives, similes and sentence structure. -design my own front cover with a captivating title? -design my own blurb with suitable sentence structure to engage? -proof-read and edit my writing for spelling and punctuation errors. <p>Key Skills and Knowledge:</p>
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	<p>headings / bullet points.</p> <p>S+L- Can I:</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>Key knowledge and skills: See highlighted areas</p> <p>Suggested Reading: 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>S&L</p> <p>- See autumn 1 key questions.</p> <p>Key knowledge and skills: See highlighted areas</p> <p>Suggested Reading: Please see above.</p>	<p>See highlighted areas</p> <p>Suggested Reading: Please see above.</p>		<p>techniques? E.g rhetorical questions, triplets, facts / statistics.</p> <p>-proof-read and edit my writing for spelling and punctuation errors.</p> <p>Key Skills and Knowledge: See highlighted areas</p> <p>Suggested Reading: Please see above.</p>	<p>See highlighted areas</p> <p>Assessment outcome:</p> <p>Students explore story openings, storyboard their own ideas and write a short story opening using some key features.</p> <p>Suggested Reading: 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