

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

## 10V Class - Venture Curriculum - Subjects/Lessons weekly

### AQA: Step Up to English Assessment Objectives:

- **AO1:** Read and understand a range of texts: identify and interpret explicit and implicit information and ideas.
- **AO2:** Explain and comment on how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support views.
- **AO3:** Compare writers’ ideas and perspectives across two or more texts.
- **AO4:** Evaluate texts and support this with appropriate textual references.
- **AO5:** Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.
- **AO6:** Use vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.
- **AO7:** Demonstrate presentation skills.
- **AO8:** Listen and respond appropriately to spoken language, including to questions and feedback on presentations.
- **AO9:** Use spoken English effectively in speeches and presentations.

To acquire this qualification, learners will need to complete: Two topics within Component 1, One topic in Component 2.

Year	2024 – 2025 Autumn 1	2024 – 2025 Autumn 2	2024 – 2025 Spring 1	2024 – 2025 Spring 2	2024 – 2025 Summer 1	2024 – 2025 Summer 2
	<p><b>Topic:</b></p> <p><b>Component 1</b> <b>Topic 1: Hobbies</b></p> <p>Year 11 to complete <b>C1 T1</b> by October/ November.</p> <p>Year 11 <b>Speaking assessment</b> marked and completed by November.</p>	<p><b>Topic:</b></p> <p><b>Component 1</b> <b>Topic 2: Music</b></p> <p>Year 11 to complete <b>C1 T2</b> by January.</p> <p>Year 11 <b>Speaking assessment</b> marked and completed by January.</p>	<p><b>Topic:</b></p> <p><b>Component 2</b> <b>Topic 3: Heroism</b></p> <p>Year 11 to complete <b>C2 T3</b> by February/ March.</p> <p>No Speaking Assessment for <b>C2</b>.</p>	<p><b>Topic:</b></p> <p><b>Component 2</b> <b>Topic 3: Heroism</b></p> <p>Year 11 to complete <b>C2 T3</b> by February/ March.</p> <p>No Speaking Assessment for <b>C2 T3</b>.</p>	<p><b>Topic:</b></p> <p><b>Component 1</b> <b>Topic 4: Pets</b></p> <p>Year 11 to still <b>complete topic: NO EXAM</b></p> <p>Year 10 to complete this assessment before June (will count towards their assessments next year)</p>	<p><b>Topic:</b></p> <p><b>Component 1</b> <b>Topic 4: Pets</b></p> <p>Year 11 to still <b>complete topic: NO EXAM</b></p> <p>Year 10 to complete this assessment before June (will count towards their assessments next year)</p>

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	<p>Year 11 <b>Exam Paper</b>: Marked by December.</p> <p><a href="#">SoW Hobbies</a></p> <p>Introduction to ELC: Explain the components to the learners and what topics they will be studying this year [see LTP].</p>	<p>Year 11 <b>Exam Paper</b>: Marked by February.</p> <p><a href="#">SoW Music</a></p>	<p>Year 11 <b>Exam Paper</b>: Marked by March.</p> <p><a href="#">SoW Heroism</a></p>	<p>Year 11 <b>Exam Paper</b>: Marked by March.</p> <p><a href="#">SoW Heroism</a></p>	<p>Year 11 to still participate in the <b>Speaking assessment</b> [does not need to be marked]</p> <p><a href="#">SoW Pets.DOCX</a> [In shared area]</p>	<p>Year 11 to still participate in the <b>Speaking assessment</b> [does not need to be marked]</p> <p><a href="#">SoW Pets.DOCX</a> [In shared area]</p>
	<p><b>Key Skills and Knowledge:</b></p> <p><b>Group discussions:</b> Take part and make an individual presentation.</p> <p><b>Read</b> a selection of non-fiction texts (timetables, posters, leaflets, reviews, webpages, surveys).</p> <p><b>Use the text to learn how to:</b> Infer, Comment on language and structure, Evaluate ideas, Express personal preferences.</p>	<p><b>Key Skills and Knowledge:</b></p> <p><b>Group discussions:</b> Take part and make an individual presentation.</p> <p><b>Read</b> a selection of non-fiction texts (timetables, posters, leaflets, reviews, webpages, surveys).</p> <p><b>Use the text to learn how to:</b> Infer, Comment on language and structure, Evaluate ideas, Express personal preferences.</p>	<p><b>Key Skills and Knowledge:</b></p> <p><b>Read</b> a selection of non-fiction/ fiction texts (posters, articles, short stories).</p> <p><b>Use the text to learn how to:</b> Infer, Comment on language and structure, Evaluate ideas, Express personal preferences.</p> <p><b>Learn how to plan, write, edit</b> and proofread a piece of informative writing (script, article).</p> <p><b>Handwriting:</b> Demonstrate a</p>	<p><b>Key Skills and Knowledge:</b></p> <p><b>Read</b> a selection of non-fiction/ fiction texts (posters, articles, short stories).</p> <p><b>Use the text to learn how to:</b> Infer, Comment on language and structure, Evaluate ideas, Express personal preferences.</p> <p><b>Learn how to plan, write, edit</b> and proofread a piece of informative writing (script, article).</p> <p><b>Handwriting:</b> Demonstrate a</p>	<p><b>Key Skills and Knowledge:</b></p> <p><b>Group discussions:</b> Take part and make an individual presentation.</p> <p><b>Read</b> a selection of non-fiction texts (timetables, posters, leaflets, reviews, webpages, surveys).</p> <p><b>Use the text to learn how to:</b> Infer, Comment on language and structure, Evaluate ideas, Express personal preferences.</p>	<p><b>Key Skills and Knowledge:</b></p> <p><b>Group discussions:</b> Take part and make an individual presentation.</p> <p><b>Read</b> a selection of non-fiction texts (timetables, posters, leaflets, reviews, webpages, surveys).</p> <p><b>Use the text to learn how to:</b> Infer, Comment on language and structure, Evaluate ideas, Express personal preferences.</p> <p><b>Learn how to plan, write, edit</b> and proofread a piece of</p>

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	<p><b>Learn how to plan, write, edit and proofread</b> a piece of informative writing (script, article).</p> <p><b>Handwriting:</b> Demonstrate a handwriting style which is fluent and legible <b>(Gold)</b>. Form letters accurately and consistently eg ascenders and descenders are clear and consistent <b>(Silver)</b>.</p> <p><b>Writing structure:</b> Organise writing appropriately for the purpose of the reader (narrative, scripts, poem, email). Sequence ideas often in a sustained, developed and interesting way. <b>(Gold)</b>. Show some awareness of narrative, non-narrative form and audience. Write mainly in simple</p>	<p><b>Learn how to plan, write, edit and proofread</b> a piece of informative writing (script, article).</p> <p><b>Handwriting:</b> Demonstrate a handwriting style which is fluent and legible <b>(Gold)</b>. Form letters accurately and consistently eg ascenders and descenders are clear and consistent <b>(Silver)</b>.</p> <p><b>Writing structure:</b> Organise writing appropriately for the purpose of the reader (narrative, scripts, poem, email). Sequence ideas often in a sustained, developed and interesting way. <b>(Gold)</b>. Show some awareness of narrative, non-narrative form and audience. Write mainly in simple</p>	<p>handwriting style which is fluent and legible <b>(Gold)</b>. Form letters accurately and consistently eg ascenders and descenders are clear and consistent <b>(Silver)</b>.</p> <p><b>Writing structure:</b> Organise writing appropriately for the purpose of the reader (narrative, scripts, poem, email). Sequence ideas often in a sustained, developed and interesting way. <b>(Gold)</b>. Show some awareness of narrative, non-narrative form and audience. Write mainly in simple sequenced sentences <b>(Silver)</b>.</p> <p><b>Spelling:</b> Spell words generally accurately, including polysyllabic words that conform to regular patterns <b>(Gold)</b>. Spell simple</p>	<p>handwriting style which is fluent and legible <b>(Gold)</b>. Form letters accurately and consistently eg ascenders and descenders are clear and consistent <b>(Silver)</b>.</p> <p><b>Writing structure:</b> Organise writing appropriately for the purpose of the reader (narrative, scripts, poem, email). Sequence ideas often in a sustained, developed and interesting way. <b>(Gold)</b>. Show some awareness of narrative, non-narrative form and audience. Write mainly in simple sequenced sentences <b>(Silver)</b>.</p> <p><b>Spelling:</b> Spell words generally accurately, including polysyllabic words that conform to regular patterns <b>(Gold)</b>. Spell simple</p>	<p><b>Learn how to plan, write, edit and proofread</b> a piece of informative writing (script, article).</p> <p><b>Handwriting:</b> Demonstrate a handwriting style which is fluent and legible <b>(Gold)</b>. Form letters accurately and consistently eg ascenders and descenders are clear and consistent <b>(Silver)</b>.</p> <p><b>Writing structure:</b> Organise writing appropriately for the purpose of the reader (narrative, scripts, poem, email). Sequence ideas often in a sustained, developed and interesting way. <b>(Gold)</b>. Show some awareness of narrative, non-narrative form and audience. Write mainly in simple</p>	<p>informative writing (script, article).</p> <p><b>Handwriting:</b> Demonstrate a handwriting style which is fluent and legible <b>(Gold)</b>. Form letters accurately and consistently eg ascenders and descenders are clear and consistent <b>(Silver)</b>.</p> <p><b>Writing structure:</b> Organise writing appropriately for the purpose of the reader (narrative, scripts, poem, email). Sequence ideas often in a sustained, developed and interesting way. <b>(Gold)</b>. Show some awareness of narrative, non-narrative form and audience. Write mainly in simple sequenced sentences <b>(Silver)</b>.</p> <p><b>Spelling:</b> Spell words generally accurately, including polysyllabic words</p>
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<p>sequenced sentences (Silver).</p> <p><b>Spelling:</b> Spell words generally accurately, including polysyllabic words that conform to regular patterns (Gold). Spell simple phonetically plausible and many high frequency words accurately eg monosyllabic words. (Silver).</p>	<p>sequenced sentences (Silver).</p> <p><b>Spelling:</b> Spell words generally accurately, including polysyllabic words that conform to regular patterns (Gold). Spell simple phonetically plausible and many high frequency words accurately eg monosyllabic words. (Silver).</p>	<p>phonetically plausible and many high frequency words accurately eg monosyllabic words. (Silver).</p> <p><b>Comparison:</b> Identify similarities and differences between significant ideas, themes, events and characters in two texts and make reference to the text to support their views (Gold). From two simple texts identify a similarity or difference between character, events or presentation (Silver).</p>	<p>phonetically plausible and many high frequency words accurately eg monosyllabic words. (Silver).</p> <p><b>Comparison:</b> Identify similarities and differences between significant ideas, themes, events and characters in two texts and make reference to the text to support their views (Gold). From two simple texts identify a similarity or difference between character, events or presentation (Silver).</p>	<p>sequenced sentences (Silver).</p> <p><b>Spelling:</b> Spell words generally accurately, including polysyllabic words that conform to regular patterns (Gold). Spell simple phonetically plausible and many high frequency words accurately eg monosyllabic words. (Silver).</p>	<p>that conform to regular patterns (Gold). Spell simple phonetically plausible and many high frequency words accurately eg monosyllabic words. (Silver).</p>
<p><b>Suggested Key Questions:</b> <b>Spoken Language Task:</b> Make an individual presentation about your idea for a lunchtime club based on your hobby.</p> <p>-What is a hobby? -What skills do you need to take part in a hobby?</p>	<p><b>Suggested Key Questions:</b> <b>Spoken Language Task:</b> Make an individual presentation explaining what your role will be in the school’s music competition.</p> <p>-Why do you like/dislike music?</p>	<p><b>Suggested Key Questions:</b> -Can you identify differences and similarities between text a and text b? -How was the narrator feeling in text a? - Why has [word from text] been used in the text? -How is the text interesting/ keeps the reader engaged?</p>	<p><b>Suggested Key Questions:</b> -Can you identify differences and similarities between text a and text b? -How was the narrator feeling in text a? - Why has [word from text] been used in the text? -How is the text interesting/ keeps the reader engaged?</p>	<p><b>Suggested Key Questions:</b> <b>Spoken Language Task:</b> Make an individual presentation about the advantages and disadvantages of owning a pet.</p> <p>-Why is owning a pet a good idea? -What do you need to be a good pet</p>	<p><b>Suggested Key Questions:</b> <b>Spoken Language Task:</b> Make an individual presentation about the advantages and disadvantages of owning a pet.</p> <p>-Why is owning a pet a good idea? -What do you need to be a good pet owner? [qualities/ supplies]</p>

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<p>-Can you identify and label the key features of a poster/ article. -Why has [word from text] been used in this text? -What does [word from text] mean?</p>	<p>- Can you name different music genres? - Can you identify and label the key features of a poster/ article. -Why has [word from text] been used in the text? -What does [word from text] mean?</p>	<p>-What does [word from text] mean?</p>	<p>-What does [word from text] mean?</p>	<p>owner? [qualities/ supplies] -Can you identify and label the key features of a poster/ article. -Why has [word from text] been used in the text? -What does [word from text] mean?</p>	<p>-Can you identify and label the key features of a poster/ article. -Why has [word from text] been used in the text? -What does [word from text] mean?</p>
<p><b><u>Suggested Reading/ Resources:</u></b> -Instructions for growing plants: <a href="#">How to Sow Seeds</a> -Magazines/ leaflets/ posters/ webpages that advertise local events. -Recipes from either books or webpages. -Drawing instruction books. -Fact sheets/ website pages about hobbies.</p>	<p><b><u>Suggested Reading/ Resources:</u></b> Music books. Music clips. Music magazines. Music fact sheets. Music websites. Music adverts. Music posters.</p>	<p><b><u>Suggested Reading/ Resources:</u></b> IWB games. Board games. Traffic light cards. Dictionary. Extracts from: “War Horse” Michael Morpurgo. “The Hunger Games” Suzanne Collins. Harriet Turban journal entry/ newspaper article.</p>	<p><b><u>Suggested Reading/ Resources:</u></b> IWB games. Board games. Traffic light cards. Dictionary. Extracts from: “War Horse” Michael Morpurgo. “The Hunger Games” Suzanne Collins. Harriet Turban journal entry/ newspaper article.</p>	<p><b><u>Suggested Reading/ Resources:</u></b> Pet themed books/videos. Internet access. Instructional pet care text. Pet based infographic. Writing frames. Found poster. Assessment sheets.</p>	<p><b><u>Suggested Reading/ Resources:</u></b> Pet themed books/videos. Internet access. Instructional pet care text. Pet based infographic. Writing frames. Found poster. Assessment sheets.</p>
<p><b><u>Suggested School Trips:</u></b> -Local leisure facilities to try out different hobbies. -Invite staff/ students from other groups to come and talk about their hobbies.</p>	<p><b><u>Suggested School Trips:</u></b> -Watch a band/ choir. -Invite a local DJ to the school. -Tour a local music studio/ station (can be done virtually).</p>	<p><b><u>Suggested School Trips:</u></b> -Research local areas where heroic acts took place. -Watch a heroic drama piece [virtual or in person].</p>	<p><b><u>Suggested School Trips:</u></b> -Research local areas where heroic acts took place.</p>	<p><b><u>Suggested School Trips:</u></b> -Animal shelter. -Zoo. -Wildlife Sanctuary.</p>	<p><b><u>Suggested School Trips:</u></b> -Animal shelter. -Zoo. -Wildlife Sanctuary.</p>

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Links to Gatsby Benchmarks:	4. Linking curriculum learning to careers: What jobs can include our hobbies?	4. Linking curriculum learning to careers: What jobs can I have working in the music industry?	4. Linking curriculum learning to careers: Working as a police officer/ fire fighter/ soldier.	4. Linking curriculum learning to careers: Working as a police officer/ fire fighter/ soldier.	4. Linking curriculum learning to careers: Working with animals.	4. Linking curriculum learning to careers: Working with animals.