11V 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.
- A07: 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
	Topic:	<u>Topic:</u>	Topic:	Topic:	<u>Topic:</u>	<u>Topic:</u>
	Component 1 Topic 1: Hobbies	<u>Component 1</u> Topic 2: <mark>Music</mark>	<u>Component 2</u> Topic 3: <mark>Heroism</mark>	<u>Component 2</u> Topic 3: Heroism	<u>Component 1</u> Topic 4: Pets Year 11 to still	<u>Component 1</u> Topic 4: Pets Year 11 to still
	Year 11 to complete C1 T1 by October/ November.	Year 11 to complete <mark>C1 T2</mark> by January.	Year 11 to complete <mark>C2 T3</mark> by February/ March.	Year 11 to complete <mark>C2 T3</mark> by February/ March.	complete topic: NO EXAM	complete topic: NO EXAM
	Year 11 <mark>Speaking</mark> assessment marked and completed by November.	Year 11 <mark>Speaking</mark> assessment marked and completed by January.	No Speaking Assessment for <mark>C2</mark> .	No Speaking Assessment for <mark>C2</mark> <mark>T3</mark> .	Year 10 to complete this assessment before June (will count towards their assessments next year)	Year 10 to complete this assessment before June (will count towards their assessments next year)

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

Curriculum intent (overview) – To deepen students' skills and knowledge through a broad and balanced curriculum which prepares students for adulthood.							
	Learn how to	Learn how to	handwriting style	handwriting style	Learn how to	informative writing	
	plan, write, edit	plan, write, edit	which is fluent and	which is fluent and	plan, write, edit	(script, article).	
	and proofread a	and proofread a	legible (Gold).	legible (Gold).	and proofread a		
	piece of informative	piece of informative	Form letters	Form letters	piece of informative	Handwriting:	
	writing (script,	writing (script,	accurately and	accurately and	writing (script,	Demonstrate a	
	article).	article).	consistently eg	consistently eg	article).	handwriting style	
			ascenders and	ascenders and		which is fluent and	
	Handwriting:	Handwriting:	descenders are	descenders are	Handwriting:	legible (Gold). Form	
	Demonstrate a	Demonstrate a	clear and	clear and	Demonstrate a	letters accurately	
	handwriting style	handwriting style	consistent (Silver).	consistent (Silver).	handwriting style	and consistently eg	
	which is fluent and	which is fluent and			which is fluent and	ascenders and	
	legible <mark>(Gold)</mark> .	legible <mark>(Gold)</mark> .	Writing structure:	Writing structure:	legible <mark>(Gold)</mark> .	descenders are clear	
	Form letters	Form letters	Organise writing	Organise writing	Form letters	and consistent	
	accurately and	accurately and	appropriately for	appropriately for	accurately and	(Silver).	
	consistently eg	consistently eg	the purpose of the	the purpose of the	consistently eg		
	ascenders and	ascenders and	reader (narrative,	reader (narrative,	ascenders and	Writing structure:	
	descenders are	descenders are	scripts, poem,	scripts, poem,	descenders are	Organise writing	
	clear and	clear and	email). Sequence	email). Sequence	clear and	appropriately for the	
	consistent (Silver).	consistent (Silver).	ideas often in a	ideas often in a	consistent (Silver).	purpose of the	
			sustained,	sustained,		reader (narrative,	
	Writing structure:	Writing structure:	developed and	developed and	Writing structure:	scripts, poem,	
	Organise writing	Organise writing	interesting way.	interesting way.	Organise writing	email). Sequence	
	appropriately for	appropriately for	(Gold). Show some	(Gold). Show some	appropriately for	ideas often in a	
	the purpose of the	the purpose of the	awareness of	awareness of	the purpose of the	sustained,	
	reader (narrative,	reader (narrative,	narrative, non-	narrative, non-	reader (narrative,	developed and	
	scripts, poem,	scripts, poem,	narrative form and	narrative form and	scripts, poem,	interesting way.	
	email). Sequence	email). Sequence	audience. Write	audience. Write	email). Sequence	(Gold). Show some	
	ideas often in a	ideas often in a	mainly in simple	mainly in simple	ideas often in a	awareness of	
	sustained,	sustained,	sequenced	sequenced	sustained,	narrative, non-	
	developed and	developed and	sentences (Silver).	sentences (Silver).	developed and	narrative form and	
	interesting way.	interesting way.	o u: o u	o u o u	interesting way.	audience. Write	
	(Gold). Show some awareness of	(Gold). Show some awareness of	Spelling: Spell	Spelling: Spell	(Gold). Show some	mainly in simple	
	narrative, non-	narrative, non-	words generally	words generally	awareness of narrative, non-	sequenced sentences (Silver).	
	narrative, non-	narrative, non-	accurately,	accurately,	narrative, non-	Sentences (Silver).	
	audience. Write	audience. Write	including	including	audience. Write	Spelling: Spell	
	mainly in simple	mainly in simple	polysyllabic words that conform to	polysyllabic words that conform to	mainly in simple	words generally	
			regular patterns	regular patterns		accurately, including	
			(Gold). Spell simple	(Gold). Spell simple		polysyllabic words	
			Colul. Open simple	Cold). Open simple		polysyllabic words	

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sequenced sentences (Silver).	sequenced sentences (Silver).	phonetically plausible and many high frequency	phonetically plausible and many high frequency	sequenced sentences (Silver).	that conform to regular patterns (Gold). Spell simple		
Spelling: Spell words generally accurately, including	Spelling: Spell words generally accurately, including	words accurately eg monosyllabic words. (Silver).	words accurately eg monosyllabic words. (Silver).	Spelling: Spell words generally accurately, including	phonetically plausible and many high frequency words accurately eg		
polysyllabic words that conform to regular patterns (Gold). Spell simple phonetically plausible and many high frequency words accurately eg monosyllabic words. (Silver).	polysyllabic words that conform to regular patterns (Gold). Spell simple phonetically plausible and many high frequency words accurately eg monosyllabic words. (Silver).	Comparison: 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).	Comparison: 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).	polysyllabic words that conform to regular patterns (Gold). Spell simple phonetically plausible and many high frequency words accurately eg monosyllabic words. (Silver).	monosyllabic words. (Silver).		
Suggested Key Questions: Spoken Language Task: Make an individual presentation about your idea for a lunchtime club based on your hobby. -What is a hobby? -What skills do you need to take part in a hobby?	Suggested Key Questions: Spoken Language Task: Make an individual presentation explaining what your role will be in the school's music competition. -Why do you like/ dislike music?	Suggested Key Questions: -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	Suggested Key Questions: -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	Suggested Key Questions: Spoken Language Task: Make an individual presentation about the advantages and disadvantages of owning a pet. -Why is owning a pet a good idea? -What do you need to be a good pet	Suggested Key Questions: Spoken Language Task: Make an individual presentation about the advantages and disadvantages of owning a pet. -Why is owning a pet a good idea? -What do you need to be a good pet owner? [qualities/ supplies]		

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-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?	 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? 	-What does [word from text] mean?	-What does [word from text] mean?	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?	-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?		
Suggested Reading/ Resources:- Instructions for growing plants: <u>How</u> to Sow Seeds -Magazines/ leaflets/ posters/ webpages that advertise local events. -Recipes from either books or webpages. -Drawing instruction books. -Fact sheets/ website pages about hobbies.	Suggested Reading/ Resources: Music books. Music clips. Music magazines. Music fact sheets. Music websites. Music adverts. Music posters.	Suggested Reading/ Resources: 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.	Suggested Reading/ Resources: 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.	Suggested Reading/ Resources: Pet themed books/videos. Internet access. Instructional pet care text. Pet based infographic. Writing frames. Found poster. Assessment sheets.	Suggested Reading/ Resources: Pet themed books/videos. Internet access. Instructional pet care text. Pet based infographic. Writing frames. Found poster. Assessment sheets.		
Suggested School Trips: -Local leisure facilities to try out different hobbies. -Invite staff/ students from other groups to come and talk about their hobbies.	Suggested School Trips: -Watch a band/ choir. -Invite a local DJ to the school. -Tour a local music studio/ station (can be done virtually).	Suggested School Trips: -Research local areas where heroic acts took place. -Watch a heroic drama piece [virtual or in person].	Suggested School Trips: -Research local areas where heroic acts took place.	Suggested School Trips: -Animal shelter. -Zoo. -Wildlife Sanctuary.	Suggested School Trips: -Animal shelter. -Zoo. -Wildlife Sanctuary.		

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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.		