6.6Q Class - **Quest Curriculum** - *Subjects/Lessons weekly*

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
	Find out about a famous person **Challenge 1908** **E1** **Learning Aim:** Learners will show an awareness of famous people and participate in tasks to research a famous person of their choice.	**Listening and Responding to Texts** **Challenge: 1677** **WTE1** **Learning Aim:** To listen and respond to stories and non fiction texts	**Writing personal letters, postcards, emails & messages** **Challenge 4892** **WTE1** **Learning Aim:** The learner will identify some of the key features of personal letters, postcards, emails and messages and apply these in their own writing.	**Take part in literacy activities relating to holidays** **Challenge 6370** **E1** **Learning Aim:** The learner will show that they can take part in functional literacy activities relating to holidays	**Respond to and engage with literacy activities to develop awareness of transport and leisure** **Challenge 3627** **WTE1** **Learning Aim:** The learner will engage in reading, writing and communication activities to develop their awareness and understanding of transport and leisure in the community.	**Myths and Legends** **Challenge 5032** **WTE1** **Learning Aim:** The learner will identify some of the key features of myths and legends and apply these in their own writing.

Learning outcomes	**Learning outcomes**	**Learning outcomes**	**Learning outcomes**	**Learning outcomes**	**Learning outcomes**
1. Research about a famous person. 2. Communicate about a famous person. **Assessment criteria** o State why someone might be famous (e.g. sports person, musician, politician, royalty, business person) o Decide on a famous person to research o Suggest one source they could use to find information about a famous person (e.g. Internet, book or magazine, word of mouth, documentary) o Research information about a famous person (with support) o State three pieces of information about a famous	1.Be able to listen to a range of texts being read for an extended period of time. 2.Be able to sequence events in a heard story. **Assessment criteria** O Attend to a variety of texts being read for approximately 5 minutes on a minimum of three occasions O Arrange a minimum of three pictures to re-tell the story heard, on one occasion	1.Listen and respond to texts in this genre. 2.Create a short, simple personal letter, postcard, email or message. **Assessment criteria** O Listen to four texs from these text types: personal letters, postcards, emails, messages O Express preferences about each text. O Talk about a significant event prior to writing O Choose a format to write in from; a letter; postcard; email or message O Begin to write in simple sentences using initial letter sounds and known words	1.Be able to communicate with familiar adults in activities relating to holidays. 2.Be able to improve reading skills relating to holidays. **Assessment criteria** O Take part in at least two discussions within small groups using chosen communication method O Communicate preferences as part of discussions regarding holidays in a small group using chosen communication method O Communicate personal details when asked e.g. name, DOB O Read 10 words	1. Engage with activities to develop literacy skills in relation to transport and leisure. 2.Develop functional speaking and listening skills in relation to using public transport. **Assessment criteria** O Read and explore leaflets and pictures to gain information about leisure activities O Identify key words, symbols and pictures in relation to leisure activities O Label objects linked to leisure activities using words and symbols O Select the correct image (when requested by adult) of two different signs relating to travel eg road	1.Listen and respond to texts in this genre. 2.Create a simple story map of a text in this genre. **Assessment criteria** O Listen to two stores in this genre. O Identify good and evil characters O Identify human and supernatural characters O Recall key events in the story in sequential order O Sequence six to eight pictures of a familiar myth or legend O Match key words and or phrases provided to the correct image O Add speech bubbles to characters in two images with exclamations or simple statements

Curriculum intent (overview) – To deepen students' skills and knowledge through a broad and balanced curriculum which prepares students for adulthood.						
			O **Experiment with capital letters and full stops**		**crossing, bus stop, traffic lights** O **Listen to and follow instructions when using public**	
Links to Gatsby Benchmarks:	4. Linking curriculum learning to careers: Journalist.	4. Linking curriculum learning to careers: Journalist.	4. Linking curriculum learning to careers: Journalist.	4. Linking curriculum learning to careers: Journalist.	4. Linking curriculum learning to careers: Working in a shop.	4. Linking curriculum learning to careers: Journalist.