



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

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|  | <p>1. Research about a famous person.</p> <p>2. Communicate about a famous person.</p> <p><b>Assessment criteria</b></p> <ul style="list-style-type: none"> <li>o State why someone might be famous (e.g. sports person, musician, politician, royalty, business person)</li> <li>o Decide on a famous person to research</li> <li>o Suggest one source they could use to find information about a famous person (e.g. Internet, book or magazine, word of mouth, documentary)</li> <li>o Research information about a famous person (with support)</li> <li>o State three pieces of information about a famous</li> </ul> | <p>1.Be able to listen to a range of texts being read for an extended period of time.</p> <p>2.Be able to sequence events in a heard story.</p> <p><b>Assessment criteria</b></p> <ul style="list-style-type: none"> <li>O Attend to a variety of texts being read for approximately 5 minutes on a minimum of three occasions</li> <li>O Arrange a minimum of three pictures to re-tell the story heard, on one occasion</li> </ul> | <p>1.Listen and respond to texts in this genre.</p> <p>2.Create a short, simple personal letter, postcard, email or message.</p> <p><b>Assessment criteria</b></p> <ul style="list-style-type: none"> <li>O Listen to four texts from these text types: personal letters, postcards, emails, messages</li> <li>O Express preferences about each text.</li> <li>O Talk about a significant event prior to writing</li> <li>O Choose a format to write in from; a letter; postcard; email or message</li> <li>O Begin to write in simple sentences using initial letter sounds and known words</li> </ul> | <p>1.Be able to communicate with familiar adults in activities relating to holidays.</p> <p>2.Be able to improve reading skills relating to holidays.</p> <p><b>Assessment criteria</b></p> <ul style="list-style-type: none"> <li>O Take part in at least two discussions within small groups using chosen communication method</li> <li>O Communicate preferences as part of discussions regarding holidays in a small group using chosen communication method</li> <li>O Communicate personal details when asked e.g. name, DOB</li> <li>O Read 10 words</li> </ul> | <p>1. Engage with activities to develop literacy skills in relation to transport and leisure.</p> <p>2.Develop functional speaking and listening skills in relation to using public transport.</p> <p><b>Assessment criteria</b></p> <ul style="list-style-type: none"> <li>O Read and explore leaflets and pictures to gain information about leisure activities</li> <li>O Identify key words, symbols and pictures in relation to leisure activities</li> <li>O Label objects linked to leisure activities using words and symbols</li> <li>O Select the correct image (when requested by adult) of two different signs relating to travel eg road</li> </ul> | <p>1.Listen and respond to texts in this genre.</p> <p>2.Create a simple story map of a text in this genre.</p> <p><b>Assessment criteria</b></p> <ul style="list-style-type: none"> <li>O Listen to two stories in this genre.</li> <li>O Identify good and evil characters</li> <li>O Identify human and supernatural characters</li> <li>O Recall key events in the story in sequential order</li> <li>O Sequence six to eight pictures of a familiar myth or legend</li> <li>O Match key words and or phrases provided to the correct image</li> <li>O Add speech bubbles to characters in two images with exclamations or simple statements</li> </ul> |
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|                                    |  |  | <b>O Experiment with capital letters and full stops</b> |  | <b>crossing, bus stop, traffic lights</b><br><br><b>O Listen to and follow instructions when using public</b> |  |
| <b>Links to Gatsby Benchmarks:</b> | 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. |