6.3E Infinity- Explorer 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.

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:	Topic:	Topic:	Topic:	Topic:	Topic:
	Component 1 Topic 1: Hobbies	<u>Component 1</u> Topic 2: Music	Component 2 Topic 3: Crime	Component 2 Topic 3: Crime	<u>Component 1</u> Topic 4: Pets	<u>Component 1</u> Topic 4: Pets
	Year 14 to complete C1 T1 by October/ November.	Year 14 to complete C1 T2 by January.	Year 14 to complete <mark>C2 T3</mark> by February/ March.	Year 14 to complete <mark>C2 T3</mark> by February/ March.	Year 13 to complete this assessment before June (will	Year 13 to complete this assessment before June (will
	Year 14 <mark>Speaking</mark> assessment marked and completed by	Year 14 Speaking assessment marked and completed by January.	No Speaking Assessment for <mark>C2</mark> .	No Speaking Assessment for <mark>C2</mark> <mark>T3</mark> .	count towards their assessments next year)	count towards their assessments next year)
	November.	Year 14 <mark>Exam</mark>	Year 14 <mark>Exam</mark> <mark>Paper</mark> : Marked by	Year 14 <mark>Exam</mark>	Year 13 to complete C1 T4 by June.	Year 13 to complete <mark>C1 T4</mark> by June.
	Year 14 <mark>Exam</mark> <mark>Paper</mark> : Marked by December.	Paper <mark>: Marked by</mark> February.	March. SoW Crime	Paper <mark>: Marked by</mark> March.	Year 13 <mark>Speaking</mark> assessment marked	Year 13 <mark>Speaking</mark> assessment marked
		SoW Music		SoW Crime		

Curriculum intent (overview) – To deepen students' skills and knowledge through a broad and balanced curriculum which prepares students for adulthood.							
	SoW Hobbies				and completed by June.	and completed by June.	
	Introduction to ELC: Explain the components to the learners and what topics they will be				Year 14 <mark>Exam</mark> <mark>Paper</mark> : Marked by early July.	Year 13 <mark>Exam Paper</mark> : Marked by early July.	
	studying this year [see LTP].				SoW Pets.DOCX [In shared area]	SoW Pets.DOCX [In shared area]	
	Key Skills and Knowledge:	Key Skills and Knowledge:	Key Skills and Knowledge:	Key Skills and Knowledge:	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: Take part and make an 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	Use the text to learn how to: Infer, Comment on language and structure, Evaluate ideas, Express	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	
	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.	personal preferences. Learn how to plan, write, edit and proofread a piece of informative writing (script, article).	personal preferences. 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.	learn how to: Infer, Comment on language and structure, Evaluate ideas, Express personal preferences. Learn how to plan, write, edit and	
	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).	Handwriting: Demonstrate a handwriting style which is fluent and legible (Gold). Form letters accurately and consistently eg ascenders and	Handwriting: Demonstrate a handwriting style which is fluent and legible (Gold). Form letters accurately and consistently eg ascenders and	Learn how to plan, write, edit and proofread a piece of informative writing (script, article).	write, edit and proofread a piece of informative writing (script, article). Handwriting: Demonstrate a handwriting style which is fluent and	

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	Handwriting:	Handwriting:	descenders are	descenders are	Handwriting:	legible <mark>(Gold)</mark> . 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> . Form	legible <mark>(Gold)</mark> . Form	Writing structure:	Writing structure:	legible <mark>(Gold)</mark> . Form	descenders are clear
	letters accurately	letters accurately	Organise writing	Organise writing	letters accurately	and consistent
	and consistently eg	and consistently eg	appropriately for	appropriately for	and consistently eg	(Silver).
	ascenders and	ascenders and	the purpose of the	the purpose of the	ascenders and	、 · ·
	descenders are	descenders are	reader (narrative,	reader (narrative,	descenders are	Writing structure:
	clear and	clear and	scripts, poem,	scripts, poem,	clear and	Organise writing
	consistent (Silver).	consistent (Silver).	email). Sequence	email). Sequence	consistent (Silver).	appropriately for the
			ideas often in a	ideas often in a		purpose of the
	Writing structure:	Writing structure:	sustained,	sustained,	Writing structure:	reader (narrative,
	Organise writing	Organise writing	developed and	developed and	Organise writing	scripts, poem,
	appropriately for	appropriately for	interesting way.	interesting way.	appropriately for	email). Sequence
	the purpose of the	the purpose of the	(Gold). Show some	(Gold). Show some	the purpose of the	ideas often in a
	reader (narrative,	reader (narrative,	awareness of	awareness of	reader (narrative,	sustained, developed
	scripts, poem,	scripts, poem,	narrative, non-	narrative, non-	scripts, poem,	and interesting way.
	email). Sequence	email). Sequence	narrative form and	narrative form and	email). Sequence	(Gold). Show some
	ideas often in a	ideas often in a	audience. Write	audience. Write	ideas often in a	awareness of
	sustained,	sustained,	mainly in simple	mainly in simple	sustained,	narrative, non-
	developed and	developed and	sequenced	sequenced	developed and	narrative form and
	interesting way.	interesting way.	sentences (Silver).	sentences (Silver).	interesting way.	audience. Write
	(Gold). Show some	(Gold). Show some			(Gold). Show some	mainly in simple
	awareness of	awareness of	Spelling: Spell	Spelling: Spell	awareness of	sequenced
	narrative, non-	narrative, non-	words generally	words generally	narrative, non-	sentences (Silver).
	narrative form and	narrative form and	accurately,	accurately,	narrative form and	• • •
	audience. Write	audience. Write	including	including	audience. Write	Spelling: Spell
	mainly in simple	mainly in simple	polysyllabic words	polysyllabic words	mainly in simple	words generally
	sequenced	sequenced	that conform to	that conform to	sequenced	accurately, including
	sentences (Silver).	sentences (Silver).	regular patterns	regular patterns	sentences (Silver).	polysyllabic words
	Challing, Shall	Coolling, Cooll	(Gold). Spell simple	(Gold). Spell simple	Coolling, Cooll	that conform to
	Spelling: Spell	Spelling: Spell	phonetically	phonetically	Spelling: Spell	regular patterns
	words generally	words generally	plausible and many high frequency	plausible and many high frequency	words generally accurately,	(Gold). Spell simple phonetically
	accurately, including	accurately, including	words accurately	words accurately	including	plausible and many
	polysyllabic words	polysyllabic words	eg monosyllabic	eg monosyllabic	polysyllabic words	high frequency
	that conform to	that conform to	words. (Silver).	words. (Silver).	that conform to	words accurately eg
	regular patterns	regular patterns			regular patterns	monosyllabic words.
	(Gold). Spell simple	(Gold). Spell simple	Comparison:	Comparison:	(Gold). Spell simple	(Silver).
	phonetically	phonetically	Identify similarities	Identify similarities	phonetically	
	plausible and many	plausible and many	and differences	and differences	plausible and many	

Curriculum intent (overview		ents' skills and kno epares students fo		proad and balanced	I curriculum which
high frequency words accurately eg monosyllabic words. (Silver).	high frequency words accurately eg monosyllabic words. (Silver).	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).	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).	high frequency words accurately eg 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? -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?	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? - 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?	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 reader engaged? -What does [word from text] mean?	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 reader engaged? -What does [word from text] mean?	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] -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 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] -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:-	Suggested Reading/ Resources:	Suggested Reading/ Resources:	Suggested Reading/ Resources:	Suggested Reading/ Resources:	Suggested Reading/ Resources:

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	Instructions for growing plants: <u>How</u> to <u>Sow Seeds</u> -Magazines/ leaflets/ posters/ webpages that advertise local events. -Recipes from either books or webpages. -Drawing instruction books. -Fact sheets/ website pages about hobbies.	Music books. Music clips. Music magazines. Music fact sheets. Music websites. Music adverts. Music posters.	Crime scene. Crime objects. Video clips. Internet research. Crime research books. Extracts from: "Crime" David Orme. "Witness" Anne Cassidy	Crime scene. Crime objects. Video clips. Internet research. Crime research books. Extracts from: "Crime" David Orme. "Witness" Anne Cassidy	Pet themed books/videos. Internet access. Instructional pet care text. Pet based infographic. Writing frames. Found poster. Assessment sheets.	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 library to view past records of crimes.	Suggested School Trips: Research library to view past records of crimes.	Suggested School Trips: Animal shelter. Zoo. Wildlife Sanctuary.	Suggested School Trips: Animal shelter. Zoo. Wildlife Sanctuary.		
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/ journalist/ within the judiciary system.	4. Linking curriculum learning to careers: Working as a police officer/ journalist/ within the judiciary system.	4. Linking curriculum learning to careers: Working with animals.	4. Linking curriculum learning to careers: Working with animals.		