

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

## 6.9D Class - **Discovery 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
	<p><b>Find out about a famous person</b> <b>Challenge 1908</b> <b>E1</b></p> <p><b>Learning Aim:</b> Learners will show an awareness of famous people and participate in tasks to research a famous person of their choice.</p>	<p><b>Listening and Responding to Texts</b> <b>Challenge: 1677</b> <b>WTE1</b></p> <p><b>Learning Aim:</b> To listen and respond to stories and non fiction texts</p>	<p><b>Writing personal letters, postcards, emails &amp; messages</b> <b>Challenge 4892</b> <b>WTE1</b></p> <p><b>Learning Aim:</b> The learner will identify some of the key features of personal letters, postcards, emails and messages and apply these in their own writing.</p>	<p><b>Take part in literacy activities relating to holidays</b> <b>Challenge 6370</b> <b>E1</b></p> <p><b>Learning Aim:</b> The learner will show that they can take part in functional literacy activities relating to holidays</p>	<p><b>Respond to and engage with literacy activities to develop awareness of transport and leisure</b> <b>Challenge 3627</b> <b>WTE1</b></p> <p><b>Learning Aim:</b> The learner will engage in reading, writing and communication activities to develop their awareness and understanding of transport and leisure in the community.</p>	<p><b>Myths and Legends</b> <b>Challenge 5032</b> <b>WTE1</b></p> <p><b>Learning Aim:</b> The learner will identify some of the key features of myths and legends and apply these in their own writing.</p>

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<p><b>Learning outcomes</b></p> <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><b>Learning outcomes</b></p> <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><b>Learning outcomes</b></p> <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><b>Learning outcomes</b></p> <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> </ul>	<p><b>Learning outcomes</b></p> <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)</li> </ul>	<p><b>Learning outcomes</b></p> <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 stores 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</li> </ul>
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<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.