

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

6.7D Class - **Discovery Curriculum** - *Subjects/Lessons weekly*

Year	2025 – 2026 Autumn 1	2025 – 2026 Autumn 2	2025 – 2026 Spring 1	2025 – 2026 Spring 2	2025 – 2026 Summer 1	2025 – 2026 Summer 2
	<p>Find out about a famous person Challenge 1908 E1</p> <p>Learning Aim: Learners will show an awareness of famous people and participate in tasks to research a famous person of their choice.</p>	<p>Listening and Responding to Texts Challenge: 1677 WTE1</p> <p>Learning Aim: To listen and respond to stories and non fiction texts</p>	<p>Writing personal letters, postcards, emails & messages Challenge 4892 WTE1</p> <p>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.</p>	<p>Take part in literacy activities relating to holidays Challenge 6370 E1</p> <p>Learning Aim: The learner will show that they can take part in functional literacy activities relating to holidays</p>	<p>Respond to and engage with literacy activities to develop awareness of transport and leisure Challenge 3627 WTE1</p> <p>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.</p>	<p>Myths and Legends Challenge 5032 WTE1</p> <p>Learning Aim: The learner will identify some of the key features of myths and legends and apply these in their own writing.</p>

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

Learning outcomes	Learning outcomes	Learning outcomes	Learning outcomes	Learning outcomes	Learning outcomes	Learning outcomes
<p>1. Research about a famous person.</p> <p>2. Communicate about a famous person.</p> <p>Assessment criteria</p> <ul style="list-style-type: none"> 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 	<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>Assessment criteria</p> <ul style="list-style-type: none"> 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 	<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>Assessment criteria</p> <ul style="list-style-type: none"> o Listen to four texts 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 	<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>Assessment criteria</p> <ul style="list-style-type: none"> 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 	<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>Assessment criteria</p> <ul style="list-style-type: none"> 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) 	<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>Assessment criteria</p> <ul style="list-style-type: none"> 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 	

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	O Read 10 words	of two different signs relating to travel eg road crossing, bus stop, traffic lights O Listen to and follow instructions when using public	exclamations or simple statements
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.