



**Pathway 2+
Year 11**

ENGLISH: Hobbies Component 1 Unit
[Step Up To English – preparation + completion of NEA]

Term Autumn 1 + 2

Learning Intention: To support students to gain the necessary skills and understanding including establishing the thematic context to complete the AQA Step Up To English Component 1 Hobbies Silver Step non-exam assessment. The scheme is organised to reflect the scope of study containing read and comprehension, writing and spoken language. Students will have the opportunity to reflect in greater detail on hobbies they enjoy, research and present information on a chosen activity [with support]. In addition, they will try new activities and build skills listening and appreciating the other's choices. This unit is not prescriptive and teachers are encouraged to adapt resources so that it is appropriate and engaging for the students they teach.

Key themes:

- Expressing a person opinion – including presenting information to others [with support].
- Building empathy and understanding of others to include understanding why they enjoy a favourite activity
- Developing confidence and social skills through trying a new activity with others.

Key knowledge that should be learned during this SoW

Concept:

Develop key skills, understanding and independence in preparation for completing the Step Up To English Hobbies Silver Step NEA [non-exam assessment]. Gaining knowledge of how information is presented in a range of contexts including spoken presentation, instructions, facts sheets, magazines, leaflets, posters, web pages that advertise local events including identifying the purpose of the text and the writer's use of language and some presentational devices [with support]. Gain confidence and independence expressing a personal opinion in discussion work, validating their opinion using evidence from the text or their own experience and listening with respect to others; accepting opposing points of view and responding to a range of questions.

Knowledge:

The student will take part in group discussions and make an individual presentation [with support]. Read a selection of appropriate non-fiction texts (timetables, leaflets, reviews, web pages and surveys) using the text to learn how to make a simple inference, comment on the organisation of the text and express personal preferences. In addition the learner will learn how to plan, write, edit and proofread a piece of informative writing (letter or review).

<p>Key Skills:</p>	<p><u>Step Up To English</u> preparatory work: Silver Step</p> <p>Component 1 Literacy Unit Hobbies: Examination key skills [see Scheme of Work for details]</p> <p>AO1 - Read and understand a range of texts: identify and interpret explicit and implicit information and ideas.</p> <p>AO2 - Explain and comment on how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support views [with support].</p> <p>AO4 - Evaluate texts and support this with appropriate textual references.</p> <p>AO5 - Communicate clearly and effectively, adapting tone of voice and register for different purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence.</p> <p>AO6 - Use vocabulary and sentence structures for clarity, purpose and effect, building greater accuracy with spelling and punctuation.</p> <p>AO7 - Demonstrate presentation skills [with support].</p> <p>AO8 - Listen and respond appropriately to spoken language, including to questions and feedback.</p> <p>AO9 - Use spoken English effectively in discussions and presentations to communicate ideas.</p>	
<p>Language and/or communication skills:</p>	<p><u>Key Words:</u></p> <p>hobby leisure explain information ideas persuade personal choice discussion presentation</p>	<p><u>Technical Language:</u></p> <p>inference and deduction [= working out the answer from evidence in the text] writer's use of language presentational devices purpose evaluate format [of a piece of writing e.g. letter, diary, essay]</p>
<p>Curricular Links</p>	<p><u>Key Cross-curricular links:</u> [These will vary depending on the hobbies studied.]</p> <p>Music: Creating jingles and sound effects for vlogs. Mathematics: Data handling eg bar charts, pie charts, tally charts of different hobbies. Measurement - seed growth and / or measuring, liquids and solids in cookery. Science: The human body and exercise eg pulse, heart rate, muscles. Flowers and reproduction. Environment. Changing states eg solids, liquids, gases and chemical reactions through cookery. History: How hobbies have changed and how the equipment used has evolved eg the bike. Geography: Environment surveys eg wild flowers survey - it could be linked to the Great British Wildflower Hunt. Art: Manga drawing. Creating cartoons. Modern art. ICT: Designing factsheets, blogs, vlogs. Video editing. Using Manga art to create animation. PE: Trying different sports/active hobbies. World of Work: How to turn hobbies into part-time jobs. Suggested Trips: Local leisure facilities, green spaces.</p>	

