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|  | **Pathway 2** | | **ENGLISH: The Island [with assistance]**   * **117754 Spoken Word: Responding to ‘The Island’ with support** * **73552 Reading: Responding to African Folk-Tales About Animals** * **117755 Writing: Responding to ‘The Island’ with support**   **[Extended Unit Award units – part of the Recovery Curriculum]** | | **Term: Autumn/**  **Spring/Summer skill building towards next step examination** |
| **Learning Intention:**  The aim of the Programme of Study in Key Stage 5 is to continue to recognise the need for recovery, this year focusing on building confidence applying core literacy skills to a range of different tasks with greater consistency and independence whilst developing engagement and curiosity to learn. This is Year 3 of the recovery programme we have been running for our KS5 students; the focus selected following moderation discussions. It was noted that reading with understanding and using information gained, as well as developing confident skills writing for a range of purposes, needed greater support. The faculty aim to use IT and a range of appropriate resources and kinaesthetic learning opportunities to encourage all students to be able to build skills, confidence and independence at their level in these areas. Students will have the opportunity to build understanding of fiction and non-fiction texts through reading and short writing tasks, beginning to make links to audience and purpose. Social communication skills will continue to be a focus; this project provides a wide range of opportunities for paired, small group and whole group challenges. We are seeking to build confidence working independently with peers, solving problems related to the real-world and building transferable life skills linked to life beyond school and the World of Work. PSHCE and cross-curricular learning opportunities will continue to be taken to support recovery and greater understanding of themselves, others and current issues such as climate change and conservation as well as nurture their creative thinking and ability to imagine and tell a story. These units are written to provide learning opportunities at Entry Level Silver Step 1 and Pre-Entry to ensure the right level of challenge for students. Each group will engage with a range of text most appropriate for them in terms of engagement and theme. <https://www.evidenceforlearning.net/recoverycurriculum/>  Key Intentions:   * Build confidence and independence applying core literacy skills to a range of different tasks. * Build confidence and a greater sense of personal identify through providing opportunities to reflect on their personal qualities, relationships and experiences to develop understanding of what is most important to them and set ambitious goals for the future. * Build confidence and social communication skills through working collaboratively and independently with peers to problem-solve and build transferable life skills. Focus: demonstrating respect when responding, understanding different points of view. * Develop abilities to predict and make decisions in a range of situations, building understanding of actions and consequences. * Develop creativity and imagination focusing on exploring ideas through engaging with a wide range of short fiction and non-fiction texts and a range of drama activities. * Develop language skills in a variety of contexts including 1:1 with an adult, paired and small group work [related to examination criteria – with support] * Provide opportunities to engage with current issues related to this theme eg climate change, conservation making links to ways to make positive change and the world of work. | | | | | |
| **Key knowledge that should be learned during this SoW** | | | | | |
| **Concept:** | | * Develop understanding of different geographical features and the climate of planet Earth linked to what humans and animals need to survive. (reference conservation and climate change) * Develop awareness of their environment at home and at school linked to providing what they need to survive and how these necessities would be harder to have * Different people react differently in different situations focusing on building awareness of their strength and areas to develop to work successfully and respectfully with others [reference diversity awareness). * The importance of teamwork (working with a range of others) to achieve goals and solve problems. * How text is written for different purposes. * How their work will be assessed including examination criteria related to Speaking, Listening & Communication, Reading and Writing. | | | |
| **Knowledge:** | | * Develop knowledge recognising their emotional state and improving understanding of how to consciously regulate their emotions, developing strategies for coping in a range of different situations (linked to common social situations and coping with change). * Develop knowledge of key concepts and skills related to their next step examination including the types of texts and tasks (reading, writing, speaking, listening and communication skills). * Gain an understanding of the contrast between modern life and a more primitive existence on ‘The Island’. * Gain knowledge of how to create a setting for a story, taking part in group research (this linked to contrasting environments on planet Earth.) * Expand understanding of themselves and others and the world beyond school through engaging with a wide variety of fiction and non-fiction stories linked to the theme. * Building understanding and use of storytelling language and sequencing words. * Develop language skills, how to ask and respond to a range of simple questions including expressing a personal preference. * Develop ability to predict and make decisions in a range of situations; actions and consequence. * Develop understanding of diversity, understanding the valuable contribution of all in society. (reference diversity awareness) | | | |
| **Key Skills:** | | 117754 SPOKEN WORD: RESPONDING TO ‘THE ISLAND’ WITH SUPPORT  Demonstrate the ability to  1. follow a first, next, then instruction for a practical task eg *making a cup of tea, packing a suitcase*  2. give a first, next, then instruction for a practical task *eg boiling an egg*  3. take part in an activity with others to learn at least one new survival skill *eg making some food to share, learn a first aid technique, tie a knot*  4. identify at least two items that might be needed to survive in each of two different climates *eg hot, cold, jungle, desert*  Experienced  5. take part in a role-play activity *eg a press conference, an event on the island*  6. working as part of a team to solve a problem *eg building a shelter*  Assessed by the teacher observation (1-6). All assessments recorded on an AQA Summary Sheet.  73552 READING: RESPONDING TO AFRICAN FOLK-TALES ABOUT ANIMALS  Demonstrate the ability to  1. listen to and talk about at least three African folk-tales about animals, giving a personal opinion, *eg favourite animal, an event in the story.*  2. sequence pictures of key events in the story in the correct order  3. take part in drama work related to the story, eg *moving like an animal, acting out a scene from the story*  4. explore at least two relevant Personal, Social and Health Education themes related to the stories, *eg thinking of others, accepting difference*  5. describe at least two African animals giving some detail of their characteristics  Experienced  6. taking part in research on places where at least two animals live  7. making a model of an animal  8. writing a caption for at least two photographs related to their work.  Assessed by the teacher by inspection of the student completed work (2, 8) and by teacher observation (1, 3-7). All assessments recorded on an AQA Summary Sheet.  117755 WRITING: RESPONDING TO ‘THE ISLAND’ WITH SUPPORT  Demonstrate the ability to  1. write a short biographical diary entry *eg about their family, a childhood memory*  2. write at least one fictional diary entry *eg waking up on the island, an event that happens*  3. write about their bedroom at home using describing words to add detail  4. write a first, next, then sequence for their morning routine  5. write about a fictional island using describing words to add detail  6. write a message in a bottle to send home from the island  Shown knowledge of  7. how to make improvements to a piece of their work.  Assessed by the teacher by inspection of the student's written work (1-6) and by observation (7). All assessments recorded on an AQA Summary Sheet.  Step Up to English:  To experience an NEA identified to link to this theme Component 1: Holidays | | | |
| **Language and/or communication skills:** | | Key Words:  fact / real-life  fiction / fantasy = made up  hero/ brave = good character  adventure  accident/disaster  climate change  protecting = link to conservation  explore /explorer  home  hunt / hunter link to predator/prey  survivor – survival skills  feelings – inc. feeling lonely  research = finding out  original = new  respect / law / crime  community = where we live/what we are part of | | Technical language:  writer audience  illustration (illustrator) report/ reporter  actor script  then + now planning – linked to first, next, then, finally  discuss = talk about role-play  dialogue = words spoken by the character interview  character in character  entertain props  review = express a personal opinion  Step Up To English descriptive writing terms to include sentence, full stop, capital letter, noun (proper noun – linked to use of capital letters), describing words, doing words, sound words, [*as appropriate for individual students in the group]* | |
| **Curricular Links** | | Key Cross-curricular links: History - different times periods for historic events eg life before modern equipment for the home; Science – animal adaptation to live in different parts of the world, issues related to The Island eg water cycle; modern life contrasted with primitive life surviving on an island; Geography – maps + keys, contrasting environments of Planet Earth – eg climate and terrain; P.S.H.E. – human behaviour in ‘survival’ conditions; rules and laws – consequences; working as part of a team; personal qualities, developing a positive self-image linked to coping with problems/difficulties including dealing with dangers; what ‘home’ means – family/friends/things what would you miss? Effects of loneliness /isolation; fantasy and reality; developing greater understanding of the world beyond school including personal safety awareness/building independent risk assessment skills. Creative Arts – design and presentation of ideas. Media – film studies core skills. I.T.: - researching using the internet, build skills using Word, adding images to a text document. World of Work – working collaboratively with others, range of jobs related to the rescue services, conservation and exploration. | | | |