

YEAR 10 TERM: Autumn

'An ambitious curriculum that meets the needs of all'

Medium Term Planning - Topic: Music – Silver Entry

Step up to English is designed to support and build on KS3 and KS4 National Curriculum English **Curriculum Intent** programmes of study and focuses on the three core areas of Reading, Writing and Spoken Language. As such, pupils will be taught the following this term: Reading: Read and extract information from non-fiction texts. Summarise the main ideas within a text. Make inferences based on evidence in a text. Scam, skim and decode information in a text. Writing: Communicate information in writing for a variety of audience and organise it clearly. Write using Standard English Skills/National Construct sentences accurately. **Curriculum Links** Choose appropriate vocabulary for audience and purpose. Spoken Language: Outline plans and ideas to others in a brief presentation using language appropriate to purpose and audience. Contribute to a discussion by listening and responding to the ideas of others. Contribute to a discussion by taking a role such as chair, note-taker or summariser. Alongside the Step up to English course, students have access to Lexia every 2 out of 5 lessons in order to develop vocabulary, comprehension and grammar skills which are all needed for life-long learning. **SMSC:** Students are explicitly taught how to participate in formal discussion as well as how to communicate through the median of letter writing. Students are given the opportunity to plan a fundraising activity. PSHE/British Values: Students are explicitly taught about social cohesion through music and the benefits of listening to music. Students are explicitly taught how to work in groups, listen and turn take. **Cross Curricular** Literacy: Reciprocal reading strategies are explicitly taught throughout along with the skills of inference Links and deduction. Students are taught how to write formal letters. Students are explicitly taught sentence construction to aid their written work. Vocabulary: cohesion, resilience, non-fiction, attractive, genre, characteristics, opinion, justify, fragments, timeline, chronological, advice, Music: Cross curricular development of music and its place in wider society. considering the wider role of music in our society. **Becoming future**

ready

Personal Skills: Students master key communicative skills throughout the scheme of work, alongside

Careers/Employability: Throughout the scheme students are given the opportunity to develop their independence and group work skills alongside students the opportunity to develop their spoken language and presentation skills.

Adaptation

Throughout this topic, quality first teaching will provide differentiation:

By product: The Step up To English course has been designed with entry level students in mind. The scheme is ambitious and develops key English curriculum skills and knowledge but in an accessible way for all students. The course is non-exam assessed and is modular in approach.

By resource: All lessons contain recall of prior knowledge, low stakes quizzes and non-exam assessed assessments.

QFT/SEND Provision

By Intervention: by providing different levels of supervision and support

By Progressive Questioning: exploring pupils' understanding through interactive dialogue.

By Grouping: according to prior attainment, gender, social preference, preferred learning style.

By Task: Pupils should be involved in the identification of targets which are meaningful to them and in the selection of an appropriate task from the given range.

By Offering Optional Activities: In class or as homework, to extend learning.

This QFT/SEND provision will be explicit within the lesson-by-lesson schemes of work.

Implementation Curriculum **Delivery**

To be able to:

- TBAT explain that there are many benefits to listening or playing music.
- TBAT explain the key features of an article.

Learning Outcomes (Knowledge)	 TBAT explain how pictures can be used to support ideas. TBAT explain how there are different types of music genres. TBAT identify complete sentences and fragments. TBAT select accurate information from a music timeline. TBAT justify my opinion with evidence TBAT explain why magazine headlines use certain word choices. TBAT analyse the effectiveness of a music magazine. TBAT explain that a fact sheet gives key information and guidance on a topic. TBAT use the layout and organisation of a letter TBAT show an awareness of audience and purpose. TBAT explain what makes a great discussion TBAT plan my role in a group discussion TBAT deliver a formal presentation
Current learning to be developed in the future within:	Spoken language continues to be developed within the hobbies unit of work where students have to prepare and deliver a group presentation. All reading and writing skills are continuously developed within the hobbies and gothic units of work.
Assessment	Every lesson has a plenary low stakes quiz. There is a more formal low stakes every two weeks. Summative assessment takes place week 10 when students complete the reading and writing non-exam assessed paper. Summative assessment for spoken language takes place week 11.
Impact	Attainment and Progress – Refer to assessment results / data review documentation.