

English and Information Technology Long Term Planning
KS4 SoW & Accreditation Links

<u>Autumn - Year 1</u>	<u>Spring - Year 1</u>	<u>Summer - Year 1</u>
<p><u>Fiction</u> – Horror – Frankenstein, Dracula <u>Non-Fiction</u> – Instructional – recipe for making a monster, Description – describe the vampire <u>Poetry</u> – Poltergeist, The Listeners</p> <p>Recognise common uses of information technology beyond school. Finding instructions online, youtube tutorials. Using computers/digital assistants to find and have recipes read to them.</p> <p>Use technology purposefully to create and manipulate digital content. Writing, filming, uploading and editing their own instructional film of how to make a monster.</p> <p>*Careers link – catering</p>	<p><u>Fiction</u> – Issues/Differences - The Boy in the Dress (David Walliams)/ How to Train your Dragon. <u>Non-Fiction</u> – Media and newspapers – reports, reviews etc. <u>Poetry</u> – Humorous poems Roald Dhal Revolting Rhymes</p> <p>Use technology safely and respectfully. How to spot fake information on the internet, what do we do if we find this?</p> <p>Keep personal information private. Link to the boy in the dress and the headteacher, what would have happened if their secrets had been allowed out online – trusting friends etc.</p>	<p><u>Fiction</u> – Romance - Romeo and Juliet (Shakespeare) (possible link to Arts Options & performance). <u>Non-Fiction</u> – Party invitations, love letters, posters, dating advertisements</p> <p>Identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. Different kinds of content that may be upsetting, what process to follow if we see it, how can we get help (link to R&J and the killings in this)</p> <p>Use technology purposefully to organise, store and retrieve digital content. Creating a database of who has answered party invites and any special requests, spreadsheets of dating ads – sorting and filtering to find matches.</p> <p>*Careers link – admin/reporting</p>
<u>Autumn - Year 2</u>	<u>Spring - Year 2</u>	<u>Summer - Year 2</u>
<p><u>Fiction</u> – Adventure Writing – The Famous Five /Swallows and Amazons <u>Non-Fiction</u> – Media – TV film recordings making a video. <u>Poetry</u> – The Road Not Taken (Robert Frost), The Mouse’s Tale (Lewis Carroll).</p> <p>Recognise common uses of information technology beyond school. Researching authors, finding out how films are made.</p> <p>Use technology purposefully to create and manipulate digital content. Writing, filming, uploading and editing their own film about going on an adventure.</p> <p>*Careers link – filmmaking</p>	<p><u>Fiction</u> – Multicultural & fitting in – (Meerah Syal) Anita and Me or Kensuke’s Kingdom (Michael Morpego). <u>Non-Fiction</u> – All about Sharks/India big books etc – non-chronological reports (information texts).</p> <p>Use technology safely and respectfully. How to spot fake information on the internet, what do we do if we find this?</p> <p>Keep personal information private. Checking in on social media showing locations – discuss when this could be a good this (Kensuke’s kingdom)</p> <p>*Careers link – research/report writing</p>	<p><u>Fiction</u> – Fable – Animal Farm (George Orwell) or Farmer Duck (Martin Waddell). <u>Non-Fiction</u> – Reviews including book reviews. <u>Poetry</u> – The Tyger (William Blake), The Owl and the Pussy Cat (Edward Lear).</p> <p>Identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. Understanding what sort of content we might have concerns about and what to do.</p> <p>Use technology purposefully to organise, store and retrieve digital content. Writing book reviews, storing in folders and files, structure of files, how to locate things we have saved.</p>

Accreditation for KS4 Links to the English LTP :		Suggested learning experiences		
Asdan Transition Challenge SENSORY	Communication and Interaction (C&I)	1. Responding -show you can respond to activities- see options p12	Sensory story Mark making Individual shared reading with adult Sensory exploration/ crafts/ music Positive Looking/ Intensive Interaction	
		2. Responding during activities option: a story using sounds p14	Sensory story	
		3. Responding to others: show you can respond to people in your centre p16	Welcome song/ register hearing and responding to name being said/sung Follow simple request	
		4. Interacting with other: show you can interact with familiar people see option p18	Intensive interaction 1:1activities in class	
		5. Interacting during activities and events in your centre- show you can anticipate and engage in familiar activities and events – see options p20	Sensory story- anticipating an introduction of a prop, Action songs/rhymes	
		8. Interacting and sharing achievement- show you can share your achievements with other people- see option p 26	Share individual work end of group activity/ lesson	
		9. open activity- Teacher writes challenge p28		
		Cognition	1. Awareness of stimuli Show you can use your senses and react to stimuli See options p 32	Sensory story Sensory room Baking/ cooking Positive Looking Sensory exploration Mark making
			2. Food textures- show an awareness of different food textures see options p34	Baking/ cooking Sensory story-
4.Control and early awareness- show you can move or find objects see options p38	Sensory story Individual sensory exploration Bang a drum, empty and fill containers Object permanence activities			
5.Control- show you can operate an item A communication aid/ tablet /IWB p40	Mark making Using VOCA's Work on IWB activities			
6. Control using technology- show you can use technology- see options 42	Switch work IWB activities			
9. Open activity- pg 48 teacher writes an appropriate challenge				
Physical	3. Reaching and Grasping Show you can reach or grasp See options p 56	Mark making reaching out for markers Choice of objects to explore Reach out for objects during a sensory story Swipe a mobile		
	7. Passive activities- show you can engage with passive activities with other people see options p64	Watching a video/you tube clip Looking at a book with someone		

KS4 Accreditation	Modules	Challenges that may link to the individual learner and lesson outcomes- please check the options in the booklet and the challenges are correct, those underlined often get misinterpreted
Asdan Transition Challenge Introduction and progression	Knowing How (KH)	1. English: show you can listen to a story
		6. ICT: <u>Show where</u> ICT is used in the home or in your centre
		16. Geography: Show you can find your way around your centre ie deliver a message
		17. Online Safety: show you know about internet safety
	Making Choices (MC)	1. English: Show you know how to get someone's attention in an appropriate way
		6. ICT Use technology to <u>make choices</u>
		17. Online Safety: Show you know how to share information safely while using social networks
	Feeling Good (FG)	1. English Share your achievements
		6. ICT Use technology to communicate /share an activity with others
		17. Online Safety: show you know about sharing information safely using the instant messaging systems available on the internet
	Moving Forward (MF)	1. English: Show you can give a message to someone
		6. ICT: Show you can use a new piece of ICT equipment
		17. Online Safety Show you know about Cyber-bullying
	Taking the Lead (TtL)	1. English produce written message- <u>you can use ICT to support you</u>
		6. ICT: Use technology to prepare for a special occasion
17. Online Safety: Show you know how to safely use <u>two different devices</u> for online gaming		