Discovery Special Academy

Academy Curriculum Overview

EYFS Curriculum

Reception

Pupils at Discovery Special Academy access a personalised EYFS curriculum with activities planned to match their developmental stage. Programmes of study are based on Development Matters and differentiated to best meet the needs of learners. This curriculum begins at 0 years and therefore all pupils joining the academy in reception are able to access this. The EYFS curriculum follows the principles of play based, experiential and exploratory learning. Activities in each area are informed by both baseline and continuous assessment and purposefully designed to teach the foundation skills needed to progress. Learning intentions may also be taken from a range of therapeutic sources including but not limited to, sensory integration, speech and language and BLAST, physiotherapy.

The EYFS curriculum at Discovery offers a stimulating, nurturing and safe environment in which pupils can develop socially, emotionally, physically and intellectually. It is focused on the early development of communication and interaction skill and ensuring that pupils are effective communicators. It supports their learning with objects of reference, Makaton, visual cues and communication aids in all areas and activities in the classroom. We recognise and emphasise the importance of developing skills for learning of all pupils with SEND including:

- learning to use their senses;
- learning to develop physical skills for manipulation and mobility;
- developing the 7 areas of engagement
    - responsiveness
    - curiosity
    - discovery
    - anticipation
    - persistence
    - initiation
    - investigation
- developing attention and perceptual skills; and
- developing early communication skills.

These are pupils' tools for learning: they are prerequisites to learning and vital elements of the curriculum for pupils with significant special needs. These 'learning to learn' skills will be developed across the curriculum.

A play based exploratory curriculum allows clear development of these skills with 1:1 and 1:2 teaching alongside small group activities such as sharing books and an introduction to phonics for those who are able. Strategies and interventions such as BLAST also aids communication and language development. Speech and language therapists contribute to the overall planning and development of targets for individual children. The use of photographs and personal interest boxes allows pupils to develop these skills in a familiar context.

To further aid acquisition of communication skills, Discovery Special Academy offers a language rich environment where practitioners are skilled in matching their vocabulary use and level of communication to the pupils' while scaffolding their progress. Using labels in all areas of the classroom alongside symbols and the use of signs ensures all pupils can access their environment and are exposed to a variety of

vocabulary. Additionally, regular sharing of books and discussion of high quality texts (see below) further embed this. All pupils with SEND need processing time and ensuring language and instructions used by adults are clear and concise alongside thinking time will also allow success.

Creating such a language rich environment is likewise important in supporting our pupils with English as an Additional Language (EAL). In doing so, the key principles set out in the EAL policy are embedded throughout the curriculum and are a valued aspect of the inclusive Discovery ethos (see EAL policy). As with all pupils, and following the EYFS model of personalised learning, each pupil's tailored educational offer will be co-created with the child through careful assessment to support their development pathway. This fully supports the ethos, vision and values that Discovery engenders in ensuring that all pupils are given the support they need to make progress through appropriate and personalised learning intentions. For EAL pupils, this includes a focus on language acquisition with staff detailing in their planning the activities, interventions and environmental support that will allow the pupil to achieve this.

Themes

Teaching and learning themes are delivered using a range of resources and media, ensuring that pupils are given a breadth of experience at a level that is appropriate to them. They are taught in a creative, practical way, supported in some areas through specialist weeks as well as trips and visits. Each theme incorporates suggested high quality children's literature mapped out in a book spine. Teachers base their 2 – 3 week planning blocks on one of the books of their choice from the spine (or another high quality text of their choosing) linking activities across the day to this and to the overarching theme. Further texts will be introduced to the children through the 5 a day reading approach.

EYFS teachers produce a half termly forecast based on stage appropriate learning intentions from Development Matters using the themes. All planned areas include key therapeutic objectives. Activities to support these are clearly shown on weekly planning overviews.

Across the year, some pupils will begin early phonics teaching using a multisensory approach founded on the principles of Jolly Phonics and Read Write Inc. A whole word approach to reading is also used and emphasised.

In EYFS, pupils work in the same environment and all academic, therapeutic and social learning is overseen by the lead EYFS teacher. Learning intentions are carefully planned using knowledge of the pupils' current abilities with regular assessments at the end of each unit or theme (see ARR policy for more detail). Pupils work both on a 1:1 level, in small groups and on activities designed to promote independence according to need and individual learning intentions. This is a fluid approach dependent on the pupils' prior attainment and learning profiles.

Therapeutic Curriculum

Sensory Curriculum

A sensory curriculum plays a crucial role in the early years. We recognise that young children are active learners and that they learn through all their senses, through exploration, investigation, experimentation, listening and watching, as well as through play. It is important that the children have opportunities to interpret their environment, to learn to make choices for themselves and to grow in confidence, understanding their value within the academy community.

Children engage in a range of movement activities based on the principles of Madeline Portwood, Sensory Integration, dough disco, TAC PAC and write dance to develop their gross motor skills. Fine motor skills are also a focus through a variety of activities developing hand eye coordination such as threading, working with large tweezers, posting objects and using large pegs and boards. Sensory Diets and Sensory Circuits (Jane Horwood) will form an integral part of everyday teaching.

Suggested sensory diet/integration activities:
• Outdoor obstacle courses • Wall push ups – calming, strengthening, prepares hands for handwriting • Trampoline, rebound. • Textures – have a variety of different textured fabrics and items – 2 of each. Place one of the items in a bag, place that item and at least one other (increase the number of choices over time) on the table, children feel inside the box and guess which item on the table is in the box. Encourage them to describe the item while they are feeling it, is it rough, smooth, round, long etc. • Straw games – improves posture, facilitates divergence of the eyes, rests eyes after an extended period of reading/computer work. • Following a piece of work where children have had to concentrate use a variety of straws, wide, narrow, curly, aquarium tubing. Children blow a variety of objects across the table such as ping pong balls, cotton balls, Styrofoam peanuts etc. • Dough – calming, provides proprioceptive input, strengthens hands a fingers for handwriting. Hide items in the dough such as everyday objects, letters, numbers etc. • Dough – describe a simple object to the child, they must make the object using the dough. E.g. a long red snake, a short green snake, make a spider with a round red body and eight yellow legs, model this if children are struggling to interpret to begin with, over time reduce this support. Good for comparative and descriptive language. • Ball bath – use a pop up tent or small ball pool area. Hide objects of reference, numbers, letters, target words or name. Hide shapes and sort into shapes that are the same. • Brushes and water on the floor and walls to aid formation. Large chalks on the wall and floor, write numbers as far as they can. • Threading/tweezer activities

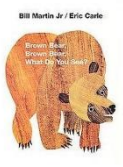
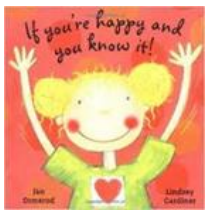
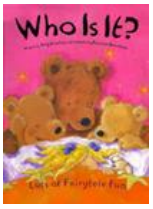
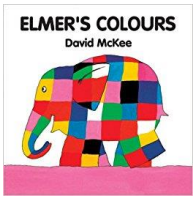
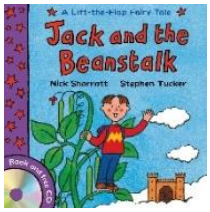
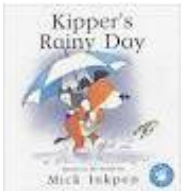
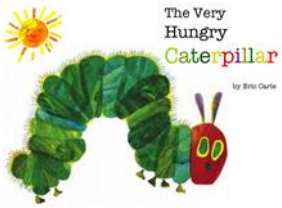
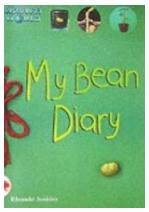
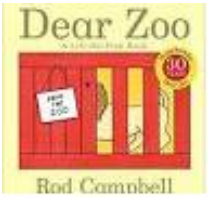
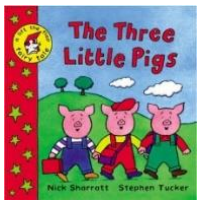
Where appropriate letter formation and handwriting is taught using a multi-sensory approach in the early years and KS1. More formal handwriting is introduced as children make progress and at a developmentally appropriate stage.

Outdoor education is vital in the development of all pupils at the academy and therefore, is an integral day to day learning space. Children are able to access this through free flow in the early years with specific areas and activities designed to further their physical development. Activities supported by occupational and physiotherapists are evident both indoors and outdoors. All areas have sensory spaces and a range of resources.

Discovery Special Academy EYFS Themes

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	**All about me**	**How many colours in a rainbow?**	**Weather- Where does snow go?**	**Plants and growing**	**How do buildings stay up?**	**Traditional tales**
Personal, Social, Emotional Development	Classroom routines Simple signs Birthdays Celebrations My name Labelling me (Velcro/symbols) I like – food and snacks/toys/colours	Expressing own preference- What colours would you use? What materials do you want to use to decorate your rainbow? Likes/ dislikes Sharing	Talk about photos taken of snowy weather Take a winter walk- plan what to wear to keep warm Play / make marks/ build in snow	Helping a plant to grow Provide a range of spring plants/ flowers/ bulbs and hand lenses for sensory exploration.	Working in pairs to build- sharing with support Friendly behaviour Likes/dislikes- Talk about home/ community	Tasting porridge Learning to share toys and stories Learning to take turns in simple games Working together in the role play Safe people How do characters feel?
Communication and Language	Body parts Simple signs (hello, goodbye, please etc) Symbols (PECS) Food Colours Toys	Role play- home corner- coloured clothes Rainbow reading den- colourful fabrics/ cushions/fairy lights	Role play- warm clothing for dressing up- hats/ gloves/scarves	Parts of a flower Rainy day words shaped as raindrops from an umbrella- drip/drop/splish/splash/puddle/pitter patter	Builders yard reading area Role play- construction site- hard hats/ high visibility jackets/tools/clip boards Foam bricks	Story language – repeating Rhymes Continue food Symbols (PECS) Simple topic signs
Physical Development	I can – obstacle courses linked to sensory integration Dough disco Threading Tweezers Bikes	Sensory- cook spaghetti in a range of different food dyes- can you mix the spaghetti?	Sensory- cover tuff spot with silver paper- add shaving foam for mark making/ snow doodling	Plant lacing cards Obstacle courses linked to sensory integration Parachute games Movement in different ways	Large trucks/ wheelbarrows/ sand/ soil to dig with Giant Jenga blocks Joining construction pieces together	Cut and stick/sequence sizes Large equipment – balancing, climbing over and under (Billy Goats) Large construction – building (Little Pigs)
Literacy	Each two/three week block linked to book from spine	Each two/three week block linked to book from spine	Each two/three week block linked to book from spine	Each two/three week block linked to book from spine	Each two/three week block linked to book from spine	Each two/three week block linked to book from spine
Mathematics	Number rhymes with signs	Sorting objects by colour-put them into coloured trays Colourful beads to thread Washing line- coloured socks/pegs-matching pairs	Snowflakes from white card Numbers on washing line-numbers on hats. Snowmen picture cards- putting number of buttons	Flower pots- 1-5 Brightly coloured beans for counting	Tall/ short towers Measuring	Number recognition Numbers to 5 Sizes linked to billy goats/goldilocks
Understanding the World	Naming parts of the body (heads, Shoulders/Simple Simon) Small world- dolls house with people from a range of cultures and ethnicity Make homes from boxes of different sizes	Kaleidoscopes/ torches/prisms to explore light/ colour Coloured clear plastics to look through to see how colour can be changed	Ice cubes in water tray- how does it feel? What happens when it gets warm? Tuff spot- small world animals that live in cold climates- add ice/ artificial snow Bird feeders	Growing seeds/beans/cress	Tuff spot- small diggers and trucks, sand, pebbles, blocks and figures. Construction sets Guttering/ pipes- pouring water down pipes Wet sand- sandcastles/ tunnels	Sorting materials linked to three little pigs Houses and homes Making porridge Story maps
Expressive Arts and Design	Handprints Footprints Make birthday/celebration cards Singing and signing Looking in a mirror looking closely at their own faces- talk about what they see- self portrait iPads to take photos of themselves	Coloured translucent materials Bubble pictures Pour paint into freezer bags- seal- tape to windows for children to manipulate Painting/ printing	Black paper/ white chalk/ paint for snowy mark making Cold colours-blue/ purple/grey/white/silver White/silver papers with different textures- snowy collage Chime bars- snow music	Printing – fruit and veg Collage flowers Sensory garden Clay – decorate with natural materials Painting leaves/ printing leaves/Threading leaves	Mark making in soil/ sand/ gravel Junk modelling- making houses Mud bricks- fill small containers with mud/ water	Role play stories Paint characters Messy play porridge Costumes Crowns Making puppets and masks Songs and rhymes
RE	Families and belonging – link to classroom community	Diwali Bonfire night Christmas	Belonging to the academy community – how we help each other	Chinese New Year	Caring for plants/ local environment	Stories from different cultures Eid

Discovery Special Academy Example EYFS Book Spine

Autumn	     
Spring	     
Summer	     

Discovery Special Academy: EYFS Medium Term Planning

Personalised targets are informed by EHCP outcomes and ongoing assessment. Therapeutic targets and progress are tracked in MAPP

Pupil initials	Communication and Language	Literacy	PSED	Physical Development	Mathematics	Understanding the World	Expressive Art and Design
	Personalised learning intentions for each child in each area are mapped out for the half term.						
	Intentions are reviewed as part of ongoing assessment and highlighted amber if they need to continue into the next unit or green if they are secure.						

Discovery planning weeks	Date	Theme:	Text :
Rationale Adults will work with children in areas, in small groups and on a 1:1 basis. While in each area, pupils are encouraged to participate in play activities based on the semi-formal curriculum that support their targets. Pupil's individual targets are located on the 'Block Planning' format; these give a clear break down of the differentiated and specific targets of each child.			
Communication and Language **Block focus-**	**PD** **Block Focus**		**Outdoor provision**
Linked Areas-	**Linked Areas**		
Literacy **Block Focus-**	**Mathematics** **Block Focus-**		**Therapeutic Provision**
Linked Areas-	**Linked Areas**		
PSED **Block Focus-**	**Understanding the World** **Block focus**		**Interventions**
Linked Areas-			
Expressive Art and Design **Block Focus**	**Theme activities**		
Linked Areas-			

KS1 and KS2 Curriculum

For the vast majority of pupils in KS1, learning intentions will be taken from P level 3 onwards. These are broken down into a small steps curriculum using PIVATS. Until pupils transition to PIVATS milestone one, staff will use the curriculum planning framework below and deliver learning through an EYFS pedagogy, but using the KS1 topic themes and book spine. This ensures that all pupils working in the same phase are able engage in activities and events, as well as go on trips with peers the same age, thus supporting the development of social skills and emotional wellbeing.

For the vast majority of children as they transition into KS2, a semi-formal curriculum with more focus on the development of subject specific learning will be followed. Semi-formal planning frameworks should be used with blocks planned out in both English and Mathematics. While specific subject content will be taught in an age appropriate manner and this will be more structured within the timetable, an early years approach to the environment will continue. Mainstream lesson models will not necessarily be used in the semi-formal classroom. Pupils may engage in brief whole class activities but will also have access to area provision with teaching staff working with small groups or 1:1.

The focus at all stages remains on ensuring that our pupils are effective communicators, supporting their learning with objects, Makaton, visual cues and communication aids.

As outlined in the curriculum policy, those pupils who have significant sensory needs and who require an ongoing sensory based pedagogical approach throughout KS1 and KS2 will follow a highly personalised, informal curriculum. Planning formats for this group are bespoke to the child and incorporate MAPP targets outlined on a daily timetable with a range of personalised academic and therapeutic activities taking place.

If children are identified as ready through ongoing assessment, some pupils will make the transition from a semi-formal curriculum, to a more formal pedagogy where the emphasis is on making progress in core curriculum areas. If a group of pupils is identified as being able to access a formal pedagogy in one specific subject, they will be grouped accordingly to allow access to this.

Themes

Throughout KS1 and KS2, programmes of study are based on P levels and the revised National Curriculum. Overarching themes are chosen from the Cornerstones schemes of work and differentiated to best meet the needs of learners. In KS1 Cornerstones topics have been chosen from across the EYFS and KS1 topic themes to ensure that subject matter is both stage appropriate and of interest. Likewise in KS2, topics have been chosen from KS1 and lower KS2 themes. Staff use the cornerstones frameworks and electronic resources to support their planning and delivery of the themes. As in EYFS, staff teachers produce a half termly forecast based on stage appropriate learning intentions ensuring appropriate interest for the age of the pupils in terms of content. Key therapeutic targets are mapped out onto this framework but more personalised therapeutic targets can be found on pupils PLPs. Regular assessments ensure that all learning and therapeutic intentions are appropriate, meaningful and ensure best progress. Alongside the planned assessments and data captures, staff are continuously assessing the progress of pupils to allow high quality provision and expectations using a range of relevant assessment tools (see ARR policy for assessment timetable and further detail).

All subjects are taught in a way that is meaningful, relevant and enjoyable for pupils. Themes are delivered using a range of resources and media, ensuring that pupils are given a breadth of experience at a level that is appropriate to them. These themes are taught in a creative, practical way, supported in some areas through specialist weeks as well as trips and visits.

English

Each year group has a suggested book spine to ensure high quality texts are used to deliver learning. As in EYFS, these books drive core communication skills, literacy development and support the teaching of topic themes where appropriate. This allows a fluid, cross-curricular approach across the day supporting the semi-formal pedagogy. These books also form part of the 5 a day reading approach alongside other texts to develop a love of reading. Staff can select books from the suggested selection, as well as from their own knowledge and passion for books.

The focus of English in the semi-formal classroom is to develop early reading and writing skills based on phonics and the construction of simple sentences. Environments will be developed to be reading and writing rich encouraging pupils to develop independent skills and access exploratory learning in order to see themselves as readers and writers. Once these early skills and self-perception are embedded, more structured approaches can begin to be utilised.

Throughout KS1 and KS2, those pupils who are at an appropriate developmental stage have phonics teaching taught through Jolly Phonics, although a whole word approach to reading is also used and emphasised.

Once children transition to a more formal pedagogy, they will begin to work with sentence types and comprehension question formats as outlined on pages 40 – 42. High quality literature to support this will be carefully selected to create an appropriate book spine.

Mathematics

Mathematics teaching throughout KS1 and KS2 will embody the principles of active and exploratory learning based on concrete materials. Number rhymes and stories will form the basis of early mathematical teaching and will allow pupils to develop number awareness. From here, pupils will be taught in 1:1, small group and, where appropriate, whole class sessions to develop understanding of number in a stage appropriate manner. Environments will incorporate number activities to offer further exposure and opportunity for independent, exploratory learning. Opportunities for pupils to generalise skills will be purposely built into learning to aid fluency and maintenance.

Themes and planning

The pages below outline the thematic units and book spines for each cohort (Y1/2, Y3/4 and Y5/6). Below that are the KS1/KS2 planning formats for use once pupils are working at PIVATS milestone one. Following this, suggested English and mathematics blocks for each cohort are also mapped.

Discovery Special Academy Year 1/2 Themes A

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Will you read me a story?	What happens when I fall asleep?	Do cows drink milk?	Why do zebras have stripes?	Who lives in a rock pool?	What's that sound?
Science	**Everyday materials** Building materials	Planets and Stars/Nocturnal Animals	**Animals** Whose Baby (farm animals)	**Animals** African animals	**Living things/habitats** Seashore animals Make ice lollies	Loud and quiet sounds Sounds made by wind and trees
Geography	Story settings	People who helps us at night	Living on a farm	Hot and cold countries	Simple life cycles	Transport
History	My History (create picture book of my story)		Baby animals		Seaside environments	
DT	Building bridges (Billy Goats Gruff)/Make Gingerbread men/Binoculars and Telescopes	Building rockets, space helmets, make an alien and star pictures	Moving tractors/ /Make healthy sandwiches/pancakes	African animal masks	Seaside holidays	Make musical instruments
Art	Exploring materials (3 Little Pigs)	Night sky pictures/animals	Farm animals/Fruit and veg printing	African landscapes	Textured pictures with sand and pebbles Seaside story page	Art to music
Music	Circle time Traditional songs	Lullabies – singing and signing	Exploring instruments Animal noises (Old MacDonald)	African music Make own instruments throughout the term e.g. shakers using seeds/rainmakers/African drums etc	Pictures of seaside using found materials from both environments	Experience different genres of music
RE	Personal celebrations	Festivals of light Christmas celebrations	Belonging – Farmer Duck Chinese New Year	Easter celebrations	Ede	Summer Festivals
PSED	Religious festivals	Bedtime routines (inc. bedtime stories and children's favourite bedtime story/cleaning teeth)	Friends – The Lion Who Wanted to Love Healthy food from the farm	Who is in my family?	Special places (places that are important to us and others)	What's your favourite sound/song?
PE	Athletics	Balance, agility and coordination including yoga	Balance, agility and coordination	Dance	Throwing, catching, rolling	Team games

Discovery Special Academy Year 1/2 Themes B

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	**Do you want to be my friend?**	**Why do squirrels hide their nuts?**	**Toys/Can I switch it on?**	**Why are carrots orange?**	**Why do ladybirds have spots?**	**Summer Holidays**
Science	**Animals and humans** How are we different? Explore eye colour/hair colour/height Explore our faces in mirrors	**Seasonal Changes** Hibernation Changing of leaves Why do leaves fall off leaves? Why do leaves change colour?	**Could this be materials??** Switches – can you use them to operate your favourite toy? Simple circuits to make light Shadows – can we make shadow puppets?	**Plants** Food tasting with fruit and vegetables Fruit salad Vegetables stew/soup Grow broad beans/flowers/cress/planting What do plants need to grow?	**Animals** Minibeast hunt naming and recognising a variety of Minibeast using a checklist Where do minibeasts live? How many legs do minibeats have? Life cycles	**Seasonal Changes** Weather – why does our weather change throughout the seasons? What weather do we experience in the Summer?
Geography	Where do we live? Types of Houses Walk around our local community to look at the flats, bungalows and houses Explore Google Maps	Habitats – Where do squirrels live? Why do squirrels hide food? Where do they hide their food? The changing of the seasons		Where does food come from? What helps our food to grow and why is the weather helpful for food growth?	Where do we find minbeats? What do we find in a minibeats habitat? Explore under rocks and stones to hunt for minibeats!	Where do you go on holiday? What clothes do we need for warm weather? Role-play area including packing a suitcase
History			Old and new toys How are they different to the toys we have now? What toys did my teachers like to play with and which was their favourite? Show and tell	Growing Traditional foods and meals Fruit and vegetables		Seaside holidays now and then Donkey rides Punch and Judy show Train trip
DT	Building a community park for our friends Build your own house using junk materials and construction kits	Leaf threading Make an animal habitat using natural resources such as stick, pine cones, leaves etc.	Make a toy with moving parts Make cars using mobilo/duplo/lego/construction kits Moving figure (using split pins) Moving books	Food tasting including chopping/cutting Make paper mache fruits and vegetables to sell in our role-play fruit shop Fruit kebabs	Make a bug habitat Handprint minibeasts Make various minibeasts using junk materials	Build sandcastles Food- summer picnic/what foo do we need? Cutting skills cutting holiday pictures for travel brochures Summer collage
Art	Self portraits Colour mixing Face collage and puzzles	Leaf rubbings and prints Autumn colours Firework pictures Christmas art	Shadow pictures Explore mono colours White on black/Black on white	Fruits and vegetable printing Fruit and vegetables collages Colour shades	Mini beast crafts Paper plate spiders/ladybirds Draw a Minibeast	Summer flags for sandcastles Explore colour mixing with warm colours Underwater paper plates Summer creature handprints/ice cream cones
Music	What music make us happy? Feelings Unpitched percussion instruments Steady beat and rhythm	Autumn songs Christmas festivities Christmas show	Music with switches Explore garage band	Songs about food Music wall using pots and pans tapping out rhythms	Minibeast songs i.e. There's a worm at the bottom of the garden/Incy Wincy Spider/ Being a spider is such a lot of fun/Eeeny Weeny	Summer songs – Were all going on a summer holiday/sing a song of sunshine/in and out the dusty bluebells Songs from around the world

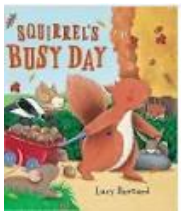
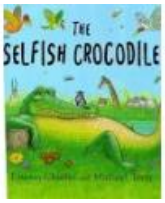
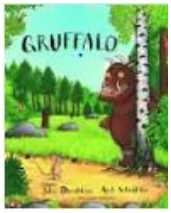
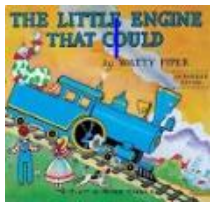
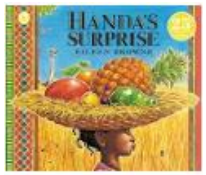
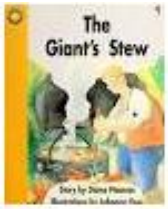
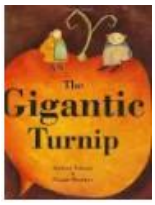
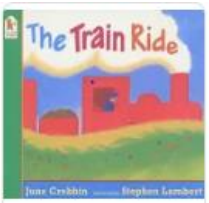
					Minibeasts/There's a tiny caterpillar on a leaf	
RE	Songs about food Harvest time celebrations Thanking God for our food	Diwali Christmas festivities	Chinese New Year	Spring and the growth of new life Easter celebrations and themed tuff spots	How to care for minbeats and our Minibeast environment	International celebrations
PSED	Helping our friends Being a kind friend Sharing What makes a good friend?	Autumn walks Christmas with our friends Baby Jesus	What's my favourite toy? How does my favourite toy work?	What food do you like? Foods from around the world Food passport	Caring for our planet/environment How can we be environmentally friendly at home and school? Looking after minibeasts Being careful when handling Minibeast	Enrichment – celebrate the Olympics Make Olympic torches Explore flags from around the world
PE	Throwing, catching, rolling	Balance, agility and coordination including yoga	Dance	Balance, agility and coordination	Athletics	Team games

English

2019 - 2020 Y1/2 Literacy Long Term Planning

	Autumn 1 (8 weeks)	Autumn 2 (7 weeks)	Spring 1 (6 weeks)	Spring 2 (6 weeks)	Summer 1 (5 weeks)	Summer 2 (7 weeks)
	Do you want to be my friend?	**Why do squirrels hide their nuts?**	**Can I switch it on?**	**Why are carrots orange?**	**Why do ladybirds have spots?**	**Summer Holidays**
1	Narrative Stories with familiar settings Introduction to new stories	Non-narrative Information Labels, lists and Captions The Gruffalo	Narrative The Little Engine that could	Non-narrative Information Labels, lists and Captions Handa's Surprise	Non-narrative Information Labels, lists and Captions Aarrrrgh Spider	Narrative Stories about the woods The Train Ride
2	Narrative Recipes Lost and Found	Non-narrative Information Labels, lists and Captions The Gruffalo	Narrative The Little Engine that could	Non-narrative Information Labels, lists and Captions Handa's Surprise	Non-narrative Information Labels, lists and Captions Aarrrrgh Spider	Narrative Stories about the woods The Train Ride
3	Narrative Stories with familiar settings Lost and Found	Non-narrative Information Labels, lists and Captions Squirrel's Busy Day	Narrative The Little Engine that could	Non-narrative Information Labels, lists and Captions The Giant Stew	Non-narrative Information Labels, lists and Captions Superworm	Narrative Stories about the woods Pirates love Underpants
4	Non-narrative Invitations There's no Dragon in this story	Narrative Traditional and Fairy tales Squirrel's Busy Day	Non-narrative Information Labels, lists and Captions Harry and the Robots	Narrative Animal stories The Giant Stew	Narrative Stories about the beach Superworm	Non-narrative Recount Postcards Pirates love Underpants
5	Non-narrative Invitations There's no Dragon in this story	Narrative Traditional and Fairy tales Christmas Enrichment	Non-narrative Information Labels, lists and Captions Harry and the Robots	Narrative Animal stories The Enormous Turnip	Narrative Stories about the beach Ladybird Ladybird	Non-narrative Recount Postcards Sharing a Shell
6	Non-narrative Recount The Selfish Crocodile	Poetry Pattern and Rhyme Christmas Enrichment	Non-narrative Information Labels, lists and Captions Harry and the Robots	Poetry Pattern and Rhyme The Enormous Turnip		Poetry Pattern and Rhyme Sharing a Shell
7	Non-narrative Instructions The Selfish Crocodile	CHRISTMAS ENRICHMENT				
	Stories with familiar settings					
8	Non-narrative Instructions Recipes The Selfish Crocodile					

Discovery Special Academy Y1/2 Book Spine

Autumn	    
Spring	    
Summer	     

	Autumn 1 (8 weeks)	Autumn 2 (7 weeks)	Spring 1 (6 weeks)	Spring 2 (6 weeks)	Summer 1 (5 weeks)	Summer 2 (7 weeks)
1	Number	Number	Number	SSM	Number	Number
2	Number	Number	Number	Number	Number	Number
3	SSM	SSM	U&A	Number	SSM	U&A
4	SSM	SSM	Number	**U&A**	SSM	Number
5	Number	Number	Number	Number	Number	Number
6	Number	Number	SSM	Number	Number	SSM
7	U&A	U&A				Number
8	Number					

Discovery Special Academy Year 3/4 Themes A

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	**Moon zoom**	**Dinosaurs**	**Enchanted Woodland**	**Bright lights, big city**	**Splendid sky's**	**Superheroes**
Science	Learn the planet names and the significance of our sun and moon. Explore the differences between the planets. Learn the order of the planets. Planetarium visit into school	Learn about Carnivores, herbivores and omnivore's in relation to dinosaurs and how all animals have different diets. The importance of teeth when eating different food. Taking care of our own teeth.	**Plants and animals** What physical features would you find in a forest/woodland? Learn about different woodland animals and their habitats. Learn about the parts of a flower and what plants need to grow. Plant sunflowers	**Light/electricity** Complete experiments to investigate the effects of light and shadow Make simple circuits to make a bulb light up.	Weather – explore different types of weather. Learn how the weather makes a rainbow. What would you wear for each season? (Sorting and matching)	**Materials/humans** Look at different superhero costumes – which material would be best for a superhero? Label the human body. Senses- exploring sight, touch, smell, hearing and taste with activities to test our senses.
Geography	Where do we live? Planet Earth- what do we need to survive? What would an Alien need to know about Earth?	Archaeology – Mary Anning Where did dinosaurs live? How do we know? Investigate where fossils were found.	Go on a woodland walk. Explore school grounds and the human and physical features around us.	Learn about buildings of significance in London Comparing buildings and bridges in London and Middlesbrough	Hot and cold climates: what would you wear if you lived in…? Learn about animals that live in hot and cold climates Share our holiday experiences.	
History	Moon landing- Neil Armstrong/Tim Peake Compare the journeys to space for these two important historical figures. Make fact files using images and fun facts.	Mary Anning Why did dinosaurs become extinct? Explore different theories and what we think. Share and respect our opinions.		Then and now: How our area has changed. Discuss the Great fire of London and how it started. Read the diary of Samuel Pepys. Talk about how things changed in London as a result of the fire.	Climate change: Talk about how our world is changing and what we are doing to help (locally and the wider world)	Superhero costume changes
DT	Make planets using papier mache. Design and make a rocket. Make planets from clay and plasticine.	Make a dinosaur museum with fossils, bones and eggs. Dinosaur small world- make a small world and label it. Make teeth from salt dough. Make a 'plate' for a dinosaur meal.	Make a small world garden. Design and make a collage display using natural materials	Invent and build a city/small world using our knowledge of buildings. Build a bridge	Design and make a windmill. Make a kite and test it. Design and make a sun catcher.	Make masks. Making a healthy meal to make a Superhero super! Make a sock Superhero puppet.

		Have a role play café in the classroom.		Make sandwiches and cakes for our royal tea party.		
Art	Night star pictures. Design an alien. Painting planets – which colours do we need?	Create a 'Discovery' dinosaur. Make dinosaur footprint and masks	Paint flower pictures to reflect Van Gogh's 'Sunflowers' and display in an art gallery.	Paint crowns. Colour union jacks. Design invitations and make bunting for our royal tea party.	Make a rainbow (colour mixing- revisit) Make a seasons display using sensory materials	Colour mixing Make a comic poster/book Design and make your own superhero.
Music	Solar system songs Space music Star Wars	Learn dinosaur songs to help us remember the names of the dinosaurs.	Woodland music. Play recorders. Listen to sounds from the woodland, for example, waterfalls and, bird song.	What sounds can you hear where you live? What sounds might you hear in a city? Listen to the National Anthem and London Bridge is falling down.	Weather music: The sun has got his hat on! How does the weather make you feel? Compose a happy tune for sunshine	Superhero music (popular movie themes). Match the Superhero to the music
RE	**SMSC & BRITISH VALUES:** Feeling we belong	Christmas festivities Diwali Bonfire Night **SMSC & BRITISH VALUES:** Rules of fire safety/Bonfire Night Controlling your temper	Chinese New Year **SMSC & BRITISH VALUES:** Rules of public parks and woodland.	Easter Celebrations in religion. (Question) **Question**: Why is Easter special? **SMSC & British Values:** Decision making/ freedom to choose	Eid Me and my family awareness weeks (culture and diversity) **SMSC & BRITISH VALUES:** Work of the Great North Air Ambulance	**SMSC & BRITISH VALUES:** Good and bad choices
PSED	Looking after our planet Making new friends(aliens)	Caring for others including an awareness of helping to save animals from extinction.	How to care for our plants/flowers	How to be safe around traffic and in busy places. What would you do if you were lost?	Our feelings	What makes a good superhero?
PE	Throwing, catching, rolling	Balance, agility and coordination including yoga	Dance	Balance, agility and coordination	Athletics	Team games

Discovery Special Academy Year 3/4 Themes B

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme						
Science						
Geography						
History						
DT						
Art						
Music						
RE						
PSED						
PE						

English

2019 - 2020 Y3/4 Literacy Long Term Planning (NB for order see above)

	Autumn 1 (8 weeks)	Autumn 2 (7 weeks)	Spring 1 (6 weeks)	Spring 2 (6 weeks)	Summer 1 (5 weeks)	Summer 2 (7 weeks)
Theme	**Moon Zoom**	**Dinosaur Planet**	**Enchanted Woodland**	**Bright Lights, Big City**	**Splendid Skies**	**Superheroes**
1	Genre: **Narrative** Aliens love Underpants (Engage story)	Genre: **Narrative** Dinosaur Roar (rhyming, adjectives)	Genre: **Narrative** Owl Babies Stick Man We're Going on a Bear Hunt	Genre: **Narrative** The Queen's Hat The Journey home from Grandpas's (song link)	Genre: **Narrative** Bog Baby Rosie's Hat Up, Up, Up	Genre: **Narrative** Norman the Slug with the Silly Shell Supertato Superhero comics
2	Genre: **Narrative** Aliens Love Underpants Beegu	Genre: **Narrative** Dinosaur Roar (rhyming, adjectives)	Genre: **Narrative** Owl Babies	Genre: **Narrative** The Queen's Hat	Genre: **Narrative** Bog Baby	Genre: **Narrative** Norman the Slug with the Silly Shell
3	Genre: **Narrative** Aliens Love Underpants Beegu	Genre: **Non -Narrative** **NC Report** Based on Dinosaur information	Genre: **Narrative** Owl Babies	Genre: **Narrative** The Queen's Hat	Genre: **Poetry** Oy Frog**!**	Genre: **Narrative** Norman the Slug with the Silly Shell
4	Genre: **Narrative** Aliens Love Underpants Beegu	Genre: **Non -Narrative** **NC Report** Based on Dinosaur information	Genre: **Non Narrative** Form: **Recount** Based on Owl babies – Bill's Night	Genre: **Non Narrative** Form: **NC Report** The Great Fire of London	Genre: **Non Narrative** Form: **Instructions** How to make a Kite	Genre: **Non Narrative** Form: **Recount** **Batman's day**
5	Genre: **Non -Narrative** **NC Report** Based on Alien information	Genre: **Narrative** Chalk	Genre: **Non Narrative** Form: **Recount** Based on Owl babies – Bill's Night	Genre: **Non Narrative** Form: **NC Report** The Great Fire of London	Genre: **Non Narrative** Form: **Instructions** How to make a Kite	Genre: **Non Narrative** Form: **Recount** **Batman's day**
6	Genre: **Non -Narrative** **NC Report** Based on Alien information	Genre: **Narrative** Chalk	Genre: **Poetry** Oy Frog**!**	Genre: **Poetry** Form:**Nursery Rhymes** London Bridge is Falling Down – innovate – Transporter Bridge		Poetry Pattern and Rhyme
7	Genre: **Poetry** Alien Poem	Poetry Pattern and Rhyme Christmas Texts				
8	Genre: **Poetry** Alien Poem					

Mathematics

2019 - 2020 Y3/4 Mathematics Long Term Planning

	(8 weeks)	(7 weeks)	(6 weeks)	(6 weeks)	(5 weeks)	(7 weeks)
1	Number	Number	Number	SSM	Number	Number
2	Number	Number	Number	Number	Number	Number
3	SSM	SSM	U&A	Number	SSM	U&A
4	SSM	SSM	Number	**U&A**	SSM	Number
5	Number	Number	Number	Number	Number	Number
6	Number	Number	SSM	Number	Number	SSM
7	U&A	U&A				Number
8	Number					

PICTURE OF CHILD

MAPP/Sensory planning framework

MAPP Target	Arrival	AM 1	Playtime	Am 2	Lunch	PM	Evaluation (inc. date of target change)

Medium Term Block Planning

Using the informal and semi-formal curriculum, pupils are provided with personalised and individualised learning approaches. After individual assessment, pupils are provided with focus targets in each of the PIVATS areas. Though there is a specific focus target, children are continuously provided with opportunities to work across the PIVATS level. At the end of each block, children are assessed and each target is given a colour based on the key below to inform next steps in learning. Some of these targets may last longer than a block. Some such as to 'blend CVC words' may be a longer term target and will be annotated appropriately. Please see Evidence for Learning for details of progression towards short and long term targets.

If the PIVATS levels are not suitable, or the most effective assessment route for a pupil, they will be assessed using MAPP to ensure personalised and individualised learning.

Target unsuitable and discontinued. More appropriate target set.

Target is achievable needs further time to embed to be secure.

Target has been achieved and evidence collected.

Pupil initials	Mathematics functional skills (inc. SSM/UA)	Speech, language, communication and interaction	Reading awareness/skills/phonics	Writing	Physical development	Understanding the world	Expressive arts	PSED
	Personalised learning intentions for each child in each area are mapped out for the half term.							
	Intentions are reviewed as part of ongoing assessment and highlighted amber if they need to continue into the next unit or green if they are secure.							

Discovery planning weeks Date	Theme:	Text :
Rationale Adults will work with children in areas, in small groups and on a 1:1 basis. While in each area, pupils are encouraged to participate in play activities based on the semi-formal curriculum that support their targets. Pupil's individual targets are located on the 'Block Planning' format; these give a clear break down of the differentiated and specific targets of each child.		
English	**Mathematics**	**Personal and social**
Reading **Block focus- To engage with familiar stories, retell or have them influence play.** •	**Number** **Block Focus- Number recognition, route counting and more and less** Adults will support children:	**Behaviour for Learning**
Linked Areas-	**Linked Areas**	**Linked Areas**
Writing **Block Focus- Name Writing and Developing idea for composition** • .	**Using and Applying** **Block Focus- More and Less, Tallying to 5, Simple problem Solving**	**Emotional Aspects** •
Linked Areas-	**Linked Areas**	**Linked Areas**
Speaking **Block Focus- Asking questions and engaging in conversation** • .	**Shape, space and measure** **Block focus- Sorting and recognising objects by features and size** •	**Personal Independence**
Linked Areas-		
Listening **Block Focus- t o respond to instructions given in a small group, follow 2-4 key word instructions.**	Theme Activities •	Therapeutic Provision . Interventions	**Linked Areas** **Social Awareness and Relationships**
Linked Areas-			**Linked Areas**

Discovery Special Academy: Formal planning

Curriculum Half Termly Medium Term Plan

Teaching Group/s: Teacher/s:

YEAR 3 and 4
CONTEXT FOR TEACHING AND LEARNING:

EXPECTATIONS AND NON-NEGOTIABLES:
MAKE CLEAR WHERE OBJECTIVES HAVE BEEN TAKEN FROM
THERAPEUTIC CURRICULUM: All pupils should have access to therapeutic and sensory activities planned into each half term and weekly overview. Please ensure you work with the relevant therapists to plan objectives that are appropriate for individuals and groups.
APPLIED SKILLS: Stage appropriate application of skills in English and Mathematics should be planned into each theme.
LEARNING JOURNEY: Each phase will be provided with an A3 Discovery 'scrapbook'. One set of blurb, photos and children's comments to be included for RE, SMSC & British Values, PHSE, PE and Music per half term and duplicated for whole academy subject display. It is class teacher's responsibility to liaise with specialist provision for evidence.
Start each lesson explaining subject, eg This is a geography lesson. Geography is….
Regularly add children's work to topic working wall.
Key vocabulary included on front cover and working wall as well as a focus activity or games on Engage Day.

Medium Term Planning Thematic Overview Objectives (Indicate level of P scale objectives or which year group POS objectives have been taken from)				
Science	Geography	History	PSHCE	Design Technology
Art	Music	PE	Computing	Key Therapeutic Targets

	Week 1	Week 2	Week 3
M			
T			
W			
Th			
F			

Discovery Special Academy Medium Term English Planning Formal curriculum

Pupil initials	Reading	Writing	Speaking	Listening
Group 1				
Group 2				
Group 3				
Group 4				

Discovery Special Academy Short-Term English Formal Planning

	Shared Whole class/Group learning	Independent Learning activities	Group 1	Group 2	Group 3	Group 4
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						

Discovery Special Academy Medium Term Mathematics Formal Planning

Pupil initials	Number	SSM	UAA
Group 1			
Group 2			
Group 3			
Group 4			

Discovery Special Academy Mathematics Formal Planning

	Shared Whole class/Group learning	Independent Learning activities	Group 1	Group 2	Group 3	Group 4
Lesson 1						
Lesson 2						
Lesson 3						
Lesson 4						
Lesson 5						

Discovery Special Academy Question Stems Formal Curriculum

Question stems should be introduced at a stage appropriate time as children move into a more formal, subject specific curriculum (this may happen at any stage through KS1 and KS2). Once children are ready to begin structured comprehension, content domains are introduced orally and taught through differentiation and careful planning.

1a *Draw on knowledge of vocabulary to understand texts.*	• Which word in the text describes…? (multiple choice) • Which word means …? Tick one (multiple choice) • Find and copy one word which tells you… • Find and copy one word that shows… • Find and copy two words that describe how… • Find and copy one word from the top of page … that means… • What does the word … mean in this sentence? (multiple choice) • '… … …' What does the word … mean? (multiple choice) • '……' What does this mean? (multiple choice) • Look at the section headed: …. Find and copy one word that means the same as … • Look at the paragraph beginning …Find and copy one word that means the same as … • Draw lines to match the words below to their meaning. • The boat hit the rocks with *a great crunch.* This means that it made… (multiple choice) • '……' This means x was (multiple choice) Tick one • The word x means. Tick one (multiple choice)
1b *Identify and explain key aspects of fiction and non-fiction texts, such as character, events, titles and information.*	• What …? • What does…? (multiple choice) • What did…? • What was …? (multiple choice or short response) • What could…? • What had …? • What are …? • What made …? • Give two things … • Give two problems … • Look at the section headed: …. Give one thing that… • What happens to…? • Where did…? • Where were …? • How did … think …? • Why did …? • Why was …? • Draw lines to match these characters to….. • When were…? • When did …? • Tick two good points about… (multiple choice) • At the end of the story, Bella was happy? Why? • Who did…? • Tick to show what… (complete a table) • Tick True or False for each statement about…(complete table) • Complete the table… • Why does … like…? • Which … is …? • The text tells us about x. Name two of them.

1c *Identify and explain the sequence of events in texts.*	• Number the sentences below from 1 to 4 to show the order they happened in the story. One has been done for you. • Look at the whole story. Number the sentences 1 to 5 to show the order that they happen in the story. One has been done for you.
1d *Make inferences from the text.*	• Why did … say, "…"? • Why did …? (multiple choice) • Why did …? • Why was…? • Why can …? • Why were …? • How do you know that…? • The … said: '… …'. How do you know…? • How can you tell that …? • How did … feel when …? (multiple choice) • How is … like a …? • Put ticks in the table to show which sentences are true and which are false. (complete a table) • What made …? • Find and copy two words that show that… • Give two things the … does that tell you … • Who is…?
1e *Predict what might happen on the basis of what has been read so far.*	• Based on what you have read, what might happen next to the…? • Which of these do you think x is likely to say at the end of the x?

Discovery Special Academy Sentence Types Formal Curriculum

Sentence types should be taught once pupils reach the correct stage. Emerging sentence types should be taught orally and then more formally in writing as pupils make progress. Only move onto the next stage of sentence types once pupils are secure.

	Previously Taught – continue to consolidate and apply	New Learning	Grammar
Emerging		In dialogue: • Conjunction: and, because • Time connective: e.g. Then, Next, After that, • Adjectives	
Growing	In dialogue: • Adjectives • Conjunction: and, because • Time connective: Then, Next, After that,	In dialogue/writing when appropriate: • Adjectives • Conjunction: and, because • Time connective: e.g. First, Next, After that, Then, Finally	**capital letter, full stop**
Developing	In dialogue/writing: • Adjectives • Conjunction: and, because • Time connective: e.g. First, Next, After that, Then, Finally,	In writing: • 2A • Conjunction sentence: "and, but, or, so, because" • Time connective sentence: e.g. Once upon a time, One morning, Later that day, / First, Next, After that, Finally • Question sentence • Exclamation sentence – including those beginning with <u>how</u> or <u>what.</u> • Imperative sentence	capital letter, full stop, **singular, plural, sentence, punctuation, question mark, exclamation mark, comma, command, compound, adjective, noun, verb**
Secure	In writing: • 2A (noun phrase) • Conjunction sentence: and, but, or, so, because • Time connective sentence: e.g. Once upon a time, One morning, Later that day, / First, Next, After that, Then, Finally • Question sentence • Exclamation sentence – including those beginning with <u>how</u> or <u>what.</u> • Imperative sentence	In writing: • Powerful sentence (noun phrase) • Time connective sentence: e.g. Suddenly, Later that day, That night, One morning, (Building on and adding to those acquired by the children in Y1). • Conjunction sentence: and, but, or, so, when, if, that, because • Adverb sentence • List of 3	capital letter, full stop, singular, plural, sentence, punctuation, question mark, exclamation mark, comma, **noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb, past tense, present tense, apostrophe (possessive and contracted), comma (to separate items in a list)**

Science and foundation subjects will be taught in a cross-curricular manner linked to the overarching KS1/KS2 themes. Learning intentions will be taken from P levels and the National Curriculum as appropriate which have been mapped out in the TVEd curriculum overview.

Science

All pupils learn science at a level that is appropriate to their developmental stage, not specific age. Relevant concepts are taken from earlier stages in the national curriculum but taught through age appropriate materials. For example; pupils in year 6 may learn about states of matter (taken from the Y3/4 program of study) through exploring the effects of dropping mints into fizzy liquids. Reversible and irreversible changes, which is a concept taught in KS1, could be taught to older pupils through cooking linking it with life skills.

In science, the focus is the provision of an active, stimulating learning environment; use of step by step activities; relevant multi-sensory activities; effective communication; science equipment; legal and safety considerations and the support that can be offered by other adults. Activities in science have the following characteristics that help pupils with SEND to achieve success:

- they are about first-hand experience;
- knowledge and skills can be developed in small steps through practical activity;
- science activities can capture the imagination;
- working in groups encourages participation and interpersonal communication; and
- working on a variety of activities allows pupils to share their strengths and help each other

Lessons encourage pupils to explore and understand the world around them through a sensory and practical approach to learning. Choosing familiar contexts and providing appropriate activities motivates and stimulates pupils and helps them gain a better knowledge and understanding of the world. Use of the local environment provides pupils with a broad range of learning experiences.

Practical work is modified and adapted for pupils with physical difficulties and computer modelling is used where appropriate. Understanding cause and effect and how their actions can change this plays an important role in scientific discovery within the school. A multi-sensory approach gives pupils more opportunity to learn effectively in a way suited to their abilities. Pupils are encouraged to use all their senses, not only visual observations. Therefore, pupils with some sensory loss are more able to participate actively in the practical activity.

Practical work and language development are mutually supportive. Pupils are supported to develop their scientific language in the following ways:

- using the 'talk for writing' model when explaining experiments;
- hearing and using words in a meaningful context;
- sensory approaches to support scientific understanding. For example, pictures are not adequate to make clear words such as rough, hard, damp, greater than, elastic or insulating; and
- using a range methods to communicate their scientific information, either orally or in a written form. It is not always necessary to write down results; and

the use of a variety of different forms of recording; diagrams, discussion, drama, video, tape recording, photographs, drawings, paintings, zig zag books and on computers.

Design and technology

Design and technology (DT) can be a particularly inspiring, rigorous and practical subject for pupils with SEND. Using creativity and imagination, pupils can design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, computing and art in order to design and make high quality prototypes and products for a wide range of users. They learn how to critique, evaluate and test their own ideas and the works of others. Projects are chosen that are relevant and appropriate to the needs of the pupils; for example Y6 pupils making desk tidies for younger pupils and KS1 pupils mark make and draw pictures of themselves and create moving images using split pins and body parts.

Within the DT scheme of work there is a focus on health and well-being linked to food technology. Pupils learn about the nutritional values of a range of foods and how this impacts on their development and future health. They are supported in understanding how to make the right choices for a balanced diet that is not restrictive. Food technology skills are introduced when pupils have developed the physical skills necessary to do this.

In both DT and food technology, involvement is carefully planned to allow all pupils to be included in different ways. As the academy does not cater for pupils with the most profound and multiple needs, all pupils are able to access some form of design and food technology whether this is cutting, mixing or pouring ingredients or working with tools that are appropriate to need. Pupils with the most severe disabilities use appropriate equipment and are supported by staff in the school. Specific equipment will be explored through collaborating with other special providers to look at any specific adaptations that can be made for individual needs.

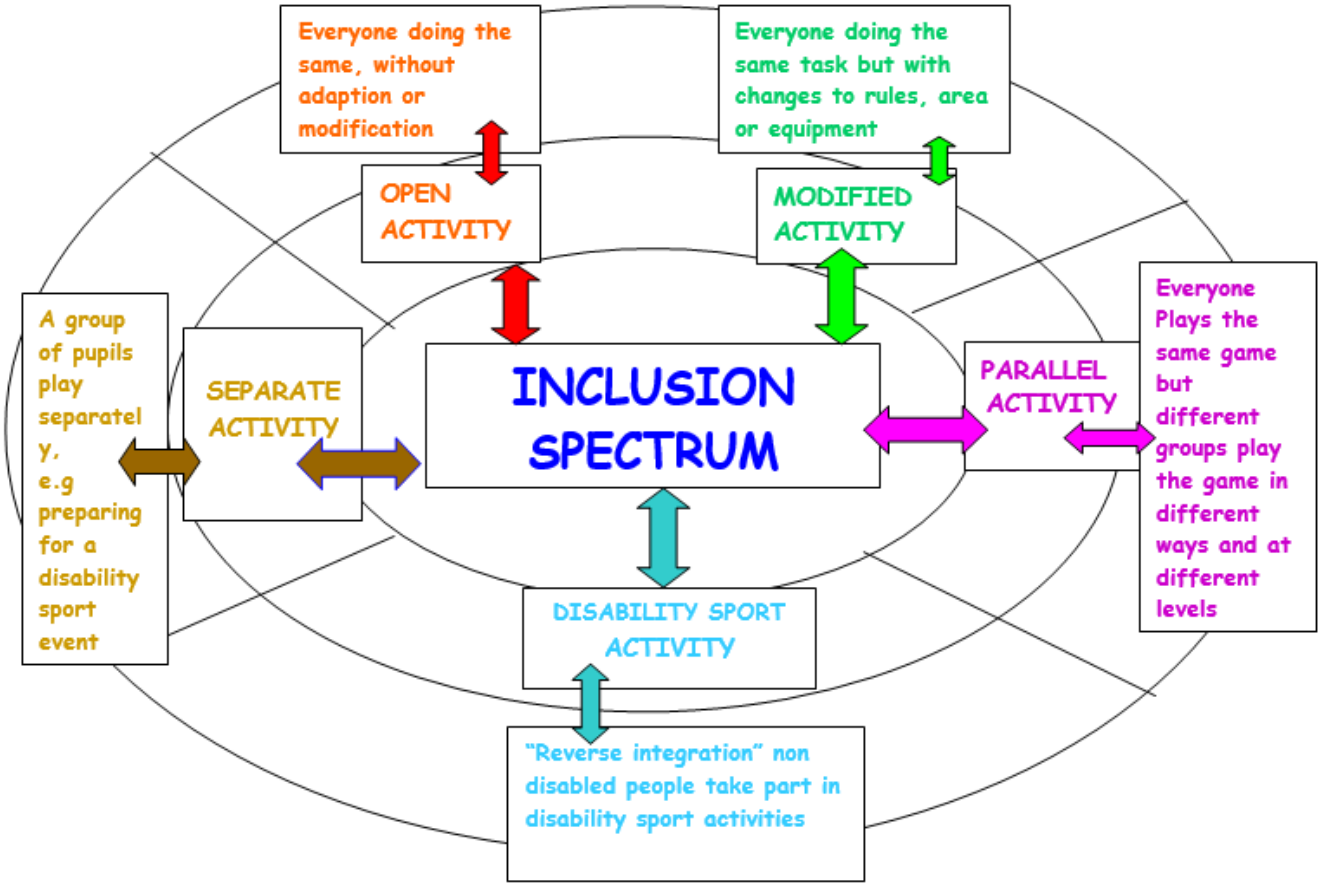
Physical education

In KS1 and KS2, PE is taught discreetly and follows P levels and the National Curriculum, dependent on developmental stage. Additional sports and PE funding is used to compliment the teaching by allowing access to therapeutic equipment, spaces and activities.

Sport plays a major role in the inclusion of all groups in society. Therefore, at Discovery, all pupils, irrespective of age, gender, ability, race or SEND have a genuine and equal opportunity to participate in sport at all levels and in all roles.

Through the TVEd all ability sport and health policy based around the inclusion spectrum, pupils engage in a range of activities tailored to their individual and group needs. The inclusion spectrum is an activity-centred approach to the inclusion of pupils who have different abilities in physical education games programmes. In a games or physical activity context, inclusion can be achieved by changing the environment of the activity or the way in which the activity is presented.

The inclusion spectrum provides deliverers of PE and sport with options and different methods of delivery. By delivering activities differently we can balance the needs within the group. This avoids the situation where more able pupils benefit at the expense of those whose skills are still developing.



Computing

As well as continuing with basic computing awareness and programming simple robots, pupils begin to work on more complicated algorithms. Pupils also continue to explore the digital world around them as well as understanding how to use computers to create, store, retrieve and edit a variety of work.

Throughout the academy, there is a focus on e-safety delivered to parents but this becomes more explicitly taught to pupils as they move through KS1 and KS2. One of the most important aspects of understanding in computing, particularly for more vulnerable pupils, is how the network of the web operates. Pupils are given a stage appropriate understanding of how to keep themselves safe online, for example by not sharing personal information or by knowing who they can tell if they think something is happening that worries them. The importance of parental involvement in keeping children safe online is also be crucial. This understanding of e-safety is vital in the current digital age in order to allow children safe and secure access to digital content.

ICT is used and applied by all pupils for a range of purposes in order to aid access to learning and maximise progress.

Humanities

We want geography to inspire in pupils a curiosity and fascination about the world and its people. Geography is about the people and places around us and in order to develop geographical understanding, learning begins with the pupils' immediate environment and the people who are important to them. Learning about their homes, their journeys to school, the physical and human features around their school and the jobs that the significant people in their lives do fosters an understanding of geographical concepts.

As they progress, teaching equips pupils with knowledge about the differences between places and people. Pupils explore natural and human environments closer to home through trips and visits before looking at the differences between their local environment and those in other parts of the world. As pupils' understanding deepens, their growing knowledge about the world will help them to understand the interaction between physical and human processes and how we as people can change this. For example, understanding how building more houses means there are less green spaces around us or how planting flowers can make the school grounds more attractive.

A high-quality history education helps pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. We want to inspire pupils' curiosity to know more about the past. Teaching gives pupils the skills to ask questions, think critically and explore different sources of evidence. History helps to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time. History also allows pupils to develop their understanding of time, sequence and progress.

The concept of the past can often be challenging to pupils with SEND. Therefore, historical understanding is introduced at a very personal level. Exploration into their own history and how they have grown, developed and changed is explored through personal timelines created from the pupil's own possessions and photographs. This offers pupils a concrete and practical context in which to explore a quite abstract concept; the passing of time. Pupils with SEND can sometimes find sequencing events in time a difficult area, cross-curricular history and mathematics can support this offering a different context in which to rehearse skills. Visual timetables in every classroom linked to images of clocks (when ready) supports in the development of this concept.

In order to comprehend the concept of historical figures, pupils learn about current famous names and personalities developing an understanding of why they are famous and what it is they have done to become a public figure. This is related to the historical figures they are exploring and how their actions made them famous in their time.

As with all areas, careful planning and thought to the materials used to present concepts ensures that learning is accessible to pupils throughout their educational journey at the academy.

Creative arts curriculum

A well-developed music and art programme is central to a sensory, physical and therapeutic approach. All pupils are encouraged to express their innermost thoughts and feelings through art, music, literature and crafts; exercising imagination, inspiration, intuition and insight.

Discovery is a creative school with high aspiration in the use of the creative curriculum to support therapeutic as well as academic development. The creative curriculum offers a way of developing their creativity as a means of self-expression, encourages pupils to explore their ideas and movements, the opportunity to develop workshops and performances which combine dance, music

and art. Through engaging with a range of specialist artists pupils are offered a wide variety of creative experiences both on and off site.

Music

In line with curriculum 14, the music curriculum gives all pupils opportunities to make and listen to music from a wide range of musical genres and using different musical instruments. Pupils learn to sing and have the chance to learn a musical instrument.

This curriculum is adapted to suit the needs and abilities of each learner but allows the same broad and balanced curriculum entitlement that all pupils receive. Music brings people together and allows all pupils to express their creativity whether that is through singing, use of instruments or by listening to and responding to what they hear with words, movements or gestures. Adaptations to musical instruments are made to allow pupils with physical disabilities to use them such as attaching instruments to gloves with Velcro. A range of different areas and resources can be used to enable musical exploration such as the use of sensory paddles and switches to change the mood of a sensory room by changing and selecting different music. The use of iPads in music allows pupils to record, listen to and develop their musical enjoyment By continually seeking out new ways to be innovative and exploring new ways to break down the environmental barriers, all pupils, no matter the severity of need can be engaged in enriching musical activities and experiences from a range of musical genres and times.

Music has been shown to improve emotional health and well-being and is naturally multi-sensory through sound, vibration, touch and vision. Music allows pupils to express their learning and emotions in a different way and can also support communication. Music can be a powerful tool in engaging pupils who would otherwise find it difficult to express their emotions. TVEd has already held a number of successful performing arts events that have included pupils from each academy in mainstream and SEND provision that have given some of the most vulnerable pupils a voice. Parents and the local community have also been involved in these events. Music is a hugely powerful tool in bringing together a diverse range of people and children from across the Tees Valley. Music and sensory drama at Discovery incorporates the use of sensory spaces and opportunities to work with a range of music specialists.

Art

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education engages, inspires and challenges pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design.

As pupils progress, they think about art and artists and the contribution they have made to the culture and creativity of our nation. As with all areas of the curriculum, for pupils with SEND, this is stage appropriate and personalised. Artists will be carefully chosen to allow sensory exploration of art. For example Giuseppe Arcimboldo offers a wealth of imagery using the natural world, fruit and flowers which offers many opportunities to teachers and pupils. Similarly, Andy Goldsworthy uses natural materials to create sculptures, an art form which is easily made accessible to a range of needs and abilities. Artists who use digital imagery also offer another way to adapt and include all children in artistic endeavours and understanding.

As well as following an art curriculum, art is used as a form of therapy allowing pupils another medium through which to explore, express and understand their emotions and encourage pupils to look at their work, for example using a large piece of foil or sand paper as the art surface. Pupils

paint, draw with crayons, or collage on these surfaces providing extra sensory input. Using a stand-up table mirror or an actual window with window crayons, window chalk, or window markers, pupils can draw a reflection of themselves or mark make part of the outdoor scenery. All art work allows freedom of expression and the development of creativity. Finding a range of materials and tools with which pupils can work, and being creative with the surface on which they work or the permanence of their art, opens up opportunities in art.

Staff within TVEd already have training and expertise in the area of drawing therapy and are available to the Discovery Special Academy to introduce and develop such therapies through practice and staff training. Art therapy offers a non-threatening environment in which to explore feelings and emotions without adult judgement.

Therapeutic Curriculum

Sensory Circuits

Sensory circuits are physical activities that help to alert, organise and then relax the senses of the pupils so that they are ready to take part in class activities. Participating in a short sensory motor circuit is a great way to alert or calm pupils and settle them into the academy day.

Sensory circuits are available to all pupils through personalised timetables. Timetables also allow pupils to access regular sensory input throughout the day as required including planned activities that support a sensory diet (see examples below).

Aim of circuits

- To focus concentration in readiness for learning
- Encourage the development of sensory processing skills
- Support the development of self-regulating arousal levels

Areas	English and Communication	Mathematics
Straw activities. Straws and tubes of different widths and lengths. Children blow through the straws to move objects such as cotton balls, ping pong balls, styrofoam peanuts.	Textures – developing language, description. Hide objects in rice/dried beans/sand. Children close eyes (allow ZU to look if needs to at first) and see if they can find the other texture e.g. pom poms, photograph. Write a caption about how the materials felt.	Brushes and water/chalks on the floor and walls for number formation and mark making, record numbers as far as they can, write number sentences.
Obstacle course – using the equipment from movement skills make a course. Incorporate numbers/letters e.g. along the course have numbers 1 - 3, stop when they find the first one in the sequence, repeat till all numbers are found and sequenced (progress to 5 and then 10).	Straw activities. Straws and tubes of different widths and lengths. Children blow through the straws to move objects such as cotton balls, ping pong balls, styrofoam peanuts. (set out for after children have finished writing activity – improves posture, facilitates divergence of eyes and rests eyes (good for after computer work)	Dough – hide objects in dough, count the objects, find the number and make the number from dough. Hide numbers in dough and pupils say number hidden.

Pop up tent ball pool. Children find different objects in the tent and name/ sort. Hide letters of names and action words, find the letters and make the words. Find topic related objects and describe/discuss.	Vertical surfaces for letter/word formation. Use large chalks on the wall outside and white board outside. (Cursive script)	Trays with different textures in such as sand, rice, jelly etc. Hide smiley faces in, how many smiley faces can the children find?
Trampoline – bounce only when you hear a clap, bounce to a steady beat. Try to stay on the same spot on the trampoline with each jump (build up to this!)	Follow a simple recipe such as monster face sandwich, tortilla pizza, fruit salad, taste the food as you make it, talk about the textures, taste. Encourage all children to put food to mouth if not willing to eat. Make into a tasting game, have foods hidden, very small pieces and children get an explorer point if taste.	Wall push ups, or have the children see if they can push against the wall to move it – count the number of push ups, can they do a given number of push ups?
Papier mache, clay, finger painting, hand prints. Encourage children to put hands in different textures.	Ball pool. Children find different objects in the tent and sort. Hide letters of names and action words, find the letters and make the words	Use large magnetic numbers and smiley faces or animals on a vertical surface such as the heater to order numbers, make sentences, match numbers and amounts.

Sensory Garden

Pupils have access to a sensory garden and this allows opportunity for free play and choices for exploration and learning. Providing school grounds with sensory stimulation can encourage mental development, health improvements, emotional growth and social integration, in addition to increasing the learning motivation of the pupil, especially through being in contact with animals and plants.

Computing

Computing explores the areas of computer science, information technology and digital literacy. All pupils have access to a diverse computing curriculum at an appropriate level to their stage of development. At the earliest stages this may involve writing a set of commands for a bee-bot, pro-bot or roamer.

Pupils also explore the digital world around them understanding that, from the alarm that wakes them up each morning or the microwave they use for breakfast, to the more focussed work and IT they use in the academy, computing has a huge impact on their everyday lives.

ICT is used and applied by all pupils for a range of purposes, such as:

- engaging with a range of stimuli, for example, tracking images across a computer screen or listening to pre-recorded sound effects;
- working with computer-generated models, for example, choosing from two options to complete an on-screen pattern;
- affecting the environment, for example, using a switch to start music, to attract the attention of others or to start a dialogue;
- promoting independence, for example, using a joystick to steer a powered wheelchair around the academy;
- enabling and improving communication, for example, taking photographs to improve presentation, using a speech output device to show choice or using email;
- providing a source of information, for example, using television, email, the internet (including access to the academy website) to develop lifelong skills for the 21st century; and
- using assistive technology to aid learning, communication and interaction, for example, using eye gaze to access the curriculum or to explore cause and effect.

When used correctly and matched to the needs and the capabilities of the pupil through comprehensive assessment, ICT can be a great equaliser. However, time needs to be devoted to this often on a 1:1 basis in order to teach the appropriate skills. Therefore, the development of the ICT curriculum draws on the expertise of IT specialists in SEND. The curriculum is adapted not only in terms of content for each individual, but also in terms of accessibility for example through the use of switches, eye gaze and speech recognition software.

Spiritual, moral, social and cultural (SMSC)

SMSC is provided in all formal and informal settings and permeates every aspect of the academy's work. It is embedded in the culture of the academy, modelled by staff and pupils throughout the day, taught formally in personal, social and health education (PSHE) and religious education (RE) lessons and recognised and celebrated alongside academic achievement. Through the academy's SMSC curriculum, British values are promoted. Themes and topics are planned out in the overview of the curriculum and are mapped into medium and short term planning. The following outlines the vision and values that the SMSC curriculum embodies at Discovery.

The curriculum includes:

self-knowledge: an awareness of oneself in terms of thoughts, feelings, emotions, responsibilities and experiences; a growing understanding and acceptance of individual identity; an ability to build up relationships with others. Some pupils will need to be helped to understand who they are and how

they are separate from other people. Pupils will be helped to understand what they are good at, through praise, reward and celebration. For many pupils, the PSD curriculum will focus on aspects of self-knowledge: from the very practical aspects of *who am I?* to more fundamental questions of *what am I good at? what do I still need help with?* and *how can I move forward?*

A key area of our work is the development of positive relationships. Although most SEND pupils can make positive relationships with the adults who reach out to them and empathise with them, they often find it harder to develop friendships with peers. Therefore, in order to help pupils to develop the confidence and skills needed to form positive relationships, members of staff model key behaviours throughout academy life. These skills are also taught in PSHE, supported through group resilience sessions, social skills activities and promoted on the playground. Through these supported activities, pupils are given strategies to develop relationships with their peers.

Feelings and emotions: the sense of being moved by beauty or kindness; hurt by injustice or aggression; a growing awareness of when it is important to control emotions and feelings, and how to learn to use such feelings as a source of growth. The academy uses specialist resources to help pupils understand their feelings and emotions. Pupils are helped to express feelings and emotions through a range of activities. The use of a nurturing approach as well as music and rebound therapy supports individual pupils to express, understand and manage their emotions.

Teachers and assistants receive specialist training in supporting pupils who have complex emotional needs linked to their medical diagnoses. Pupils are supported through positive, caring relationships underpinned by a desire to promote independence.

Further skills that help pupils at the academy to become team workers, reflective learners and independent enquirers are embedded in the subjects of the national curriculum as well as the SMSC programme of study. Developing these skills helps pupils with learning difficulties to work with others, improve their own learning and performance, and solve problems.

Respect and tolerance: this is the understanding that everyone is different and hold their own beliefs and values. If these beliefs and values do not directly harm or intentionally hurt others then they should be equally valued. Activities allow pupils to respect one another and to learn to support each other. This allows them to begin to understand how we can live in harmony together, respecting one another's cultures and traditions.

As part of this area of the curriculum, for pupils in upper KS2 who are developmentally able to understand and respond, there will be a focus on keeping safe that will include:

- substance education;
- sex and relationships education;
- e-safety; and
- community safety.

As part of the SMSC curriculum the academy has a pupil council, allowing pupils to be included in the direction and development of the academy's environment and enrichment activities. Pupils attend regular meetings with a lead member of staff where they discuss any relevant issues and areas that they would like to be developed in the academy. Pupils work together to put ideas into practice supporting fund raising within the academy and for external charities making close links with local communities to support and help those around them. In this way, important, fundamental British values can be taught in a real-life context.

RE is taught through both the SMSC curriculum and topic work and teaches children about the world views and faiths of others and about the concepts of understanding and tolerance. Each topic incorporates links to RE, British values and SMSC education. These are written into the thematic

overviews for each key stage. The RE co-ordinator will review this annually outlining the specific RE areas to cover in future planning.

British Values

Ofsted outline fundamental British Values:

- Democracy
- Individual Liberty
- The Rule of Law
- Mutual Respect
- Tolerance and respect of individuals and diversity

These areas form part of the everyday ethos and values at the academy as outlined below.

Democracy – We make decisions together and have our own opinions. We work together to make choices and influence change. When we are ready, we learn about democracy in our society and hold elections for our pupil council.

Individual Liberty – We can make our own choices and are encouraged to do this in a variety of ways (including PECS). We understand that we are all allowed to make choices as long as they don't harm or hurt others. We learn to understand there are consequences to our actions.

The Rule of Law – We have academy golden rules that help us to make the right choices. When we are ready, we learn that this helps us in our journey to becoming independent adults and about the rules of our country.

Mutual Respect – We work together to help each other and learn about relationships. We value each other.

Tolerance and respect of individuals and diversity – We learn about the beliefs and traditions of other people. We know that we are all different and value this. We also understand that we do not act in way that hurts or harms other people.

At Discovery Special Academy we also value the importance of taking care of our environment and this is reflected in the academy design and the spaces that are created within this. We learn about ways we can help to look after our environment and about the natural world around us.

We also value the links we can make with the community. You can see the work we have done with the local community displayed in and around our academy. This supports British Values and teaches us the importance of helping others.

Central to the success of the curriculum above is the integration of therapeutic approaches. While this has been discussed in each key stage there are approaches and pedagogies that will arch across the whole academy. These include:

- Symbol Exchange Communication
- Makaton
- Alternative and Assistive Communication (AAC)
- Interactive Interaction
- Sensory diets and Sensory integration programs (working in partnership with Treetops OT)
- Sensory stories and multi-sensory approaches
- Visual supports (timetabling, schedules, key rings)
- Objects of reference
- Inclusive technology (switches, eye gaze)
- Fun with Food
- Proprioceptive massage
- TAC PAC
- SCERTS
- Movement programmes/ Sensory Circuits

All therapies are considered an integral part of pupil's education and are carefully planned using specialist knowledge in a transdisciplinary model. The multidisciplinary team works together to provide a holistic approach encouraging independence, opportunities for greater access to the curriculum and the development of children's physical and social wellbeing.

As the academy develops, it will also offer therapeutic enrichment activities including access to rebound therapy and light and sound therapy during holidays and at weekends. These enhanced therapies will be available to pupils and families who attend the academy in the first instance and then on a broader basis to others.

By offering a variety of experiences, pupils' horizons will be broadened, again impacting on their ability to access the wider curriculum. Enrichment also develops self-esteem, personal resilience and commitment to learning as well as cultural aspects of the curriculum. Taking part in competitive events allows pupils to experience success and challenge in a controlled and safe environment. Parents can celebrate the achievements of their children.

Trips and residential visits

Trips and visits form an essential part of the academy curriculum. Pupils will be offered a variety of trips and experiences linked both to topic work and as part of their social and emotional development. All trips and visits are carefully planned and organised with accessibility of venues and areas considered. These are dependent upon the topic and focus of the class and will be decided upon by the class teacher each term. Some of these additional educational experiences may take place on the academy site through specialist companies such as 'Zoo Lab' who bring a range of animals into the academy for pupils to handle or visiting artists or drama groups who re-enact events from history.

In Y5 and Y6, pupils will be offered the opportunity to attend a residential visit at an outward bound centre. This will be at a centre that is fully accessible and has staff who are able to support the pupil's needs.