

# Discovery Special Academy



## Academy Curriculum Overview

## 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 to 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	<u>Everyday materials</u> Building materials	Planets and Stars/Nocturnal Animals	<u>Animals</u> Whose Baby (farm animals)	<u>Animals</u> African animals	<u>Living things/habitats</u> 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	<b>Animals and humans</b> How are we different? Explore eye colour/hair colour/height Explore our faces in mirrors	<b>Seasonal Changes</b> Hibernation Changing of leaves Why do leaves fall off leaves? Why do leaves change colour?	<b>Could this be materials??</b> Switches – can you use them to operate your favourite toy? Simple circuits to make light Shadows – can we make shadow puppets?	<b>Plants</b> Food tasting with fruit and vegetables Fruit salad Vegetables stew/soup Grow broad beans/flowers/cress/planting What do plants need to grow?	<b>Animals</b> Minibeast hunt naming and recognising a variety of Minibeast using a checklist Where do minibeasts live? How many legs do minibeasts have? Life cycles	<b>Seasonal Changes</b> 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 minibeasts? What do we find in a minibeasts habitat? Explore under rocks and stones to hunt for minibeasts!	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 food 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 minibeasts 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


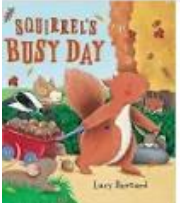
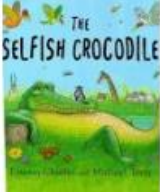


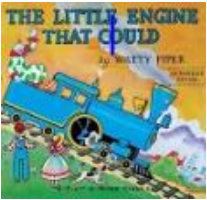

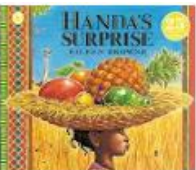






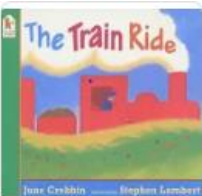
Y1/2 Literacy Long Term Planning

	<b>Autumn 1 (8 weeks)</b>	<b>Autumn 2 (7 weeks)</b>	<b>Spring 1 (6 weeks)</b>	<b>Spring 2 (6 weeks)</b>	<b>Summer 1 (5 weeks)</b>	<b>Summer 2 (7 weeks)</b>
	<b>Do you want to be my friend?</b>	<b>Why do squirrels hide their nuts?</b>	<b>Can I switch it on?</b>	<b>Why are carrots orange?</b>	<b>Why do ladybirds have spots?</b>	<b>Summer Holidays</b>
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



<p>Autumn</p>			
<p>Spring</p>			
<p>Summer</p>			
			
			





	<b>Autumn 1 (8 weeks)</b>	<b>Autumn 2 (7 weeks)</b>	<b>Spring 1 (6 weeks)</b>	<b>Spring 2 (6 weeks)</b>	<b>Summer 1 (5 weeks)</b>	<b>Summer 2 (7 weeks)</b>
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					

