

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 3/4 Themes A



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

		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(alien)	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



	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					



	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					