

Discovery Special 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, multi-sensory 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 skills 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 number rhymes. 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 is 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 teaching block 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 for each individual child based on stage appropriate learning intentions from Development Matters. 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 Letters and Sounds and Read Write Inc. A whole word approach to reading is also used and emphasised, supported by action words.

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 block (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:
<ul style="list-style-type: none"> • 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 and 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.



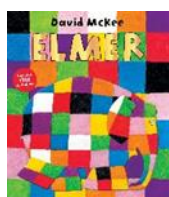
Theme	Autumn 1 All about me	Autumn 2 Celebrations	Spring 1 People in my life – our academy	Spring 2 Plants and growing	Summer 1 Animal fun	Summer 2 Traditional tales
Personal, Social, Emotional Development	Classroom routines Simple signs Birthdays Celebrations My name Labelling me (Velcro/symbols) I like – food and snacks/toys/colours	Birthdays Diwali Poppy day Christmas	My family, my friends, my home, people who help me, new friend Talking about people who help us in school Naming/signing staff, children Emotions – happy, sad, tired, hungry	Helping a plant to grow Provide a range of spring plants/ flowers/ bulbs and hand lenses for sensory exploration.	Looking after animals Being kind to animals Pretend play with toy animals and different environments Friendly behaviour	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	Daily speech and language sessions Attention Autism Selecting familiar objects by name Makaton signing Picture exchange Objects of reference	Making class books of: People in my class People in my school People who help me Photos of children, staff and school My friends at school My family	Parts of a flower Rainy day words shaped as raindrops from an umbrella- drip/drop/splash/splash/ puddle/pitter patter	Signing animal names Selecting animals by name Animal sounds – recognising animal noises Who, what, where questions Picture exchange	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	Daily yoga sessions PE with Steve Mark making on birthday cards, Christmas cards, Diwali cards Food tasting – celebration food Dough Disco	Daily yoga sessions PE with Steve Building using large stickle bricks Model of school Large outdoor play equipment, balancing Dough Disco	Plant lacing cards Obstacle courses linked to sensory integration Parachute games Movement in different ways	Making farm in large outdoor sand pit Digging Den building Forest schools Dough disco PE with Steve Daily yoga	Cut and stick/sequence sizes Large equipment – balancing, climbing over and under (Billy Goats) Large construction – building (Little Pigs)
Literacy	<u>Books</u> Stop Elephant Stop 10 in the Bed Brown Bear Brown Bear <u>Rhymes</u> Shaky, Shaky 5 little ducks 5 little speckled frogs	<u>Books</u> We're Going on a Bear Hunt Walking Through the Jungle Kippers Birthday Christmas Stories and songs <u>Rhymes</u> 5 Currant Buns Down in the Jungle 5 Birthday Cakes	<u>Books</u> From Head to Toe Dear Zoo 5 Little Monkeys <u>Rhymes</u> If you're happy and you know it The wheels on the bus Row, Row, Row your boat	<u>Books</u> The Very Hungry Caterpillar Jack and the Beanstalk The Tall, Tall, Seed <u>Rhymes</u> There's a tiny caterpillar on a leaf 5 big minibeasts Incy, Wincy Spider	<u>Books</u> Old MacDonald Where's Spot? Hello Farm <u>Rhymes</u> Old MacDonald Wind the Bobbin Up It's Too Hot	<u>Books</u> Goldilocks and the Three Bears The 3 Little Pigs The Gingerbread Man <u>Rhymes</u> When Goldilocks went to the... 3 Little Pigs went out one day Little Peter Rabbit
Mathematics	Number rhymes with signs	Counting – candles on a cake Matching numbers to candles Ordering numbers 1-5/1-10 Number songs and rhymes Inset puzzles	Numbers to 10 and beyond Counting out objects to 5 Sorting Big and small Number rhymes and songs	Flower pots- 1-5 brightly coloured beans for counting	Sorting animals Counting animals Pairs of animals Number rhymes and songs Animal jigsaws Big/small animals	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	Taking photos of the children Displaying family photos Talking about/enjoying pictures of themselves and family Making a class birthday book	Looking around the academy environment Exploring indoor/outdoor areas Closely observing what people do Linking together construction equipment Toys with buttons/flaps	Growing seeds/beans/ress Digging in outdoor areas Visit to Nature's World Parts of a flower Build a flower jigsaw	Visit to Daisy Chain farm Observing/naming animals Animals and different animal homes, Mini-Beasts linked to Forest Schools Small world play – The Farm Mother/baby animals	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	Making celebration cards Exploring paint Messy/sensory play Moving to music Christmas crafts Poppies Singing and signing	Messy play Exploration of textiles and collage materials Sing and sign Mark making on large paper Musical instruments – banging, clapping and tapping	Printing – fruit and veg Collage flowers Sensory garden Clay – decorate with natural materials Painting leaves/ printing leaves/Threading leaves	Old MacDonald Naming Farm animals through singing and signing Collage/painting farm animals Moving to music Messy play	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	Poppy day Diwali Bonfire night Christmas	Belonging to the academy community – how we help each other	Chinese New Year	Caring for plants/ local environment Eid	Stories from different cultures

Discovery Special Academy Example EYFS Book Spine



Autumn	
Spring	
Summer	

Additional texts



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
	<i>Personalised learning intentions for each child in each area are mapped out for the half term.</i>						
	<i>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.</i>						

<u>Discovery planning weeks</u>		<u>Date</u>	Theme:	Text :
<u>Rationale</u> 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.				
<u>Communication and Language</u> <u>Block focus-</u>		<u>PD</u> <u>Block Focus</u>		<u>Outdoor provision</u>
<u>Linked Areas-</u>		<u>Linked Areas</u>		
<u>Literacy</u> <u>Block Focus-</u>		<u>Mathematics</u> <u>Block Focus-</u>		<u>Therapeutic Provision</u>
<u>Linked Areas-</u>		<u>Linked Areas</u>		
<u>PSED</u> <u>Block Focus-</u>		<u>Understanding the World</u> <u>Block focus</u>		<u>Interventions</u>
<u>Linked Areas-</u>		<u>Theme activities</u>		
<u>Expressive Art and Design</u> <u>Block Focus</u>				
<u>Linked Areas-</u>				

KS1 and KS2 Informal Curriculum



Rationale

Some pupils at Discovery Special academy access an informal curriculum. An informal curriculum supports those pupils who have significant sensory and communication needs and who require an ongoing sensory-based pedagogical approach. They have significant and specific needs in the areas of sensory development, communication and interaction with a potential diagnosis of sensory processing disorder and Autistic Spectrum Disorder.

These pupils access a less structured environment incorporating movement and utilising a range of spaces and teaching approaches. The environment is designed to be low stimulus with the ability to change lighting, resources and activities to suit the individual and group needs at any given time. Pupils require 1:1 and very small group activities rather than whole class learning.

Within this informal grouping, pupils will have 1:1 teaching to develop skills in specific subjects. Being able to create areas within the classroom with high levels of storage so resources can be brought out and put away on a daily, and sometimes hourly basis, is key. All planning is personalised and individual learning intentions are set and assessed using MAPP (see below) each term and reviewed every half term.

Intent

The intent of the informal curriculum for pupils is:

- To develop communication using augmented and alternative communication approaches;
- To develop social interaction;
- To control their environment and the world around them;
- To make and communicate choices;
- To be safe and able to self-regulate;
- To have confidence and independence;
- To make progress in their learning; and
- To develop holistically with access to a range of therapeutic approaches.

Pedagogical approach

The informal curriculum is entirely personalised to need. Knowledge is taught through a continuum of skills development as set out in the Mapping and Assessing Personal Progress approach (MAPP). Key areas of knowledge are repeated and revisited. In this way, repetition of learning and overlearning leads to generalisation, fluency, independence and maintenance of knowledge over time.

Provision is less formally structured incorporating a range of spaces within the classroom. The environment is designed to be low stimulus with the ability to change lighting, resources and activities to suit the individual and group needs. The main route to learning is through personalised targets with one to one teaching and support. Structured activities and work in small groups is used to develop social communication and interaction. A range of alternative and augmented communication aids are used to allow pupils to communicate choices and to control the world around them. Pupils individual learning intentions will be outlined in their personal learning plans,

and they will be supported on a one to one basis to develop knowledge and skills. All pupils access self-regulation opportunities through sensory interventions. Pupils may stay within the informal curriculum throughout their time at the academy.

Teaching and learning

The informal curriculum is taught through the following areas:

- Communication and interaction
- Thinking and learning (Inc. mathematical understanding/reading development)
- Physical and sensory development
- Creative development
- My independence and social and emotional development

Teachers follow the areas outlined in the semi-formal curriculum but ensure all learning activities are focused on the above elements within the child's personal learning plan. This allows for shared experiences with classes across the academy and ensures a clear and progressive approach to the use of books, activities and key skills.

As described in the EYFS overview, communication development is paramount to success in the informal classroom. Total communication immersion supported by augmentative and alternative communication aids allows each pupil to develop personally. All tasks and activities are planned with communication in mind with a specific focus on the intended vocabulary for pupils.

A multi-sensory approach with access to sensory integration therapy, speech and language therapy, daily movement and fine and gross motor for all pupils is also paramount to success. Learning takes place indoors and out.

Assessment

Pupils accessing an informal curriculum are assessed using Mapping and Assessing Personal Progress (MAPP). Learning intentions are taken from a range of relevant sources including, but not limited to, MAPP learning intentions, PIVATS learning intentions, Autism Education Trust Progression Framework, Speech and Language, Physiotherapy programmes and Sensory Diet programmes. These are set according to individual need and tracked through the MAPP assessment framework. Progress is therefore presented and reported for each individual child rather than for a cohort.

MAPP progress meetings are held termly alongside Evidence for Learning Reviews with the teaching team. Where there have been concerns, interim reviews may be held half termly (see Assessment, Recording and Reporting policy for assessment timetable and further detail).



Informal MAPP Planning Framework

Pupils' personal MAPP targets are worked on throughout the day within the informal Discovery Curriculum. The curriculum is designed to support independent learning based in a high AAC environment through 1:1 interactions, group activities and independent learning through play. Below is an outline of the opportunities pupils have to work on their targets over the course of the school day. Due to the nature of the pupils and their targets there are no set 'lessons' i.e. Literacy/Numeracy, rather the pupils access their targets across the entire day allowing for far more frequent learning opportunities.

PICTURE OF
CHILD

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



Pupils are part of an informal curriculum. In preparation for the possibility of some pupils moving towards a semi- formal curriculum, pupils will engage with 'subject' based activities where appropriate following the semi-formal curriculum overview. These activities are based within the context of their relevant MAPP targets.

This also allows pupils to engage with new subject based sensory experiences to expand the activities with which they are willing to engage.

Creative development
Art, music, DT based Activities



Thinking and Learning
Humanities and Science based Activities
(NB Mathematics in PLPs)

Physical and Sensory development
PE, movement, gross and fine motor skills

Independence, personal and social development
Relationships and PSHCE Activities

Communication and Interaction
English based Activities



	Monday	Tuesday	Wednesday	Thursday	Friday
09:00-09:20					
09:20-10:00					
10:00-10:20					
10:20-11:00					
11:00-11:45					
11:45-13:00					
13:00-13:30					
13:30-14:30					
14:30-14:45					

KS1 and KS2 Semi-Formal/Semi-formal plus Curriculum



Rationale

The TVEd long-term plan for the semi-formal and semi-formal plus curriculum has been designed to allow the acquisition of knowledge and understanding needed to progress over time. A coherent learning sequence has been developed to ensure that knowledge is built cumulatively from the beginning to the end of the child's primary phase. The semi-formal/plus curriculum deliberately allows for over learning, repetition and consolidation, all vital in the development of children with severe learning difficulties. As children progress, teachers will plan to give them opportunities to activate and build on prior knowledge, drawing this from their long term memory, to apply learning, generalise and work independently. The key to developing this knowledge is providing children with first hand experiences linked to their individual needs through personalised planning. Children with severe learning difficulties need to be able to communicate, have control over their lives and have the belief that they can succeed. Ultimately, we aim to build confidence, cultural capacity and raise aspirations for their future life.

Intent

The intent of the semi-formal/plus curriculum for pupils is:

- To communicate with familiar and unfamiliar adults and peers;
- To equip children with the knowledge they need in the world beyond the academy;
- To have confidence and independence;
- To value each other and act in a responsible and ethical way;
- To have a sense of self so they can become engaged citizens;
- To make good personal progress in all subject areas; and
- To develop holistically with access to a range of therapeutic approaches.

Teaching and Learning

Semi-Formal

Pupils access a structured classroom routine with a multi-sensory approach to learning. A range of approaches are utilised, with one to one and small group teaching being the main routes to learning. Subject specific learning takes place within the core areas on an individual and very small group basis. Pupil's smaller working memory means repetition of skills and over learning is essential for developing fluency. Opportunities for pupils to think and problem solve as independently as possible are provided.

Alongside this, pupils have access to area provision designed to develop key social, emotional and communication skills and independence. Pupils are supported to develop key life skills, including toilet training, feeding skills, dressing and personal hygiene. Pupils may (but not always) move into the semi-formal plus curriculum during their time at the Academy.

Semi-Formal Plus

Pupils begin to access a more structured teaching and learning environment still with a focus on multi-sensory learning. Subject specific learning takes place within the core areas, which may still be

on an individual and small group basis with some whole class learning sessions. The wider curriculum will be taught in a stage appropriate manner following the TVEd semi-formal to formal routes for learning. Pupils continue to have a personalised learning plan. Repetition and over learning continue to be essential to develop fluency. Pupils are supported to develop their social, emotional and communication skills and independence.

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.

If children are identified as ready through ongoing assessment, some pupils will make the transition from a semi-formal curriculum, to a semi-formal plus 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.

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 other subject areas where appropriate. This allows a fluid, cross-curricular approach across the day supporting the semi-formal pedagogy. These books also form part of the 3 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. Therefore, in year one and two, the focus is on the development of vocabulary, writing signs and symbols, labels, lists and captions linked to phonics development, mark making and emergent writing skills.

Alongside this, physical development of gross and fine motor skills will form an integral part of the communication, language and literacy curriculum. For narrative books, once children are confident in repeated phrases, refrains and predictions in familiar texts, the Talk for Writing approach will be introduced for oral retellings.

Once these early skills and self-perception are embedded, more structured approaches can begin to be utilised in the semi-formal plus environment. At this stage, talk for writing approach will be extended and developed to offer pupils a structure through which they can further develop and embed sentence construction and early writing skills. This will be supported through the use of text maps using symbols.

Throughout KS1 and KS2, those pupils who are at an appropriate developmental stage have phonics teaching taught through Letters and Sounds and moving into Read Write inc. A whole word approach to reading is also used and emphasised supported with action words.

Once children transition to a semi-formal+ pedagogy, they will begin to work with sentence types and comprehension question formats as outlined on pages 35-37. 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 independence, fluency and maintenance.

Science and foundation subjects

Throughout KS1 and KS2 in both the semi-formal and semi-formal plus classrooms, programmes of study are based on P levels and the revised National Curriculum. Overarching subject plans ensure progress within curriculum areas such as science, humanities, physical education and personal education and learning intentions are mapped out and tracked on the TVEd semi-formal – semi-formal plus framework.

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 Personal Learning Plans.

Subject planning

The pages below outline the subject areas and book spines for each cohort (Y1/2, Y3/4 and Y5/6). Below that are the semi-formal/plus planning formats. Following this, English and mathematics blocks for each cohort are also mapped.

All subjects are taught in a way that is meaningful, relevant and enjoyable for pupils. Subjects 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 are taught in a creative, practical way, supported in some areas through specialist weeks as well as trips and visits.

Assessment

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 Assessment, Recording and Reporting policy for assessment timetable and further detail).

Discovery Special Academy Year 1/2 Themes A 2020-2021



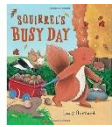
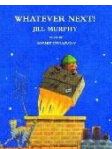
		Autumn		Spring		Summer	
Communication, language and literacy (See book spine)		Narrative Non-narrative Poetry	Non-narrative Narrative Poetry	Non-narrative Narrative Poetry	Non-narrative Narrative	Non-narrative Narrative Poetry	Non-narrative Narrative
Mathematical understanding		Personalised learning		Personalised learning		Personalised learning	
Understanding the world around me	Science	• Materials exploring and describing properties (hard, soft, strong, weak)		• All creatures great and small (recognise and name animals in known habitats – e.g. the farm, the woods, the sea) • Plant seeds for flowers		• Down at the bottom of the garden (recognise and name simple plants such as trees and flowers – grow a flower and observe changes)	
		Awareness of plants linked to forest school					
	Geography	• What can I find around me in autumn? - conkers, leaves, twigs (focus on exploring artefacts, answering simple questions about the environment)		• Explore human and physical features in different locations, what I like and dislike (farm, woodland and seaside)		• Signs and symbols linked to my environment – where is my school, how do I get around my school, making 3d models/plans of school	
		Observe and explore seasons across the year					
	History	• Me and my history (baby to now)		• Old and new toys		• Things in my house now and then	
	RE	• Understand there are religious communities (linked to class demographics) • Experiencing festivals of light through sensory and creative activities (Hanukah, Diwali, Christmas)		• Special clothes and religious clothes (when do we wear special clothes?)		• Understand there are special religious buildings (churches, Mosque, Gudwara – linked to class demographics)	
	Computing	• Cause and effect – both technological and not inc. electronic choice boards, iPads, cause and effect games, technological toys		• Art app – learn how to use the tools on the app to make a picture – possible shape picture link, save their final picture and understand that means they can get it back		• Instructions (Barefoot lessons – concept of algorithms, repetition and debugging using songs, stories and everyday routines)	
Creative development	Art	• Collage • Painting • printing patterns		• Modelling/sculpting • Printing (animal prints)		Parties and picnics • Decorations – paint, print patterns, collage	
	DT	• Using reclaimed materials and a variety of tools to build and assemble		• Building a home for an animal		• whole school picnic – cultural food • Picnic box/bag • Bunting	
	Music	• Body percussion • Musical performance (Christmas)		• Rhythm and rhyme music sessions • Exploring musical instruments		• Make musical instruments – end of year performance combining learning from previous terms	
Personal development, health and wellbeing		• Communities/Belonging – School, Home etc • Personal routines e.g. classroom, bedtime, teeth • Personal celebrations • Being kind/friendship		• Who is in my family • Keeping safe at school • Keeping safe at home		• Where can I go that makes me happy (special places) • All about me - What can I do well (achievements over the year)	
Physical and sensory development		• Movement skills • Throwing - propelling a beanbag and then other objects using underarm/chest throw – learn techniques and skills, including targets – individual work.		• Movement and dance – explore movements showing an awareness of space around us (including using objects to travel round and through) • Balance along low benches, cross over body movements, travel round cones.		• Simple games using throwing (targets) • Introduce kicking, developing with targets and variety of balls (very simple level)	



		Autumn		Spring		Summer	
Communication, language and literacy (See book spine)		Narrative Non-narrative Poetry	Non-narrative Narrative Poetry	Non-narrative Narrative Poetry	Non-narrative Narrative	Non-narrative Narrative Poetry	Non-narrative Narrative
Mathematical understanding		Personalised learning		Personalised learning		Personalised learning	
Understanding the world around me	Science	<ul style="list-style-type: none">Matching and sorting materials and objects according to 1 criteria (e.g. colour, shape, material properties)Changing leaves – falling off trees, changing colour		<ul style="list-style-type: none">How are we different from each other as humans - labelling my bodyPlant seeds ready for summer topicAwareness of plants linked to forest school		<ul style="list-style-type: none">Plants we can eat – understand that there are plants that we eat and be able to name and label some of these, grow a plant e.g. bean and observe changes	
	Geography	<ul style="list-style-type: none">Who will I find in different places (school, home, hospital)	<ul style="list-style-type: none">Looking after our environment – being careful with books and toys, watering plants, tidying away, picking up litter etc		<ul style="list-style-type: none">Explore human and physical features in different locations - what I like and dislike (school, park, woods, seaside)		
		Observe and explore seasons across the year					
	History	<ul style="list-style-type: none">Me and my history (extended family)	<ul style="list-style-type: none">Old and new vehicles – cars, trains bikes, planes, buses, boats		<ul style="list-style-type: none">Stories from the past – communicate distinctions between the past and present in other people’s lives as well as their own		
	RE	<ul style="list-style-type: none">Harvest and giving thanksChristmas saying thank you by giving gifts (homemade). What gifts might we have given to Jesus?	<ul style="list-style-type: none">New life and new beginnings		<ul style="list-style-type: none">How do I feel? How do my friends feel? Link to religious stories and understanding emotions.		
	Computing	<ul style="list-style-type: none">Learn how to use the tools on a new app and save their finished product	<ul style="list-style-type: none">Instructions (Barefoot lessons – concept of algorithms, repetition and debugging using songs, stories and everyday routines)		<ul style="list-style-type: none">Programming – operate/direct electronic cars/bee-bot (Barefoot tinkering with Bee Bots – learning how we make the bee bot move)		
Creative development	Art	<ul style="list-style-type: none">Colour mixing – exploring resultsColour mixing - Autumn coloursLeaf rubbings and prints		<ul style="list-style-type: none">Colour mixing shadesSelf portraitsFace collage and puzzles		<ul style="list-style-type: none">Fruits and vegetable printingMake paper mache fruits and vegetables to sell in role-play fruit shopExplore colour mixing with warm colours	
	DT	<ul style="list-style-type: none">Leaf threadingMaking an autumn sun catcher		<ul style="list-style-type: none">Moving figure (using split pins)		<ul style="list-style-type: none">Food tasting including chopping/cuttingFruit kebabsFruit and vegetable collages	
	Music	<ul style="list-style-type: none">Unpitched percussion instrumentsSteady beat and rhythmUse switches to make music on computersChristmas performance		<ul style="list-style-type: none">Music wall using pots and pans tapping out rhythms		<ul style="list-style-type: none">What music make us happy?Listening to music from around the worldEnd of year performance	
Personal development, health and wellbeing		<ul style="list-style-type: none">Feelings – are you happy or sad?Why am I amazing?		<ul style="list-style-type: none">Healthy bodies (physical activity, healthy food, washing hands/teeth)Healthy minds – link back to are we happy or sad?		<ul style="list-style-type: none">What fruit and vegetables do you like?What food do you like?Foods from around the world/Food passport	
Physical and sensory development		<ul style="list-style-type: none">Balance, agility and coordination including yoga. Perform single movements and respond to simple commands.Catching and rolling – rolling objects towards a target, catching balls and beanbags thrown by an adult.		<ul style="list-style-type: none">Movement and dance – move in a variety of ways and link movements in a simple sequence modelled by an adultBalance beanbags on head, shoulders, travel along ladders and step over hurdles.		<ul style="list-style-type: none">Simple games using catching and rollingIntroduce bats and balls (T shaped bats and large balls)	

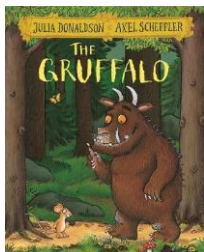
Discovery Special Academy Y1/2 Book Spine 2020-2022



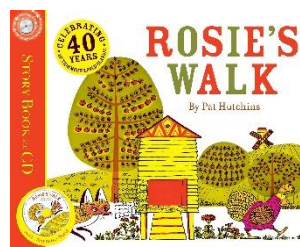
	Cycle A (2020-2021)	Cycle B (2021-2022)
Autumn	      	<p>The Gingerbread Man Each Peach Pear Plum Stick Man Mr Gumpy's Outing Chocolate Mousse for Greedy Goose The Jolly Christmas Postman</p>
Spring	   	<p>The Tiger Who Came to Tea The Little Plant Jasper's Beanstalk The Little Red Hen Titch</p>
Summer	   	<p>Peace at Last Commotion in the Ocean Money Puzzle Handa's Surprise</p>



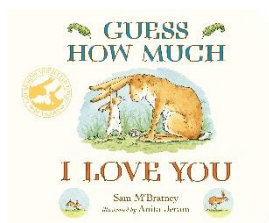
The Gruffalo



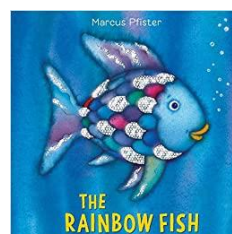
Rosie's Walk



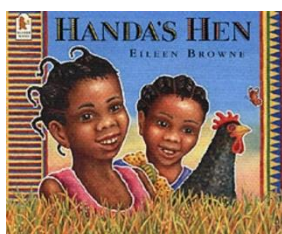
Guess How Much I Love You



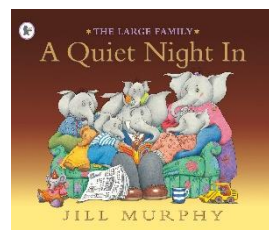
Rainbow Fish



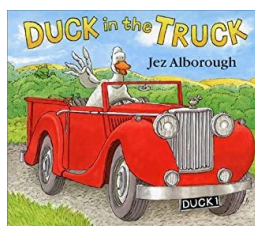
Handa's Hen



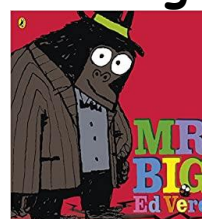
A Quiet Night In



Duck in a Truck



Mr Big





	Autumn 1 (8 weeks)	Autumn 2 (7 weeks)	Spring 1 (6 weeks)	Spring 2 (5 weeks)	Summer 1 (7 weeks)	Summer 2 (6 weeks)
1	Narrative The Three Little Pigs	Narrative Whatever Next?	Narrative Mrs Mopples washing Line	Narrative Not Now Bernard!	Narrative The Enormous Turnip	Narrative Sharing a Shell (remember PDW Autumn)
2	Narrative The Three Little Pigs	Narrative Whatever Next?	Narrative Mrs Mopples washing Line	Narrative Not Now Bernard!	Narrative The Enormous Turnip	Narrative Sharing a Shell
3	Narrative The Three Little Pigs	Narrative Whatever Next?	Narrative Mrs Mopples washing Line	Narrative Not Now Bernard!	Narrative The Enormous Turnip	Narrative Sharing a Shell
4	Poetry Pattern and Rhyme Rumble in the Jungle	Poetry Pattern and Rhyme Pass the Jam Jim	Non –Narrative Lists and labels History Focus (old and new)	Non-narrative Captions and instructions Science Focus (planting seeds for flowers)	Non-narrative Recount PHW Focus Educational visit (places that make me happy)	Non-narrative Captions and instructions Art focus- (parties and picnics)
5	Poetry Pattern and Rhyme Dragon in a wagon (Narrative link)	Non –Narrative Lists and labels Poetry text link (What do I need to make my jam sandwich? What do I need for a Christmas party?)	Non –Narrative Lists and labels History Focus (old and new)	Non-narrative Captions and instructions Science Focus (planting seeds for flowers) A Tiny Seed narrative (link only)	Non-narrative Recount PHW Focus Educational visit (places that make me happy)	Non-narrative Captions and instructions Music focus (making instruments)
6	Non –Narrative Lists and labels Geography focus Squirrel's Busy Day narrative (link only)	Narrative Dear Santa	Poetry Pattern and Rhyme A Little Seed (Mabel Watts) Science link		Poetry Pattern and Rhyme Shark in the Park	Poetry Pattern and Rhyme Explore and perform favourite poems and narratives
7	Non –Narrative Lists and labels DT focus	Narrative Dear Santa			Poetry Pattern and Rhyme What the Ladybird Heard (Narrative link)	
8	Non –Narrative Lists and labels Science Focus					



	Autumn 1 (8 weeks)	Autumn 2 (7 weeks)	Spring 1 (6 weeks)	Spring 2 (5 weeks)	Summer 1 (7 weeks)	Summer 2 (6 weeks)
1	Narrative The Gingerbread Man	Narrative Mr Gumpy's Outing	Narrative The Tiger Who Came to tea	Narrative Jasper's Beanstalk	Narrative Peace At Last	Narrative Handa's Surprise (link to PHW)
2	Narrative The Gingerbread Man	Narrative Mr Gumpy's Outing	Narrative The Tiger Who Came to tea	Narrative Jasper's Beanstalk	Narrative Peace At Last	Narrative Handa's Surprise (link to PHW)
3	Narrative The Gingerbread Man	Narrative Mr Gumpy's Outing	Narrative The Tiger Who Came to tea	Narrative Jasper's Beanstalk	Narrative Peace At Last	Narrative Handa's Surprise (link to PHW)
4	Poetry Pattern and Rhyme Each Peach pear Plum	Poetry Pattern and Rhyme Chocolate Mousse for Greedy Goose	Non –Narrative Lists and labels Science (My Body)	Non-narrative Captions and instructions Science Focus (planting seeds for plants we eat) The Little Red Hen narrative (link only)	Non-narrative Recount Geography Focus (human and physical features) Educational visit	Non-narrative Captions and instructions DT focus- (fruit kebabs)
5	Poetry Pattern and Rhyme Stick Man (Narrative link)	Non –Narrative Lists and labels Poetry text link (What do I need to make my sweet treat? What do I need for a Christmas party?)	Non –Narrative Lists and labels History Focus (old and new)	Non-narrative Captions and instructions Science Focus (planting seeds for plants we eat) Titch narrative (link only)	Non-narrative Recount Geography Focus (human and physical features) Educational visit	Non-narrative Captions and instructions Art focus (papier mache')
6	Non –Narrative Lists and labels Geography focus	Narrative The Jolly Christmas Postman	Poetry Pattern and Rhyme The Little Plant (Kate Brown) Science link		Poetry Pattern and Rhyme Commotion in the Ocean	Poetry Pattern and Rhyme Explore and perform favourite poems and narratives
7	Non –Narrative Lists and labels DT focus	Narrative The Jolly Christmas Postman			Poetry Pattern and Rhyme Monkey Puzzle (Narrative)	
8	Non –Narrative Lists and labels Science Focus					



	Autumn 1 (8 weeks)	Autumn 2 (7 weeks)	Spring 1 (6 weeks)	Spring 2 (5 weeks)	Summer 1 (7 weeks)	Summer 2 (6 weeks)
1	Number	Number	Number	Number	Using and applying/Data	Number
2	Number	Number	Number	Number	Number	Number
3	SSM	SSM	Using and applying/Data	Number	Number	Using and applying/Data
4	SSM	SSM	Number	SSM	SSM	Number
5	Number	Number	Number	SSM	SSM	Number
6	Number	Number	SSM		Number	SSM
7	Using and applying/Data	Using and applying/Data			Number	
8	Number					

NB: Using and applying should be evident across the maths curriculum.

Data will also be taught through science, geography and history.

Discovery Special Academy Year 3/4 Themes A 2020-2021



		Autumn		Spring		Summer	
Communication, language and literacy (See book spine)		Narrative Non-chronological report Poetry	Narrative Letters/postcards Poetry	Narrative Recount Poetry	Narrative Non-chronological report Poetry	Narrative Poetry Instructions	Narrative Recount Poetry
Mathematical understanding		Personalised learning (PIVATS)	Personalised learning (PIVATS)	Personalised learning (PIVATS)	Personalised learning (PIVATS)	Personalised learning (PIVATS)	Personalised learning (PIVATS)
Understanding the world around me	Science	<ul style="list-style-type: none"> Everyday materials –classifying, identify and name, describe and compare according to material and properties (wood, metal, glass, plastic, water, rock, cardboard and paper) 		<ul style="list-style-type: none"> The human body and senses Identify and name a variety of common animals that are carnivores, herbivores and omnivores 		<ul style="list-style-type: none"> Naming a variety of common wild and garden plants including deciduous and evergreen. Identify and describe the basic structure of a variety of common flowering plants, including trees. 	
	Geography	<ul style="list-style-type: none"> Human and physical features around us including autumn and winter (school grounds) 		<ul style="list-style-type: none"> Out and about in my town (plans, signs and symbols) 		<ul style="list-style-type: none"> Weather and seasons – summer 	
	History	<ul style="list-style-type: none"> How schools have changed – now and then 		<ul style="list-style-type: none"> Captain Cook 		<ul style="list-style-type: none"> What makes a figure significant (inc. people with disabilities) 	
	RE	<ul style="list-style-type: none"> The Christmas story – sequencing and comprehension We all have needs and emotions 		<ul style="list-style-type: none"> Christianity – study (building, artefacts, bible, people – introduce the concept of commandments) Religious story – The Good Samaritan 		<ul style="list-style-type: none"> Religious buildings and why they are special to different people 	
	Computing	<ul style="list-style-type: none"> Why do we use computers and computing considering that information is stored and not to give out their name etc. when playing games 		<ul style="list-style-type: none"> Digital art (iPads – save, retrieve, print and improve digital art) 		<ul style="list-style-type: none"> Direct a Bee-bot to a specific destination – ensuring the programming is careful and successful 	
Creative development	Art	<ul style="list-style-type: none"> Andy Goldsworthy – natural materials to make pictures (collage) Printing with a range of everyday materials 		<ul style="list-style-type: none"> Sculptures (Anthony Gormley) Drawing - Local sketches 		<ul style="list-style-type: none"> Pastel work – weather and seasons 	
	DT	<ul style="list-style-type: none"> Evaluate, design and make pop up cards. Complete by making Christmas cards 		<ul style="list-style-type: none"> Invent and build a city/small world using our knowledge of buildings (structures and strength). 		<ul style="list-style-type: none"> Looking at bought sandwiches and then design own sandwich (fillings and breads e.g. buns, wraps, loaves, pittas) Link to picnic Make a small world garden. 	
	Music	<ul style="list-style-type: none"> Categorise percussion instruments and how they can be played Improvisation – making choices about sounds and instruments – linking to Christmas 		<ul style="list-style-type: none"> Sea shanties? Sound stories – listen and contribute 		<ul style="list-style-type: none"> Composing music using symbols and pictures (e.g. two tambourines, 1 bang of the drum) Performing – using knowledge from the previous terms 	
Personal development, health and wellbeing		<ul style="list-style-type: none"> Good to be me Getting on and falling out 		<ul style="list-style-type: none"> Celebrating differences Managing risks and making choices 		<ul style="list-style-type: none"> Me and my community Who works in our community? 	
Physical and sensory development		<ul style="list-style-type: none"> Agility skills to support athletics including teaching running technique and using ladders, mini hurdles to change direction. Dance – awareness of rhythm, move bodies and use instruments to develop rhythm in movements. 		<ul style="list-style-type: none"> Development of kicking skills to include partner work, dribbling and kicking at a goal area. Balancing and stretching – jumping, sliding, rolling. moving over, under and on apparatus 		<ul style="list-style-type: none"> Kicking/running with purpose and direction in team games – coordination (kick rounder's) Athletics – running and jumping 	

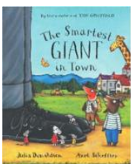



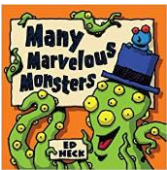
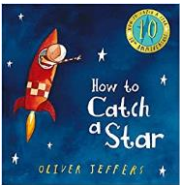
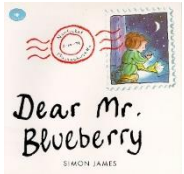
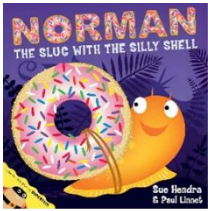
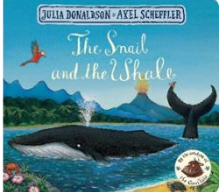
Discovery Special Academy Year 3/4 Themes B 2021-2022



		Autumn		Spring		Summer	
Communication, language and literacy (See book spine)		Narrative Non-chronological report Poetry	Narrative Letters/postcards Poetry	Narrative Recount Poetry	Narrative Non-chronological report Poetry	Narrative Poetry Instructions	Narrative Recount Poetry
Mathematical understanding		Personalised learning (PIVATS)		Personalised learning (PIVATS)		Personalised learning (PIVATS)	
Understanding the world around me	Science	<ul style="list-style-type: none"> Changing materials, bending, squashing and squeezing Weather and seasons – autumn and winter 		<ul style="list-style-type: none"> fish, amphibians, reptiles, birds and mammals – identify, name, classify and describe/compare their structure 		<ul style="list-style-type: none"> Naming a variety of common wild and garden plants including deciduous and evergreen. What plants need to grow (including temperature) and how seeds and bulbs grow into mature plants 	
	Geography	<ul style="list-style-type: none"> Continents, oceans and the UK within the world (exploring maps, atlases and globes within this context, signs and symbols reinforcement) 		<ul style="list-style-type: none"> Weather and seasons - spring 		<ul style="list-style-type: none"> Coast and country (human and physical, locational, place knowledge) 	
	History	<ul style="list-style-type: none"> What was life like for a mining family 		<ul style="list-style-type: none"> How has Middlesbrough changed? (trip to Beamish/Preston Park) 		<ul style="list-style-type: none"> Henry Pease – founder of Saltburn (seasides) 	
	RE	<ul style="list-style-type: none"> Judaism – study (building, artefacts, religious text) Advent/Christmas Story 		<ul style="list-style-type: none"> Spring festivals around the world (Holi) Looking after the world around us/living things 		<ul style="list-style-type: none"> Religious stories – feeding the five thousand Caring for others/how can we help each other? 	
	Computing	<ul style="list-style-type: none"> Algorithms – understanding how to build up and deconstruct to make a working algorithm for someone else to follow (Barefoot lego lessons) 		<ul style="list-style-type: none"> Make a poster (e.g. health and hygiene link/online safety, either on power point, publisher, word) 		<ul style="list-style-type: none"> Using computing to research – online safety and safe searching using the right vocabulary and just because you find information doesn't mean it is reliable 	
Creative development	Art	<ul style="list-style-type: none"> Painting – Mondrian (colour mixing) Decoupage (cards, jars, boxes) 		<ul style="list-style-type: none"> Drawing and shading Weaving (simple shapes eg butterfly) 		<ul style="list-style-type: none"> Decorate pebbles/stones – using colour and patterns (link back to prior learning) 	
	DT	<ul style="list-style-type: none"> Rain catcher Windmill (paper, card – see which works better) Clay work – tea light holder 		Building bridges – design and assemble and make stronger (linked to the transporter and how Middlesbrough has changed)		Salads – looking at where food comes from (what can you grow in uk garden?) Evaluate, design and make	
	Music	<ul style="list-style-type: none"> Creating own simple compositions, carefully selecting sounds – voices and instrument Listen to and describe music – Christmas music (describing musical experiences, using phrases or statements, combining a small number of words, signs, symbols or gestures) 		Respond to vocabulary eg. Symbols and signs that relate to pitch (higher, lower) Respond to vocabulary eg. Symbols and signs that relate to tempo, dynamics (faster, slower, louder)		Listen carefully to songs and music and describe how music makes us feel. Performing – using knowledge from the previous terms	
Personal development, health and wellbeing		<ul style="list-style-type: none"> Independence and responsibilities My identity and that of others 		<ul style="list-style-type: none"> Health and hygiene (including benefits of exercise, introduction to mental wellbeing) Out and about in the community – boundaries and keeping safe 		<ul style="list-style-type: none"> Growing up Balanced diet 	
Physical and sensory development		<ul style="list-style-type: none"> Agility skills to support athletics using throwing skills learned in KS1, introduce overarm throw, bounce throw. Connect simple dance movements/patterns 		<ul style="list-style-type: none"> Bats and balls – hand eye coordination Balancing and stretching, learn and refine a variety of basic gymnastics shapes, jumps and balances. 		<ul style="list-style-type: none"> Kicking, throwing, rolling and bouncing balls at a target – coordination Athletics – throwing and targets 	

Discovery Special Academy Y3/4 Book Spine 2020-2022



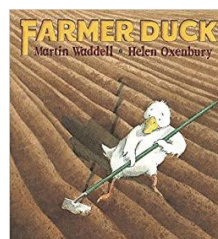
	Cycle A (2020-2021)	Cycle B (2021-2022)
Autumn	   	<p>Owl Babies</p> <p>The Magic Porridge Pot</p> <p>The Snowman and the Snow Dog</p>
Spring	   	<p>The Queen's Hat</p> <p>Lost and Found</p> <p>The Jolly Postman</p>
Summer	 	<p>Bog Baby</p> <p>The Selfish Crocodile</p>



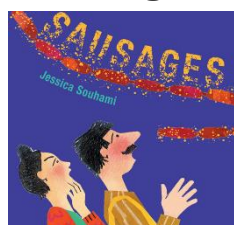
Shh! We have a plan



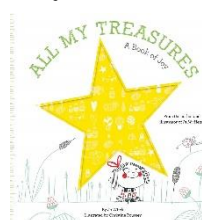
Farmer Duck



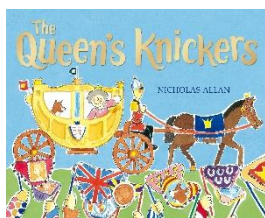
Sausages



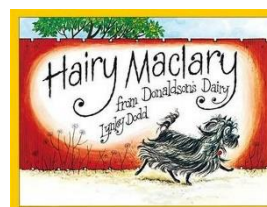
All My Treasures



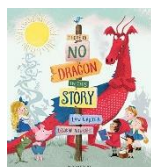
The Queen's Knickers



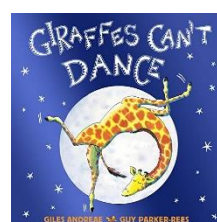
Hairy Maclary



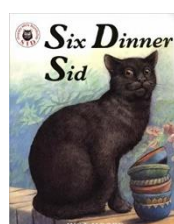
There's no dragon in this story



Giraffe's Can't Dance



Six Dinner Sid



Barry the Fish with Fingers





	Autumn 1 (8 weeks)	Autumn 2 (7 weeks)	Spring 1 (6 weeks)	Spring 2 (5 weeks)	Summer 1 (7 weeks)	Summer 2 (6 weeks)
1	Genre: Narrative Smartest Giant in Town	Genre: Narrative The Three Billy Goats Gruff	Genre: Narrative Where the Wild Things Are	Genre: Narrative How to catch a Star	Genre: Narrative Norman the Slug with the Silly Shell	Genre: Narrative The Snail and The Whale
2	Genre: Narrative Smartest Giant in Town	Genre: Narrative The Three Billy Goats Gruff	Genre: Narrative Where the Wild Things Are	Genre: Narrative How to catch a Star	Genre: Narrative Norman the Slug with the Silly Shell	Genre: Narrative The Snail and The Whale
3	Genre: Narrative Smartest Giant in Town	Genre: Non -Narrative Instructions (introduction) Billy Goats Gruff: How to cross a Bridge safely	Genre: Narrative Where the Wild Things Are	Genre: Non Narrative Form: Letter Writing Dear Mr. Blueberry	Genre: Narrative Norman the Slug with the Silly Shell	Genre: Narrative The Snail and The Whale
4	Genre: Narrative Smartest Giant in Town	Genre: Non -Narrative Instructions DT (pop up cards)	Genre: Non Narrative Form: Recount History Focus (Captain Cook birthplace visit)	Genre: Non Narrative Form: Letter Writing Dear Mr. Blueberry	Genre: Poetry Kennings (round up of poetry study so far)	Genre: Non Narrative Form: Recount RE Focus (Visit to local faith building)
5	Genre: Poetry Rhythm and Rhyme memorise/perform Nursery and funny rhymes	Poetry Rhythm and Rhyme Similes	Genre: Non Narrative Form: Recount History Focus (Captain Cook birthplace visit)	Genre: Non Narrative Form: NC Report History Focus (Captain Cook)	Genre: Poetry Kennings (round up of poetry study so far)	Genre: Non Narrative Form: Recount RE Focus (Visit to local faith building)
6	Genre: Poetry Rhythm and Rhyme memorise/perform Nursery and funny rhymes	Genre: Narrative The Snowman	Genre: Poetry Alliteration		Genre: Non -Narrative NC Report History topic focus (Historical Figure)	Poetry Pattern and Rhyme Performing favourites
7	Genre: Non -Narrative NC Report History topic focus (now and then)	Genre: Narrative The Snowman			Genre: Non -Narrative Instructions DT (how to make a sandwich)	
8	Genre: Non -Narrative NC Report History topic focus (now and then)					



	Autumn 1 (8 weeks)	Autumn 2 (7 weeks)	Spring 1 (6 weeks)	Spring 2 (5 weeks)	Summer 1 (7 weeks)	Summer 2 (6 weeks)
1	Genre: Narrative Owl Babies	Genre: Narrative The Magic Porridge Pot	Genre: Narrative The Queen's Hat	Genre: Narrative Lost and Found	Genre: Narrative Bog Baby	Genre: Narrative The Selfish Crocodile
2	Genre: Narrative Owl Babies	Genre: Narrative The Magic Porridge Pot	Genre: Narrative The Queen's Hat	Genre: Narrative Lost and Found	Genre: Narrative Bog Baby	Genre: Narrative The Selfish Crocodile
3	Genre: Narrative Owl Babies	Genre: Non-Narrative Instructions (introduction) The Magic Porridge Pot: How to make porridge	Genre: Narrative The Queen's Hat	Genre: Non Narrative Form: Letter Writing The Jolly postman	Genre: Narrative Bog Baby	Genre: Narrative The Selfish Crocodile
4	Genre: Narrative Owl Babies	Genre: Non-Narrative Instructions DT (how to make a windmill)	Genre: Non Narrative Form: Recount History Focus (Preston park visit)	Genre: Non Narrative Form: Letter Writing The Jolly Postman	Genre: Poetry Kennings (round up of poetry study so far)	Genre: Non Narrative Form: Recount RE Focus (Visit to local faith building)
5	Genre: Poetry Rhythm and Rhyme memorise/perform Nursery and funny rhymes	Poetry Rhythm and Rhyme Similes	Genre: Non Narrative Form: Recount History Focus (Preston park visit)	Genre: Non Narrative Form: NC Report History Focus (Middlesbrough - now and then)	Genre: Poetry Kennings (round up of poetry study so far)	Genre: Non Narrative Form: Recount RE Focus (Visit to local faith building)
6	Genre: Poetry Rhythm and Rhyme memorise/perform Nursery and funny rhymes	Genre: Narrative The Snowman and the Snow Dog	Genre: Poetry Alliteration		Genre: Non-Narrative NC Report History topic focus (Historical Figure)	Poetry Pattern and Rhyme Performing favourites
7	Genre: Non-Narrative NC Report History topic focus (mining families)	Genre: Narrative The Snowman and the Snow Dog			Genre: Non-Narrative Instructions DT (how to make a salad)	
8	Genre: Non-Narrative NC Report History topic focus (mining families)					



	Autumn 1 (8 weeks)	Autumn 2 (7 weeks)	Spring 1 (6 weeks)	Spring 2 (5 weeks)	Summer 1 (7 weeks)	Summer 2 (6 weeks)
1	Number	Number	Number	SSM	Number	Number
2	Number	Number	Number	Number	Number	Number
3	SSM	SSM	Using and applying/Data	Number	SSM	Using and applying/Data
4	SSM	SSM	Number	Using and applying/Data	SSM	Number
5	Number	Number	Number	Number	Number	Number
6	Number	Number	SSM	Number	Number	SSM
7	Using and applying/Data	Using and applying/Data				Number
8	Number					

NB: Using and applying should be evident across the maths curriculum.

Data will also be taught through science, geography and history.



		Autumn		Spring		Summer	
Communication, language and literacy (See book spine)		Instructions Narrative Poetry	Narrative Non-chronological report Explanation	Narrative Recount Poetry	Narrative Non-chronological report	Narrative Persuasion Poetry	Explanation Narrative Poetry
Mathematical understanding		Personalised learning (PIVATS)		Personalised learning (PIVATS)		Personalised learning (PIVATS)	
Understanding the world around me	Science	<ul style="list-style-type: none"> Rocks and soils including fossils Changing materials reversible and irreversible changes (making toast, ice, baking, bi carbonate soda and vinegar) 		<ul style="list-style-type: none"> Notice that animals, including humans, have offspring which grow into adults Identify that humans and some other animals have skeletons and muscles for support, protection and movement 		<ul style="list-style-type: none"> Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant 	
	Geography	<ul style="list-style-type: none"> Describe and understand physical geography (rivers and water cycles) 		<ul style="list-style-type: none"> Weather study – seasonal and daily patterns in the UK, location of hot and cold of the world – equator, north and south poles 		<ul style="list-style-type: none"> Map study, compass, simple orienteering 	
	History	<ul style="list-style-type: none"> Mary Anning (archaeology) 		<ul style="list-style-type: none"> British history heroes- Florence Nightingale/ Mary Jane Seacole 		<ul style="list-style-type: none"> Local history study- The Transporter Bridge 	
	RE	<ul style="list-style-type: none"> Religious stories linked to Diwali, Hanukkah Christmas Story – how much do they recall Compare and contrast Christmas and other festivals of light? 		<ul style="list-style-type: none"> Hinduism – study (building, artefacts, religious text) Why do religions have sacred animals? 		<ul style="list-style-type: none"> Multicultural Britain (including those with religion and not) Love thy neighbour (Commandments) 	
	Computing	<ul style="list-style-type: none"> Digital photography – use camera, download, save, retrieve, print 		<ul style="list-style-type: none"> Power point about online safety 		<ul style="list-style-type: none"> Directing screen robots by writing algorithms 	
Creative development	Art	<ul style="list-style-type: none"> Photography – Joe Cornish, local gallery visit Surface decoration – fabric paints, pens etc 		<ul style="list-style-type: none"> Cultural art – African art and Indian art 		<ul style="list-style-type: none"> Trevor Grimshaw – industrial art (drawing) 	
	DT	<ul style="list-style-type: none"> 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 volcano 		<ul style="list-style-type: none"> Food around the world – cultural link – where does food come from? 		<ul style="list-style-type: none"> Felting – make poppy fields 	
	Music	<ul style="list-style-type: none"> Expressive singing, chants and rhymes Creating own music using voices and instruments 		<ul style="list-style-type: none"> Music from around the world – listen with concentration and develop an understanding of live and recorded music (African and Indian) 		<ul style="list-style-type: none"> Rhythm, pitch and tempo Musical performance - bringing together what they have learned with voices, instruments and listening. 	
Personal development, health and wellbeing		<ul style="list-style-type: none"> Me and my community Medicines and risks in the home 		<ul style="list-style-type: none"> How do I keep healthy? (inc. food, exercise, sleep, sun safety and mental health) Understand and practice road safety 		<ul style="list-style-type: none"> Changing me (puberty) Keeping safe and finding help (inc. calling emergency services) 	
Physical and sensory development		<ul style="list-style-type: none"> Dance – energy in our bodies through dance, hard and gentle motions. Bounce, sway, explode, shake etc Skipping – agility, coordination, fitness 		<ul style="list-style-type: none"> Balancing and stretching, focus on floor movements using balance and core strength Swimming 		<ul style="list-style-type: none"> Team games – kick ball, tag rugby Athletics – discus, javelin, long jump, mini hurdles, bean bag height and distance throw 	



		Autumn		Spring		Summer	
Communication, language and literacy (See book spine)		Instructions Narrative Poetry	Narrative Non-chronological report Explanation	Narrative Recount Poetry	Narrative Non-chronological report	Narrative Persuasion Poetry	Explanation Narrative Poetry
Mathematical understanding		Personalised learning (PIVATS)		Personalised learning (PIVATS)		Personalised learning (PIVATS)	
Understanding the world around me	Science	<ul style="list-style-type: none"> Investigating materials and suitability for purpose (wood, metal, glass, plastic, rock, paper, cardboard, water) 		<ul style="list-style-type: none"> Find out about and describe the basic needs of animals, including humans, for survival (water, food and air) Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene 		<ul style="list-style-type: none"> Identify the parts of a plant roots, stem, trunk, leaves, flowers and explore how water is transported through plants 	
	Geography	<ul style="list-style-type: none"> UK – countries, capital cities, surrounding oceans and locating these on maps, globes, atlases 		<ul style="list-style-type: none"> Contrasting non-European country (focus on the human geography of places) 		<ul style="list-style-type: none"> Describe and understand physical geography (mountains, volcanoes and earthquakes) 	
	History	<ul style="list-style-type: none"> The Great Fire of London 		<ul style="list-style-type: none"> The history of the Paralympics 		<ul style="list-style-type: none"> Queen Elizabeth II – why is our monarch important (garden party) 	
	RE	<ul style="list-style-type: none"> Islam - study (building, artefacts, religious text) Christmas and the Epiphany 		<ul style="list-style-type: none"> Religious symbols In depth study of Easter including Palm Sunday/Resurrection 		<ul style="list-style-type: none"> Values – where do we get our values? (If religious or not) How do these affect how we live? Begin with school values 	
	Computing	<ul style="list-style-type: none"> Make moving vehicles – robots, wheels and axles 		<ul style="list-style-type: none"> Research and store key points 		<ul style="list-style-type: none"> Computing in our wider community 	
Creative development	Art	<ul style="list-style-type: none"> Weaving a basket Textural collage – inspired by local artist Lucy Pittaway 		<ul style="list-style-type: none"> Fabric printing Giuseppe Arcimboldo – pictures with fruit and vegetables 		<ul style="list-style-type: none"> Tie dye (link to DT T-shirts) Photography (plants, garden party) 	
	DT	<ul style="list-style-type: none"> Make a fire engine with moving parts and mechanisms – wheels and axles Seasonal stockings – evaluate different stockings, design and make – textiles using a template Design and make a Christmas decoration 		<ul style="list-style-type: none"> Healthy eating and hygiene – evaluate healthy meals and design a healthy meal 		<ul style="list-style-type: none"> Textiles – evaluate and design t-shirts (paint, sew, link to art tie dye) Design and make a pizza, evaluate pizzas first 	
	Music	<ul style="list-style-type: none"> Music from the past – jazz/classical/folk/big band – and talk about it Traditional and festive music 		<ul style="list-style-type: none"> Rhythm, pitch and tempo 		<ul style="list-style-type: none"> Tuned instruments – bells, glockenspiel, xylophone Musical performance - bringing together what they have learned with voices, instruments and listening. 	
Personal development, health and wellbeing		<ul style="list-style-type: none"> Peer pressure and social media My future (PFA) 		<ul style="list-style-type: none"> How can I keep myself safe offline How can I keep myself safe online 		<ul style="list-style-type: none"> Changing me (puberty) Managing changes (transition link) 	
Physical and sensory development		<ul style="list-style-type: none"> Dance – use a range of movement and patterns to combine dance elements working with partners. Archery – coordination and control 		<ul style="list-style-type: none"> Balance and coordination, introduce turn, twist, spin, rock and roll and link these into movement patterns Swimming 		<ul style="list-style-type: none"> Team games – dodge ball, boccia Outdoor and adventurous activities (including on site residential, forest schools) 	

Discovery Special Academy Y5/6 Book Spine 2020-2022



	Cycle A (2020-2021)	Cycle B (2021-2022)
Autumn	After the Storm Stone Soup Polar Express	The Rescue Party The Lighthouse Keepers Lunch The Crayons Christmas
Spring	Oi Get off Our Train The Day the Crayons Quit After the Fall	Leaf Meerkat Mail Augustus and His Smile
Summer	Voices in the Park Chalk	The Tunnel Tuesday



	Autumn 1 (8 weeks)	Autumn 2 (7 weeks)	Spring 1 (6 weeks)	Spring 2 (5 weeks)	Summer 1 (7 weeks)	Summer 2 (6 weeks)
1	Genre: Narrative After the Storm	Genre: Narrative Stone Soup	Genre: Narrative Oi Get off our Train!	Genre: Narrative After the Fall	Genre: Narrative Voices	Genre: Narrative Chalk
2	Genre: Narrative After the Storm	Genre: Narrative Stone Soup	Genre: Narrative Oi Get off our Train!	Genre: Narrative After the Fall	Genre: Narrative Voices	Genre: Narrative Chalk
3	Genre: Narrative After the Storm	Genre: Non -Narrative Instructions How to make vegetable soup	Genre: Non Narrative Form: Letter Writing The Day the Crayons Quit	Non Narrative Form: NC Report History Focus (British Heroes)	Genre: Narrative Voices	Genre: Narrative Chalk
4	Genre: Narrative After the Storm	Genre: Non -Narrative Instructions DT (design and make a Christmas decoration)	Genre: Non Narrative Form: Letter Writing The Day the Crayons Quit	Non Narrative Form: NC Report History Focus (British Heroes)	Genre: Poetry Acrostics (round up of poetry study so far)	Genre: Non Narrative Form: Explanation Science Focus (flowering plants)
5	Genre: Poetry Similes	Poetry Alliteration	Genre: Non Narrative Form: Recount Science focus (educational visit)	Genre: Poetry Metaphors	Genre: Poetry Acrostics (round up of poetry study so far)	Genre: Non Narrative Form: Explanation Science Focus (flowering plants)
6	Genre: Poetry Kennings	Genre: Narrative Polar Express	Genre: Non Narrative Form: Recount Science focus (educational visit)		Genre: Non -Narrative Form: Persuasion (Real life context)	Poetry Pattern and Rhyme Performing favourites
7	Genre: Non -Narrative NC Report History topic focus (Mary Anning)	Genre: Narrative Polar Express			Genre: Non -Narrative Form: Persuasion (Real life context)	
8	Genre: Non -Narrative NC Report History topic focus (Mary Anning)					



	Autumn 1 (8 weeks)	Autumn 2 (7 weeks)	Spring 1 (6 weeks)	Spring 2 (5 weeks)	Summer 1 (7 weeks)	Summer 2 (6 weeks)
1	Genre: Narrative The Rescue Party	Genre: Narrative The Lighthouse Keepers Lunch	Genre: Narrative Leaf	Genre: Narrative Augustus and His Smile	Genre: Narrative The Tunnel	Genre: Narrative Tuesday
2	Genre: Narrative The Rescue Party	Genre: Narrative The Lighthouse Keepers Lunch	Genre: Narrative Leaf	Genre: Narrative Augustus and His Smile	Genre: Narrative The Tunnel	Genre: Narrative Tuesday
3	Genre: Narrative The Rescue Party	Genre: Non –Narrative Instructions How to make a healthy picnic lunch	Genre: Non Narrative Form: Letter Writing MeerKat Mail	Non Narrative Form: NC Report History Focus (Paralympics)	Genre: Narrative The Tunnel	Genre: Narrative Tuesday
4	Genre: Narrative The Rescue Party	Genre: Non -Narrative Instructions DT (design and make a Christmas decoration)	Genre: Non Narrative Form: Letter Writing MeerKat Mail	Non Narrative Form: NC Report History Focus (paralympics)	Genre: Poetry Acrostics (round up of poetry study so far)	Genre: Non Narrative Form: Explanation Science Focus (plants)
5	Genre: Poetry Similes	Poetry Alliteration	Genre: Non Narrative Form: Recount Science focus (educational visit)	Genre: Poetry Metaphors	Genre: Poetry Acrostics (round up of poetry study so far)	Genre: Non Narrative Form: Explanation Science Focus (plants)
6	Genre: Poetry Kennings	Genre: Narrative The Crayon's Christmas	Genre: Non Narrative Form: Recount Science focus (educational visit)		Genre: Non -Narrative Form: Persuasion (Real life context)	Poetry Pattern and Rhyme Performing favourites
7	Genre: Non -Narrative NC Report History topic focus (The Great Fire of London)	Genre: Narrative The Crayon's Christmas			Genre: Non -Narrative Form: Persuasion (Real life context)	
8	Genre: Non -Narrative NC Report History topic focus (The Great Fire of London)					



	Autumn 1 (8 weeks)	Autumn 2 (7 weeks)	Spring 1 (6 weeks)	Spring 2 (5 weeks)	Summer 1 (7 weeks)	Summer 2 (6 weeks)
1	Number	Number	Number	SSM	Number	Number
2	Number	Number	Number	Number	Number	Number
3	SSM	SSM	Using and applying/Data	Number	SSM	Using and applying/Data
4	SSM	SSM	Number	Using and applying/Data	SSM	Number
5	Number	Number	Number	Number	Number	Number
6	Number	Number	SSM	Number	Number	SSM
7	Using and applying/Data	Using and applying/Data				Number
8	Number					

NB: Using and applying should be evident across the maths curriculum.

Data will also be taught through science, geography and history.



	Autumn 1								Autumn 2						
Subjects	1	2	3	4	5	6	7	8	1	2	3	4	5	6	7
Cultural Capital															
Science min 12hrs															
History min 10hrs															
Geography min 10hrs															
RE min 10hrs															
Computing min 10hrs															
Art min 8hrs															
DT min 8hrs															
Music min 8hrs															
PSHERE min 10hrs															
PE min 18hrs															

Discovery planning termly overview:

Term

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.




Understanding the world around me	Communication, Language and Literacy	Mathematical Understanding	Creative development	Physical and sensory development	Personal, Social, Health, Economic/Relationships
Science	Reading	Number	Art		
History					
Geography	Writing	Using and applying	DT		
RE					
Computing					
	Speech, language and communication	Shape, space and measure	Music		
<u>Classroom Areas</u>	<u>Classroom Areas</u>	<u>Classroom Areas</u>	<u>Classroom Areas</u>	<u>Classroom Areas</u>	<u>Classroom Areas</u>
				<u>Classroom Areas</u>	<u>Classroom Areas</u>
				Therapeutic Provision	Interventions



Medium Term Planning Semi-Formal/Plus

Using the semi-formal curriculum, pupils are provided with personalised and individualised learning approaches. After individual assessment, pupils are provided with focus targets taken from PIVATS areas, speech and language, sensory diet programmes, physiotherapy and movement programmes. 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	Understanding the world around me	Reading awareness/skills/phonics	Writing	Speech, language, communication and interaction	Mathematics functional skills (inc. SSM/UA)	Creative Development	Physical and sensory development	PSHE/Relationships
	<i>Personalised learning intentions for each child in each area are mapped out for the half term.</i>							
	<i>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.</i>							

Discovery Special Academy Medium/Short Term English Planning Semi-Formal/Plus curriculum



Block dates:

Resources:

CONTEXT FOR TEACHING AND LEARNING:

How are you revisiting previous learning/activating prior knowledge?	What previous vocabulary will they need to know?	What do you want the children to have learnt at the end of the session (including new vocabulary)?
Have you planned what you want your children to do, remember and know by the end of the session?	What are you going to do to make your children think and remember?	Can you identify any points in your lesson where misconceptions are likely to happen?

	Shared Whole class/Group learning	Teacher	TA3	TA2	Independent Tasks
Session 1					
Session 2					
Session 3					
Session 4					
Session 5					

Discovery Special Academy Medium/Short Term Mathematics Planning Semi-Formal/Plus curriculum



Block dates:

Resources:

CONTEXT FOR TEACHING AND LEARNING:

How are you revisiting previous learning/activating prior knowledge?	What previous vocabulary will they need to know?	What do you want the children to have learnt at the end of the session (including new vocabulary)?
Have you planned what you want your children to do, remember and know by the end of the session?	What are you going to do to make your children think and remember?	Can you identify any points in your lesson where misconceptions are likely to happen?

	Shared Whole class/Group learning	Teacher	TA3	TA2	Independent Tasks
Session 1					
Session 2					
Session 3					
Session 4					
Session 5					

Discovery Special Academy Medium/Short Term Subject Planning Semi-Formal/Plus curriculum



Term:

Resources:

CONTEXT FOR TEACHING AND LEARNING:

How are you revisiting previous learning/activating prior knowledge?	What previous vocabulary will they need to know?	What do you want the children to have learnt at the end of the session (including new vocabulary)?
Have you planned what you want your children to do, remember and know by the end of the session?	What are you going to do to make your children think and remember?	Can you identify any points in your lesson where misconceptions are likely to happen?

	Shared Whole class/Group learning	Teacher	TA3	TA2	Independent Tasks
Session 1					
Session 2					
Session 3					
Session 4					
Session 5					



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.

<p>1a</p> <p><i>Draw on knowledge of vocabulary to understand texts.</i></p>	<ul style="list-style-type: none"> • 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 <i>a great crunch</i>. This means that it made... (multiple choice) • '.....' This means x was (multiple choice) Tick one • The word x means. Tick one (multiple choice)
<p>1b</p> <p><i>Identify and explain key aspects of fiction and non-fiction texts, such as character, events, titles and information.</i></p>	<ul style="list-style-type: none"> • 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 <i>Identify and explain the sequence of events in texts.</i>	<ul style="list-style-type: none"> • 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 <i>Make inferences from the text.</i>	<ul style="list-style-type: none"> • 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 <i>Predict what might happen on the basis of what has been read so far.</i>	<ul style="list-style-type: none"> • 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 Semi-Formal-Plus 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: <ul style="list-style-type: none"> Conjunction: and, because Time connective: e.g. Then, Next, After that, Adjectives 	
Growing	In dialogue: <ul style="list-style-type: none"> Adjectives Conjunction: and, because Time connective: Then, Next, After that, 	In dialogue/writing when appropriate: <ul style="list-style-type: none"> Adjectives Conjunction: and, because Time connective: e.g. First, Next, After that, Then, Finally 	capital letter, full stop
Developing	In dialogue/writing: <ul style="list-style-type: none"> Adjectives Conjunction: and, because Time connective: e.g. First, Next, After that, Then, Finally, 	In writing: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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 through a multi-sensory curriculum. Learning intentions will be taken from the TVEd Semi-Formal/Plus 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 introduced 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 of 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.

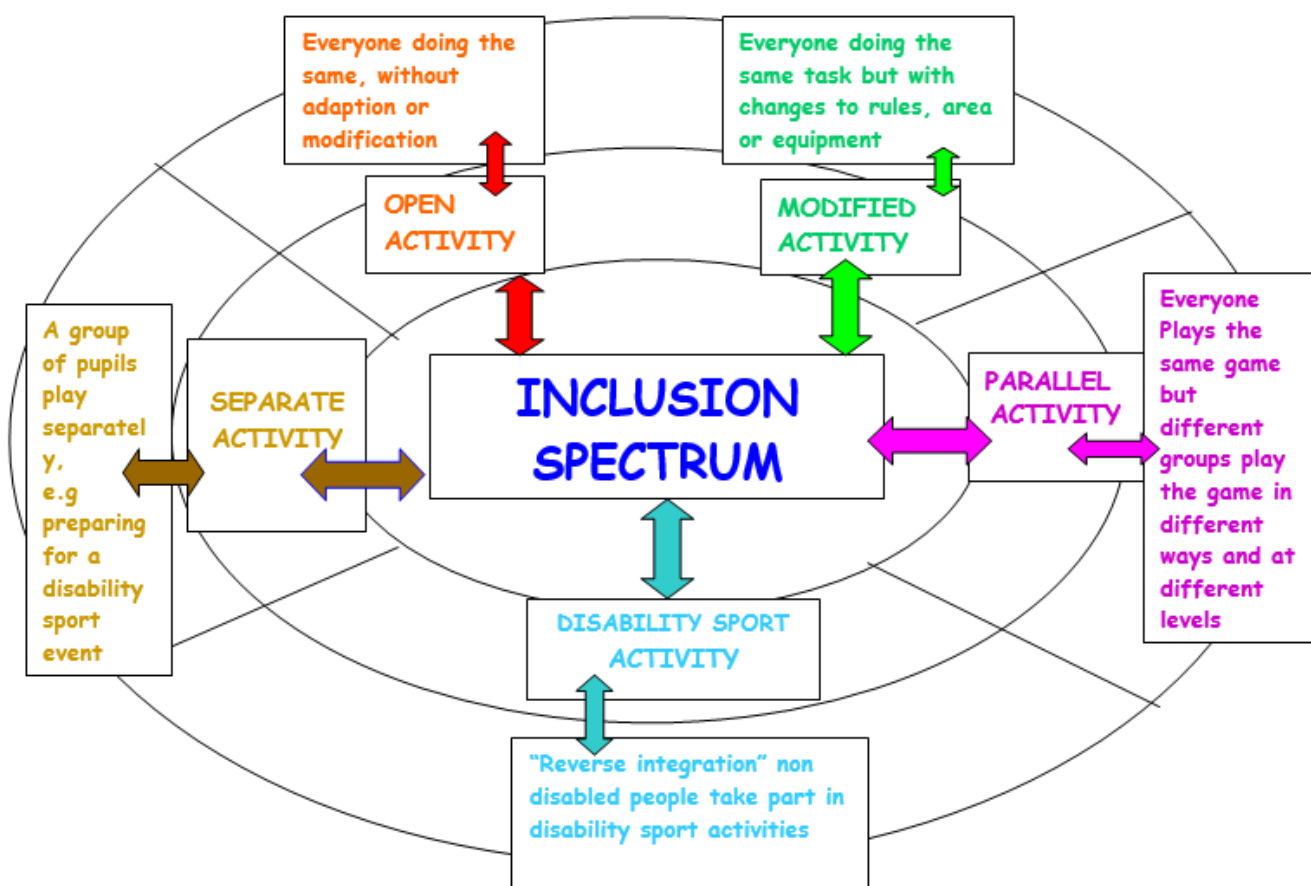
Physical education

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 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 pupils 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 play and experience musical instruments, learning how to play instruments such as xylophones and glockenspiels.

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 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	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.

	divergence of eyes and rests eyes (good for after computer work)	
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 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, health, economic (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 PSHCE 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 (rebound once we have moved to the new building in 2022) 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 subject 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 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 'Steps to Success' 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
- Augmentative and Alternative Communication (AAC)
- Intensive 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 (assistive 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.