

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

# Discovery Special Academy Y3/4 Book Spine 2020-2022



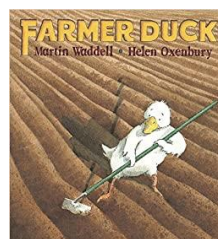
	Cycle A (2020-2021)
Autumn	
Spring	
Summer	



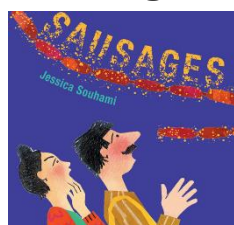
## Shh! We have a plan



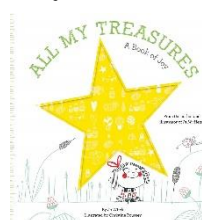
## Farmer Duck



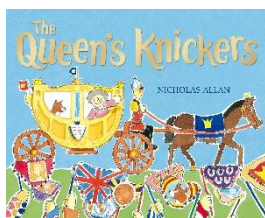
## Sausages



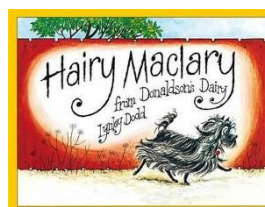
## All My Treasures



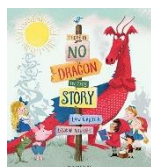
## The Queen's Knickers



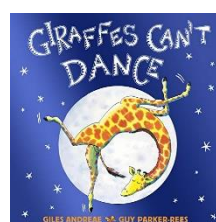
## Hairy Maclary



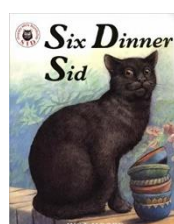
## There's no dragon in this story



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