

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 developing a sense of agency;
- 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 informal long-term planning, ensuring all learning activities are focused on the above elements within the child's personal learning plan. This 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. The aim is to create an environment where children can make choices that support health, wellbeing and a breadth of opportunities.

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).



	Autumn	Spring	Summer
Year 1/2 Cycle A	<p>All about me (my body parts)</p> <ul style="list-style-type: none"> Identify body parts Who am I? Who is in my class? My likes and dislikes 	<p>Farm Animals</p> <ul style="list-style-type: none"> What lives on a farm Sounds and textures Food from farms What animals are born in spring? 	<p>Transport</p> <ul style="list-style-type: none"> How I get to school What's in the air/sea/land? What transport is fast and slow?
	<p>Books: Ouch I need a plaster, Barry the Fish with Fingers, The Gingerbread Man, Elmer, The Snowman.</p>	<p>Books: Little Red Hen, Cock- a Moo-Moo, Farmer duck, Oh Dear!</p>	<p>Books: The Train Ride, Mr Gumpy's Outing, A Dragon in a Wagon, Duck in a Truck.</p>
	<p>Festivals & Celebrations: Diwali, Advent, Bonfire Night, Christmas, Harvest Festival</p>	<p>Festivals & Celebrations: Hanamatsuri, Chinese New Year, Valentine's Day, Shrove Tuesday, Holi, Mother's Day, Ramadan, Easter</p>	<p>Festivals & Celebrations: Eid, Father's Day, Queens Birthday, Summer solstice, Olympics, World Cup, Euros, Independence Day</p>
Year 1/2 Cycle B	<p>All about my school</p> <ul style="list-style-type: none"> Who is in my school – our school community What I like to do, what do I find difficult How I learn Daily routine 	<p>My Family</p> <ul style="list-style-type: none"> Who is in my family? My classmate's family? Does your family have pets? What do you like to do as a family? 	<p>Under the Sea</p> <ul style="list-style-type: none"> What lives under the sea? How do we keep the sea clean? Basic characteristics of sea creatures compared to land animals e.g. fins vs hands
	<p>Books: Spot Goes to School, Zog, The Colour Monster goes to School, Shark in the Park, Shhh!</p>	<p>Books: Goldilocks and the Three Bears, The Tiger who came to Tea. Peace at Last, The Gruffalo's Child.</p>	<p>Books: The Rainbow Fish, Hole at the Bottom of the Sea, The Snail and the Whale, Commotion in the Ocean,</p>
	<p>Festivals & Celebrations: Diwali, Advent, Bonfire Night, Christmas, Harvest Festival</p>	<p>Festivals & Celebrations: Hanamatsuri, Chinese New Year, Valentine's Day, Shrove Tuesday, Holi, Mother's Day, Ramadan, Easter</p>	<p>Festivals & Celebrations: Eid, Father's Day, Queens Birthday, Summer solstice, Olympics, World Cup, Euros, Independence Day</p>



Year 3/4 Cycle A	<p>All About me</p> <ul style="list-style-type: none"> • How my body works • Eating – healthy foods • How am I different? • How do I Grow? • How do I help people? 	<p>Minibeasts</p> <ul style="list-style-type: none"> • What lives in the garden, • Simple life cycles (butterfly) • Identify parts of minibeast • Bug hotels and homes for insects 	<p>Buildings</p> <ul style="list-style-type: none"> • Where do I live? • Different materials • Habitats • Buildings in our community
	<p>Books: Funnybones, The Highway Rat, The Three Billy Goats Gruff, Titch, Going on an Elf Chase.</p>	<p>Books: The Very Hungry Caterpillar, The Very Busy Spider, Norman the Slug, What the Ladybird Heard.</p>	<p>Books: The Three Little Pigs, A Squash and a Squeeze, Sharing a Shell, Hansel and Gretel.</p>
	<p>Festivals & Celebrations: Diwali, Advent, Bonfire Night, Christmas, Harvest Festival</p>	<p>Festivals & Celebrations: Hanamatsuri, Chinese New Year, Valentine's Day, Shrove Tuesday, Holi, Mother's Day, Ramadan, Easter</p>	<p>Festivals & Celebrations: Eid, Father's Day, Queens Birthday, Summer solstice, Olympics, World Cup, Euros, Independence Day</p>
Year 3/4 Cycle B	<p>The living world</p> <ul style="list-style-type: none"> • Plants and growth • Where does food come from? • How do plants grow? • Basic Life Cycles, • What happens in Autumn? 	<p>People who help us in the community</p> <ul style="list-style-type: none"> • Doctors, other medical professionals • Extended family • Friends • Community workers e.g. postal service, fire/police service 	<p>Forest</p> <ul style="list-style-type: none"> • What animals live in the trees? • Forest sounds • What animals live on or under the forest floor? • Why are trees and leaves important?
	<p>Books: Jack and Beanstalk, Jasper's Beanstalk, The Enormous Turnip, Veg patch Party, Dear Santa.</p>	<p>Books: The Jolly Postman, Burglar Bill, The Smartest Giant in Town, The Selfish crocodile.</p>	<p>Books: Stickman, Owl Babies, The Gruffalo, Little Red Riding Hood.</p>
	<p>Festivals & Celebrations: Diwali, Advent, Bonfire Night, Christmas, Harvest Festival</p>	<p>Festivals & Celebrations: Hanamatsuri, Chinese New Year, Valentine's Day, Shrove Tuesday, Holi, Mother's Day, Ramadan, Easter</p>	<p>Festivals & Celebrations: Eid, Father's Day, Queens Birthday, Summer solstice, Olympics, World Cup, Euros, Independence Day</p>



Year 5/6 Cycle A	<p>All About me</p> <ul style="list-style-type: none"> • How do I take care of myself? • Personal hygiene • Healthy lifestyles – being active, healthy foods • Emotions • I belong (family/school/community) 	<p>Jungle Animals</p> <ul style="list-style-type: none"> • What happens and lives in the jungle? • Features in the jungle environment • What does it feel like in the jungle? • Jungle sounds 	<p>Space and Planets</p> <ul style="list-style-type: none"> • What is a planet? • How to we explore space? • What does space look like? • Identify some space features e.g. sun, star, moon
	<p>Books: The Colour Monster, Not Now Bernard, On the Way Home, You must Bring a Hat, The Jolly Christmas Postman.</p>	<p>Books: Rumble in the Jungle, Giraffes can't Dance, Monkey Puzzle, Stop Elephant Stop.</p>	<p>Books: Whatever Next, How to Catch a Star, Aliens love Underpants, Star in the Jar.</p>
	<p>Festivals & Celebrations: Diwali, Advent, Bonfire Night, Christmas, Harvest Festival</p>	<p>Festivals & Celebrations: Hanamatsuri, Chinese New Year, Valentine's Day, Shrove Tuesday, Holi, Mother's Day, Ramadan, Easter</p>	<p>Festivals & Celebrations: Eid, Father's Day, Queens Birthday, Summer solstice, Olympics, World Cup, Euros, Independence Day</p>
Year 5/6 Cycle B	<p>Weather, Seasons and environments</p> <ul style="list-style-type: none"> • What happens in each season? • What is the weather and how do we dress for different weather? • What happens when it gets dark? • How does the environment change? • Keeping safe in different environments 	<p>Superheroes and Special Powers</p> <ul style="list-style-type: none"> • What am I good at? • Strengths of different people • Role models, special people in our community/family • Who is my hero? 	<p>Holidays- Different places around the world.</p> <ul style="list-style-type: none"> • What do other countries look like? • Explore different cultures from around the world • How do we need to dress/what do we take with us on holiday?
	<p>Books: Going on a Bear Hunt, The Polar Express, A Dark Dark Tale, Night Monkey Day Monkey, The Snowman and the Snowdog.</p>	<p>Books: The Magic Porridge Pot, Room on the Broom, Superworm, Supertato.</p>	<p>Books: Handa's surprise, Lost and Found, The Queen's Hat, The Lighthouse Keeper's Lunch.</p>
	<p>Festivals & Celebrations: Diwali, Advent, Bonfire Night, Christmas, Harvest Festival</p>	<p>Festivals & Celebrations: Hanamatsuri, Chinese New Year, Valentine's Day, Shrove Tuesday, Holi, Mother's Day, Ramadan, Easter</p>	<p>Festivals & Celebrations: Eid, Father's Day, Queens Birthday, Summer solstice, Olympics, World Cup, Euros, Independence Day</p>

Discovery Special Academy Informal Y1/2 Book Spine 2020-2022



	Cycle A (2020-2021)	Cycle B (2021-2022)
Autumn		
Spring		
Summer		

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



	Cycle A (2020-2021)	Cycle B (2021-2022)
Autumn		
Spring		
Summer		

Discovery Special Academy Informal Y5/6 Book Spine 2020-2022



	Cycle A (2020-2021)	Cycle B (2021-2022)
Autumn		
Spring		
Summer		



Informal MAPP Planning Framework

Pupils personal MAPP targets are worked on throughout the day within the Informal Discovery Curriculum linked directly with their education EHCP outcomes. The curriculum is designed to support independent learning based in a high AAC environment through 1:1 interaction, group activities and independent learning through play. Below is an outline of the opportunity's 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' the pupils access their targets across the entire day allowing for far more frequent learning opportunities.



EHCP education outcomes		
MAPP Target	How can you help me achieve my target	Equipment/Resources that can help me.
	•	•
	•	•
	•	•
	•	•
	•	•



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. 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

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8.40-9.00 Register					
9.05-10.15					
10.20-10.35					
10.40- 11.35					
11.40-12.45 12.45-12.55 Register 1.05-1.25					

