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).

Informal Long Term Planning Year 1 and 2



	Autumn	Spring	Summer		
Year 1/2 Cycle A	All about me (my body parts) Identify body parts Who am I? Who is in my class? My likes and dislikes	Farm Animals What lives on a farm Sounds and textures Food from farms What animals are born in spring?	 Transport How I get to school What's in the air/sea/land? What transport is fast and slow? 		
	Books: Ouch I need a plaster, Barry the Fish with Fingers, The Gingerbread Man, Elmer, The Snowman. Festivals & Celebrations: Diwali, Advent, Bonfire Night, Christmas, Harvest Festival	Books: Little Red Hen, Cock- a Moo-Moo, Farmer duck, Oh Dear! Festivals & Celebrations: Hanamatsuri, Chinese New Year, Valentine's Day, Shrove Tuesday, Holi, Mother's Day, Ramadan, Easter	Books: The Train Ride, Mr Gumpy's Outing, A Dragon in a Wagon, Duck in a Truck. Festivals & Celebrations: Eid, Father's Day, Queens Birthday, Summer solstice, Olympics, World Cup, Euros, Independence Day		
Year 1/2 Cycle B	All about my school Who is in my school – our school community What I like to do, what do I find difficult How I learn Daily routine	 My Family Who is in my family? My classmate's family? Does your family have pets? What do you like to do as a family? 	 Under the Sea 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 		
	Books: Spot Goes to School, Zog, The Colour Monster goes to School, Shark in the Park, Shhh! Festivals & Celebrations: Diwali, Advent, Bonfire Night, Christmas, Harvest Festival	Books: Goldilocks and the Three Bears, The Tiger who came to Tea. Peace at Last, The Gruffalo's Child. Festivals & Celebrations: Hanamatsuri, Chinese New Year, Valentine's Day, Shrove Tuesday, Holi, Mother's Day, Ramadan, Easter	Books: The Rainbow Fish, Hole at the Bottom of the Sea, The Snail and the Whale, Commotion in the Ocean, Festivals & Celebrations: Eid, Father's Day, Queens Birthday, Summer solstice, Olympics, World Cup, Euros, Independence Day		

Informal Long Term Planning Year 3 and 4



Year 3/4	All About me	Minibeasts	Buildings
Cycle A	How my body works	What lives in the garden,	Where do I live?
	Eating – healthy foods	Simple life cycles (butterfly)	Different materials
	How am I different?	Identify parts of minibeast	Habitats
	How do I Grow?	 Bug hotels and homes for insects 	Buildings in our community
	How do I help people?		
	Books: Funnybones, The Highway Rat, The Three Billy	Books: The Very Hungry Caterpillar, The Very Busy	Books: The Three Little Pigs, A Squash and a Squeeze,
	Goats Gruff, Titch, Going on an Elf Chase.	Spider, Norman the Slug, What the Ladybird Heard.	Sharing a Shell, Hansel and Gretel.
	Festivals & Celebrations: Diwali, Advent, Bonfire	Festivals & Celebrations: Hanamatsuri, Chinese New	Festivals & Celebrations: Eid, Father's Day, Queens
	Night, Christmas, Harvest Festival	Year, Valentine's Day, Shrove Tuesday, Holi, Mother's	Birthday, Summer solstice, Olympics, World Cup,
		Day, Ramadan, Easter	Euros, Independence Day
Year 3/4	The living world	People who help us in the community	Forest
Cycle B	 Plants and growth 	 Doctors, other medical professionals 	What animals live in the trees?
	Where does food come from?	Extended family	 Forrest sounds
	How do plants grow?	• Friends	 What animals live on or under the forest
	Basic Life Cycles,	 Community workers e.g. postal service, 	floor?
	What happens in Autumn?	fire/police service	Why are trees and leaves important?
	Books: Jack and Beanstalk, Jasper's Beanstalk, The Enormous Turnip, Veg patch Party, Dear Santa.	Books: The Jolly Postman, Burglar Bill, The Smartest Giant in Town, The Selfish crocodile.	Books : Stickman, Owl Babies, The Gruffalo, Little Red Riding Hood.
	Festivals & Celebrations: Diwali, Advent, Bonfire	Festivals & Celebrations: Hanamatsuri, Chinese New	Festivals & Celebrations: Eid, Father's Day, Queens
	1 '		
	Night, Christmas, Harvest Festival	Year, Valentine's Day, Shrove Tuesday, Holi, Mother's	Birthday, Summer solstice, Olympics, World Cup,

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Informal Long Term Planning Year 5 and 6



Year 5/6 Cycle A	All About me How do I take care of myself? Personal hygiene Healthy lifestyles – being active, healthy foods Emotions I belong (family/school/community) Books: The Colour Monster, Not Now Bernard, On the Way Home, You must Bring a Hat, The Jolly Christmas Postman.	Jungle Animals What happens and lives in the jungle? Features in the jungle environment What does it feel like in the jungle? Jungle sounds Books: Rumble in the Jungle, Giraffes can't Dance, Monkey Puzzle, Stop Elephant Stop.	 Space and Planets What is a planet? How to we explore space? What does space look like? Identify some space features e.g. sun, star, moon Books: Whatever Next, How to Catch a Star, Aliens love Underpants, Star in the Jar.
	Festivals & Celebrations: Diwali, Advent, Bonfire Night, Christmas, Harvest Festival	Festivals & Celebrations: Hanamatsuri, Chinese New Year, Valentine's Day, Shrove Tuesday, Holi, Mother's Day, Ramadan, Easter	Festivals & Celebrations: Eid, Father's Day, Queens Birthday, Summer solstice, Olympics, World Cup, Euros, Independence Day
Year 5/6 Cycle B	 Weather, Seasons and environments 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 	Superheroes and Special Powers What am I good at? Strengths of different people Role models, special people in our community/family Who is my hero?	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?
	Books: Going on a Bear Hunt, The Polar Express, A Dark Dark Tale, Night Monkey Day Monkey, The Snowman and the Snowdog. Festivals & Celebrations: Diwali, Advent, Bonfire	Books: The Magic Porridge Pot, Room on the Broom, Superworm, Supertato. Festivals & Celebrations: Hanamatsuri, Chinese New	Books: Handa's surprise, Lost and Found, The Queen's Hat, The Lighthouse Keeper's Lunch. Festivals & Celebrations: Eid, Father's Day, Queens
	Night, Christmas, Harvest Festival	Year, Valentine's Day, Shrove Tuesday, Holi, Mother's Day, Ramadan, Easter	Birthday, Summer solstice, Olympics, World Cup, Euros, Independence Day

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

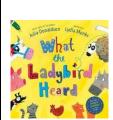


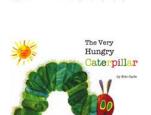
	Cycle A (2020-2021)	Cycle B (2021-2022)
Autumn	Cingerbread Plaster! Shirat Shorat Shorat	Spot Goes to School In the Colour Mental Eric Hill All to School July Spit In Massi In Ma
Spring	* FIRST FAVOURITE TALES *	WILL DONALDSON-AYEL SCHEPLIE
	The Little Red Hen A lift-the-flop book Rod Campbell	RUFFALO'S CHILD The Tiger Who Came to Tea Judith Kerr
Summer	DUCK in 60% TRUCK Jeta Burningham Mr Gumpy's Outing	The Snall und the I Shall
	The Train Ride A Dragon in a Wagon About the war of the standard Jean Crebbin America Stephen Lambert	A Hole In the Bottom of the Sea Cites Audrese & David Wejtanyes *

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

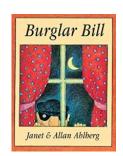


	Cycle A (2020-2021)	Cycle B (2021-2022)
Autu		
mn	Highway Rat Dypat Hutchins Janet & Allan Ahlberg FUNNYBONES O Registric Prof. Consuming Table Goals Gruff Goals Gruf	Jack and the Beanstalk Nid Darri Supen Turk VEG PATCH DART VALABLE FORES B AL MURRY Nick Encarront & Mick Integer
Spring		
	THE SLUT WITH THE SILLY SHELL	THE JOLLY POSTMAN or Other People's Letters









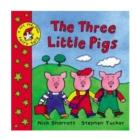




Summ er

















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



	Cycle A (2020-2021)	Cycle B (2021-2022)
Autumn	The Colour Moust Moust Moust Postrat and apparent apparent apparent appar	A DARK DARK TALE Showing And the Showing And
Spring	CIRAFFES CANT COLES ACCIONAL NO COY PARCE RES STOP, ELEPHANT, EL	Room on the Broom SUPERIOR O Colybrid first favourite talts The Magic Portid ge Pot The Magic Pot The
Summer	WHATEVEN NEXTS JILL MURPHY THE STAR BARE Aliens Love Underpants How to Catch a Star OCIVER SEIFERS Chirc Freedman & Ren Cort	The Lighthouse Keeper's Lunch 40 THE QUEEN'S HAT Southard

DISCOVERY

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.

PICTURE OF CHILD

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.

<u>Creative development</u> <u>Art, music, DT based Activities</u>



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

<u>Physical and Sensory development</u> <u>PE, movement, gross and fine motor skills</u>

Independence, personal and social development Relationships and PSHCE Activities Communication and Interaction English based Activities

Discovery Special Academy

Informal Timetable

Date

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					

Weekly Planning - Week Commencing

Adult led

Name of adult	
AM 1 Pre-literacy skills	
AM 2	
Numeracy skills	

Morning Independent Thinking and Learning - repeat all week.

Area		
AM 1 Pre-literacy skills AM 2 Numeracy skills		
Pre-literacy		
skills		
AM 2		
Numeracy		
skills		

Afternoon - Daily Focus

Monday	Monday		Tuesday Wednesday		,	Thursday			Friday				
Creative development Art		Creative development Music		Creative/physical DT		Creative/physical/TL/DT DT			Physical and Sensory development				
Activity													
Name of adult													