

Discovery Special Academy



Serm-formal Curriculum Overview

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, the 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 are taught to read through the teaching of initial sound recognition and oral blending (Phase 1). When confident in this stage, pupils then learn how to read words using Read write Inc. approach (Phase 2). A whole word approach to reading tricky words is also used and emphasised supported with Makaton actions.

Once children transition to a semi-formal+ pedagogy, they will begin to work with sentence types and comprehension question formats as outlined on pages 56 - 58. 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, moving into pictorial and abstract once children are developmentally ready. 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 and retrieve knowledge will be purposely built into learning to aid independence, fluency and maintenance. Statistics will be reinforced and taught through science and humanities.

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. In the early stages of the semi-formal curriculum (year 1/2), subjects will be taught through a combination of subject experiences and the teaching of key facts (including key vocabulary) with an emphasis on knowing more and doing more, building the foundations of the semi-formal curriculum. As pupils progress through the semi-formal curriculum, the teaching of key subject knowledge will be fully developed and pupils will know more, remember more and do more.

Using academy produced Knowledge Organisers, 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 appropriate frameworks.

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 KS2 Themes B 2021-2022



		Autumn		Spring		Summer	
Communication, language and literacy (See book spine)		Narrative Non-chronological report Poetry	Narrative Instructions Poetry	Narrative Recount Poetry	Narrative Letter writing Non-chronological report	Narrative Poetry Non-chronological report 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"> Coast and country (human and physical, locational place knowledge) 		<ul style="list-style-type: none"> Weather and seasons – spring/summer Weather charts 	
	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 KS2 Book Spine 2020-2022

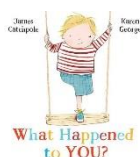


	Cycle A (2020-2021)	Cycle B (2021-2022)
Autumn		
Spring		
Summer		

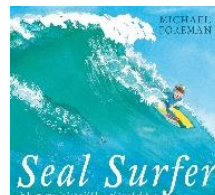
Discovery Special Academy Year KS2
Additional High Quality Texts 2021-2022 Year B



What Happened to You?



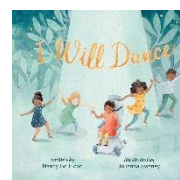
Seal Surfer



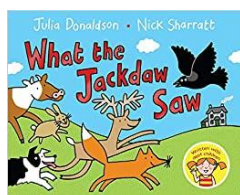
Families Around the World



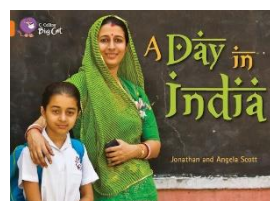
I Will Dance



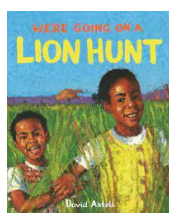
What the Jackdaw saw



A Day in India



We're Going on a Lion Hunt



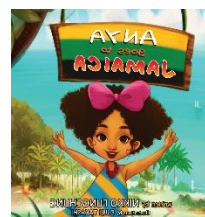
Huge Bag of Worries



There's Rice at Home



Anya goes to Jamaica





Y3/4	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)					



Y3/4	Autumn 1 (7 weeks)	Autumn 2 (7 weeks)	Spring 1 (6 weeks)	Spring 2 (6 weeks)	Summer 1 (5 weeks)	Summer 2 (7 weeks)
1	Number 2 days	Number Using and Applying	Number Using and Applying	Number Using and Applying	Number Using and Applying	Number Using and Applying
2	Number Using and Applying	Number Geometry position and direction	Number Geometry position and direction	Number Measurement (length/height, mass, temperature, capacity, money, time, sequencing events)	Number Measurement (length/height, mass, temperature, capacity, money, time, sequencing events)	Number Measurement (length/height, mass, temperature, capacity, money, time, sequencing events)
3	Number Geometry shape	Number Measurement (length/height, mass, temperature, capacity, money, time, sequencing events)	Number Measurement (length/height, mass, temperature, capacity, money, time, sequencing events)	Number Geometry position and direction	Number Geometry position and direction	Number Geometry shape
4	Number Geometry position and direction	Number Using and Applying	Number Geometry shape	Number Using and Applying	Number Geometry shape	Number Using and Applying
5	Number Measurement (length/height, mass, temperature, capacity, money, time, sequencing events)	Number Geometry shape	Number Using and Applying	Number Geometry shape	Number Using and Applying	Number Geometry position and direction
6	Number Using and Applying	Number Using and Applying	Number Statistics (data handling/sorting/mat ching/classifying/sets /tallies/ charts/graphs)	Number Statistics (data handling/sorting/mat ching/classifying/sets /tallies/ charts/graphs)		Number Measurement (length/height, mass, temperature, capacity, money, time, sequencing events)
7	Number Geometry shape	Number Statistics (data handling/sorting/matchi ng/classifying/sets/tallie s/ charts/graphs)				Number Statistics (data handling/sorting/matchi ng/classifying/sets/tallie s/ charts/graphs)
8	Number Statistics (data handling/sorting/matchi ng/classifying/sets/tallie s/ charts/graphs)					



Discovery Special Academy – Medium Term Planning



KNOWLEDGE ORGANISER - SUBJECT NAME

Theme:

Year:

Term:
Cycle:

Prior Knowledge

-
-

Key Knowledge and experiences

-

Key Vocabulary

Prior	Golden Thread	Unit specific

Cross curricular links

-

Where Next

Key questions to consider	<p>How are you revisiting previous learning/activating prior knowledge?</p> <p>What do you want the children to have learnt at the end of the session/s?</p> <p>Have you planned what you want your children to do, remember and know by the end of the session?</p> <p>What are you going to do to make your children think and remember?</p> <p>Can you identify any points in the teaching sequence where misconceptions are likely to happen?</p>	Resources
Session 1		
Session 2		
Session 3		
Session 4		
Session 5		
Session 6		

Discovery Special Academy half termly timetable

Semi-Formal/Plus Curriculum






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					
PM					
Reading Groups					
Week 1					
Week 2					
Week 3					
Week 4					
Week 5					



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.



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Pupil initials	Reading awareness/skills/ phonics	Writing	Speech, language, communication and interaction	Mathematics functional skills – Number	Mathematics functional skills - Using and Applying	Mathematics functional skills - Shape, Space and Measure
	<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



Context for the week:

Vocabulary:

When planning, think about: How you are linking to and activating prior learning:

	Shared Whole class/Group learning	Teacher	TA1	TA2	Independent Tasks/Resources/retrieval practice
Session 1					
Session 2					
Session 3					
Session 4					
Session 5					

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



Context for the week:

Vocabulary:

	Shared Whole class/Group learning W.C	Teacher Focus children	TA1	TA2	Independent N/SSM/UA
Session 1	EACH DAY SHOULD INCLUDE OPPORTUNITIES TO ENGAGE IN NUMBER RHYMES, COUNTING FORWARDS AND BACKWARDS AND RECOGNISING AND NAMING NUMBERS THIS SHOULD THEN ALLOW OPPORTUNITY TO MATCH QUANTITIES THROUGH COUNTING				THESE TASKS SHOULD ALLOW CHILDREN TO PRACTICE AND CONSOLIDATE SKILLS LEARNED PREVIOUSLY OR ALLOW THEM TO WORK INDEPENDENTLY ON A FAMILIAR SKILL TO GENERALISE
Session 2					IN A SHAPE, SPACE AND MEASURE BLOCK, THESE ACTIVITIES SHOULD INCLUDE OPPORTUNITIES TO PRACTICE KNOWN NUMBER SKILLS
Session 3					IN A NUMBER BLOCK, THESE ACTIVITIES SHOULD INCLUDE OPPORTUNITIES TO PRACTICE KNOWN SHAPE, SPACE AND MEASURE SKILLS
Session 4					ALLOW FOR SPACED RETRIEVAL (MARKED SR – INCLUDE PUPIL INITIALS FOR THIS)
Session 5					

