

# Discovery Special Academy



## Y1/2 Semi-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 1/2 Themes B 2021-2022



		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"><li>Matching and sorting materials and objects according to 1 criteria (e.g. colour, shape, material properties)</li><li>Changing leaves – falling off trees, changing colour</li></ul>		<ul style="list-style-type: none"><li>How are we different from each other as humans - labelling my body</li><li>Plant seeds ready for summer topic</li><li>Awareness of plants linked to forest school</li></ul>		<ul style="list-style-type: none"><li>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</li></ul>	
	Geography	Places we can go for help and who can help us there(school, home, hospital)		Looking after our environment – being careful with books and toys, watering plants, tidying away, picking up litter etc		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	Me and my history (extended family)		Old and new vehicles – cars, trains bikes, planes, buses, boats		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"><li>Harvest and giving thanks</li><li>Christmas saying thank you by giving gifts (homemade). What gifts might we have given to Jesus?</li></ul>		New life and new beginnings		How do I feel? How do my friends feel? Link to religious stories and understanding emotions.	
	Computing	Learn how to use the tools on a new app and save their finished product		Instructions (Barefoot lessons – concept of algorithms, repetition and debugging using songs, stories and everyday routines)		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"><li>Colour mixing – exploring results</li><li>Colour mixing - Autumn colours</li><li>Leaf rubbings and prints</li></ul>		<ul style="list-style-type: none"><li>Colour mixing shades</li><li>Self portraits</li><li>Face collage and puzzles</li></ul>		<ul style="list-style-type: none"><li>Fruits and vegetable printing</li><li>Make paper mache fruits and vegetables to sell in role-play fruit shop</li><li>Explore colour mixing with warm colours</li></ul>	
	DT	<ul style="list-style-type: none"><li>Leaf threading</li><li>Making an autumn sun catcher</li></ul>		Moving figure (using split pins)		<ul style="list-style-type: none"><li>Food tasting including chopping/cutting</li><li>Fruit kebabs</li><li>Fruit and vegetable collages</li></ul>	
	Music	<ul style="list-style-type: none"><li>Unpitched percussion instruments</li><li>Steady beat and rhythm</li><li>Use switches to make music on computers</li><li>Christmas performance</li></ul>		Music wall using pots and pans tapping out rhythms		<ul style="list-style-type: none"><li>What music make us happy?</li><li>Listening to music from around the world</li><li>End of year performance</li></ul>	
Personal development, health and wellbeing		<ul style="list-style-type: none"><li>Feelings – are you happy or sad?</li><li>Why am I amazing?</li></ul>		<ul style="list-style-type: none"><li>Healthy bodies (physical activity, healthy food, washing hands/teeth)</li><li>Healthy minds – link back to are we happy or sad?</li></ul>		<ul style="list-style-type: none"><li>What fruit and vegetables do you like?</li><li>What food do you like?</li><li>Foods from around the world/Food passport</li></ul>	
Physical and sensory development		<ul style="list-style-type: none"><li>Balance, agility and coordination including yoga. Perform single movements and respond to simple commands.</li><li>Catching and rolling – rolling objects towards a target, catching balls and beanbags thrown by an adult.</li></ul>		<ul style="list-style-type: none"><li>Movement and dance – move in a variety of ways and link movements in a simple sequence modelled by an adult</li><li>Balance beanbags on head, shoulders, travel along ladders and step over hurdles.</li></ul>		<ul style="list-style-type: none"><li>Simple games using catching and rolling</li><li>Introduce bats and balls (T shaped bats and large balls)</li></ul>	



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

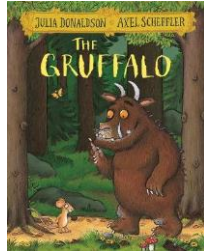


	Cycle A (2020-2021)	Cycle B (2021-2022)
Autumn		
Spring		
Summer		

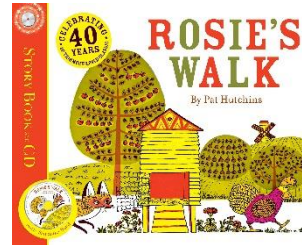
Discovery Special Academy Year 1/2  
Additional High Quality Texts 2021-2022 Year A



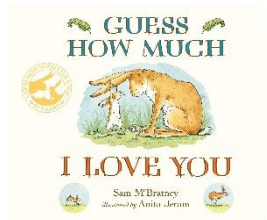
## The Gruffalo



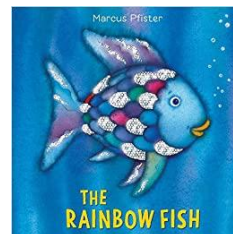
## Rosie's Walk



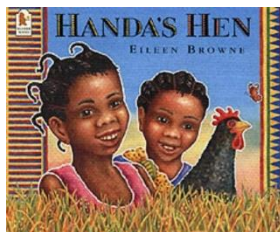
## Guess How Much I Love You



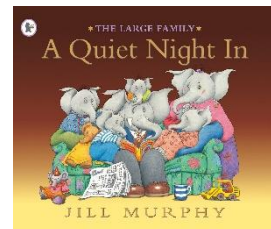
## Rainbow Fish



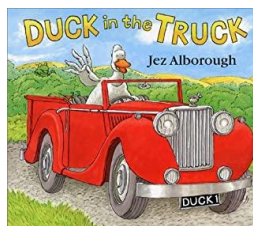
## Handa's Hen



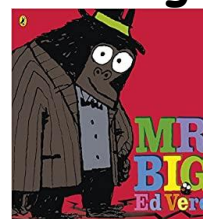
## A Quiet Night In



## Duck in a Truck



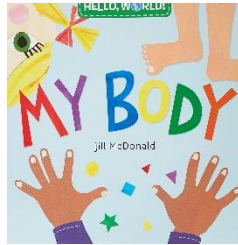
## Mr Big



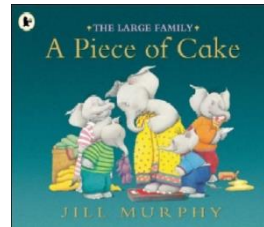
Discovery Special Academy Year 1/2  
Additional High Quality Texts 2021-2022 Year B



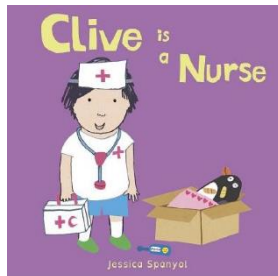
## Hello World - My Body



## A Piece of Cake



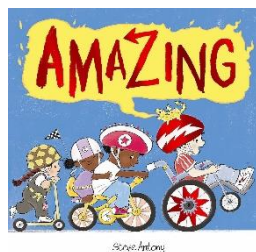
## Clive is a Nurse



## The Colour Monster



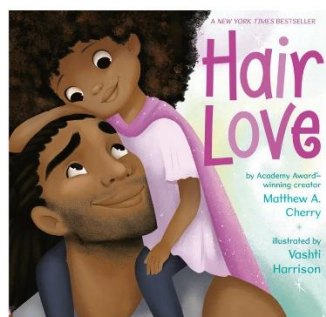
## Amazing



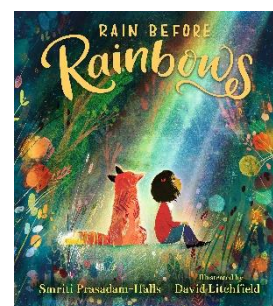
## Hello Goodbye Dog



## Hair Love



## Rain Before Rainbows







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



Y1/2	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/matching/classifying/sets/tallies/charts/graphs)	Number Statistics (data handling/sorting/matching/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/matching/classifying/sets/tallies/charts/graphs)				Number Statistics (data handling/sorting/matching/classifying/sets/tallies/charts/graphs)
8	Number Statistics (data handling/sorting/matching/classifying/sets/tallies/charts/graphs)					

