## **Discovery Special Academy Curriculum Overview**

## **Overall curriculum intent:**

Discovery Special Academy curriculum aims to provide all pupils with a broad and balanced curriculum in a safe, caring and nurturing environment. A range of educational experiences will develop educational achievements, promote wellbeing and increase pupils' cultural capital. This will be achieved through personal approaches to meet the needs of all pupils whatever their needs or background. A cross curricular and flexible approach to curriculum planning, underpinned by developmental and sensory curriculum foundations, will provide pupils with the skills and knowledge needed for the next stage of their education, community involvement, future lives and employment. The development of independence, confidence and self esteem will be essential in securing the best possible life chances and raising aspirations for all pupils. This will be achieved through an holistic approach ensuring that academic, therapeutic, and social and emotional and life skills are interwoven into the curriculum at all stages.

Intent

## EYFS curriculum: nursery and reception

To learn to use their senses

To develop physical skills for manipulation and mobility

To develop areas of engagement: responsiveness, curiosity, discovery, anticipation, persistence, initiation, investigation

To begin to develop aspects described in the informal pathway intent

Informal pathway curriculum: years 1 to 6

To develop communication using augmented and alternative communication approaches

To develop social interaction

To develop control of the environment and the world around them

To make and communicate choices and preferences To be safe and able to self regulate

To have a sense of self

Semi-formal/semi-formal plus pathway curriculum: years 1 to 8 To build on the areas outlined in the EYFS and informal pathways intent, and in addi-

To build on the areas ou tion: To develop knowledge, s

range of subject areas Each subject area within

Throughout all pathways, the three aspects of academic, therapeutic, social and emotional and life skills are interwoven into the curriculum. These areas do not operate discreetly, they are symbiotic and blended together to form the personalised curriculum for each pupil.

Therapeutic interventions are used through planned programs timetabled into the daily timetable, and also in response to the needs of pupil's individual needs throughout the day to support attention and focus, access to the curriculum and self regulation. Therapies include (but are not limited to), Tree Tops occupational therapy (sensory integration), physiotherapy, speech and language sessions, intensive interaction, movement skills, yoga, dough disco, write dance, Jessie's fund (music), therapy dogs, horse riding.

The social and emotional development of pupils is key to supporting their holistic development and progress. Within daily routines and timetable, pupils are supported to develop interaction skills, develop relationships, explore and express their emotions, develop resilience, think positively about themselves and the world around them and self regulate.

The themes of preparing for adulthood - employment, independent living, friends, relationships and community, and good health—underpin all aspects of the curriculum as we advocate equal life chances for all pupils as they move into adulthood. This begins with our very youngest pupils and continues throughout all pathways, and is made relevant to the stage of development of each pupil.

Long term overview and term by term long term plan-nursery year and Long term overview and term by term long term plan Long term overvi reception year Semi-formal book Informal book spines Nursery and reception book spines Knowledge organ Subject milestone Daily timetable Daily timetable Daily timetable Weekly planning-Weekly area timetable Weekly area timetable Personalised learn Personalised MAPP targets Personalised MAPP targets

To develop knowledge, skills and understanding needed to progress over time in a

Each subject area within the semi-formal curriculum also has its own intent

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