

Discovery Special Academy Intent Document



Overall academy 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 well-being 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 a holistic approach ensuring that academic, therapeutic, and social and emotional and life skills are interwoven into the curriculum at all stages.

EYFS intent

- To learn to use their senses;
- To learn to develop physical skills for manipulation and mobility;
- To develop areas of engagement
 - responsiveness
 - curiosity
 - discovery
 - anticipation
 - persistence
 - initiation
 - investigation
- To develop attention and perceptual skills; and
- To develop early communication skills.
- To begin to develop aspects described in the informal pathway intent

Informal intent

- To develop communication using augmented and alternative communication approaches
- To develop social interaction
- To control their environment and the world around them
- To make and communicate choices
- To be safe and able to self-regulate
- To have confidence and independence
- To have a sense of self

If children demonstrate a particular skill in an area, they will follow the semi-formal curriculum intent in that subject. This will be reflected in their MAP targets and case studies. All pupils on the IF curriculum follow the intents below for the relevant areas

- Communication and interaction
- Thinking and learning (Inc. mathematical understanding)
- Physical and sensory development
- Creative development
- My independence and Social and emotional development

Semi-Formal Intent

- To build on the areas outlined in the EYFS and informal pathways intent, and in addition:
- To develop knowledge, skills and understanding needed to progress over time in a range of subject areas
- Each subject area within the semi-formal curriculum also has its own intent (see below/subject action plans)

Subject/area intent for IF and SF curriculum

Intent maths/thinking and learning

At TVEd, we recognise that mathematics is essential to everyday life, critical to science, technology and engineering. A high-quality mathematics education allows pupils to reason and explain their thinking at their stage of development, solve problems in a range of contexts, note connections between areas of maths and prove their answers by using a wide range of mathematical thinking.

Intent in maths (and mathematical activities)

- To provide a strong grounding in numbers happiness in a stage appropriate manner.
- To develop a deep understanding of cardinal value on which to provide the building blocks for future mathematical concepts.
- To develop curiosity around number and the wider mathematical curriculum through a range of opportunities.
- To support their readiness for the mathematical world around them and their next stage in education.

In mathematics, by the end of the semi-formal curriculum children will be able to:

- fluent in mathematics at their appropriate stage of development and 'number happy'
- able to generalise mathematically, working independently and using known strategies to support them
- able to solve problems which allow them to apply their maths knowledge in everyday situations
- begin to understand how maths can help them in their everyday lives

Intent English/communication and interaction

We aim to provide children with the best possible opportunities to become confident, literate and successful members of society with a deep love and understanding of English language and literature. We want to foster a desire to communicate, interact and read for pleasure. English is a life skill needed to lead a fully independent life. Reading is crucial to the development of writing and direct and continuous opportunities to record using a variety of means will be offered provide a secure foundation in handwriting, spelling and writing for meaning in readiness for their next stage of development and education.

Intent in English, communication and interaction

- To develop secure foundations in communication, language, reading and writing.
- To instil a love of books and reading, developing skills in both word reading and comprehension.
- Children will be able to listen to, and talk about stories, poems, rhymes and non-fiction, and develop secure foundations in decoding printed words.
- Children will develop good levels of communication and language comprehension which will support the development of self and wider world.

In English, by the end of the semi-formal curriculum children will be able to:

- Demonstrate a love of reading and an ability to share favourite texts
- Access texts at an appropriate developmental stage following the academy phonics and reading progression documents
- Sequence stories, instructions and non-fiction events
- Understand of a range of developmentally appropriate genres
- Share their opinions about texts through a range of communication means
- Record through writing and other means, their ideas both imaginative and real life
- Communicate confidently using a range of appropriate ACC methods including spoken language where able

Understanding the World Around Me/thinking and learning: To understand themselves and the world around them and to develop a sense of where they live, including access to opportunities that develop the cultural capital needed to raise aspirations. To communicate in different ways and to pose and answer questions using appropriate vocabulary. Pupils will develop key knowledge needed to progress onto a more formal curriculum.

Intent in science (and science-based activities):

- Pupils will understand themselves and the world around them.
- Pupils will develop ideas and ways of working that enable them to make sense of the world in which they live through practical activities and investigations.
- Pupils will cultivate and foster a sense of wonder about natural phenomena.
- Pupils will communicate in different ways, posing and answering questions using appropriate vocabulary, building on prior knowledge and linking ideas together.

In science, by the end of the semi-formal curriculum children will be able to:

- Understand the seasons, weather and passing of time (days, weeks, years)
- Explore the natural world around them, making observations, recognising, naming and comparing animals and plants
- Begin to understand life cycles of plants and animals
- Know some similarities and differences between the natural world around them and contrasting environments
- Understand some important processes and changes in the natural world around them, including changing states of matter

Intent in geography (and geography-based activities)

- Pupils will develop knowledge and understanding of their local area, their county and the world around them.
- Pupils develop an awareness of different environments, locally and all over the world, valuing the importance of

In geography, by the end of the semi-formal curriculum children will be able to:

- Know how their locality has changed over time
- Know where they live locally and how this fits into the united kingdom

<p>taking care of our environment and the natural world around us.</p> <ul style="list-style-type: none"> Pupils will communicate their ideas in different ways, posing and answering questions using appropriate vocabulary, building on prior knowledge. 	<ul style="list-style-type: none"> Describe the main features of localities and recognise similarities and differences Recognise where things are and begin to understand why they are as they are Express their own views/opinions about features of an environment and recognise how it is changing Understand how to care for the environment and how we as humans can protect it
<p>Intent in history (and history-based activities)</p> <ul style="list-style-type: none"> Pupils will develop a historical understanding at a very personal level, exploring their own family history. Pupils will develop a coherent knowledge and understanding of Britain's past and that of the wider world. Pupils will communicate their ideas in different ways, posing and answering questions using appropriate vocabulary, building on prior knowledge. 	<p>In history, by the end of the semi-formal curriculum children will be able to:</p> <ul style="list-style-type: none"> Understand how things have changed over time in living memory and beyond beginning with self, family and moving into significant people and events Understand how significant events in history have changed the way we live now (e.g. with technology, cars, houses) Recognise some differences between aspects of their own everyday lives and the lives of people in the past
<p>Intent in religious education (and RE based activities)</p> <ul style="list-style-type: none"> Pupils will understand themselves, each other and the world around them. Pupils develop knowledge and understanding that enables them to make sense of the world in which they live through being immersed in cultural experiences To develop a sense of tolerance and understand of each other and that their views and beliefs can be different. Pupils will communicate their understanding and ideas in different ways through sensory exploration, creatively, verbally and in their learning journeys. 	<p>In RE, by the end of the semi-formal curriculum children will be able to:</p> <ul style="list-style-type: none"> Appreciate that they live in a multicultural country Begin to understand beliefs and teachings and that we can have different beliefs Understand how beliefs are conveyed Reflect and begin to understand values Understand the main stories of Christianity Understand Judaism in a simple form Study other religions of interest to pupils related to their lives Pupils begin to understand how we can live in harmony together, respecting one another's cultures and traditions.
<p>Intent in computing (and computing based activities)</p> <ul style="list-style-type: none"> Pupils will learn how to use a range of digital technology to aid their access to the curriculum. Pupils will develop their knowledge of computing processes, including sequencing, and coding where appropriate. Pupils will, where appropriate, learn how to safely use technology and the internet, and to be a digital citizen. 	<p>In computing, by the end of the semi-formal curriculum children will be able to:</p> <ul style="list-style-type: none"> Understand how to stay safe online including keeping personal information private and identifying where to go for help if they are worried Understand in simple terms what algorithms are developing their knowledge of computing processes, including sequencing, and coding where appropriate Use digital tools to create and express their ideas Use digital technology to organise, store and retrieve digital content Recognise common uses of information technology beyond school
<p>Intent Creative Development: To equip children with the knowledge and skills to express themselves in different forms as well as access to therapies to support emotional regulation and mindfulness. To allow all children the opportunity to succeed and have a sense of pride in their creative abilities. To allow children the opportunity to work with artists in and out of the academy to develop a creative community.</p>	
<p>Intent in art (and creative activities)</p> <ul style="list-style-type: none"> A progressive Art and Design curriculum is implemented which develops learning and enjoyment of Art. Pupils will explore and experiment with a range of media through sensory exploration Pupils will have opportunities to develop and extend creative techniques and opportunities to express individual interests, thoughts, ideas and emotions Pupils will enjoy taking part in Art activities and produce artwork that will be celebrated throughout the school 	<p>In art, by the end of the semi-formal curriculum children will be able to:</p> <ul style="list-style-type: none"> Express themselves using a range of media understanding various techniques Have an awareness of artistic forms such as drawing, painting, collage and sculpture and artists who have used these forms To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination

<p>Intent in design technology (and through DT experiences and activities)</p> <ul style="list-style-type: none"> • A progressive Design and Technology curriculum is implemented which develops learning and results in the acquisition of subject knowledge, technical knowledge and vocabulary • Pupils will know more, remember more, do more in Design and Technology • Pupils will be able to demonstrate their creativity through designing and making, and make connections between what they have previously learned and what they are currently learning 	<p>In DT, by the end of the semi-formal curriculum children will be able to:</p> <ul style="list-style-type: none"> ▪ Investigate and evaluate simple products, commenting on the main features ▪ Combine materials, design and create products using different techniques and tools ▪ Follow a simple recipe using correct techniques and tools
<p>Intent in music (and through musical experiences and activities)</p> <ul style="list-style-type: none"> • A progressive Music curriculum is implemented which develops learning and enjoyment of Music • Pupils will explore and understand how music is created, produced and communicated • Pupils will enjoy singing and playing musical instruments • Pupils will enjoy performing music within their classroom and at whole school events 	<p>In music, by the end of the semi-formal curriculum children will be able to:</p> <ul style="list-style-type: none"> ▪ Understand musical expression and use their voices and instruments to perform ▪ Begin to play tuned and untuned instruments musically ▪ Listen with concentration to a range of high quality live and recorded music and be able to describe sounds and feelings associated with this ▪ Experiment with, create, select and combine sounds
<p>Intent independence, social and emotional development: To provide opportunities for pupils to develop a positive sense of self, and create strong relationships with those around them. By learning how to manage their emotions, pupils will develop skills in co-operation and dealing conflict, in order to support their ability to achieve in school and later life.</p>	
<p>Intent in PSHERE (and related activities)</p> <ul style="list-style-type: none"> • To build a PSHERE curriculum which develops learning, encourages pupils to express themselves in a variety of ways and helps prepare them to become a global citizen. • To enable pupils to develop confidence, build relationships and friendships, celebrate diversity and make healthy lifestyle choices. • To encourage and promote pupils to celebrate being independent and learn key independent skills to promote physical and mental health. 	<p>In PSHERE, by the end of the semi-formal curriculum children will be able to:</p> <ul style="list-style-type: none"> ▪ Value each other and act in a responsible and ethical way ▪ Have a sense of self so they can become engaged citizens with the ability to make informed, safe and respectful choices ▪ Understand how to stay safe individually and with others ▪ Be confident and independent understanding they can control their environment and the world around them ▪ Be respectful and kind ▪ Live happy and healthy lifestyles
<p>Intent physical and sensory development: To develop the knowledge, skills and capabilities necessary for mental, emotional, social and physical well-being in our children now and for their future. Physical fitness is important in leading a healthier lifestyle. It teaches self-discipline and that to be successful you must work hard, cooperate, collaborate, show resilience and have the determination to believe that anything can be achieved. Alongside this, sensory development using therapies and sensory diets aids the development of gross and fine motor skills as well as balance, agility and coordination. It also supports children with SLD to regulate their emotions and be happy and healthy holistically.</p>	
<p>Intent in physical education (and physical and sensory activities)</p> <ul style="list-style-type: none"> • A high-quality PE curriculum that is inclusive and allows all pupils to enjoy and succeed in many kinds of physical activity. • Pupils take part in sequenced learning which is accessible, challenging and rewarding. • Pupils develop the confidence to take part in a variety of physical activities. • A healthy and active lifestyle is promoted throughout the academy. 	<p>In PE, by the end of the semi-formal curriculum children will be able to:</p> <ul style="list-style-type: none"> ▪ Throw, catch, strike and roll balls and other equipment to be able to take part in team games and athletics ▪ Develop their balance, agility and coordination to aid gross and fine motor skills supporting their holistic development ▪ Understand dance and take part in dance activities and performances ▪ Play simple team games and understand the rules ▪ Take part in athletic activities ▪ Work together to develop their physical ability ▪ Use sensory diets and therapies to develop their gross and fine motor skills and regulate their emotional state, thus supporting wellbeing ▪ Understand the importance of health and wellbeing and how physical and sensory activities support this