

Discovery Special Academy



Curriculum Overview



EYFS

Pupils at Discovery Special Academy access a personalised Nursery and Reception curriculum with activities planned to match their developmental stage. Programmes of study are based on Development Matters and differentiated to best meet the needs of learners. This curriculum begins at 0 years and therefore all pupils joining the academy in reception are able to access this. The EYFS curriculum follows the principles of play based, multi-sensory and exploratory learning. Activities in each area are informed by both baseline and continuous assessment and purposefully designed to teach the foundation skills needed to progress. Learning intentions may also be taken from a range of therapeutic sources including but not limited to, sensory integration, speech and language and BLAST, physiotherapy. The nursery curriculum focuses on the Prime areas of Development Matters; communication and language, physical development and personal, social and emotional development, giving all children the foundation knowledge and skills they need to begin their learning journey. When children move into reception, whilst the Prime areas are still incorporated to planning, the Specific areas, mathematics, literacy, expressive arts and design and understanding of the world, are introduced more formally.

The EYFS curriculum at Discovery offers a stimulating, nurturing and safe environment in which pupils can develop socially, emotionally, physically and intellectually. It is focused on the early development of communication and interaction skills and ensuring that pupils are effective communicators. It supports their learning with objects of reference, Makaton, visual cues and communication aids in all areas and activities in the classroom. We recognise and emphasise the importance of developing skills for learning of all pupils with SEND including:

- learning to use their senses;
- learning to develop physical skills for manipulation and mobility;
- developing the 7 areas of engagement
 - responsiveness
 - curiosity
 - discovery
 - anticipation
 - persistence
 - initiation
 - investigation
- developing attention and perceptual skills; and
- developing early communication skills.

These, alongside the characteristics of effective learning for EYFS (see below), are pupils' tools for learning: they are prerequisites to learning and vital elements of the curriculum for pupils with significant special needs. These 'learning to learn' skills will be developed across the curriculum. Pupils engage with activities based around the seven areas of learning, always linking with the characteristics of learning. These activities are based within the context of their relevant MAPP targets.

- playing and exploring - children investigate and experience things, and 'have a go'
- active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things

A play based exploratory curriculum allows clear development of these skills with 1:1 and 1:2 teaching alongside small group activities such as sharing books and number rhymes. Strategies and interventions

such as BLAST also aids communication and language development. Speech and language therapists contribute to the overall planning and development of targets for individual children. The use of photographs and personal interest boxes allows pupils to develop these skills in a familiar context.

To further aid acquisition of communication skills, Discovery Special Academy offers a language rich environment where practitioners are skilled in matching their vocabulary use and level of communication to the pupils while scaffolding their progress. Using labels in all areas of the classroom alongside symbols and the use of signs ensures all pupils can access their environment and are exposed to a variety of vocabulary. Additionally, regular sharing of books and discussion of high quality texts (see below) further embed this. All pupils with SEND need processing time and ensuring language and instructions used by adults are clear and concise alongside thinking time will also allow success.

Creating such a language rich environment is likewise important in supporting our pupils with English as an Additional Language (EAL). In doing so, the key principles set out in the EAL policy are embedded throughout the curriculum and are a valued aspect of the inclusive Discovery ethos (see EAL policy). As with all pupils, and following the EYFS model of personalised learning, each pupil's tailored educational offer will be co-created with the child through careful assessment to support their development pathway. This fully supports the ethos, vision and values that Discovery engenders in ensuring that all pupils are given the support they need to make progress through appropriate and personalised learning intentions. For EAL pupils, this includes a focus on language acquisition with staff detailing in their planning the activities, interventions and environmental support that will allow the pupil to achieve this.

Themes

In both Nursery and Reception, teaching and learning is 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. They are taught in a creative, practical way, supported in some areas through specialist weeks as well as trips and visits. Each teaching block incorporates suggested high quality children's literature mapped out in a book spine. Teachers base their 2 – 3 week planning blocks on one of the books of their choice from the spine (or another high quality text of their choosing) linking activities across the day to this and to the overarching theme. Further texts will be introduced to the children through the 5 a day reading approach.

EYFS teachers produce a half termly forecast for each individual child based on stage appropriate learning intentions alongside recommendations from other professionals that work with the child. All planned areas include key therapeutic objectives. Activities to support these are clearly shown on weekly planning overviews.

Across the year, some Reception pupils will begin early phonics teaching using a multisensory approach founded on the principles of recognising initial sounds and oral blending. A whole word approach to reading common exception words is also used and emphasised, supported by Makaton actions.

In EYFS, pupils work in the same environment and all academic, therapeutic and social learning is overseen by the class teachers. Learning intentions are carefully planned using knowledge of the pupils' current abilities with regular assessments at the end of each block (see ARR policy for more detail). Pupils work both on a 1:1 level, in small groups and on activities designed to promote independence according to need and individual learning intentions. Pupils accessing the EYFS 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, Development matters, 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. This is a fluid approach dependent on the pupils' prior attainment and learning profiles.

Therapeutic Curriculum

Sensory Curriculum

A sensory curriculum plays a crucial role in the early years. We recognise that young children are active learners and that they learn through all their senses, through exploration, investigation, experimentation, listening and watching, as well as through play. It is important that the children have opportunities to interpret their environment, to learn to make choices for themselves and to grow in confidence, understanding their value within the academy community.

Children engage in a range of movement activities based on the principles of Madeline Portwood, Sensory Integration, dough disco, TAC PAC and Write Dance to develop their gross motor skills. Fine motor skills are also a focus through a variety of activities developing hand eye coordination such as threading, working with large tweezers, posting objects and using large pegs and boards. Sensory Diets and Sensory Circuits (Jane Horwood) will form an integral part of everyday teaching.

Suggested sensory diet/integration activities:

- Outdoor obstacle courses
- Wall push ups – calming, strengthening, prepares hands for handwriting
- Trampoline, rebound.
- Textures – have a variety of different textured fabrics and items – 2 of each. Place one of the items in a bag, place that item and at least one other (increase the number of choices over time) on the table, children feel inside the box and guess which item on the table is in the box. Encourage them to describe the item while they are feeling it, is it rough, smooth, round, long etc.
- Straw games – improves posture, facilitates divergence of the eyes, rests eyes after an extended period of reading/computer work.
- Following a piece of work where children have had to concentrate use a variety of straws, wide, narrow, curly, aquarium tubing. Children blow a variety of objects across the table such as ping pong balls, cotton balls, Styrofoam peanuts etc.
- Dough – calming, provides proprioceptive input, strengthens hands and fingers for handwriting. Hide items in the dough such as everyday objects, letters, numbers etc.
- Dough – describe a simple object to the child, they must make the object using the dough. E.g. a long red snake, a short green snake, make a spider with a round red body and eight yellow legs, model this if children are struggling to interpret to begin with, over time reduce this support. Good for comparative and descriptive language.
- Ball bath – use a pop up tent or small ball pool area. Hide objects of reference, numbers, letters, target words or name. Hide shapes and sort into shapes that are the same.
- Brushes and water on the floor and walls to aid formation. Large chalks on the wall and floor, write numbers as far as they can.
- Threading/tweezer activities

Where appropriate letter formation and handwriting is taught using a multi-sensory approach in the early years and KS1. More formal handwriting is introduced as children make progress and at a developmentally appropriate stage.

Outdoor education is vital in the development of all pupils at the academy and therefore, is an integral day to day learning space. Children are able to access this through free flow in the early years with specific areas and activities designed to further their physical development. Activities supported by occupational and physiotherapists are evident both indoors and outdoors. All areas have sensory spaces and a range of resources

Discovery Special Academy

Assessment Nursery Themes



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Marvellous me	Colourful celebrations	Helping hands and helping each other	Minibeasts	Amazing Animals (Farm animals and pets)	Here comes the sun
	Autumn	Winter		Spring		Summer
Personal, Social, Emotional Development	Classroom routines Simple signs My name I like – snacks/toys Simple PECS exchange snack	Diwali Remembrance Day Christmas Colours	Chinese New Year Who is important to me- my family and friends (Can I find pictures of my family?) Naming/signing staff, children- (pictures in a box) Display	Spring can we see/ hear the animals Taking care of animals (being gentle)	Animals Our pets and jungle animals Being kind to animals Pretend play – Vets Farm small world	Listening to the sounds of the sea / birds etc. Hot and cold – Bucket and spade – filling and emptying Sensory exploration / sand shells water
Communication and Language	<u>SALT</u> Someone's hiding & parachute Who's got the hat on – Mirror What's in the box? Intense interaction	<u>SALT</u> Stop Elephant stop Attention Autism Selecting familiar objects by name Makaton signing Picture exchange Objects of reference	<u>SALT</u> There's a rumble in the Jungle Blast Transport sounds – environmental sounds	<u>SALT</u> Clear Pac 1 – faces Lotto – every day words Derby shire – everyday words	<u>SALT</u> Mr Gumpy's outing Signing animal names Selecting animals by name Animal sounds – recognising animal noises	<u>SALT</u> Mr Gumpy's day out Say and sign
Physical Development	What can we do Movement to music Posting Filling and emptying – pasta oats etc.	Yoga sessions Aqua draw Threading Playdough – colours Movement to music Christmas celebrations	Yoga sessions Water to mark make with – outdoor Sensory tile exploration Stepping up – stepping down – movement room (Soft Play)	Yoga - From Head to Toe Building with large foam construction bricks Walking running climbing – alternating feet (movement programme)	Yoga - animals in the forest Beat babies – movement to music Squiggle while you wiggle Wheel barrows – planting and digging on the farm	Yoga animals at the seashore Head shoulder's knees and toes Den building Sand filling and emptying
Literacy	<u>Books</u> Spot loves Nursery Clap your hands I am starting nursery <u>Rhymes</u> Head, shoulders, Knees and toes 5 little Monkeys	<u>Books</u> Were going on a pumpkin hunt That's not my Santa Spots First Christmas <u>Rhymes</u> If your Happy and you know it 5 little men When Santa got stuck up the chimney	<u>Books</u> Postman Bear My Mum and Dad make me laugh Peppa goes to the fire station <u>Rhymes</u> Humpty Dumpty Finger family Peter rabbit	<u>Books</u> That's not my Bee Argh Spider Mad about mini beasts <u>Rhymes</u> There's a tiny caterpillar on a leaf Incy wincy spider There's a worm at the bottom of the garden	<u>Books</u> On the Farm I went Walking Old Mikamba had a farm <u>Rhymes</u> Old MacDonald Tommy thumb Someone's Hiding	<u>Books</u> The Train Ride Duck in a Truck Mr Gumpy's Outing <u>Rhymes</u> SPLASH – SALT – Pirate song Row, row, row your boat
Mathematics	Number rhymes with signs 5 Fat sausages 5 little monkeys	Number Rhymes with signs What's gone- looking for dropped/ missing objects Combining objects like stacking blocks and cups More or less – quantity	Number Rhymes with signs Changes to objects groups of three Knows that things exist when out of sight -	Number Rhymes with signs Big and small – language of size Shape exploration What is happening now?	Number Rhymes with signs Using blocks to create models / structures Inset puzzles Sorting	Number Rhymes with signs Counting everyday objects (1/2) Find the same
Understanding the World	Role play- modelling appropriate play Pictures of them selves and the people they care about	Cause and effect toys with buttons flap simple mechanisms Sound buttons	Scanning the environment for interesting objects Anticipation games bubbles etc.	Small world environments Tough tray sensory exploration	Imitating everyday actions – cultural differences Visiting a farm	Tough tray – warm and cold Sensory exploration outside
Expressive Arts and Design	Moving bodies to sounds Copying the actions from songs Interested in the marks they make – Aqua draw, chalk board, foam, sand Exploring autumn things	Making celebration cards Exploring messy/sensory play Moving bodies to sounds Poppies Christmas crafts Winter, ice, snow	Exploring textiles/ sights, sounds and smells Banging shaking taping Watching ice melt	Making minibeasts Moving to music like minibeasts Listens to and joins in with music and songs	Planting beans digging watering and watching them grow Collage/painting animals Moving to music Messy play, soil	Role play – Handas surprise Experiencing the different fruits using senses Signing the different animal names
RE	Belonging in our class – we are amazing	Remembrance Day Diwali Christmas	Chinese New Year Feb Year of the Tiger Mother's Day 27 th March	Holli Hindu festival Easter Sunday 17 th April	Eid 3 rd May	Stories from different cultures – Handas surprise

Discovery Special Academy assessment nursery book spine



Autumn 1			
Autumn 2			
Spring 1			
Spring 2			
Summer 1			
Summer 2			

Discovery Special Academy Reception Themes



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	All about me Autumn	Celebrations Winter	Helping hands in the community	Plants and growing Spring	Animal fun (Jungle/ Zoo)	Traditional tales Summer
Personal, Social, Emotional Development	Classroom routines My name and labelling snacks/toys/colours Simple hygiene (teeth and hands) Exploring Simple emotions (exploring)	Birthdays Diwali Remembrance Day Christmas	Talking about people who help us in the community (police, fire fighters, medical professionals, teachers) Naming/signing Emotions – happy, sad, tired, hungry	Helping a plant to grow Provide a range of spring plants/ flowers/ bulbs and hand lenses for sensory exploration.	Looking after animals Being kind to animals Pretend play with toy animals and different environments	Learning to share toys and stories Learning to take turns in simple games Working together in the role play Safe people How do characters feel?
Communication and Language	Body parts Simple signs (hello, goodbye, please etc) Symbols (PECS) Food Colours Toys	Daily speech and language sessions Attention Autism Selecting familiar objects by name Makaton signing Picture exchange Objects of reference	Making class books of: People who can help us How do they help us? Can children identify?	Parts of a flower Rainy day words shaped as raindrops from an umbrella- drip/drop/splish/splash/ puddle/pitter patter	Signing animal names Selecting animals by name Recognising animal sounds Who, what, where questions Picture exchange	Story language Rhymes Continue food Symbols (PECS) Simple topic signs
Physical Development	I can – obstacle courses linked to sensory integration Dough disco Threading and tweezers Bikes	Daily yoga sessions PE Mark making on birthday cards, Christmas cards, Diwali cards Food tasting – celebration food Dough Disco	Daily yoga sessions PE Building using large stickle bricks Large outdoor play equipment, balancing Dough Disco	Plant lacing cards Obstacle courses linked to sensory integration Parachute games Movement in different ways	Daily yoga sessions PE Making farm in large outdoor sand pit Digging, den building, forest schools Dough disco	Cut and stick/sequence sizes Large equipment – balancing, climbing over and under (Billy Goats) Large construction – building (Little Pigs)
Literacy	<u>Books</u> Stop Elephant Stop 10 in the Bed Brown Bear Brown Bear <u>Rhymes</u> Shaky, Shaky 5 little ducks 5 little speckled frogs	<u>Books</u> We're Going on a Bear Hunt Kippers Birthday That's not my Reindeer <u>Rhymes</u> 5 Currant Buns 5 Birthday Cakes Christmas songs	<u>Books</u> Real Superheroes Ness the Nurse Emergency <u>Rhymes</u> If you're happy and you know it The wheels on the bus Row, Row, Row your boat	<u>Books</u> The Very Hungry Caterpillar Jack and the Beanstalk The Small Small Seed <u>Rhymes</u> Grow, Grow, Grow a garden	<u>Books</u> Walking Through the Jungle Dear Zoo In the Jungle <u>Rhymes</u> Down in the Jungle Wind the Bobbin Up It's Too Hot	<u>Books</u> Goldilocks and the Three Bears The 3 Little Pigs The Gingerbread Man <u>Rhymes</u> When Goldilocks went to the house of bears 3 Little Pigs went out one day Little Peter Rabbit
Mathematics	Number rhymes with signs (show numerals) Rote counting 1,2,3,4,5 Once I caught a fish alive 1,2 buckle my shoe... Inset puzzles	Number rhymes with signs (show numerals) Counting out objects Using language <i>more, a lot</i> and the <i>same</i>	Number rhymes with signs (show numerals) Counting objects Using language <i>same</i> and <i>different</i>	Number rhymes with signs (show numerals) Counting out objects 1:1 counting- what is the total? Using language <i>big</i> and <i>small</i>	Number rhymes with signs (show numerals) Sorting by colour and size Counting out objects 1:1 counting- what is the total?	Number rhymes with signs (show numerals) Big, medium and small Counting out objects 1:1 counting- what is the total?
Understanding the World	Naming parts of the body (heads, Shoulders/Simple Simon) Small world- dolls house with people from a range of cultures and ethnicity Make homes from boxes of different sizes	Taking photos of the children Displaying family photos Talking about/enjoying pictures of themselves and family Making a class birthday book Winter clothes	Looking around the academy environment Exploring indoor/outdoor areas Closely observing what people do Linking together construction equipment Toys with buttons/flaps	Growing seeds/beans/cress Digging in outdoor areas Visit to Nature's World Parts of a flower	Visit to Daisy Chain farm Observing/naming animals Animals and different animal homes, Mini-Beasts linked to Forest Schools Small world play Mother/baby animas	Sorting materials linked to three little pigs Houses and homes Making porridge Story maps Summer clothes
Expressive Arts and Design	Hand/ footprints Singing and signing Looking in a mirror looking closely at their own faces- talk about what they see- self portrait iPads to take photos of themselves	Making celebration cards Exploring paint-messy/sensory play Moving to music Christmas crafts Poppies Singing and signing	Messy play Exploration of textiles and collage materials Sing and sign Mark making on large paper Musical instruments – banging, clapping and tapping	Printing – fruit and veg Collage flowers Sensory garden Clay – decorate with natural materials Painting leaves/ printing leaves/Threading leaves	Naming jungle/ zoo animals through singing and signing Collage/painting farm animals Moving to music Messy play	Role play stories Messy play porridge Costumes Crowns Making puppets and masks Songs and rhyme
RE and different cultures	Families and belonging – link to classroom community	Poppy day Diwali Bonfire night Christmas	Belonging to the academy community – how we help each other	Chinese New Year	Caring for plants/ local environment Eid Music from around the world	Stories from different cultures

Discovery Special Academy
Reception Book Spine



Autumn 1			
Autumn 2			
Spring 1			
Spring 2			
Summer 1			
Summer 2			



EYFS MAPP Planning Framework

Pupils personal MAPP targets are worked on throughout the day within the EYFS Discovery Curriculum and link directly with education EHCP outcomes. The EYFS curriculum at Discovery offers a stimulating, nurturing and safe environment in which pupils can develop socially, emotionally, physically and intellectually. It is focused on the early development of communication and interaction skills and ensuring that pupils are effective communicators. Below is an outline of the opportunity's pupils have to work on their targets over the course of the school day.

PICTURE OF
CHILD

Education EHCP outcomes		
MAPP Target	How can you help me achieve my target	Equipment/Resources that can help me.
	•	•
	•	•
	•	•
	•	•
	•	•

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					

Nursery Weekly Planning - Week Commencing:

Morning Independent Thinking and Learning – repeat all week.

Area	Tuft Tray	Teaching Table	Creative area	Outdoor
Pre-literacy skills				
Numeracy skills				
Adult				

Afternoon – Daily Focus



Monday			Tuesday			Wednesday		
Creative development Art/ DT			Creative development Music/ UOW			Physical/ Sensory		
Activity								
Adult								
Outdoor								

Text:

Nursery Rhyme:

Number Rhyme:

Reception Weekly Planning - Week Commencing:Class

Adult led

Name				Outdoor
AM 1 Pre-literacy skills				
AM 2 Numeracy skills				

Morning Independent Thinking and Learning – repeat all week.

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

Afternoon – Daily Focus

Monday			Tuesday			Wednesday			Thursday			Friday		
Creative development Art			Creative development Music			Creative/physical DT			Creative/physical/TL/DT DT			Physical and Sensory development		
Activity														
Adult														

Text:

Nursery Rhyme:

Number Rhyme:

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, underpinned by the principles of the Engagement Model areas of engagement (exploration; realisation; anticipation; persistence; initiation). Pupils have significant and specific needs in the areas of sensory development, communication and interaction with a potential diagnosis of sensory processing disorder and Autism.

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. Throughout the informal curriculum, the concepts of past, present and future will be explored using language, signs and symbols of yesterday, today, tomorrow as well as then and now/past and present. Different artefacts such as toys and clothes from now and the past will be available in the environment.

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

To identify and celebrate all pupils' progress, including linear and lateral progress, the consolidation and maintenance of knowledge, skills and concepts, and the prevention or slowing of a decline in pupils' performance, 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 (using regular observational assessment to support the engagement model). 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).



	Autumn	Spring	Summer
Year 1/2 Cycle A	All about me (my body parts) <ul style="list-style-type: none"> Identify body parts Who am I? Who is in my class? My likes and dislikes 	Farm Animals <ul style="list-style-type: none"> What lives on a farm Sounds and textures Food from farms What animals are born in spring? 	Transport <ul style="list-style-type: none"> How I get to school What's in the air/sea/land? What transport is fast and slow?
	Books: From head to toe, Ouch! I need a plaster, The gingerbread man, Barry the fish with fingers, That's not my Santa.	Books: Say Hello to the Animals, Oh Dear! Cock – a - Moo- Moo, The Little Red Hen	Books: All Change! The Train Ride, Mr Grumpy's Outing, Duck in a Truck
	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 1/2 Cycle B	All about my school <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> What lives under the sea? What can we find on a Beach? Basic characteristics of sea creatures compared to land animals e.g. fins vs hands
	Books: Spot Goes to School, The Boy on the Bus, Zebra Colours , Goat goes to Playgroup, Dear Santa.	Books: Owl Babies, Peace at Last, Goldilocks and the Three Bears, The Tiger who came to Tea	Books: Shark in the Park, Hole at the Bottom of the Sea, Hooray for fish, Busy beach.
	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

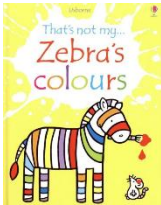
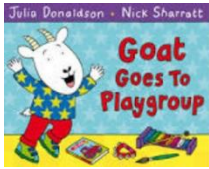
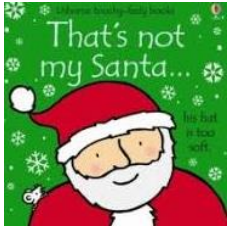
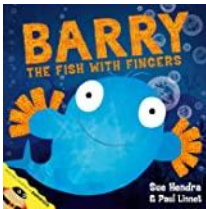
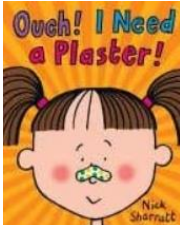

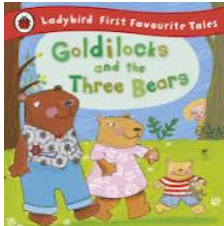
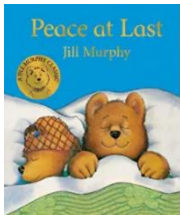
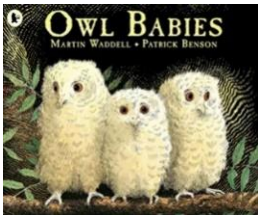

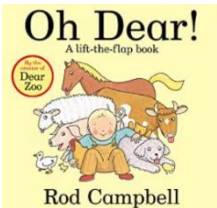
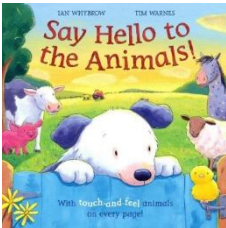
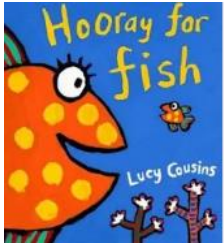

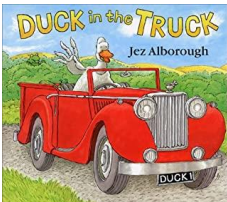


Year 3/4 Cycle A	All About me <ul style="list-style-type: none"> How my body works (bones and muscles) Eating – healthy foods How am I different? -hair styles/eye colour etc. How do I Grow? How do I help people? 	Minibeasts <ul style="list-style-type: none"> What lives in the garden, Simple life cycles (butterfly) Identify parts of minibeast Bug hotels and homes for insects 	Buildings <ul style="list-style-type: none"> Where do I live? Different materials Habitats Buildings in our community
	Books: The Three Billy Goats Gruff, Titch, The Mixed-Up Chameleon, The Snowman, Funnybones (an additional text)	Books: The Very Busy Spider The Very Hungry Caterpillar, Norman the Slug, Some bugs.	Books: The Three Little Pigs, A Squash and a Squeeze, Hansel and Gretel, Sharing a Shell.
	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 3/4 Cycle B	The living world <ul style="list-style-type: none"> Plants and growth Where does food come from? How do plants grow? Basic Life Cycles, What happens in Autumn? 	People who help us in the community <ul style="list-style-type: none"> Doctors, other medical professionals Extended family Friends Community workers e.g. postal service, fire/police service 	Forest <ul style="list-style-type: none"> What animals live in the trees? Forest sounds What animals live on or under the forest floor? Why are trees and leaves important?
	Books: Jack and Beanstalk, The Enormous Turnip Jasper's Beanstalk, , Veg patch Party, Shhh!	Books: Burglar Bill, The Smartest Giant in Town, Postman Bear, The Selfish crocodile.	Books: Stickman, Oliver's Wood, The Gruffalo, Little Red Riding Hood.
	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 A	Weather, Seasons and environments <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> What am I good at? Strengths of different people Role models, special people in our community/family Who is my hero? 	Holidays- Different places around the world. <ul style="list-style-type: none"> 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: Wow! Said the Owl, Night Monkey Day Monkey, A Dark Dark Tale, The Polar Express The Snowman and the Snowdog.	Books: Room on the Broom, Superduck, The Magic Porridge Pot, Zog and the Flying Doctor.	Books: Lost and Found, The Queen's Hat, Spot Goes on Holiday, Handa's surprise.
	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	All About me <ul style="list-style-type: none"> How do I take care of myself? Personal hygiene Healthy lifestyles – being active, healthy foods Emotions I belong (family/school/community) 	Jungle Animals <ul style="list-style-type: none"> What happens and lives in the jungle? Features in the jungle environment What does it feel like in the jungle? Jungle sounds 	Space and Planets <ul style="list-style-type: none"> What is a planet? How to we explore space? What does space look like? Identify some space features e.g. sun, star, moon
	Books: The Colour Monster, Not Now Bernard, On the Way Home, You must Bring a Hat, Were Going on an Elf Chase.	Books: Say Hello to the Jungle Animals, Rumble in the Jungle, Walking through the Jungle, Were Going on a Lion Hunt.	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

Discovery Special Academy Informal Y1/2 Book Spine



	Cycle A	Cycle B
Autumn	<div></div>	
Spring	<div></div>	
Summer	<div></div>	

Discovery Special Academy Informal Y3/4 Book Spine



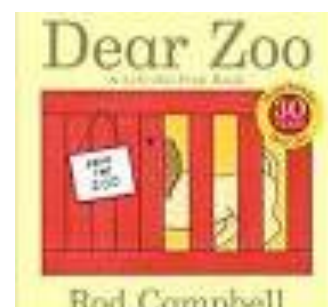
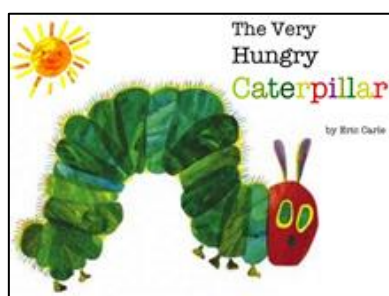
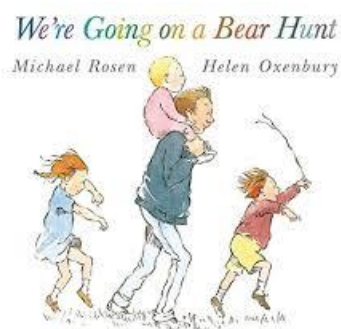
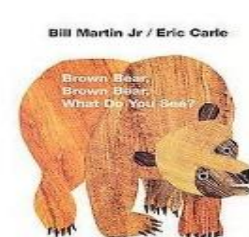
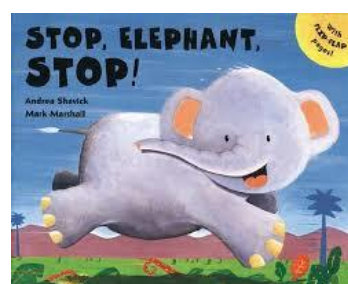
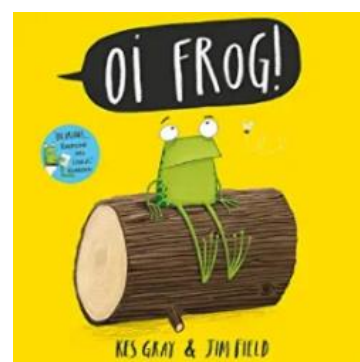
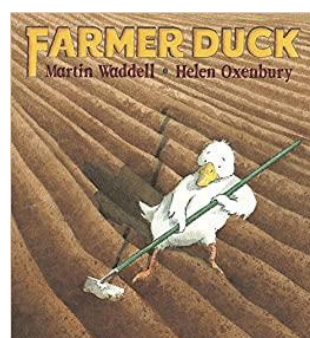
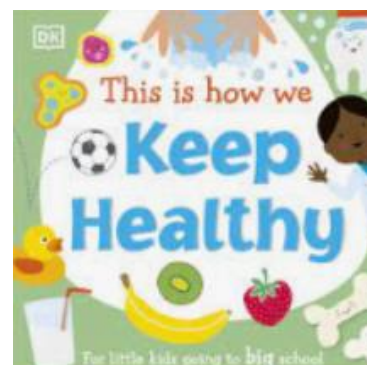
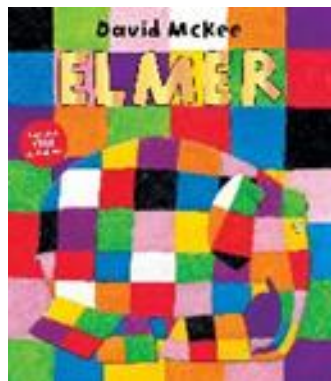
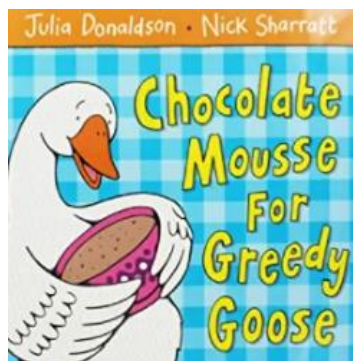
	Cycle A	Cycle B
Autumn		
Spring		
Summer		

Discovery Special Academy Informal Y5/6 Book Spine



	Cycle A	Cycle B
Autumn		
Spring		
Summer		

Discovery Special Academy Additional Texts Informal





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.



EHCP education outcomes		
MAPP Target	How can you help me achieve my target	Equipment/Resources that can help me.
	•	•
	•	•
	•	•
	•	•
	•	•

Discovery Special Academy timetable
Informal Curriculum



Time	Monday	Tuesday	Wednesday	Thursday	Friday
8.40-9.05 Register	Sensory input, morning activities and good morning				
9.05-9.15	Breakfast				
11.45-12.45	Lunchtime				
12.45	Good afternoon and story				
12.55					
2.45-3.00	Class story				

Weekly Planning - Week Commencing

Morning Independent Thinking and Learning – repeat all week.

	Tuff Tray/Messy	Small Messy/tuff tray Trays	Table Top/Carpet Area	Outdoor
AM 1 Pre-Literacy skills				
Adult led				
AM 2 Numeracy skills				
Adult led				

Afternoon – Daily Focus

Monday			Tuesday			Wednesday			Thursday			Friday		
Creative development Music			Creative development Sensory Art			Creative/physical DT – Cooking			Physical and Sensory development & ICT Skills			Creative/physical TL/DT/Sensory		
Mon – Reading Books & Nursery Rhyme Packs Home. Thurs- Returned.														

Text:

Nursery Rhyme:

Number Song:

Semi-Formal/Semi-formal plus Curriculum



Rationale

The Discovery 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 over time. 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 the SF curriculum, 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 common exception 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. High quality literature to support this will be carefully selected to create an appropriate book spine.

Mathematics

Mathematics teaching throughout the SF curriculum 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

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, Y5/6 and Y7/8). 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 A

		Autumn		Spring		Summer	
Communication, language and literacy (See book spine)		Narrative Non-narrative list and labels Poetry	Narrative Non-narrative lists and labels Poetry	Narrative Non- narrative recount Poetry	Narrative Non- narrative captions	Narrative Non- narrative recount Poetry	Narrative Non- narrative captions Poetry
Mathematical understanding		Personalised learning		Personalised learning		Personalised learning	
Understanding the world around me	Science	<ul style="list-style-type: none"> Materials - exploring and describing properties and observing changes (playdough and materials that squeeze, bend, stretch, squash) Recognising objects 		<ul style="list-style-type: none"> All creatures great and small (recognise and name animals in known habitats – e.g. the farm, the woods, the sea) Planting seeds to grow flowers 		<ul style="list-style-type: none"> Down at the bottom of the garden (mini-beasts) 	
	Geography	<ul style="list-style-type: none"> What can I find around me in autumn? - conkers, leaves, twigs (focus on exploring artefacts answering simple questions) and sort by colour and size 		<ul style="list-style-type: none"> Explore human and physical features in different locations, what I like and dislike (farm, woodland and seaside) 		<ul style="list-style-type: none"> Signs and symbols linked to my environment – where is my school, how do I get around my school, making 3d models/plans of school 	
	History	<ul style="list-style-type: none"> Me and my history (baby to now), extended family 		<ul style="list-style-type: none"> Old and new toys 		<ul style="list-style-type: none"> Things in my house now and then eg. clothes, telephone 	
	RE	<ul style="list-style-type: none"> Understand there are religious communities (linked to class demographics) Experiencing festivals of light through sensory and creative activities (Hanukah, Diwali, Christmas) 		<ul style="list-style-type: none"> Special clothes and religious clothes (when do we wear special clothes?) How Christians celebrate Easter 		<ul style="list-style-type: none"> Understand there are special religious buildings (churches, Mosque, Gudwara – linked to class demographics) 	
	Computing	<ul style="list-style-type: none"> Cause and effect – both technological and not, including electronic choice boards, ipads, cause and effect games, technological toys 		<ul style="list-style-type: none"> Art app – learn how to use the tools on the app to make a picture – possible shape picture link, save their final picture and understand that they can get it back 		<ul style="list-style-type: none"> Instructions (Barefoot lessons – concept of algorithms, repetition and debugging using songs, stories and every day routines) 	
Creative development	Art	<ul style="list-style-type: none"> Collage Painting – colour mixing Colour recognition 		<ul style="list-style-type: none"> Modelling/sculpting Printing (animal prints) 		<ul style="list-style-type: none"> Parties and picnics Decorations – paint, print patterns, collage 	
	DT	<ul style="list-style-type: none"> Using reclaimed materials and a variety of tools to build and assemble 		<ul style="list-style-type: none"> Building a home for an animal Sock puppet 		<ul style="list-style-type: none"> Whole school picnic – cultural food Picnic box/bag Bunting 	
	Music	<ul style="list-style-type: none"> Body percussion Musical performance (Christmas) 		<ul style="list-style-type: none"> Rhythm and rhyme music sessions Exploring musical instruments 		<ul style="list-style-type: none"> Make musical instruments – end of year performance combining learning from previous terms 	
Personal development, health and wellbeing		<ul style="list-style-type: none"> Communities/Belonging – School, Home etc Personal routines e.g. classroom, bedtime, teeth Personal celebrations Being kind/friendship 		<ul style="list-style-type: none"> Who is in my family Keeping safe at school Keeping safe at home 		<ul style="list-style-type: none"> Where can I go that makes me happy (special places) All about me - What can I do well (achievements over the year) 	
Physical and sensory development		<ul style="list-style-type: none"> Movement skills Throwing - propelling a beanbag and then other objects using underarm/chest throw – learn techniques and skills, including targets – individual work. 		<ul style="list-style-type: none"> Movement and dance – explore movements showing an awareness of space around us (including using objects to travel round and through) Balance along low benches, cross over body movements, travel round cones. 		<ul style="list-style-type: none"> Simple games using throwing (targets) Introduce kicking, developing with targets and variety of balls (very simple level) 	



		Autumn 1		Spring 1		Summer 1	
Communication, language and literacy (See book spine)		Narrative Poetry Non-narrative lists and labels	Narrative Poetry Non narrative lists and labels	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"> Matching and sorting materials and objects according to 1 criteria (e.g. colour, shape, material properties). Explore before and after changes (ice/water, mud, mixing, spreading) Changing leaves – falling off trees, changing colour 		<ul style="list-style-type: none"> How are we different from each other as humans - labelling my body How we are different from other animals – similarities and differences Awareness of plants linked to forest school 		<ul style="list-style-type: none"> 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 	
	Geography	<ul style="list-style-type: none"> Places we can go for help (school, home, hospital) 		<ul style="list-style-type: none"> Looking after our environment – being careful with books and toys, watering plants, tidying away, picking up litter etc 		<ul style="list-style-type: none"> Explore human and physical features in different locations - what I like and dislike (school, park, woods, seaside) 	
	History	Me and my history (special events e.g. birthday)		<ul style="list-style-type: none"> Old and new vehicles – cars, trains, bikes, planes, buses, boats 		<ul style="list-style-type: none"> Stories from the past – communicate distinctions between the past and present in other people's lives as well as their own, including artefacts 	
	RE	<ul style="list-style-type: none"> Harvest and giving thanks Christmas - saying thank you by giving gifts (homemade). What gifts might we have given to Jesus? 		Religious story – The Good Samaritan Experiencing Easter through sensory and creative activities		<ul style="list-style-type: none"> How do I feel? How do my friends feel? Link to religious stories and understanding emotions. 	
	Computing	<ul style="list-style-type: none"> Learn how to use the tools on a new app and save their finished product – art app 		<ul style="list-style-type: none"> Instructions (Barefoot lessons/i-movie – concept of algorithms, repetition and debugging using songs, stories and everyday routines 		<ul style="list-style-type: none"> Programming – operate/direct electronic cars/bee-bot (Barefoot tinkering with bee-bots – learning how we make a bee-bot move 	
Creative development	Art	<ul style="list-style-type: none"> Colour mixing – recognising colours exploring results Colour mixing - Autumn colours Leaf rubbings and prints 		<ul style="list-style-type: none"> Colour mixing shades Self portraits Face collage and puzzles 		<ul style="list-style-type: none"> Fruits and vegetable printing Make paper mache fruits and vegetables to sell in role-play fruit shop Explore colour mixing with warm colours 	
	DT	<ul style="list-style-type: none"> Leaf threading Making an autumn sun catcher 		<ul style="list-style-type: none"> Moving figure (using split pins) 		<ul style="list-style-type: none"> Food tasting including chopping/cutting Fruit kebabs Fruit and vegetables collages 	
	Music	<ul style="list-style-type: none"> Unpitched percussion instruments Steady beat and rhythm Christmas performance 		<ul style="list-style-type: none"> Music wall using pots and pans tapping out rhythms 		<ul style="list-style-type: none"> What music make us happy? Listening to music from around the world 	
Personal development, health and wellbeing		<ul style="list-style-type: none"> Feelings – are you happy or sad? Why am I amazing? 		<ul style="list-style-type: none"> Healthy bodies (physical activity, healthy food, washing hands/teeth) Healthy minds – link back to are we happy or sad? 		<ul style="list-style-type: none"> What fruit and vegetables do you like? What food do you like? 	
Physical and sensory development		<ul style="list-style-type: none"> Balance, agility and coordination including yoga. Perform single movements and respond to simple commands. Catching and rolling – rolling objects towards a target, catching balls and beanbags thrown by an adult. 		<ul style="list-style-type: none"> Movement and dance – move in a variety of ways and link movements in a simple sequence modelled by an adult Balance beanbags on head, shoulders, travel along ladders and step over hurdles. 		<ul style="list-style-type: none"> Simple games using catching and rolling Introduce bats and balls (T shaped bats and large balls) 	

Discovery Special Academy Y1/2 Book Spine

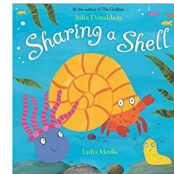


	Cycle A	Cycle B
Autumn		
Spring		
Summer		

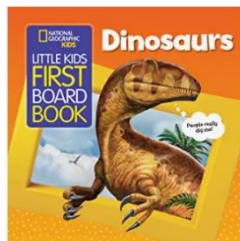
Jack and the Flumflum Tree



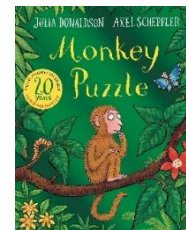
Sharing a Shell



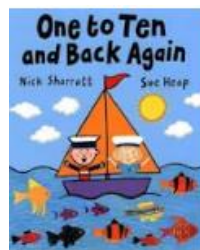
Dinosaurs



Monkey Puzzle



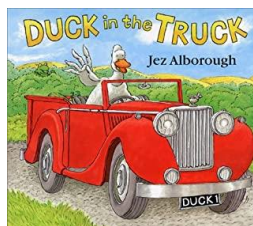
One to Ten and Back Again



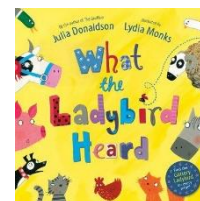
This is How we Keep Healthy



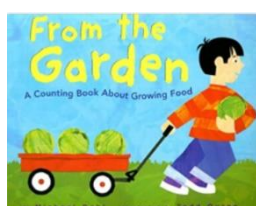
Duck in a Truck



What the Ladybird Heard



From the Garden



We all come from different cultures





<p>Hello World - My Body</p> 	<p>A Piece of Cake</p> 
<p>Clive is a Nurse</p> 	<p>The Colour Monster</p> 
<p>Amazing</p> 	<p>Hello Goodbye Dog</p> 
<p>Hair Love</p> 	<p>We all have different families</p> 
<p>The Gruffalo</p> 	<p>Dogger</p> 



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1	Narrative The Three Little Pigs Start with description/labelling	Narrative Whatever Next? Start with description/labelling	Narrative Rosie's Walk Start with description/labelling	Narrative Mrs Mopples Washing Line Start with description/labelling	Narrative The Enormous Turnip Start with description/labelling	Narrative Mr Big Start with description/labelling
2	Narrative The Three Little Pigs	Narrative Whatever Next?	Narrative Rosie's Walk	Narrative Mrs Mopples Washing Line	Narrative The Enormous Turnip	Narrative Mr Big
3	Narrative The Three Little Pigs	Narrative Whatever Next?	Narrative Rosie's Walk	Narrative Mrs Mopples Washing Line	Narrative The Enormous Turnip	Narrative Mr Big
4	Poetry Rhythm and Rhyme Dragon in a Wagon (focus for writing)	Poetry Rhythm and rhyme Pass the Jam Jim	Non-narrative Recount Educational visit/activity in school	Non-narrative Captions and instructions Science Focus (planting seeds for flowers)	Non-narrative Recount PSHERE Focus Educational visit (places that make me happy)	Non-narrative Captions and instructions Art focus- (parties and picnics)
5	Non –Narrative Lists and labels Geography/DT focus Squirrel's Busy Day narrative link	Non –Narrative Lists and labels Poetry text link (What do I need to make my jam sandwich? What do I need for a Christmas party?)	Non-narrative Recount Educational visit/activity in school	Non-narrative Captions and instructions Science Focus (planting seeds for flowers) A Tiny Seed narrative (link only)	Non-narrative Recount PSHERE Focus Educational visit (places that make me happy)	Non-narrative Captions and instructions Music focus (making instruments)
6	Non –Narrative Lists and labels Geography/DT focus	Narrative Dear Santa	Non-narrative Captions and instructions DT Sock puppet		Poetry Rhythm and rhyme Shark in the Park What the Ladybird Heard	Poetry Rhythm and Rhyme Explore and perform favourite poems and narratives
7	Poetry Rhythm and Rhyme For sharing: We're going on a Leaf Hunt		Poetry Rhythm and Rhyme			Poetry Rhythm and rhyme Share Performance

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1	Genre: Non-Narrative Labels lists and captions PSHERE focus Why am I amazing? (share familiar and favourite stories this week)	Narrative Mr Gumpy's Outing Begin with description/labels, lists and captions	Narrative The Tiger Who Came to tea Begin with description/labels, lists and captions	Narrative Jasper's Beanstalk Begin with description/labels, lists and captions	Narrative Peace At Last Begin with description/labels, lists and captions	Narrative Handa's Surprise Begin with description/labels, lists and captions
2	Narrative The Gingerbread Man Begin with description/labels, lists and captions	Narrative Mr Gumpy's Outing	Narrative The Tiger Who Came to tea	Narrative Jasper's Beanstalk	Narrative Peace At Last	Narrative Handa's Surprise
3	Narrative The Gingerbread Man	Narrative Mr Gumpy's Outing	Narrative The Tiger Who Came to tea	Narrative Jasper's Beanstalk	Narrative Peace At Last	Narrative Handa's Surprise
4	Narrative The Gingerbread Man	Poetry Rhythm and Rhyme Chocolate Mousse for Greedy Goose	Non –Narrative Lists and labels Science (My Body)	Non-narrative Captions and instructions Science Focus (planting seeds for plants we eat) Read The Little Red Hen narrative (link only)	Non-narrative Recount Geography Focus (human and physical features) Educational visit	Poetry Rhythm and Rhyme Commotion in the Ocean Explore and perform
5	Poetry Nursery rhymes and poems from The Big Cuddle Poetry Book	Non –Narrative Lists and labels Poetry text link (What do I need for a (Christmas) party?)	Non –Narrative Lists and labels History Focus (old and new)	Non-narrative Captions and instructions Science Focus (planting seeds for plants we eat) Read Titch narrative (link only)	Non-narrative Recount Geography Focus (human and physical features) Educational visit	Non –Narrative Lists and labels PSHERE/DT focus Favourite fruits and vegetables
6	Non –Narrative Lists and labels Geography focus	Narrative The Jolly Christmas Postman Begin with description/labels, lists and captions			Poetry Rhythm and Rhyme Bedtime March (Oxford Owl)	Non-narrative Captions and instructions DT focus (fruit kebabs) Oliver's vegetables-text link
7	Non –Narrative Lists and labels DT focus	Narrative The Jolly Christmas Postman			Poetry Rhythm and Rhyme Bedtime March (Oxford Owl) Monkey Puzzle (narrative link)	Non-narrative Captions and instructions Art focus
8	Non –Narrative Lists and labels Science Focus					



Y1/2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1	Number and Using and Applying	Number and Using and Applying <i>Retrieval: Position and direction</i>	Geometry/ shape <i>Retrieval: Space (Position and Direction)</i>	Number and Using and Applying <i>Retrieval: Number and Using and Applying</i>	Number and Using and Applying <i>Retrieval: Measure</i>	Measure <i>Retrieval: Number and Using & Applying</i>
2	Number and Using and Applying <i>Retrieval: Number and Using & Applying</i>	Measure <i>Retrieval: Number and Using & Applying</i>	Number and Using and Applying <i>Retrieval: Geometry/ shape</i>	Geometry/ shape <i>Retrieval: Number and Using and Applying</i>	Number and Using and Applying <i>Retrieval: Number and Using & Applying</i>	Number and Using and Applying <i>Retrieval: Measure</i>
3	Geometry/ shape <i>Retrieval: Number and Using and Applying</i>	Number and Using and Applying <i>Retrieval: Measure</i>	Measure <i>Retrieval: Number and Using & Applying</i>	Number and Using and Applying <i>Retrieval: Geometry/ shape</i>	Measure <i>Retrieval: Number and Using & Applying</i>	Number and Using and Applying <i>Retrieval: Number and Using and Applying</i>
4	Measure <i>Retrieval: Geometry and Shape</i>	Geometry/ shape <i>Retrieval: Number and Using and Applying</i>	Space (Position and Direction) <i>Retrieval: Measure</i>	Measure <i>Retrieval: Number and Using & Applying</i>	Geometry/ shape <i>Retrieval: Measure</i>	Geometry/ shape <i>Retrieval: Number and Using and Applying</i>
5	Number and Using and Applying <i>Retrieval: Measure</i>	Number and Using and Applying <i>Retrieval: Geometry/ shape</i>	Number and Using and Applying <i>Retrieval: Space (Position and Direction)</i>	Space (Position and Direction) <i>Retrieval: Measure</i>	Space (Position and Direction) <i>Retrieval: Geometry/ Shape</i>	Space (Position and Direction) <i>Retrieval: Geometry/ Shape</i>
6	Number and Using and Applying <i>Retrieval: Geometry and shape</i>	Number and Using and Applying <i>Retrieval: Geometry and shape</i>			Number and Using and Applying <i>Retrieval: Space (Position and Direction)</i>	Number and Using and Applying <i>Retrieval: Space (Position and Direction)</i>
7	Space (Position and Direction) <i>Retrieval: Number and Using and Applying</i>	Space (Position and Direction) <i>Retrieval: Number and Using and Applying</i>			Number and Using and Applying <i>Retrieval: Number and Using and Applying</i>	Number and Using and Applying <i>Retrieval: Number and Using and Applying</i>
8	Geometry/Shape <i>Retrieval: Space (Position and Direction)</i>					

Discovery Special Academy Year 3/4 Themes A



		Autumn		Spring		Summer	
Communication, language and literacy (See book spine)		Narrative Non-chronological report Recount	Narrative Instructions Poetry	Narrative Recount/Instructions Poetry	Narrative Letter writing Recount	Narrative Poetry Non Chronological report	Narrative Recount Instructions
Mathematical understanding		Personalised learning (PIVATS)		Personalised learning (PIVATS)		Personalised learning (PIVATS)	
Understanding the world around me	Science	<ul style="list-style-type: none"> Everyday materials –classifying, identify and name, describe and compare according to material and properties (wood, metal, glass, plastic, water, rock, cardboard and paper) (soft, hard, bumpy etc) 		<ul style="list-style-type: none"> The human body and senses Identify and name a variety of common animals that are carnivores, herbivores and omnivores 		<ul style="list-style-type: none"> Naming a variety of common wild and garden plants including deciduous and evergreen. Identify and describe the basic structure of a variety of common flowering plants, including trees. 	
	Geography	<ul style="list-style-type: none"> Human and physical features around us including autumn and winter (school grounds) 		<ul style="list-style-type: none"> Out and about in my town (plans, signs and symbols) Understand functions of locations (e.g. park, shops) 		<ul style="list-style-type: none"> Contrasting areas within the UK (focus on the human geography of places) 	
	History	<ul style="list-style-type: none"> Captain Cook 		<ul style="list-style-type: none"> How schools have changed – now and then 		<ul style="list-style-type: none"> What makes a figure significant (inc. people with disabilities) 	
	RE	<ul style="list-style-type: none"> The Christmas story – sequencing and comprehension Begin to understand we can have different beliefs and values (religious and none) 		<ul style="list-style-type: none"> Christianity – study (building, artefacts, bible, people – introduce the concept of commandments) Religious story – The Easter story 		<ul style="list-style-type: none"> Religious buildings and why they are special to different people 	
	Computing	<ul style="list-style-type: none"> How do we use computers and computing considering that information is stored and not to give out their name etc when playing games 		<ul style="list-style-type: none"> Digital art (iPads (Brushes) – save, retrieve, print and improve digital art) 		<ul style="list-style-type: none"> Direct a robot to a specific destination – ensuring the programming is careful and successful (Dash or Code-a-pillar) 	
Creative development	Art	<ul style="list-style-type: none"> Andy Goldsworthy – natural materials to make pictures (collage) Printing with a range of everyday materials (linked with Andy Goldsworthy images) 		<ul style="list-style-type: none"> Sculptures (Anthony Gormley) Drawing - Local sketches 		<ul style="list-style-type: none"> Pastel work – weather and seasons 	
	DT	<ul style="list-style-type: none"> Evaluate, design and make pop up cards. Complete by making Christmas cards Design and make Christmas biscuits 		<ul style="list-style-type: none"> Invent and build a city/small world using our knowledge of buildings (structures and strength). Make a wooden photo frame 		<ul style="list-style-type: none"> Looking at bought sandwiches and then design own sandwich (fillings and breads e.g. buns, wraps, loaves, pittas) Link to picnic Make a small world garden. 	
	Music	<ul style="list-style-type: none"> Categorise percussion instruments and how they can be played Improvisation – making choices about sounds and instruments – linking to Christmas 		<ul style="list-style-type: none"> Sea shanties Sound stories – listen and contribute 		<ul style="list-style-type: none"> Composing music using symbols and pictures (e.g. two tambourines, 1 bang of the drum) Performing – using knowledge from the previous terms 	
Personal development, health and wellbeing		<ul style="list-style-type: none"> Good to be me Getting on and falling out 		<ul style="list-style-type: none"> Celebrating differences Managing risks and making choices 		<ul style="list-style-type: none"> Me and my community Who works in our community? 	
Physical and sensory development		<ul style="list-style-type: none"> Agility skills to support athletics including teaching running technique and using ladders, mini hurdles to change direction. Dance – awareness of rhythm, move bodies and use instruments to develop rhythm in movements. 		<ul style="list-style-type: none"> Development of kicking skills to include partner work, dribbling and kicking at a goal area. Balancing and stretching – jumping, sliding, rolling. moving over, under and on apparatus 		<ul style="list-style-type: none"> Kicking/running with purpose and direction in team games – coordination (kick rounder's) Athletics – running and jumping 	

Discovery Special Academy Year 3/4 Themes B



		Autumn		Spring		Summer	
Communication, language and literacy (See book spine)		Narrative Non-chronological report Poetry	Narrative Instructions Poetry	Narrative Recount Poetry	Narrative Letter writing /recount Poetry	Narrative Poetry Non chronological report	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 (exploring, observing and predicting changes. Use vocabulary to describe materials that can and cannot be changed Weather and seasons 		<ul style="list-style-type: none"> Fish, amphibians, reptiles, birds and mammals – identify, name, classify and describe/compare their structure Observe natural habitats 		<ul style="list-style-type: none"> What plants need to grow (including temperature) and how seeds and bulbs grow into mature plants, fair tests, observe, predict, evaluate Variations of needs to grow from plant to plant 	
	Geography	<ul style="list-style-type: none"> UK - countries, capital cities, surrounding oceans and locating these on maps, globes, atlases 		<ul style="list-style-type: none"> Coast and country (human and physical, locational place knowledge) 		<ul style="list-style-type: none"> Weather charts – observe and record types of weather (rain gauge, wind sock) 	
	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 The Easter story 		<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 lesson) or sequenced i-movie/key note 		<ul style="list-style-type: none"> Make a poster using a template or photo app (e.g. health and hygiene link/online safety). Adding/replacing text and image. 		<ul style="list-style-type: none"> Make a 3 part story using i-movie (images and voices) 	
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 e.g. butterfly) 		<ul style="list-style-type: none"> Decorate pebbles/stones – using colour and patterns - paperweight (link back to prior learning, visit Guisborough) 	
	DT	<ul style="list-style-type: none"> Rain catcher Windmill (paper, card – see which works better) Clay work – tea light holder 		<ul style="list-style-type: none"> Building bridges – design and assemble and make stronger (linked to the transporter and how Middlesbrough has changed) 		<ul style="list-style-type: none"> Salads (fruit and vegetables)– 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) 		<ul style="list-style-type: none"> Respond to vocabulary e.g. Symbols and signs that relate to pitch (higher, lower) Respond to vocabulary e.g. Symbols and signs that relate to tempo, dynamics (faster, slower, louder) 		<ul style="list-style-type: none"> 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 (being able to hit a ball thrown towards them) Gymnastics - 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, getting ball into a hoop Athletics – throwing and targets 	

Discovery Special Academy Y3/4 Book Spine



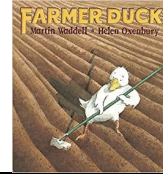
	Cycle A	Cycle B
Autumn		
Spring		
Summer		

Discovery Special Academy Year 3/4
Additional Texts Year A

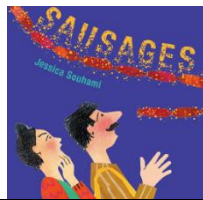
Shh! We have a plan



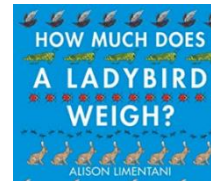
Farmer Duck



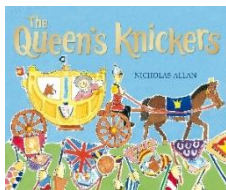
Sausages



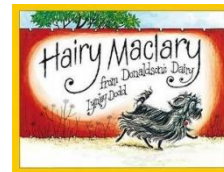
How Much Does a ladybird Weigh?



The Queen's Knickers



Hairy Maclary



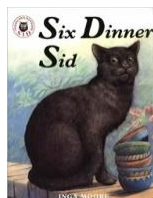
Triangle



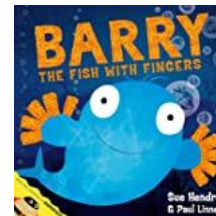
A Stroll Through the Seasons



Six Dinner Sid



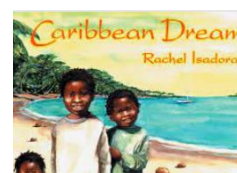
Barry the Fish with Fingers



Big book of Mammals



Caribbean Dream





<p>What Happened to You?</p> 	<p>Seal Surfer</p> 
<p>Families Around the World</p> 	<p>I Will Dance</p> 
<p>What the Jackdaw saw</p> 	<p>A Day in India</p> 
<p>We're Going on a Lion Hunt</p> 	<p>Huge Bag of Worries</p> 
<p>There's Rice at Home</p> 	<p>Anya goes to Jamaica</p> 
<p>The River</p> 	<p>Somebody Crunched Colin</p> 



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1	Genre: Narrative Smartest Giant in Town Begin with description/labels, lists and captions	Genre: Narrative The Three Billy Goats Gruff Begin with description/labels, lists and captions	Genre: Narrative Where the Wild Things Are Begin with description/labels, lists and captions	Genre: Narrative How to catch a Star Begin with description/labels, lists and captions	Genre: Narrative Norman the Slug with the Silly Shell Begin with description/labels, lists and captions	Genre: Narrative The Snail and The Whale Begin with description/labels, lists and captions
2	Genre: Narrative Smartest Giant in Town	Genre: Narrative The Three Billy Goats Gruff	Genre: Narrative Where the Wild Things Are	Genre: Narrative How to catch a Star	Genre: Narrative Norman the Slug with the Silly Shell	Genre: Narrative The Snail and The Whale
3	Genre: Narrative Smartest Giant in Town	Genre: Non –Narrative Instructions Billy Goats Gruff: How to cross a Bridge safely	Genre: Narrative Where the Wild Things Are	Genre: Non Narrative Form: Letter Writing Can I be your Dog?	Genre: Narrative Norman the Slug with the Silly Shell	Genre: Narrative The Snail and The Whale
4	Genre: Non -Narrative NC Report History topic focus Captain Cook (or week 5 and 6)	Genre: Non -Narrative Instructions DT (pop up cards)	Genre: Non Narrative NC Report History Focus Now and Then – schools from the past	Genre: Non Narrative Form: Letter Writing Can I be your Dog?	Genre: Poetry Similes	Genre: Non Narrative Form: Recount RE Focus (Visit to local faith building)
5	Genre: Non -Narrative NC Report History topic focus Captain Cook	Poetry Description; introduce Similes	Genre: Non Narrative NC Report History Focus Now and Then – schools from the past	Genre: Non Narrative Recount Geography focus Out and about in my town	Genre: Non -Narrative NC Report History topic focus (Historical Figure)	Genre: Non Narrative Form: Recount RE Focus (Visit to local faith building)
6	Genre: Non Narrative Form: Recount Captain Cook museum- Preston Park (or week 4)	Genre: Narrative Snowman	Genre: Poetry Alliteration Clara Caterpillar for sharing		Genre: Non -Narrative NC Report History topic focus (Historical Figure)	Genre: Non -Narrative Instructions DT (how to make a sandwich)
7	Genre: Non Narrative Form: Recount Captain Cook museum- Preston Park (or week 5)	Genre: Narrative The Snowman	Genre: Non -Narrative Instructions DT (how to make a photo frame)			Genre: Poetry Rhythm and Rhyme Performing favourites



Y3/4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1	Genre: Non-Narrative Labels lists and captions PSHERE focus independence and responsibilities (share familiar stories this week)	Genre: Narrative The Magic Porridge Pot Begin with description/labels, lists and captions	Genre: Narrative The Odd Egg Begin with description/labels, lists and captions	Genre: Narrative Lost and Found Begin with description/labels, lists and captions	Genre: Narrative Bog Baby Begin with description/labels, lists and captions	Genre: Narrative The Selfish Crocodile Begin with description/labels, lists and captions
2	Genre: Narrative Owl Babies Begin with description/labels, lists and captions	Genre: Narrative The Magic Porridge Pot	Genre: Narrative The Odd Egg	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: Non Narrative Form: Recount History Focus Tour of Middlesbrough)	Genre: Narrative Lost and Found	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: NC Report History Focus (Middlesbrough- now and then)	Genre: Non Narrative Form: Letter Writing Dear Dinosaur (text for example only)	Genre: Poetry Where am I? (Oxford Owl) Emotions	Poetry Rhythm and rhyme The Story Man (Oxford Owl) Entertain
5	Genre: Poetry Rhythm and Rhyme Cake O Saurus (Oxford Owl) Entertain: Learn a new poem and perform familiar	Poetry Rhythm and Rhyme Each Peach Pear Plum (select a favourite page for focus) Stick Man (Narrative link)	Genre: Non Narrative Form: NC Report History Focus (Middlesbrough- now and then)	Genre: Non Narrative Form: Letter Writing Writing for a real life purpose	Genre: Non Narrative Form: Recount RE Focus (Visit to Saltburn – History focus)	Genre: Non Narrative Form: Instructions DT/ PSHERE Focus (How to make a fruit salad)
6	Genre: Non -Narrative NC Report Begin with labels and lists History topic focus (mining families)	Genre: Narrative Squirrel's Snowman Begin with description/labels, lists and captions			Genre: Non -Narrative NC Report History topic focus (Historical Figure Henry Pease)	Genre: Non Narrative Form: Instructions DT /PSHERE Focus (How to make a fruit salad)
7	Genre: Non -Narrative NC Report History topic focus (mining families)	Genre: Narrative Squirrel's Snowman			Genre: Non -Narrative NC Report History topic focus (Historical Figure Henry Pease)	Genre: Non Narrative Form: Instructions DT /PSHERE Focus (How to make a fruit salad)
8	Genre: Non -Narrative NC Report History topic focus mining families)					



Y3/4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1	Number and Using and Applying	Number and Using and Applying <i>Retrieval: Position and direction</i>	Geometry/ shape <i>Retrieval: Space (Position, Direction and movement)</i>	Number and Using and Applying <i>Retrieval: Number and Using and Applying</i>	Number and Using and Applying <i>Retrieval: Measure</i>	Measure <i>Retrieval: Number and Using & Applying</i>
2	Number and Using and Applying <i>Retrieval: Number and Using and Applying</i>	Measure <i>Retrieval: Number and Using & Applying</i>	Number and Using and Applying <i>Retrieval: Geometry/ shape</i>	Geometry/ shape <i>Retrieval: Number and Using and Applying</i>	Number and Using and Applying <i>Retrieval: Number and Using & Applying</i>	Number and Using and Applying <i>Retrieval: Measure</i>
3	Geometry/ shape <i>Retrieval: Number and Using and Applying</i>	Number and Using and Applying <i>Retrieval: Measure</i>	Measure <i>Retrieval: Number and Using & Applying</i>	Number and Using and Applying <i>Retrieval: Geometry/ shape</i>	Measure <i>Retrieval: Number and Using & Applying</i>	Number and Using and Applying <i>Retrieval: Number and Using & Applying</i>
4	Measure <i>Retrieval: Geometry and Shape</i>	Geometry/ shape <i>Retrieval: Number and Using and Applying</i>	Space (Position, Direction and Movement) <i>Retrieval: Measure</i>	Measure <i>Retrieval: Number and Using & Applying</i>	Geometry/ shape <i>Retrieval: Measure</i>	Geometry/ shape <i>Retrieval: Number and Using and Applying</i>
5	Number and Using and Applying <i>Retrieval: Measure</i>	Number and Using and Applying <i>Retrieval: Geometry/ shape</i>	Number and Using and Applying <i>Retrieval: Space (Position, Direction and movement)</i>	Space (Position, Direction and Movement) <i>Retrieval: Measure</i>	Space (Position, Direction and Movement) <i>Retrieval: Geometry/ Shape</i>	Space (Position, Direction and Movement) <i>Retrieval: Geometry/ Shape</i>
6	Number and Using and Applying <i>Retrieval: Geometry and shape</i>	Number and Using and Applying <i>Retrieval: Number and Using and Applying</i>			Number and Using and Applying <i>Retrieval: Space (Position, Direction and movement)</i>	Number and Using and Applying <i>Retrieval: Space (Position, Direction and movement)</i>
7	Space (Position, Direction and Movement) <i>Retrieval: Number and Using and Applying</i>	Space (Position, Direction and Movement) <i>Retrieval: Number and Using and Applying</i>			Number and Using and Applying <i>Retrieval: Number and Using and Applying</i>	Number and Using and Applying <i>Retrieval: Number and Using and Applying</i>
8	Geometry/Shape <i>Retrieval: Space (Position and Direction)</i>					



		Autumn		Spring		Summer	
Communication, language and literacy (See book spine)		Narrative Non-chronological report Recount	Narrative Instructions Poetry	Narrative Letter writing Explanation	Narrative Non-chronological report Poetry	Narrative Poetry Recount	Narrative Poetry Explanation
Mathematical understanding		Personalised learning (PIVATS)		Personalised learning (PIVATS)		Personalised learning (PIVATS)	
Understanding the world around me	Science	<ul style="list-style-type: none"> Materials and properties – compare and group physical properties Rocks and soils and how they are formed Changing materials reversible and irreversible changes (making toast, ice, baking, bi carbonate soda and vinegar) 		<ul style="list-style-type: none"> Notice that animals, including humans, have offspring which grow into adults Identify that humans and some other animals have skeletons and muscles for support, protection and movement Describe the importance for humans of exercise 		<ul style="list-style-type: none"> Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. 	
	Geography	<ul style="list-style-type: none"> Describe and understand physical geography (rivers and water cycles) 		<ul style="list-style-type: none"> Weather study – seasonal and daily patterns in the UK, location of hot and cold of the world – equator, north and south poles 		<ul style="list-style-type: none"> Map study, compass, simple orienteering 	
	History	<ul style="list-style-type: none"> Mary Anning (archaeology) 		<ul style="list-style-type: none"> British history heroes- Mary Jane/ Florence Nightingale/ Seacole 		<ul style="list-style-type: none"> Local history study- The Transporter Bridge 	
	RE	<ul style="list-style-type: none"> Compare and contrast Christmas and other festivals of light 		<ul style="list-style-type: none"> Hinduism – study (building, artefacts, religious text) Why do religions have sacred animals? In-depth study of Easter, including Palm Sunday/Resurrection 		<ul style="list-style-type: none"> Multicultural Britain (including those with religion and not) Love thy neighbour (Commandments) 	
	Computing	<ul style="list-style-type: none"> Digital photography – use camera/photo app – upload, save, retrieve, print 		<ul style="list-style-type: none"> Presentation – using Pages (template) about online safety 		<ul style="list-style-type: none"> Directing screen robots by writing algorithms (Scratch Junior) 	
Creative development	Art	<ul style="list-style-type: none"> Photography – Joe Cornish, local gallery visit Surface decoration – fabric paints, pens etc 		<ul style="list-style-type: none"> Cultural art – African art and Indian art 		<ul style="list-style-type: none"> Trevor Grimshaw – industrial art (drawing), link to local area 	
	DT	<ul style="list-style-type: none"> Design and make a Christmas decoration 		<ul style="list-style-type: none"> Food around the world – cultural link – where does food come from? 		<ul style="list-style-type: none"> Felting – make poppy fields 	
	Music	<ul style="list-style-type: none"> Expressive singing, chants and rhymes Creating own music using voices and instruments 		<ul style="list-style-type: none"> Music from around the world – listen with concentration and develop an understanding of live and recorded music (African and Indian) 		<ul style="list-style-type: none"> Afro-Caribbean music (Calypso) Musical performance - bringing together what they have learned with voices, instruments and listening. 	
Personal development, health and wellbeing		<ul style="list-style-type: none"> Me and my community Medicines and risks in the home 		<ul style="list-style-type: none"> How do I keep healthy? (including food, exercise, sleep, sun, safety, mental health) Understand and practice road safety 		<ul style="list-style-type: none"> Changing me (puberty) Keeping safe and finding help, including calling emergency services 	
Physical and sensory development		<ul style="list-style-type: none"> Dance – energy in our bodies through dance, hard and gentle motions. Bounce, sway, explode, shake etc Skippping – agility, coordination, fitness 		<ul style="list-style-type: none"> Gymnastics -balancing and stretching, focus on floor movements using balance and core strength Swimming 		<ul style="list-style-type: none"> Team games – kick ball, tag rugby, rounders using tennis bat and ball Athletics – discus, javelin, long jump, mini hurdles, bean bag height and distance throw 	



		Autumn		Spring		Summer	
Communication, language and literacy (See book spine)		Instructions Narrative Poetry	Narrative Non-chronological report Explanation	Narrative Recount Poetry	Narrative Non-chronological report	Narrative Persuasion Poetry	Explanation Narrative Poetry
Mathematical understanding		Personalised learning (PIVATS)		Personalised learning (PIVATS)		Personalised learning (PIVATS)	
Understanding the world around me	Science	<ul style="list-style-type: none"> Investigating materials and suitability for purpose (wood, metal, glass, plastic, rock, paper, cardboard, water) Fossils and how they are formed 		<ul style="list-style-type: none"> Find out about and describe the basic needs of animals, including humans, for survival (water, food and air) Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene 		<ul style="list-style-type: none"> Identify the parts and purposes of a plant roots, stem, trunk, leaves, flowers and explore how water is transported through plants 	
	Geography	Oceans of the world Continents, and the UK (exploring maps, atlases and globes within this context, signs and symbols reinforcement)		Contrasting non-European country (focus on the human geography of places)		Describe and understand physical geography (mountains, volcanoes and earthquakes)	
	History	<ul style="list-style-type: none"> The Great Fire of London 		The history of the Paralympics		Our royal family – why our monarch is important	
	RE	<ul style="list-style-type: none"> Islam - study(building, artefacts, religious text) Christmas and the Epiphany 		<ul style="list-style-type: none"> Religious symbols In depth study of Easter including Palm Sunday/Resurrection 		<ul style="list-style-type: none"> Values – where do we get our values? (If religious or not) How do these affect how we live? Begin with school values 	
	Computing	Presentation – all about me (Key note)		Garage band – creating music		<ul style="list-style-type: none"> Robots and debugging, including screen robots (Scratch Junior) 	
Creative development	Art	<ul style="list-style-type: none"> Weaving a basket Textural collage – inspired by local artist Lucy Pittaway 		<ul style="list-style-type: none"> Giuseppe Arcimboldo – pictures with fruit and vegetables 		<ul style="list-style-type: none"> Tie dye (link to DT T-shirts) Photography (plants, garden party) 	
	DT	<ul style="list-style-type: none"> Make a fire engine with moving parts and mechanisms – wheels, axles, wooden chassis Seasonal stockings – evaluate different stockings, design and make – textiles using a template 		<ul style="list-style-type: none"> Healthy eating and hygiene – evaluate healthy meals and design a healthy meal 		<ul style="list-style-type: none"> Textiles –evaluate and design t-shirts (paint, sew, link to art tie dye) 	
	Music	<ul style="list-style-type: none"> Music from the past – jazz/classical/folk/big band – and talk about it Traditional and festive music 		<ul style="list-style-type: none"> Rhythm, pitch and tempo Experiment and make sounds with different rhythm, pitch and tempo 		<ul style="list-style-type: none"> Tuned instruments – bells, glockenspiel, xylophone Musical performance - bringing together what they have learned with voices, instruments and listening. 	
Personal development, health and wellbeing		<ul style="list-style-type: none"> Me and my community Medicines and risks in the home 		<ul style="list-style-type: none"> Peer pressure and social media My future (PFA) 		<ul style="list-style-type: none"> How can I keep myself safe offline (including basic first aid) How can I keep myself safe online 	
Physical and sensory development		<ul style="list-style-type: none"> Dance – energy in our bodies through dance, hard and gentle motions. Bounce, sway, explode, shake etc Skipping – agility, coordination, fitness 		<ul style="list-style-type: none"> Dance – use a range of movement and patterns to combine dance elements working with partners. Archery – coordination and control 		<ul style="list-style-type: none"> Gymnastics - balance and coordination, introduce turn, twist, spin, rock and roll and link these into movement patterns Swimming 	

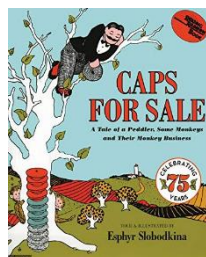
Discovery Special Academy Y5/6 Book Spine



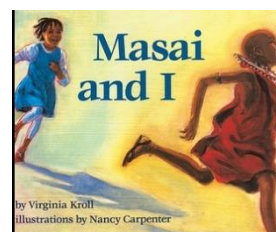
	Cycle A	Cycle B
Autumn	  	  
Spring	  	  
Summer	 	 

Discovery Special Academy Y5/6
Additional Texts Year A

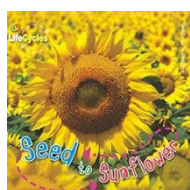
Caps for Sale



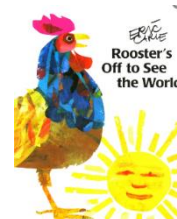
Masai and I



Seed to Sunflower



Rooster's off to see the World



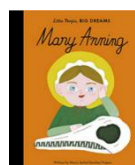
Square



The Great Big Water Cycle



Mary Anning



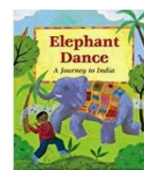
Everyday Materials



The Circus Ship

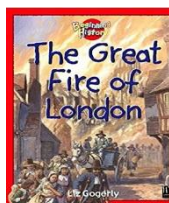


Elephant Dance

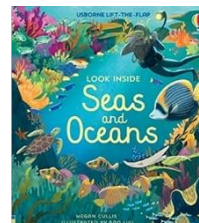




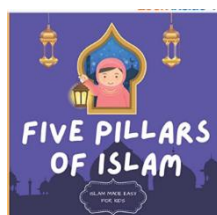
The Great Fire of London



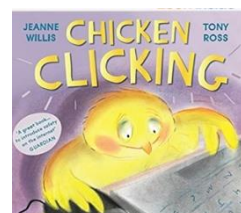
Seas and Oceans



Five Pillars of Islam



Chicken Clicking



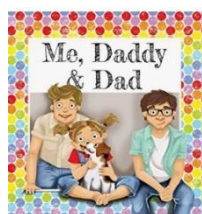
Circle



How a Fire Engine Works



Me, Daddy and Dad



Tell Me About Plants



Queen Elizabeth



The Nativity Story





	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1	Genre: Narrative Gorilla Begin with description/labels, lists and captions	Genre: Narrative Stone Soup Begin with description/labels, lists and captions	Genre: Narrative Funny Bones Begin with description/labels, lists and captions	Genre: Narrative After the Fall Begin with description/labels, lists and captions	Genre: Narrative The Tunnel Begin with description/labels, lists and captions	Genre: Narrative Chalk Begin with description/labels, lists and captions
2	Genre: Narrative Gorilla	Genre: Narrative Stone Soup	Genre: Narrative Funny Bones	Genre: Narrative After the Fall	Genre: Narrative The Tunnel	Genre: Narrative Chalk
3	Genre: Narrative Gorilla	Genre: Narrative Stone Soup	Genre: Narrative Funny Bones	Non Narrative Form: NC Report History Focus (British Heroes)	Genre: Narrative The Tunnel	Genre: Narrative Chalk
4	Genre: Non -Narrative NC Report History topic focus (Mary Anning)	Genre: Non -Narrative Instructions How to make vegetable soup	Genre: Non Narrative Form: Letter Writing The Day the Crayons Quit	Non Narrative Form: NC Report History Focus (British Heroes)	Genre: Poetry Alliteration and Similes	Genre: Poetry Kennings
5	Genre: Non -Narrative NC Report History topic focus (Mary Anning)	Genre: Non -Narrative Instructions DT (design and make a Christmas decoration)	Genre: Non Narrative Form: Letter Writing The Day the Crayons Quit	Genre: Poetry Similes	Genre: Non -Narrative Form: Recount History: Middlesbrough Transporter Bridge	Genre: Poetry Kennings
6	Genre: Recount Archaeological dig	Genre: Poetry Alliteration	Genre: Non Narrative Form: Explanation DT How does food get to our supermarket		Genre: Non -Narrative Form: Recount History: Middlesbrough Transporter Bridge	Genre: Non Narrative Form: Explanation Science Focus (plant life cycles)
7	Genre: Recount Archaeological dig	Genre: Narrative Polar Express	Genre: Non Narrative Form: Explanation DT How does food get to our supermarket			Genre: Non Narrative Form: Explanation Science Focus (plant life cycles)
8			Genre: Non -Narrative Instructions PSHERE (how to cross the road safely)			



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1	Genre: Non-Narrative Labels lists and captions PSHERE focus Me and My Community (share familiar and favourite stories this week)	Genre: Narrative The Capabaras Begin with description/labels, lists and captions	Genre: Narrative Leaf Begin with description/labels, lists and captions	Genre: Narrative The Queen's Hat Begin with description/labels, lists and captions	Genre: Narrative Augustus and his Smile Begin with description/labels, lists and captions	Genre: Narrative The Great Kapoke Tree Begin with description/labels, lists and captions
2	Genre: Narrative On The Way Home Begin with description/labels, lists and captions	Genre: Narrative The Capabaras	Genre: Narrative Leaf	Genre: Narrative The Queen's Hat	Genre: Narrative Augustus and his Smile	Genre: Narrative The Great Kapoke Tree
3	Genre: Narrative On the Way Home	Genre: Narrative The Capabaras	Genre: Non Narrative Form: Letter Writing Dear Mr Blueberry (example of letter writing only)	Genre: Narrative The Queen's Hat	Genre: Narrative Augustus and his Smile	Genre: Narrative The Great Kapoke Tree
4	Genre: Narrative On the Way Home	Genre: Non -Narrative Instructions Start with lists and sequencing How to make a healthy picnic lunch	Genre: Non Narrative Form: Letter Writing Writing for a purpose	Non Narrative Form: NC Report History Focus (Paralympics)	Genre: Poetry I've Got A Cold (Oxford Owl)	Genre: Poetry The Lighthouse Keeper (Denise Rodgers)
5	Genre: Non -Narrative NC Report Begin with labelling/lists/captions History topic focus (The Great Fire of London)	Genre: Non -Narrative Instructions DT (design and make a Christmas decoration)	Genre: Non Narrative Form: Recount (Library educational visit)	Non Narrative Form: NC Report History Focus (paralympics)	Genre: Non narrative Form: Recount Geography focus educational visit	Genre: Non Narrative Form: Explanation Begin with labelling/diagrams and sequencing Science Focus (plants)
6	Genre: Non -Narrative NC Report History topic focus (The Great Fire of London)	Poetry Zanzibar (Oxford Owl)			Genre: Non narrative Form: Recount Geography focus educational visit	Genre: Non Narrative Form: Explanation Science Focus (plants)
7	Genre: Non -Narrative NC Report History topic focus (The Great Fire of London)	Genre: Narrative Start with description/labelling Snowman and the Snow dog			Genre: Non narrative Form: Recount Geography focus educational visit	Genre: Non Narrative Form: Explanation Science Focus (plants)
8	Genre: Non Narrative Form: Recount (Educational visit to /from the Fire brigade)					

Y5/6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1	Number and Using and Applying	Number and Using and Applying <i>Retrieval: Position and direction</i>	Geometry/ shape <i>Retrieval: Space (Position, Direction and movement)</i>	Number and Using and Applying <i>Retrieval: Number and Using and Applying</i>	Number and Using and Applying <i>Retrieval: Measure</i>	Measure <i>Retrieval: Number and Using & Applying</i>
2	Number and Using and Applying <i>Retrieval: Number and Using and Applying</i>	Measure <i>Retrieval: Number and Using & Applying</i>	Number and Using and Applying <i>Retrieval: Geometry/ shape</i>	Geometry/ shape <i>Retrieval: Number and Using and Applying</i>	Number and Using and Applying <i>Retrieval: Number and Using & Applying</i>	Number and Using and Applying <i>Retrieval: Measure</i>
3	Geometry/ shape <i>Retrieval: Number and Using and Applying</i>	Number and Using and Applying <i>Retrieval: Measure</i>	Measure <i>Retrieval: Number and Using & Applying</i>	Number and Using and Applying <i>Retrieval: Geometry/ shape</i>	Measure <i>Retrieval: Number and Using & Applying</i>	Number and Using and Applying <i>Retrieval: Number and Using & Applying</i>
4	Measure <i>Retrieval: Geometry and Shape</i>	Geometry/ shape <i>Retrieval: Number and Using and Applying</i>	Space (Position, Direction and Movement) <i>Retrieval: Measure</i>	Measure <i>Retrieval: Number and Using & Applying</i>	Geometry/ shape <i>Retrieval: Measure</i>	Geometry/ shape <i>Retrieval: Number and Using and Applying</i>
5	Number and Using and Applying <i>Retrieval: Measure</i>	Number and Using and Applying <i>Retrieval: Geometry/ shape</i>	Number and Using and Applying <i>Retrieval: Space (Position, Direction and movement)</i>	Space (Position, Direction and Movement) <i>Retrieval: Measure</i>	Space (Position, Direction and Movement) <i>Retrieval: Geometry/ Shape</i>	Space (Position, Direction and Movement) <i>Retrieval: Geometry/ Shape</i>
6	Number and Using and Applying <i>Retrieval: Geometry and shape</i>	Number and Using and Applying <i>Retrieval: Number and Using and Applying</i>			Number and Using and Applying <i>Retrieval: Space (Position, Direction and movement)</i>	Number and Using and Applying <i>Retrieval: Space (Position, Direction and movement)</i>
7	Space (Position, Direction and Movement) <i>Retrieval: Number and Using and Applying</i>	Space (Position, Direction and Movement) <i>Retrieval: Number and Using and Applying</i>			Number and Using and Applying <i>Retrieval: Number and Using and Applying</i>	Number and Using and Applying <i>Retrieval: Number and Using and Applying</i>
8	Geometry/Shape <i>Retrieval: Space (Position and Direction)</i>					

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1	Genre: Narrative (Description) Voices in the Park Begin with description/labels, lists and captions	Genre: Narrative (Shakespeare) The Tempest Begin with description/labels, lists and captions	Genre: Narrative Where the Forest Meets the Sea Begin with description/labels, lists and captions	Genre: Narrative Mufaro's Beautiful Daughters Begin with description/labels, lists and captions	Genre: Narrative Eric Begin with description/labels, lists and captions	Genre: Narrative Caged Begin with description/labels, lists and captions
2	Genre: Narrative (Description) Voices in the Park	Genre: Narrative (Shakespeare) The Tempest	Genre: Narrative Where the Forest Meets the Sea	Genre: Narrative Mufaro's Beautiful Daughters	Genre: Narrative Eric	Genre: Narrative Caged
3	Genre: Narrative (Description) Voices in the Park	Genre: Narrative (Shakespeare) The Tempest	Genre: Narrative Where the Forest Meets the Sea	Non Narrative Form: persuasion Adverts and posters	Genre: Narrative Eric	Genre: Narrative Caged
4	Genre: Non -Narrative NC Report (inform) History Focus (Changes in Britain)	Genre: Non -Narrative Instructions DT focus (Recipes)	Genre: Non Narrative Form: Letter Writing (Select genre)	Non Narrative Form: persuasion Adverts and posters	Genre: Non -Narrative NC Report (inform) Art and DT (Andy Warhol))	Genre: Poetry Onomatopoeia
5	Genre: Non -Narrative NC Report (inform) History Focus (Changes in Britain)	Genre: Non -Narrative Instructions DT focus (Recipes)	Genre: Non Narrative Form: Letter Writing (Select genre) Dear Dinosaur text link	Genre: Poetry Kennings	Genre: Non -Narrative NC Report (inform) Art and DT (Andy Warhol))	Genre: Poetry Shape poems (application of previous poetic devices)
6	Genre: Recount Educational visit /experience	Genre: Poetry Limericks	Genre: Non Narrative Form: Explanation Science Focus (How a fossil is made)		Genre: Non -Narrative Form: Recount Educational visit /experience	Genre: Non Narrative Form: Explanation Science: Plant Reproduction
7	Genre: Recount Educational visit /experience	Genre: Non Narrative Form: Letter writing	Genre: Non Narrative Form: Explanation Science Focus (How a fossil is made)			Genre: Non Narrative Form: Explanation Science: Plant Reproduction

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1 <small>Read Flat Stanley's a group text this half term</small>	Summer 2
1	Genre: Narrative Beowulf Begin with description/labels, lists and captions	Genre: Narrative (Description) Elves and the Shoemaker Begin with description/labels, lists and captions	Genre: Narrative Shakespeare Macbeth Begin with description/labels, lists and captions	Genre: Narrative Journey Begin with description/labels, lists and captions	Genre: Narrative Young Zeus Begin with description/labels, lists and captions	Genre: Narrative Flat Stanley Begin with description/labels, lists and captions
2	Genre: Narrative Beowulf	Genre: Narrative (Description) Elves and the Shoemaker	Genre: Narrative Shakespeare Macbeth	Genre: Narrative Journey	Genre: Narrative Young Zeus	Genre: Narrative Flat Stanley (superhero invent)
3	Genre: Narrative Beowulf	Genre: Narrative (Description) Elves and the Shoemaker	Genre: Narrative Shakespeare Macbeth	Non Narrative Form: Persuasion RE (persuading to give to a charity)	Genre: Narrative Young Zeus	Genre: Narrative Flat Stanley (superhero invent)
4	Genre: Non -Narrative NC Report (inform) History Focus (Anglo Saxons)	Genre: Poetry Acrostic and rhyme	Genre: Non Narrative Form: Letter Writing (choose real- life purpose)	Non Narrative Form: persuasion RE (persuading to give to a charity)	Genre: Non -Narrative NC Report (inform) Influential ancient Greek	Genre: Poetry Onomatopoeia
5	Genre: Non -Narrative NC Report (inform) History Focus (Anglo Saxons)	Genre: Poetry Acrostic and rhyme	Genre: Non Narrative Form: Letter Writing (Choose real-life purpose)	Genre: Poetry Kennings	Genre: Non -Narrative NC Report (inform) Influential ancient Greek	Genre: Poetry Shape poems (application of previous poetic devices)
6	Genre: Non -Narrative NC Report (inform) History Focus (Anglo Saxons)	Genre: Non -Narrative Instructions DT focus (make a PE drawstring bag)			Genre: Non -Narrative Form: Recount Educational visit /experience (Geography eg. Captain Cook monument)	Genre: Non Narrative Form: Explanation Science link
7	Genre: Recount Educational visit /experience (Geography link)	Genre: Non -Narrative Instructions DT focus (make a PE drawstring bag)			Genre: Non -Narrative Form: Recount Educational visit /experience (Geography eg. Captain Cook monument)	Genre: Non Narrative Form: Explanation Science link
8	Genre: Recount Educational visit /experience (Geography link)					



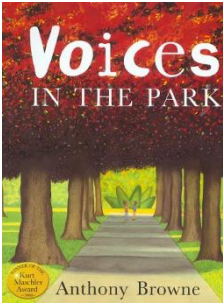
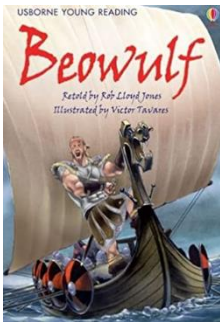
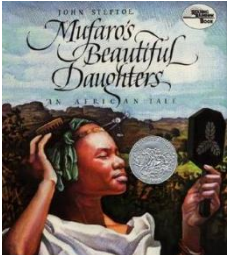
		Autumn		Spring		Summer	
Communication, language and literacy (See book spine)		Narrative Non chronological report Recount	Narrative Instructions Poetry Letter writing	Narrative Letter writing Explanation Instructions	Narrative Persuasion Poetry	Narrative Non chronological report Recount	Narrative Poetry Explanation
Mathematical understanding		Personalised learning (PIVATS)		Personalised learning (PIVATS)		Personalised learning (PIVATS)	
Understanding the world around me	Science	<ul style="list-style-type: none"> Forces and magnets – magnets can repel/attract, they have 2 poles, there are different types (bar, ring, button, horse shoe) Group materials based on whether they repel or attract Light 		<ul style="list-style-type: none"> Rocks—igneous, sedimentary, metamorphic, classification, uses of different rocks (based on their properties), examine with microscope (grains, crystals,) Fossils and how they are made 		<ul style="list-style-type: none"> Plants—reproduction, life cycle of a flower, label reproductive parts of a plant, eg stigma, filament, pistil, observe and experiment how water is transported in plants Sound – identify how sounds are made and patterns in sound 	
	Geography	<ul style="list-style-type: none"> Name and locate countries and cities in the UK and how they have changed over time 		<ul style="list-style-type: none"> Locating world countries using maps (Europe, Russia, North and South America) 		<ul style="list-style-type: none"> Types of settlements and why they are situated where they are (Middlesbrough recap and contrast with another settlement) Local area study- Field work (8 points of a compass, keys, grid references and symbols) 	
	History	<ul style="list-style-type: none"> Changes in Britain from stone age to iron age 		<ul style="list-style-type: none"> The Roman Empire and its impact on Britain 		<ul style="list-style-type: none"> A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - Monarchy 	
	RE	<ul style="list-style-type: none"> Buddhism- study (origin, beliefs and values, religious building, celebrations) 		<ul style="list-style-type: none"> The importance of tolerance and respect for different beliefs and values 		<ul style="list-style-type: none"> Multi- cultural society- link to prior learning and their own community 	
	Computing	<ul style="list-style-type: none"> Create a document using Pages (not using a template) – create own layout and use instant alpha 		<ul style="list-style-type: none"> Stop motion animation (incorporated into and i-movie) – make animation in stop motion, save into camera roll, then put into i-movie 		<ul style="list-style-type: none"> Collect data in a number document and display as a chart (excel spreadsheet check list) 	
Creative development	Art	<ul style="list-style-type: none"> Photography- The importance of light (Science link) 		<ul style="list-style-type: none"> Charcoal sketching and shading (Fossils) Sketching- light box 		<ul style="list-style-type: none"> Andy Warhol- painting 	
	DT	<ul style="list-style-type: none"> Cooking & nutrition – food safety (personal hygiene and food storage), food preparation skills, Eat Well Plate, seasonality, making a range of cold and cooked recipes looking at nutrients within these (including using seasonal ingredients – veg soup, pizza, bread buns, pasta sauce) 		<ul style="list-style-type: none"> Woodwork Bird house Mood board 		<ul style="list-style-type: none"> Levers Cooking & nutrition – food safety (personal hygiene and food storage), food preparation skills, Eat Well Plate, seasonality, making a range of cold can cooked recipes (including using seasonal ingredients) 	
	Music	<ul style="list-style-type: none"> History of music- The Beatles 		<ul style="list-style-type: none"> Using symbols to compose and perform 		<ul style="list-style-type: none"> Music in past (40s-00s) Comparative 	
Personal development, health and wellbeing		<ul style="list-style-type: none"> Caring friendships: Building trust 		<ul style="list-style-type: none"> Bullying and stereotypes 		<ul style="list-style-type: none"> Physical Health-Drugs, alcohol and tobacco 	
Physical and sensory development		<ul style="list-style-type: none"> Team games- rounders, football, hockey skills 		<ul style="list-style-type: none"> Gymnastics- larger equipment, partner balancing (safety) Competitive games- badminton 		<ul style="list-style-type: none"> Athletics- Are you able to jump and land safely, using the correct technique? Competitive games- tennis 	



		Autumn		Spring		Summer	
Communication, language and literacy (See book spine)		Narrative Non chronological report Recount	Narrative Instructions Poetry Letter writing	Narrative Letter writing Explanation Instructions	Narrative Persuasion Poetry	Narrative Non chronological report Recount	Narrative Poetry Explanation
Mathematical understanding		Personalised learning (PIVATS)		Personalised learning (PIVATS)		Personalised learning (PIVATS)	
Understanding the world around me	Science	<ul style="list-style-type: none"> Moving and - Skeletons, muscles enable animals to move by pulling (contracting), endoskeletons and exoskeletons Food chains, classify 		<ul style="list-style-type: none"> Simple digestion in humans (including teeth) Habitats—local environments, how they change during the year, how humans' impact positively and negatively on environments 		<ul style="list-style-type: none"> Solids, liquids, gases—group, observe changes of states (when heated and cooled). Water cycle— evaporation, condensation, temperature Electricity – common appliances that run on electricity, simple circuits 	
	Geography	<ul style="list-style-type: none"> Similarities and differences through the study of human and physical geography of a region in Middlesbrough, Paris, Brazil 		<ul style="list-style-type: none"> Climate zones, Biomes and vegetation belts 		<ul style="list-style-type: none"> Types of settlements and why they are situated where they are (Middlesbrough recap and contrast with another settlement) Local area study- Field work (8 points of a compass, keys, grid references and symbols) 	
	History	<ul style="list-style-type: none"> Britain's settlement by Anglo-Saxons and Scots Anglo-Saxon invasions, settlements and kingdoms: place names and village life Anglo-Saxon art and culture 		<ul style="list-style-type: none"> A local history study- World War 2 and its impact on the local area 		<ul style="list-style-type: none"> Ancient Greece – a study of Greek life and achievements and their influence on the western world 	
	RE	<ul style="list-style-type: none"> Sikhism- (origin, beliefs and values, religious building, celebrations) 		<ul style="list-style-type: none"> Is it better to express your beliefs in arts and architecture or in charity and generosity? 		<ul style="list-style-type: none"> Comparative study based on previous studies 	
	Computing	<ul style="list-style-type: none"> Garage band – create a simple tune using more than one instrument (multi track) 		<ul style="list-style-type: none"> Video graphics – using Clips 		<ul style="list-style-type: none"> Presentation using Clips (clicks and timings) and adding animation 	
Creative development	Art	<ul style="list-style-type: none"> Designers (cushions) 		<ul style="list-style-type: none"> Sculptors- Clay work The Terracotta Army 		<ul style="list-style-type: none"> Painting (range of paint brushes) Jackson Pollock 	
	DT	<ul style="list-style-type: none"> Textiles- sewing (cushion/ bag) Designing for a purpose (who is it for?) 		<ul style="list-style-type: none"> Pulleys Cooking & nutrition – food safety (personal hygiene and food storage), food preparation skills, Eat Well Plate, seasonality, making a range of cold and cooked recipes looking at nutrients within these (including using seasonal ingredients) 		<ul style="list-style-type: none"> Cooking & nutrition – food safety (personal hygiene and food storage), food preparation skills, Eat Well Plate, seasonality, making a range of cold and cooked recipes looking at nutrients within these (including using seasonal ingredients) 	
	Music	<ul style="list-style-type: none"> Brazilian music- comparing with Indian music (prior learning) 		<ul style="list-style-type: none"> History of music- composer (Edward Elgar) 		<ul style="list-style-type: none"> Discuss and compare swing, country, traditional pop, orchestra 	
Personal development, health and wellbeing		<ul style="list-style-type: none"> Families and people who care for me: respect 		<ul style="list-style-type: none"> Being safe- strangers online and offline 		<ul style="list-style-type: none"> Keeping safe in the community 	
Physical and sensory development		<ul style="list-style-type: none"> Team games- tag rugby Gymnastics- larger equipment 		<ul style="list-style-type: none"> Orienteering Dance 		<ul style="list-style-type: none"> Athletic- relay Dance- line dancing 	

Discovery Special Academy Y7/8 Book Spine



	Cycle A	Cycle B
Autumn	 	 
Spring	 	 
Summer	 	 

Discovery Special Academy Y7/8
Additional Texts Year A

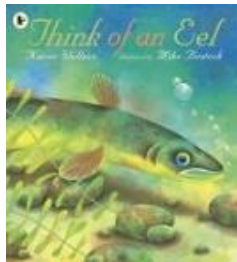
How the Grinch Stole Christmas



The Jungle Book



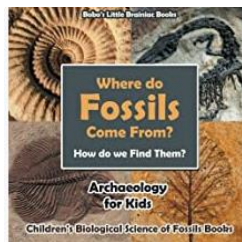
Think of an Eel



Andy Warhol



Where do Fossils Come From?



John Lennon



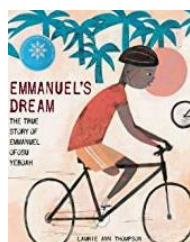
Under the Buddha Tree



My Dadima Wears a Sari



Emmanuel's dream



It Started With a Seed



Discovery Special Academy Y7/8
Additional Texts Year B

Heroes of World War II



Sikh Fundamentals



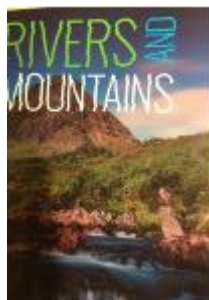
The Big Book of Brazil



A Walk in Paris



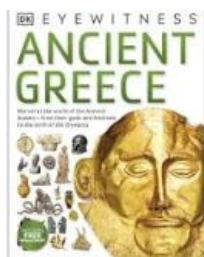
Rivers and Mountains



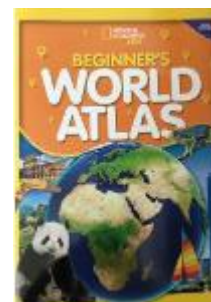
Middlesbrough at War



Ancient Greece



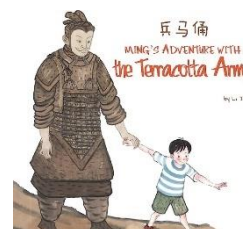
Geography World Atlas



Sikh Gurus



The Terracotta Army





Y7/8	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1	Number and Using and Applying <i>Retrieval: Number and Using and Applying</i>	Number and Using and Applying <i>Retrieval: Position and direction</i>	Geometry/ shape <i>Retrieval: Space (Position, Direction and movement)</i>	Number and Using and Applying <i>Retrieval: Number and Using and Applying</i>	Number and Using and Applying <i>Retrieval: Measure</i>	Measure <i>Retrieval: Number and Using & Applying</i>
2	Number and Using and Applying <i>Retrieval: Number and Using and Applying</i>	Measure <i>Retrieval: Number and Using & Applying</i>	Number and Using and Applying <i>Retrieval: Geometry/ shape</i>	Geometry/ shape <i>Retrieval: Number and Using and Applying</i>	Number and Using and Applying <i>Retrieval: Number and Using & Applying</i>	Number and Using and Applying <i>Retrieval: Measure</i>
3	Geometry/ shape <i>Retrieval: Number and Using and Applying</i>	Number and Using and Applying <i>Retrieval: Measure</i>	Measure <i>Retrieval: Number and Using & Applying</i>	Number and Using and Applying <i>Retrieval: Geometry/ shape</i>	Measure <i>Retrieval: Number and Using & Applying</i>	Number and Using and Applying <i>Retrieval: Number and Using & Applying</i>
4	Measure <i>Retrieval: Geometry and Shape</i>	Geometry/ shape <i>Retrieval: Number and Using and Applying</i>	Space (Position, Direction and Movement) <i>Retrieval: Measure</i>	Measure <i>Retrieval: Number and Using & Applying</i>	Geometry/ shape <i>Retrieval: Measure</i>	Geometry/ shape <i>Retrieval: Number and Using and Applying</i>
5	Number and Using and Applying <i>Retrieval: Measure</i>	Number and Using and Applying <i>Retrieval: Geometry/ shape</i>	Number and Using and Applying <i>Retrieval: Space (Position, Direction and movement)</i>	Space (Position, Direction and Movement) <i>Retrieval: Measure</i>	Space (Position, Direction and Movement) <i>Retrieval: Geometry/ Shape</i>	Space (Position, Direction and Movement) <i>Retrieval: Geometry/ Shape</i>
6	Number and Using and Applying <i>Retrieval: Geometry and shape</i>	Number and Using and Applying <i>Retrieval: Number and Using and Applying</i>			Number and Using and Applying <i>Retrieval: Space (Position, Direction and movement)</i>	Number and Using and Applying <i>Retrieval: Space (Position, Direction and movement)</i>
7	Space (Position, Direction and Movement) <i>Retrieval: Number and Using and Applying</i>	Space (Position, Direction and Movement) <i>Retrieval: Number and Using and Applying</i>			Number and Using and Applying <i>Retrieval: Number and Using and Applying</i>	Number and Using and Applying <i>Retrieval: Number and Using and Applying</i>
8	Geometry/Shape <i>Retrieval: Space (Position and Direction)</i>					



Discovery Special Academy – Medium Term Planning



KNOWLEDGE ORGANISER - SUBJECT NAME

Theme:

Year:

Term:
Cycle:

Prior Knowledge

-
-

Key Knowledge and experiences

-

Key Vocabulary

Golden Thread

Unit specific vocabulary

Cross curricular links

-

Where Next

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					
How are you revisiting previous learning/activating prior knowledge?					
What do you want the children to have learnt at the end of the session/s?					
Have you planned what you want your children to do, remember and know by the end of the session?					
What are you going to do to make your children think and remember?					
Can you identify any points in the teaching sequence where misconceptions are likely to happen?					
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.



Pupil initials	Education EHCP outcomes	Pupil initials	Education ECHP outcomes

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	Practice and Retrieval Phonics/Reading/Writing
Session 1					
Session 2					
Session 3					
Session 4					
Session 5					

Semi-formal weekly mathematics planning: Autumn TermClass

Objectives / Context for the week:

Practice and retrieval focus:

Vocabulary:

W/c	Shared Whole class/Group Counting focus	Shared Whole class/Group learning	Teacher Focus children	TA1	TA2	Practice and Retrieval (specify N, SSM or UA)
Session 1						
Session 2						
Session 3						
Session 4						
Session 5						



Phonics Schemes

Discovery Special Academy have developed a phonics progression programme that is used throughout the academy. Phase one of the programme uses a multi-sensory approach to teach pupils how to recognise sounds in their environment including the sounds their own voice can make. These are essential pre reading skills. Once embedded, frequent repetition will allow pupils to apply their sound knowledge to support them with the structured synthetic phonics approach (Read Write Inc.) in phase two.

From phase two onwards, pupils follow the 'Read, Write Inc.' synthetic phonics scheme to develop their phonic skills of blending and segmenting at their own pace. A range of visual resources complements this approach.

The Discovery phonics programme aims to build pupil's speaking and listening skills in their own right as well as preparing pupils for learning to read by developing their phonic knowledge and skills. It sets out a detailed and systematic programme for teaching phonic skills for pupils, with the aim of them developing early reading skills and working towards becoming fluent readers.

To support pupils in reading words, all sounds within the phases are taught in a specific order and separated into sets. Each set contains some sounds with two or three letters representing one sound (digraphs and trigraphs). When teaching the pupil, we call these sounds 'chatty friends' and pupils learn that together these letters produce one sound, for example **sh, th, ng, nk** (in Set 1).

During all phases, pupils read texts to suit the sounds and words they are learning. All books are read at least twice in school before being sent home to share. This supports parents when sharing a book at home and pupils have the opportunity to 'show off' their reading skills in a different setting, encouraging them to become confident, fluent readers. Pupils progress through reading books at their own pace ensuring they have learnt previous sounds and words before moving on. This gives pupils the opportunity to retrieve embedded prior phonics knowledge as well as make connections with new learning so that reading becomes easier and enjoyable for them.

Phase	Phonic Knowledge and Skills
<i>Phase One</i>	<p>Phase One phonics at Discovery includes seven areas of learning:</p> <p>Step 1: Sounds in my environment</p> <p>Step 2: Sounds of instruments</p> <p>Step 3: Using my body to make sounds</p> <p>Step 4: Nursery rhymes and rhythm</p> <p>Step 5: Initial sounds</p> <p>Step 6: Making sounds with my voice</p> <p>Step 7: Oral blending and segmenting</p> <p>A Phase One assessment determines if pupils are ready to move onto Phase two of the Discovery phonics programme.</p>
<i>Phase Two</i>	<p>In Phase Two, pupils learn the corresponding sounds for the letters of the alphabet and how to blend these sounds together. This helps pupils to read words. Pupils also learn how to segment words into their separate sounds. This skill helps pupil to read and spell words.</p> <p>Set 1 sounds are taught in this order: m a s d t i n p g o c k u b f e l h s h r j v y w t h z c h q u x n g n k.</p> <p>Pupils read Sound Blending books 1-10, Red 'ditty books' and green books with corresponding story books.</p>
<i>Phase Three</i>	<p>In Phase Three, pupils are taught the following sounds whilst still practising previously taught sounds and words.</p> <p>Set 2: ay ee igh ow oo oo ar or air ir ou oy.</p> <p>Pupils read purple and pink story books. Non-fiction texts also complement each colour band.</p>
<i>Phase Four</i>	<p>Pupils are taught the following sounds whilst still practising previously taught sounds and words.</p> <p>Set 3: ea oi a-e i-e o-e u-e aw are ur er ow ai oa ew ire ear ure tion tious/cious</p> <p>Pupils read orange, yellow, blue and grey story books.</p>
By the end of the phonics programme pupils should be able to:	<ul style="list-style-type: none"> • Write all of their name. • Write some letters accurately. • Form lower-case and capital letters correctly. • Spell words by identifying the sounds and then writing the sound with letter/s • Write short sentences with words with known sound-letter correspondences using a capital letter and full stop • Re-read what they have written to check that it makes sense.

Students should now be ready to move onto spelling rules as outlined in stages 1 – 4 on the following pages

	Bridge to spelling stages 1-3
	By the end of the phonics programme pupils should be able to read and recognise for reading, the spellings below, and this should be checked through practice and retrieval. They should now focus on applying this knowledge into transcription and spelling (writing)
Transcription: spelling	<p>I can spell words containing each of the 40+ phonemes.</p> <p>I can name the letters of the alphabet in order.</p> <p>I can use letter names to distinguish between alternative spellings of the same sound</p> <p>I can add –s to words e.g. cats, dogs.</p> <p>I can add –es to words e.g. catches.</p> <p>I can add the endings –ing, –er and –ed.</p> <p>I can spell words using –ing, –ed, –er, –est where no change is needed in the spelling of root words (for example, helping, helped, helper).</p> <p>I can spell words using –ff, –ll, –ss, –zz and –ck e.g. off, well, miss, buzz.</p> <p>I can spell words where the –n comes before the –k e.g. bank, think.</p> <p>I can divide words into syllables e.g. pocket, rabbit, carrot.</p> <p>I can spell words using –tch e.g. catch, fetch, kitchen.</p> <p>I can spell words using the –ve sound at the end of words e.g. have, live, give</p> <p>I can add –er, –est to adjectives e.g. fresher, freshest, quicker, quickest.</p> <p>I know vowel digraphs and trigraphs and understand the rule for each e.g. ai, ay, a-e and air, ear, are in hair, bear, care</p> <p>I can spell words ending in –y e.g. happy, funny, very, party, family.</p> <p>I can spell words using –ph instead of –f e.g. dolphin, phonics, elephant.</p> <p>I can spell words using –wh instead of –w e.g. when, where, wheel</p> <p>I can spell words using –k rather than –c e.g. Kent, sketch, kit, skin.</p> <p>I can add the prefix –un to words e.g. unhappy, unkind, undo, unfair, unlock.</p> <p>I can spell compound words e.g. football, playground, farmyard.</p> <p>I can spell common exception words (action words) e.g. the, a, do to</p> <p>I can spell the days of the week.</p> <p>I can divide words into syllables.</p> <p>I can write from memory simple sentences that include words using the GPCs and common exception words (action words) taught so far.</p> <p>I can apply the phonic sounds I know into my writing (RWI sets 1, 2 and 3).</p>

	Stage 1	Stage 2	Stage 3
Transcription: spelling	<p>I can spell words adding –es to nouns and verbs endings in –y e.g. try – tries.</p> <p>I can spell words adding –ed, -ing, -er and –est to a root word ending in –y with a consonant before it e.g. copied, copier, happier, happiest, cried, replied....<i>but</i> copying, crying, replying.</p> <p>I can spell words using -dge after a, e, i, o, u e.g. badge.</p> <p>I can spell words using –ge at the end of the word e.g. charge.</p> <p>I can spell words using -g at the front of a word e.g. gem.</p> <p>I can spell words using –c at the front or before a, e, i and y e.g. race/cell.</p> <p>I can spell words using –kn and –gn at the beginning of words e.g. knock/gnaw.</p> <p>I can spell words using –wr at the beginning of words e.g. wrong.</p> <p>I can spell words using –le at the end of the word e.g. table.</p> <p>I can spell words using –el at the end of the word e.g. tunnel.</p> <p>I can spell words using –al at the end of the word e.g. pedal.</p> <p>I can spell words using –il at the end of the word e.g. fossil.</p> <p>I can spell words using –y at the end of the word e.g. cry.</p> <p>I can spell words using –ing, -ed, -er, -est, and –y to words of one syllable ending in a single consonant letter after a single vowel letter e.g. patting, patted, sadder, saddest, runner, runny.</p> <p>I can spell words using –ll at the end of a word e.g. all, ball.</p> <p>I can spell words using the ‘o’ sound e.g. mother, brother.</p> <p>I can spell words using –ey sound at the end of a word e.g. valley.</p> <p>I can spell words using –a after –w and –qu e.g. wander, quantity, squash.</p> <p>I can spell words using the -or sound after –w e.g. world, worth.</p> <p>I can spell words using –s e.g. television, treasure.</p> <p>I can spell words using the suffixes –ment, -ness, -ful, -less, -ly e.g. enjoyment, sadness.</p> <p>I can spell words using an apostrophe for contraction e.g. can’t, didn’t.</p> <p>I can spell words using a possessive apostrophe (singular) e.g. the girl’s book.</p> <p>I can spell words ending in –tion e.g. station, section.</p> <p>I can spell homophones e.g. there/their/they’re.</p> <p>I can distinguish between homophones and near homophones.</p> <p>I can write from memory simple sentences that include words using the GPCs and common exception words (action words) taught so far.</p>	<p>I can use further prefixes and suffixes and understand how to add them.</p> <p>I can add suffixes beginning with vowel letters to words of more than one syllable (-ing, -ed, -en, -er).</p> <p>I can spell the sound spelt y elsewhere than at the end of words.</p> <p>I can spell the sound spelt ou.</p> <p>I can spell words using the prefixes un-, dis-, mis-, il-, im-, ir-, re-, sub-, inter-, super-, anti-, auto-.</p> <p>I can spell words with the suffix –ation.</p> <p>I can spell words with the suffix –ly.</p> <p>I can spell words with the suffix –ous.</p> <p>I can spell words with endings sounding like ‘air’ spelt ‘ure’.</p> <p>I can spell word endings which end in –tion, –sion, –ssion, –cian.</p> <p>I can spell words with the /k/ sound spelt ch (Greek in origin). For example: <i>chorus, chemist</i>.</p> <p>I can spell words with the /ʃ/ sound spelt ch (mostly French in origin). For example: <i>chef, machine</i>.</p> <p>I can spell words ending with the /g/ sound spelt –gue and the /k/ sound spelt –que (French in origin).</p> <p>I can spell words with the /s/ sound spelt sc (Latin in origin). For example, <i>science, scene</i>.</p> <p>I can spell words with the ai, a_e, ay sound spelt ei, eigh, or ey.</p> <p>I can spell further homophones.</p> <p>I can spell words that are often misspelt.</p> <p>I can place the possessive apostrophe accurately in words with regular plurals (for example, girls’, boys’) and in words with irregular plurals (for example, children’s).</p> <p>I can use the first two or three letters of a word to check its spelling in a dictionary.</p> <p>I can write from memory simple sentences that include words and punctuation taught so far.</p>	<p>I can use further prefixes and suffixes and understand the guidance for adding them.</p> <p>I can spell words with endings which sound like –cious or –tious.</p> <p>I can spell words with endings which sound like –cial and –tial.</p> <p>I can spell words ending in –ant, –ance/–ancy, –ent, –ence/–ency.</p> <p>I can spell words ending in –able and –ible.</p> <p>I can spell words ending in –ably and –ibly.</p> <p>I can add suffixes beginning with vowel letters to words ending in –fer.</p> <p>I can use a hyphen.</p> <p>I can spell words with the sound spelt ei after c, e.g. ceiling, deceive</p> <p>I can spell words containing the letter-string ough.</p> <p>I can spell some words with ‘silent’ letters [for example, knight, psalm, solemn].</p> <p>I can continue to distinguish between homophones and other words which are often confused.</p> <p>I understand that the spelling of some words needs to be learnt specifically.</p> <p>I can use a dictionary to check the spelling and meaning of words.</p> <p>I can use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.</p> <p>I can use a thesaurus.</p> <p>I can write from memory, sentences that include words and punctuation taught so far.</p>



Discovery Special Academy Sentence Types

The language of sentence types is modelled and used in all pathways to support all pupils to develop their ability to communicate orally, through symbols or in written form if able. Emerging sentence types should be taught orally and then more formally in writing as pupils make progress. Only move onto the next stage of sentence types once pupils are secure orally and/or in written form.

	Previously Taught – continue to consolidate and apply	New Learning	Grammar
Emerging (P6-P8)		In dialogue: <ul style="list-style-type: none"> Conjunction: and, because Story language: Once upon a Time, Early one Morning, Then, happily ever after Time connective: e.g. Then, Next, After that, Adjectives 	Finger spaces
Growing (Br-one 3)	In dialogue: <ul style="list-style-type: none"> Adjectives Conjunction: and, because Story language: Once upon a Time, Early one Morning, Then, happily ever after Time connective: Then, Next, After that, 	In dialogue/writing when appropriate: <ul style="list-style-type: none"> Story Language: One (sunny) day, soon, suddenly, in the end Adjectives Conjunction: and, because Time connective: e.g. First, Next, After that, Then, When, Finally 	Finger spaces, capital letter, full stop
Developing (two 1 – two 3)	In writing: <ul style="list-style-type: none"> Story Language: One (sunny) day, soon, suddenly, in the end Adjectives Conjunction: and, because Time connective: e.g. First, Next, After that, Then, When, Finally 	In writing: <ul style="list-style-type: none"> 2A Conjunction sentence: “and, but, or, so, because” Story language: After a while, a moment later, The next morning/day, However, Meanwhile, When it was all over, By the next morning, To his/her amazement Time connective sentence: e.g. Once upon a time, One morning, Later that day, / First, Next, After that, Finally Question sentence Exclamation sentence – including those beginning with <u>how</u> or <u>what</u>. Imperative sentence 	capital letter, full stop, singular, plural, sentence, punctuation, question mark, exclamation mark, comma, command, compound, adjective, noun, verb
Secure (three 1+)	In writing: <ul style="list-style-type: none"> 2A (noun phrase) Conjunction sentence: and, but, or, so, because Story language: After a while, a moment later, The next morning/day, However, Meanwhile, When it was all over, By the next morning, To his/her amazement Time connective sentence: e.g. Once upon a time, One morning, Later that day, / First, Next, After that, Then, Finally Question sentence Exclamation sentence – including those beginning with <u>how</u> or <u>what</u>. Imperative sentence 	In writing: <ul style="list-style-type: none"> Powerful sentence (noun phrase) Conjunction sentence: and, but, or, so, when, if, that, because Adverb sentence List of 3 	capital letter, full stop, singular, plural, sentence, punctuation, question mark, exclamation mark, comma, noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb, past tense, present tense, apostrophe (possessive and contracted), comma (to separate items in a list)



Discovery Special Academy Comprehension Progression

At Discovery Special Academy, we know that comprehension, the ability to understand something, begins before a child can read letters or words. Pupils are taught to acknowledge and appreciate their environment and the wider world through their chosen means of communication by offering valuable learning experiences in and outside the academy. From Nursery onwards, language development is priority and taught through a literature rich environment with the sharing of stories, rhymes, poems and songs at its heart. We know that cultural experiences and knowledge of the world improve spoken language and can empower pupils as readers and as a result, improve well-being, happiness and mental health. Our wider subject curriculum ensures pupils learn about subjects before they are expected to discuss or write about them and educational visits support them in being able to retrieve knowledge, use related vocabulary and link it to new contexts.

This learning is key throughout a pupil's time in EYFS and for those pupils who transition to the informal phase. Comprehension continues to focus on understanding the world around them through learning to communicate and interact using alternative and augmentative communication methods. It also allows pupils to comprehend that they can be their own agent of change and influence their world.

Before those pupils who are able, become fluent readers, that is they can read with accuracy, automaticity and prosody, comprehension is taught through familiar focus texts during English lessons. This approach allows new vocabulary to be correctly modelled by the adult, allowing understanding of new words to be recalled using contexts. New words are explained, displayed and then used in the Talk for Writing approach. This also allows previously learnt vocabulary to be retrieved and re used in new stories and genres. Story characters are described and compared and when ready, pupils can begin to use written methods to show their comprehension of texts, for example, use labelling skills to show their understanding of the diversity of characters. Adult led discussions for example, relating to an author's intent, help pupils to understand that reading commands communication between a writer and their audience. This knowledge is essential as pupils begin to see themselves as authors.

As pupil's reading becomes fluent, comprehension is taught using whole class texts where pupils take ownership of their own copy. Adults read aloud and this helps pupil's understanding of texts through prosody and thinking out loud questions, for example, characters feelings and anticipation. When ready, pupils can show their understanding of the text using written methods such as sequencing, summarising, comparing and explaining using inference and deduction skills.

Comprehension for all Learning Pathways

Visual timetables
Choosing boards
Makaton
Labels and photographs
Symbols
Routines and structures
Social stories
Facial expressions and body language
Repetition
Songs
Stories and rhymes
Making choices
Developing independence

P4	<p>Pupil begins to anticipate key events and important phrases, <i>e.g. saying/signing a single word or phrase.</i></p> <p>Pupil uses picture cues when sharing a book, with support.</p> <p>Pupil mimics 'reading-like' behaviour, <i>e.g. holds a book and pretends to read it.</i></p> <p>Pupil holds a book the correct way and turns pages.</p>
P5	<p>Pupil begins to use patterns of speech influenced by their experience of books.</p> <p>Pupil listens and engages with stories with increasing attention.</p> <p>Pupil derives some meaning from a book and indicates what it is about.</p> <p>Pupil uses picture cues when sharing a book, <i>e.g. matching a picture of a character to one in their book.</i></p> <p>Pupil shows interest in the content of a book, <i>e.g. looks at pictures to see what happens next.</i></p> <p>Pupil demonstrates 'reading-like' behaviour, <i>e.g. uses it to tell a simple version of the story.</i></p> <p>Pupil holds a book the correct way, starts at the beginning and turns the pages.</p> <p>Pupil distinguishes between pictures and writing.</p>
P6	<p>Pupil makes some links between books read and own experiences, with support, <i>e.g. 'That's my dog!'</i></p> <p>Pupil predicts words or phrases within a particular, familiar story</p> <p>Pupil shows emerging confidence when talking about points of interest in a story.</p> <p>Pupil occasionally asks and responds to simple questions, in the form of 'how?', 'where?' or 'why?'.</p> <p>Pupil begins to recognise that information can be retrieved from books.</p>
P7 <u>Begin recorded evidence of comprehension work</u>	<p>Pupil uses vocabulary and forms of speech that are increasingly influenced by their experience of texts.</p> <p><u>Pupil makes connections between texts and their experiences and demonstrates this in own recording</u></p> <p>Pupil predicts elements of a text, <i>e.g. when the adult stops reading the pupil fills in the missing word.</i></p> <p>Pupil enjoys an increasing range of texts and shows interest in the activity of reading.</p> <p>Pupil asks and responds to simple questions in the form of 'how?', 'where?' or 'why?'.</p> <p>Pupil understands some conventions of print <i>e.g. reading top to bottom, left to right.</i></p> <p><u>Pupil knows information can be retrieved from texts, e.g. circling the animals included in the story.</u></p>
P8	<p>Pupil retells narrative in the correct sequence, drawing on the language patterns of stories</p> <p>Pupil interprets the meaning of pictures deducing a storyline from illustrations.</p> <p>Pupil makes predictions based on illustration, story content and title</p> <p><u>Pupil responds to stories or poems, with relevant comments, sequencing and questions or actions.</u></p> <p>Pupil shows understanding of how information texts can be used to answer questions e.g looking back through a book for the <u>answer</u></p>
Bridge	<p>Pupil can answer literal questions about a familiar book that has been read to them.</p> <p>Pupil can look at pictures and interpret characters' feelings</p> <p>Pupil recognises and begins to use some terms referring to print, e.g. book, picture, cover, page</p>
Pivats Level 1	<p>Pupil recalls main points of a familiar text and can sequence.</p> <p>Pupil answers questions requiring literal retrieval.</p> <p>Pupil uses awareness of punctuation to support fluent reading, <i>e.g. pausing at full stops.</i></p> <p>Pupil can identify the main events and characters in stories.</p> <p>Pupil retrieves relevant information by answering questions relating to who, what, where, when, why, how.</p> <p>Pupil reads familiar texts with some expression.</p> <p>Pupil uses knowledge of simple sentence structures and repeated patterns to make predictions and check reading.</p> <p>Pupil talks about typical characters in texts, <i>e.g. goodies and baddies.</i></p> <p>Pupil makes simple predictions about what has been read so far, e.g character's feelings .</p> <p>Pupil makes simple inferences with about what has been said and done</p> <p>Pupil says how they feel about familiar texts and identifies an aspect they like.</p> <p>Pupil chooses and talks about a favourite book and gives reasons for its selection.</p> <p>Pupil relates characters, settings and events to their own experiences. .</p> <p>Pupil listens to what others say.</p> <p>Pupil understands, and uses correctly, terms referring to conventions of print: book, cover, beginning, end, page word, letter, line.</p> <p>Pupil recognises some features of texts e.g. Contents page, labels, titles, captions etc.</p> <p>Pupil begins to talk about the differences between fiction and non-fiction.</p> <p>Pupil begins to identify features of a range of texts including <i>narratives, instructions, poems, recounts and information.</i></p> <p>Pupil is able to discuss the title and how it relates to events in the whole story.</p>



Discovery Special Academy Question Stems for Comprehension Curriculum

Question stems should be introduced at a stage appropriate time as pupils move into a more formal, subject specific curriculum (this may happen at any stage through the SF curriculum). Once pupils are ready to begin structured comprehension, content domains are introduced orally and taught through adaptation and careful planning.

Early comprehension skills From P7 – L1	<ul style="list-style-type: none"> • Matching characters and objects to the correct book • Sorting images of pictures from a book • Sequencing pictures/objects from a familiar text
(Pivats L2) <i>Draw on knowledge of vocabulary to understand texts.</i>	<ul style="list-style-type: none"> • Which word in the text describes...? (multiple choice) • Which word means ...? Tick one (multiple choice) • Find and copy one word which tells you... • Find and copy one word that shows... • Find and copy two words that describe how... • Find and copy one word from the top of page ... that means... • What does the word ... mean in this sentence? (multiple choice) • '... ..' What does the word ... mean? (multiple choice) • '.....' What does this mean? (multiple choice) • Look at the section headed: Find and copy one word that means the same as ... • Look at the paragraph beginning ...Find and copy one word that means the same as ... • Draw lines to match the words below to their meaning. • The boat hit the rocks with <i>a great crunch</i>. This means that it made... (multiple choice) • '.....' This means x was (multiple choice) Tick one • The word x means. Tick one (multiple choice)
<i>Identify and explain key aspects of fiction and non-fiction texts, such as character, events, titles and information.</i>	<ul style="list-style-type: none"> • What ...? • What does...? (multiple choice) • What did...? • What was ...? (multiple choice or short response) • What could...? • What had ...? • What are ...? • What made ...? • Give two things ... • Give two problems ... • Look at the section headed: Give one thing that... • What happens to...? • Where did...? • Where were ...? • How did ... think ...? • Why did ...? • Why was ...? • Draw lines to match these characters to..... • When were...? • When did ...? • Tick two good points about... (multiple choice) • At the end of the story, Bella was happy? Why? • Who did...? • Tick to show what... (complete a table) • Tick True or False for each statement about...(complete table) • Complete the table... • Why does ... like...? • Which ... is ...?

	<ul style="list-style-type: none"> The text tells us about x. Name two of them.
<i>Identify and explain the sequence of events in texts.</i>	<ul style="list-style-type: none"> Number the sentences below from 1 to 4 to show the order they happened in the story. One has been done for you. Look at the whole story. Number the sentences 1 to 5 to show the order that they happen in the story. One has been done for you.
<i>Make inferences from the text.</i>	<ul style="list-style-type: none"> Why did ... say, "..."? <ul style="list-style-type: none"> Why did ...? (multiple choice) Why did ...? Why was...? Why can ...? Why were ...? How do you know that...? The ... said: '... ...'. How do you know...? How can you tell that ...? How did ... feel when ...? (multiple choice) How is ... like a ...? Put ticks in the table to show which sentences are true and which are false. (complete a table) What made ...? Find and copy two words that show that... Give two things the ... does that tell you ... Who is...?
<i>Predict what might happen on the basis of what has been read so far.</i>	<ul style="list-style-type: none"> Based on what you have read, what might happen next to the...? Which of these do you think x is likely to say at the end of the x?
<i>Give/explain the meaning of words in context</i>	<ul style="list-style-type: none"> Find and copy one word meaning... Look at the paragraph beginning...Find and copy one word meaning... Find and copy one word from this paragraph that is closest in meaning to ... In the sentence/paragraph ... which word most closely matches the meaning of the word... (can be multiple choice) Find and copy a word/group of words that suggest that/show how... What does the word...suggest about.../ What does the word ... tell you about... Circle the correct option to complete the/each sentence below... Look at the paragraph... what does the word...suggest about... Look at the paragraph beginning...Find and copy one word or a group of words that shows that... Find and copy one word/group of words that tells you... Give the meaning of the word...in this sentence. What does...mean? Tick one. (can be multiple choice) Which word is closest in meaning to...
<i>Retrieve and record information/identify key details from fiction and non-fiction.</i>	<ul style="list-style-type: none"> Write down one/two/three things that you are told about the... Which one of these drawings best represents... Look at the paragraph beginning...What did...have to do in order to... What was revealed at the end of the poem/story? (can be multiple choice) Using information from the text indicate whether the following statements are true or false... Circle the correct option to complete the/each sentence below... What helped...to get...? Look at the paragraph beginning...give one/two reasons why... Why were...not always...? Why had...? How would you get from...to...? How long ...?

	<ul style="list-style-type: none"> • According to the text, what could you do on...? Give two examples. • Look at the paragraph/text box. Complete the table below... • Tick true or false in the following table... • What does the... do to frighten the...? • How does the ... behave when...? • Who else ...? • Name two of ...? • In what year...?
<i>Summarise main ideas from more than one paragraph</i>	<ul style="list-style-type: none"> • Below are some summaries of different paragraphs from the text, number them to show the order in which they appear in the text. • What is the main message of the poem/story? • Using information from the whole text, tick one box in each row to show whether each statement is true or false. • Number the following events 1-5 to show the order in which they happened. The first one has been done for you.
<i>Make inferences from the text / explain and justify inferences with evidence from the text.</i>	<ul style="list-style-type: none"> • How can you tell that...was keen to get to the...? • Look at the paragraph beginning... to the paragraph ending...What impressions of the ... do you get from these paragraphs? • Look at the paragraph beginning... why did ...find it difficult to ...? • Look at the paragraph beginning...how do you know that... wanted to keep...a secret? • What evidence is there of ... being determined/stubborn/defiant in the way he/she/they behaved towards... • What are three ways the ... shows...? • Explain what this description suggests about... • What evidence in the text is there that....can be dangerous? Give two examples. • Why did ... feel ...? • In what ways might...character appeal to many readers? Explain fully referring to the text in your answer. • According to the text, how did the...help to change the opinion of... • How do you think ... felt when (or about) ...? • What do you think...was thinking? • What kind of person do you think...was? Use evidence from the text to support your answer. • Explain how...felt about... • How do these words make the reader feel about...? • How does the first paragraph suggest that the characters are...? • How can you tell that...is an expert on ...? • Put a tick in the correct box to show whether each of the following statements is a fact or an opinion. • Using information from the text, tick one box in each row to show whether each statement is a fact or opinion. • What suggests that the...was...? • Look at the paragraph beginning ... to the ending ... What impressions of thedo you get from these paragraphs?
<i>Predict what might happen from details stated and implied</i>	<ul style="list-style-type: none"> • Do you think that ... will change his/her/their behaviour in the future? Explain why using evidence from the text. • Based on what you have read, what does the last paragraph suggest might happen next to the...? Use evidence from this paragraph/the text to support your prediction.

	<ul style="list-style-type: none"> What do you think...would say to... about? Use evidence from the text to support your answer.
Identify / explain how information / narrative content is related and contributes to meaning as a whole.	<ul style="list-style-type: none"> Draw lines to match each part of the story with the correct quotation from the text. Setting/past events/action/lesson/suspense/character etc. Find and copy a group of words where ... mood changes. What impact does ... change in mood/feeling have on the text as a whole? The characters have different opinions of each other throughout the text. Find and copy a group of words which explain ... opinion of...
Identify / explain how meaning is enhanced through the choice of words and phrases.	<ul style="list-style-type: none"> What is the effect of using this word? What is the effect of putting the words in this order? Find a simile and a metaphor and explain why they have been used What is the effect of using short sentences / questions? What features of the text tell you...? Why is ... an effective way of describing how...? Why has the writer/author used a particular word or phrase? Why does the writer compare ... to ...? What do phrases such as ... tell you...? How does the poet / author try to make the reader feel ____? Refer to the text to support your answer. ...stood stump still... (page__) What does this tell you about...? Look at the paragraph beginning: _____. Find and copy four different words from the rest of the paragraph that suggest...? Look at the paragraph beginning: _____. How does the writer...? Look at the section headed: ... Find and copy two groups of words/phrases that suggest In the paragraph beginning: What does the word ... suggest about ...? ...they crossed the glassy surface of the lake. Give two impressions this gives you of the water.
Make comparisons within the text.	<ul style="list-style-type: none"> The mood/relationships/opinions of the characters change throughout the text. How do they change? How does...feel about ... compared to the beginning of the text? According to the text, give one way...are/is similar to.../different to ...
Identifying language, presentational and structural features.	<ul style="list-style-type: none"> What is the purpose of the bullet points, sub-headings, boxes, pictures, diagrams, arrows, underlining? What is the purpose of a contents page? What is the main purpose of...? How does the layout help the reader? What kind of text is this? What is the function of ...? Tick the purpose of this paragraph. Why has a glossary been included? What features tell you it is a play script/poem/instructions etc.? Match the features to the text type. Tick three features of an autobiography, newspaper report etc. How are some of x's words emphasised? Why are some parts of the text printed in different font? Why are the words at the top of the page in a bold, large font? Look at the section headed: ... Why are italics used for the word ...? Look at the section headed: ... Why is the word ... in inverted commas?



It is our aim to ensure that pupils have plenty of opportunities to read and hear written text so that they can internalise the language patterns they can then use for inspiration. This idea is central to the process devised by Pie Corbett in the form of Talk for Writing. His research demonstrates that pupil's writing improved in all year groups after oral rehearsal of narrative and non-narrative written texts.

The Talk for Writing teaching sequence at Discovery carefully considers the building blocks required to teach writing. Text maps are produced using Communication in Print and the Discovery Makaton visual resource. They are planned carefully, to include words that have been taught through daily phonics instruction. This gives pupils the opportunity to retrieve embedded prior phonics knowledge as well as make connections with new learning so that it becomes easier. This not only supports them to continue to crack the phonics code but to begin to learn how to write. Text mapping frees up working memory, allowing pupils to concentrate on the writing skills they have learnt so far including spellings, sentence types, handwriting and punctuation.

This approach, through teacher modelling at the imitation stage, also supports reading fluency. It gives pupils the opportunity to understand the meaning of words through expression and intonation when imitating language patterns.

The table below demonstrates how the 'Talk for Writing' approach at Discovery gives pupils the knowledge and skills required to progress through the imitate, innovate and invent stage, depending on the curriculum pathway they are following.

Imitate	<p>The aim is to keep retelling written text until it can be retold by the whole class together.</p> <p>What is the process?</p> <ol style="list-style-type: none"> 1. Choose a text and adapt it to include phonics and skills already practiced. 2. Produce a text map using academy text map resources. <p>This is a crucial element of the process. The map should be designed to include any rhythmic patterns and words integral to the story or specific sentence openers that you would like the pupil to use.</p> <ol style="list-style-type: none"> 3. Practise telling the text aloud using the 'my turn, your turn' approach. 4. The text map must be clearly displayed and retold using Makaton signs, expression and intonation. 5. Practise daily until pupils have internalised the language patterns. Of course, it doesn't have to be word perfect, but it should follow the structure of the text map. 6. Provide opportunities for pupils to retell and/or perform the text map independently. 7. Pupils need to be shown how to write through the use of sentence strips, alphabet cards and shared writing. Finally, the pupil will write the text.
Innovate	<p>Once the pupils have a firm grasp of the text pattern, it can then be adapted as a whole class or individually, depending on the curriculum pathway being followed. This can be done in a number of very simple ways.</p> <ol style="list-style-type: none"> 1. Substitutions- change certain elements of the text. e.g. in 'Goldilocks and the Three Bears', substitute the porridge, chairs and beds for other household items. 2. Alterations- alter the setting or the character of the story, e.g. in 'Cinderella', change the girl to a boy and the ball to a football tournament. Change the wishes and the outcome in the 'Genie and the Magic Lamp'. Alter or adapt the ending of the original story. 3. Now that the pupils have their own version of the text, they will need the opportunity to imitate their own version until it becomes fluent. 4. Finally, the pupils now have a go at writing their own adapted text in supported groups.
Invent	<p>The third strand represents the ability to invent stories as a whole class or individually. All pupils need regular practice and will find it so much easier once they have experienced the imitation and innovation stages a number of times.</p> <ol style="list-style-type: none"> 1. Stories should have a simple three-part structure: beginning, middle and end. 2. Non narrative tasks must rely on knowledge taught and related to prior knowledge. 3. Teachers work with the child to produce an invented text map, using academy resources: Communication in Print and Makaton. 4. Once pupils have their own text map, they will need the opportunity to imitate their independent plan. 5. Finally, the pupils now have a go at writing independently.



Science and foundation subjects will be taught through a multi-sensory curriculum. Learning intentions will be taken from the TVEd Semi-Formal/Plus curriculum overview.

Science

All pupils learn science at a level that is appropriate to their developmental stage, not specific age. Relevant concepts are taken from earlier stages in the national curriculum but taught through age appropriate materials. For example; pupils in year 6 may learn about states of matter (taken from the Y3/4 program of study) through exploring the effects of dropping mints into fizzy liquids. Reversible and irreversible changes, which is a concept introduced in KS1, could be taught to older pupils through cooking linking it with life skills.

In science, the focus is the provision of an active, stimulating learning environment; use of step by step activities; relevant multi-sensory activities; effective communication; science equipment; legal and safety considerations and the support that can be offered by other adults. Activities in science have the following characteristics that help pupils with SEND to achieve success:

- they are about first-hand experience;
- knowledge and skills can be developed in small steps through practical activity;
- science activities can capture the imagination;
- working in groups encourages participation and interpersonal communication; and
- working on a variety of activities allows pupils to share their strengths and help each other

Lessons encourage pupils to explore and understand the world around them through a sensory and practical approach to learning. Choosing familiar contexts and providing appropriate activities motivates and stimulates pupils and helps them gain a better knowledge and understanding of the world. Use of the local environment provides pupils with a broad range of learning experiences.

Practical work is modified and adapted for pupils with physical difficulties and computer modelling is used where appropriate. Understanding cause and effect and how their actions can change this plays an important role in scientific discovery within the school. A multi-sensory approach gives pupils more opportunity to learn effectively in a way suited to their abilities. Pupils are encouraged to use all their senses, not only visual observations. Therefore, pupils with some sensory loss are more able to participate actively in the practical activity.

Practical work and language development are mutually supportive. Pupils are supported to develop their scientific language in the following ways:

- using the 'talk for writing' model when explaining experiments;
- hearing and using words in a meaningful context;
- sensory approaches to support scientific understanding. For example, pictures are not adequate to make clear words such as rough, hard, damp, greater than, elastic or insulating; and
- using a range of methods to communicate their scientific information, either orally or in a written form. It is not always necessary to write down results; and the use of a variety of different forms of recording; diagrams, discussion, drama, video, tape recording, photographs, drawings, paintings, zig zag books and on computers.

Design and technology

Design and technology (DT) can be a particularly inspiring, rigorous and practical subject for pupils with SEND. Using creativity and imagination, pupils can design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, computing and art in order to design and make high quality prototypes and products for a wide range of users. They learn how to critique, evaluate and test their own ideas and the works of others. Projects are chosen that are relevant and appropriate to the needs of the pupils; for example Y6 pupils making desk tidies for younger pupils and KS1 pupils mark make and draw pictures of themselves and create moving images using split pins and body parts.

Within the DT scheme of work there is a focus on health and well-being linked to food technology. Pupils learn about the nutritional values of a range of foods and how this impacts on their development and future health. They are supported in understanding how to make the right choices for a balanced diet that is not restrictive. Food technology skills are introduced when pupils have developed the physical skills necessary to do this.

In both DT and food technology, involvement is carefully planned to allow all pupils to be included in different ways. As the academy does not cater for pupils with the most profound and multiple needs, all pupils are able to access some form of design and food technology whether this is cutting, mixing or pouring ingredients or working with tools that are appropriate to need. Pupils with the most severe disabilities use appropriate equipment and are supported by staff in the school. Specific equipment will be explored through collaborating with other special providers to look at any specific adaptations that can be made for individual needs.

Physical development/education

In EYFS and Informal classes the curriculum ensures all aspects of physical development are incorporated, including various sensory, therapeutic and gross/fine motor skills. Where appropriate, dependent on the levels of social interaction and understanding, some children from informal classes will join semi-formal/+ PE sessions.

In the semi-formal/+ curriculum, PE is taught discreetly and follows P levels and the National Curriculum, dependent on developmental stage. Additional sports and PE funding is used to compliment the teaching by allowing access to therapeutic equipment, spaces and activities.

Sport plays a major role in the inclusion of all groups in society. Therefore, at Discovery, all pupils, irrespective of age, gender, ability, race or SEND have a genuine and equal opportunity to participate in sport at all levels and in all roles.

Through the TVEd all ability sport and health policy based around the inclusion spectrum, pupils engage in a range of activities tailored to their individual and group needs. The inclusion spectrum is an activity-centred approach to the inclusion of pupils who have different abilities in physical education games programmes. In a games or physical activity context, inclusion can be achieved by changing the environment of the activity or the way in which the activity is presented.

The inclusion spectrum provides deliverers of PE and sport with options and different methods of delivery. By delivering activities differently we can balance the needs within the group. This avoids the situation where more able pupils benefit at the expense of those whose skills are still developing.



Computing

Computing explores the areas of computer science, information technology and digital literacy. All pupils have access to a diverse computing curriculum at an appropriate level to their stage of development. At the earliest stages this may involve writing a set of commands for a bee-bot, pro-bot or roamer.

Pupils also explore the digital world around them understanding that, from the alarm that wakes them up each morning or the microwave they use for breakfast, to the more focussed work and IT they use in the academy, computing has a huge impact on their everyday lives.

ICT is used and applied by all pupils for a range of purposes, such as:

- engaging with a range of stimuli, for example, tracking images across a computer screen or listening to pre-recorded sound effects;
- working with computer-generated models, for example, choosing from two options to complete an on-screen pattern;
- affecting the environment, for example, using a switch to start music, to attract the attention of others or to start a dialogue;
- promoting independence, for example, using a joystick to steer a powered wheelchair around the academy;
- enabling and improving communication, for example, taking photographs to improve presentation, using a speech output device to show choice or using email;
- providing a source of information, for example, using television, email, the internet (including access to the academy website) to develop lifelong skills for the 21st century; and
- using assistive technology to aid learning, communication and interaction, for example, using eye gaze to access the curriculum or to explore cause and effect.

When used correctly and matched to the needs and the capabilities of the pupil through comprehensive assessment, ICT can be a great equaliser. However, time needs to be devoted to this often on a 1:1 basis in order to teach the appropriate skills. Therefore, the development of the ICT curriculum draws on the expertise of IT specialists in SEND. The curriculum is adapted not only in terms of content for each individual, but also in terms of accessibility for example through the use of switches, eye gaze and speech recognition software.

Through the semi-formal/+ curriculum, as well as continuing with basic computing awareness and programming simple robots, pupils begin to work on more complicated algorithms. Pupils also continue to explore the digital world around them as well as understanding how to use computers to create, store, retrieve and edit a variety of work.

Throughout the academy, there is a focus on e-safety delivered to parents but this becomes more explicitly taught to pupils as they move through KS1, KS2 and into KS3. One of the most important aspects of understanding in computing, particularly for more vulnerable pupils, is how the network of the web operates. Pupils are given a stage appropriate understanding of how to keep themselves safe online, for example by not sharing personal information or by knowing who they can tell if they think something is happening that worries them. The importance of parental involvement in keeping children safe online is also crucial. This understanding of e-safety is vital in the current digital age in order to allow children safe and secure access to digital content.

ICT is used and applied by all pupils for a range of purposes in order to aid access to learning and maximise progress.

Humanities

We want geography to inspire in pupils a curiosity and fascination about the world and its people. Geography is about the people and places around us and in order to develop geographical understanding, learning begins with the pupils' immediate environment and the people who are important to them. Learning about their homes, their journeys to school, the physical and human features around their school and the jobs that the significant people in their lives do fosters an understanding of geographical concepts.

As they progress, teaching equips pupils with knowledge about the differences between places and people. Pupils explore natural and human environments closer to home through trips and visits before looking at the differences between their local environment and those in other parts of the world. As pupils' understanding deepens, their growing knowledge about the world will help them to understand the interaction between physical and human processes and how we as people can change this. For example, understanding how building more houses means there are less green spaces around us or how planting flowers can make the school grounds more attractive.

A high-quality history education helps pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. We want to inspire pupils' curiosity to know more about the past. Teaching gives pupils the skills to ask questions, think critically and explore different sources of evidence. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time. History also allows pupils to develop their understanding of time, sequence and progress.

The concept of the past can often be challenging to pupils with SEND. Therefore, historical understanding is introduced at a very personal level. Exploration into their own history and how

they have grown, developed and changed is explored through personal timelines created from the pupil's own possessions and photographs. This offers pupils a concrete and practical context in which to explore a quite abstract concept; the passing of time. Pupils with SEND can sometimes find sequencing events in time a difficult area, cross-curricular history and mathematics can support this offering a different context in which to rehearse skills. Visual timetables in every classroom linked to images of clocks (when ready) supports in the development of this concept.

In order to comprehend the concept of historical figures, pupils learn about current famous names and personalities developing an understanding of why they are famous and what it is they have done to become a public figure. This is related to the historical figures they are exploring and how their actions made them famous in their time.

As with all areas, careful planning and thought to the materials used to present concepts ensures that learning is accessible to pupils throughout their educational journey at the academy.

Creative arts curriculum

A well-developed music and art programme is central to a sensory, physical and therapeutic approach. All pupils are encouraged to express their innermost thoughts and feelings through art, music, literature and crafts; exercising imagination, inspiration, intuition and insight.

Discovery is a creative school with high aspiration in the use of the creative curriculum to support therapeutic as well as academic development. The creative curriculum offers a way of developing their creativity as a means of self-expression, encourages pupils to explore their ideas and movements, the opportunity to develop workshops and performances which combine dance, music and art. Through engaging with a range of specialist artists pupils are offered a wide variety of creative experiences both on and off site.

Music

In line with curriculum 14, the music curriculum gives all pupils opportunities to make and listen to music from a wide range of musical genres and using different musical instruments. Pupils learn to sing and have the chance to play and experience musical instruments, learning how to play instruments such as xylophones and glockenspiels.

This curriculum is adapted to suit the needs and abilities of each learner but allows the same broad and balanced curriculum entitlement that all pupils receive. Music brings people together and allows all pupils to express their creativity whether that is through singing, use of instruments or by listening to and responding to what they hear with words, movements or gestures. Adaptations to musical instruments are made to allow pupils with physical disabilities to use them such as attaching instruments to gloves with Velcro. A range of different areas and resources can be used to enable musical exploration such as the use of sensory paddles and switches to change the mood of a sensory room by changing and selecting different music. The use of iPads in music allows pupils to record, listen to and develop their musical enjoyment. By continually seeking out new ways to be innovative and exploring new ways to break down the environmental barriers, all pupils, no matter the severity of need can be engaged in enriching musical activities and experiences from a range of musical genres and times.

Music has been shown to improve emotional health and well-being and is naturally multi-sensory through sound, vibration, touch and vision. Music allows pupils to express their learning and emotions in a different way and can also support communication. Music can be a powerful tool in engaging pupils who would otherwise find it difficult to express their emotions. TVEd has already

held a number of successful performing arts events that have included pupils from each academy in mainstream and SEND provision that have given some of the most vulnerable pupils a voice. Parents and the local community have also been involved in these events. Music is a hugely powerful tool in bringing together a diverse range of people and children from across the Tees Valley. Music and sensory drama at Discovery incorporates the use of sensory spaces and opportunities to work with a range of music specialists.

Art

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education engages, inspires and challenges pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design.

As pupils progress, they think about art and artists and the contribution they have made to the culture and creativity of our nation. As with all areas of the curriculum, for pupils with SEND, this is stage appropriate and personalised. Artists will be carefully chosen to allow sensory exploration of art. For example Giuseppe Arcimboldo offers a wealth of imagery using the natural world, fruit and flowers which offers many opportunities to teachers and pupils. Similarly, Andy Goldsworthy uses natural materials to create sculptures, an art form which is easily made accessible to a range of needs and abilities. Artists who use digital imagery also offer another way to adapt and include all children in artistic endeavours and understanding.

As well as following an art curriculum, art is used as a form of therapy allowing pupils another medium through which to explore, express and understand their emotions and encourage pupils to look at their work, for example using a large piece of foil or sand paper as the art surface. Pupils paint, draw with crayons, or collage on these surfaces providing extra sensory input. Using a stand-up table mirror or an actual window with window crayons, window chalk, or window markers, pupils can draw a reflection of themselves or mark make part of the outdoor scenery. All art work allows freedom of expression and the development of creativity. Finding a range of materials and tools with which pupils can work, and being creative with the surface on which they work or the permanence of their art, opens up opportunities in art.

Staff within TVEd already have training and expertise in the area of drawing therapy and are available to the Discovery Special Academy to introduce and develop such therapies through practice and staff training. Art therapy offers a non-threatening environment in which to explore feelings and emotions without adult judgement.



Spiritual, moral, social and cultural

SMSC is provided in all formal and informal settings and permeates every aspect of the academy's work. It is embedded in the culture of the academy, modelled by staff and pupils throughout the day, taught formally in personal, social, health, economic (PSHE) and religious education (RE) lessons and recognised and celebrated alongside academic achievement. Through the academy's SMSC curriculum, British values are promoted. Themes and topics are planned out in the overview of the curriculum and are mapped into medium and short term planning. The following outlines the vision and values that the SMSC curriculum embodies at Discovery.

The curriculum includes:

self-knowledge: an awareness of oneself in terms of thoughts, feelings, emotions, responsibilities and experiences; a growing understanding and acceptance of individual identity; an ability to build up relationships with others. Some pupils will need to be helped to understand who they are and how they are separate from other people. Pupils will be helped to understand what they are good at, through praise, reward and celebration. For many pupils, the PSHE curriculum will focus on aspects of self-knowledge: from the very practical aspects of *who am I?* to more fundamental questions of *what am I good at? what do I still need help with?* and *how can I move forward?*

A key area of our work is the development of positive relationships. Although most SEND pupils can make positive relationships with the adults who reach out to them and empathise with them, they often find it harder to develop friendships with peers. Therefore, in order to help pupils to develop the confidence and skills needed to form positive relationships, members of staff model key behaviours throughout academy life. These skills are also taught in PSHE, supported through group resilience sessions, social skills activities and promoted on the playground. Through these supported activities, pupils are given strategies to develop relationships with their peers.

Feelings and emotions: the sense of being moved by beauty or kindness; hurt by injustice or aggression; a growing awareness of when it is important to control emotions and feelings, and how to learn to use such feelings as a source of growth. The academy uses specialist resources to help pupils understand their feelings and emotions. Pupils are helped to express feelings and emotions through a range of activities. The use of a nurturing approach as well as music and rebound therapy (rebound once we have moved to the new building in 2022) supports individual pupils to express, understand and manage their emotions.

Teachers and assistants receive specialist training in supporting pupils who have complex emotional needs linked to their medical diagnoses. Pupils are supported through positive, caring relationships underpinned by a desire to promote independence.

Further skills that help pupils at the academy to become team workers, reflective learners and independent enquirers are embedded in the subjects of the national curriculum as well as the SMSC programme of study. Developing these skills helps pupils with learning difficulties to work with others, improve their own learning and performance, and solve problems.

Respect and tolerance: this is the understanding that everyone is different and hold their own beliefs and values. If these beliefs and values do not directly harm or intentionally hurt others then they should be equally valued. Activities allow pupils to respect one another and to learn to support each other. This allows them to begin to understand how we can live in harmony together, respecting one another's cultures and traditions.

As part of this area of the curriculum, for pupils in upper KS2 who are developmentally able to understand and respond, there will be a focus on keeping safe that will include:

- substance education;
- sex and relationships education;
- e-safety; and
- community safety.

As part of the SMSC curriculum the academy has a pupil council, allowing pupils to be included in the direction and development of the academy's environment and enrichment activities. Pupils attend regular meetings with a lead member of staff where they discuss any relevant issues and areas that they would like to be developed in the academy. Pupils work together to put ideas into practice supporting fund raising within the academy and for external charities making close links with local communities to support and help those around them. In this way, important, fundamental British values can be taught in a real-life context.

RE is taught through both the SMSC curriculum and subject work and teaches children about the world views and faiths of others and about the concepts of understanding and tolerance. Each topic incorporates links to RE, British values and SMSC education. These are written into the overviews for each key stage. The RE co-ordinator will review this annually outlining the specific RE areas to cover in future planning.

British Values

Ofsted outline fundamental British Values:

- Democracy
- Individual Liberty
- The Rule of Law
- Mutual Respect
- Tolerance and respect of individuals and diversity

These areas form part of the everyday ethos and values at the academy as outlined below.

Democracy – We make decisions together and have our own opinions. We work together to make choices and influence change. When we are ready, we learn about democracy in our society and hold elections for our pupil council.

Individual Liberty – We can make our own choices and are encouraged to do this in a variety of ways (including PECS). We understand that we are all allowed to make choices as long as they don't harm or hurt others. We learn to understand there are consequences to our actions.

The Rule of Law – We have academy 'Steps to Success' that help us to make the right choices. When we are ready, we learn that this helps us in our journey to becoming independent adults and about the rules of our country.

Mutual Respect – We work together to help each other and learn about relationships. We value each other.

Tolerance and respect of individuals and diversity – We learn about the beliefs and traditions of other people. We know that we are all different and value this, ensuring our academy environment and resources reflect and celebrate the diversity within the academy and beyond. We also understand that we do not act in way that hurts or harms other people.

At Discovery Special Academy we also value the importance of taking care of our environment and this is reflected in the academy design and the spaces that are created within this. We learn about ways we can help to look after our environment and about the natural world around us.

We also value the links we can make with the community. You can see the work we have done with the local community displayed in and around our academy. This supports British Values and teaches us the importance of helping others.

Preparing for adulthood

The themes of preparing for adulthood underpin all aspects of the curriculum as we advocate equal life chances for all pupils as they move into adulthood.

Preparing for adulthood means preparing for:

- Higher education and/or employment – including exploring different employment options such as volunteering, enterprise activities and supported employment, alongside opportunities for paid employment and self-employment.
- Independent living – this means young people having choice, control and freedom over their lives and the support they have, their accommodation and living arrangements, including supported living.
- Community inclusion – having friends, participating in and contributing to the local community.
- Good health – being as healthy as possible, including physical health and mental well-being.

We recognise that preparing for adulthood should begin as early as possible to support pupils and families to have high aspirations for the future. Therefore, the curriculum at Discovery Special Academy is designed to develop skills for adulthood throughout all pathways in ways that are relevant to the stage of development of each pupil.

The table below shows some of the ways the preparing for adulthood themes are approached within the academy.



Discovery Special Academy Preparing for Adulthood themes

	Employment	Friends, community & relationships	Independent living	Good health	Pupil voice and agency	Minimum external opportunities
Throughout the academy - the golden thread of all pathways	Developing focus and attention Following routines Developing communication at whatever level	Developing relationships with staff and peers New experiences and opportunities provided, eg visitors into the academy After school clubs	Hand washing Independent feeding skills Changing for PE (beginning with shoes and socks) Coats/hats – dressing appropriately for weather	Outdoor play Physical exercise Varied diet Sensory integration Happiness boxes Collective worship	Developing communication Communication boards in outdoor areas	Pupils will have opportunities for visits into the community throughout their time in the academy, including at least:
EYFS	Attention Autism Daily routines/visual timetables Focussed learning / listening times throughout the day Intensive interaction Individual tasks Embedded routines	Fluidity between classroom and sensory space – all children mixing together Visits out of school Trust developed between adults and child through play, ratios, tasks and adults observing children	Toileting Eating Washing hands Walking Dressing / undressing Sitting Choosing	Fruit offered at snack Physical activity – outside play Food exploration – sensory Play session weekly All children offered veg daily on their plate to gain tolerance Communicating pain/illness	PECs shelves PECs sentence strips Timetable (visual) Communication boards/signs (toilet etc) Staff develop awareness of child's behaviours/triggers/body language & act accordingly Staff observations Communication between staff Behaviour logs/plans Behaviour chart to see patterns of behaviours	Sensory centre eg Pendragon
Informal	Routines Communication Appropriate behaviour Manners Now & next Encouragement & support (new things)	Sharing, turn taking, waiting Mixing across classes where appropriate Buddy system	Toileting, dressing, shoes, coat, hair, teeth Numeracy Go into a shop, library etc Real life experiences (e.g. bus, train)	Healthy fruit Outdoor play Soft play Sensory sessions	Communication techniques – gestures, signs, symbols, verbal Staff observation Staff to speak up on behalf of child if needed	Sensory centre eg Pendragon Woodland park Local shop Local café, eg Priory Woods School Aquarium or similar
Semi-formal year 1 & 2	Now/next board (visual timetable) Transitions Following instructions Boundaries	Playing alongside each other Sharing toys Good relationships with familiar adults Encourage recognition of names Encourage communication 'hello'	Finding own coat Accepting help Tidy up song – What do we do? Lining up Choices – food, activities Money – 5 currant buns Mindfulness/yoga	Accepting support – self care Exercise / movement Sensory Mindfulness	Choice boards in classroom Being aware of how child is behaving Awareness of what is happening around us Involvement in the Junior leadership team Involvement in annual review process where appropriate – all about me	Community building eg church Farm Woodland park Local shop Cafe
Semi-formal year 3 & 4	Follow string of (complex) instructions Adapt social skills to audience Adaptability – managing choice and change Problem solving Career choices – What can you do? – explore range External agencies to provide experiences (e.g. Tesco) Role play / shop areas within the classroom	Safety Social awareness Social time Community visits Visitors to school "Real world" Emergency services Self-regulation Social skills taught holistically Social skills within/outside the academy Building resilience to deal with varied situations	Practical life skills Self-reflection Money awareness/value Choice Communication IT skills Fully change for PE Choices – fruit time Encourage their voice – meal times/menus Life skills such as making sandwiches safely	Walking in community Swimming First aid / life saving Safety Awareness of medical professionals eg doctor, dentist Awareness of challenging issues: Eg. substance abuse, alcohol (as appropriate) Promoting movement daily combined with healthy lifestyles to support positive physical and mental health Importance of limiting screen time Importance of sleep	Wellbeing/ability and opportunities to make choices Express wants & needs Involvement in and leading on projects in the Junior leadership team Involvement in annual review process – all about me	Library Museum Post office Sporting venue, eg Sports Village Community building eg mosque Café Garden centre

Semi-formal year 5 & 6	What are pupils good at? What are their interests? Wide range of experiences so can make informed choices Internal work experience opportunities Mini enterprise	Negotiation at simple levels On and offline safety Social time with pupils in other schools eg at trust events Team work in PE	Healthy habits Promoting independence for personal skills (e.g. learning to tie shoelaces) Responsibilities within classroom and academy Buddies	Mental health issues discussed, eg anxiety, depression Strategies to support positive mental health Where help can be found Puberty Relationships education	Involvement and leading on projects and leading the team in the Junior leadership team Involvement in local and national events eg SEND conference Involvement in annual review process, eg attend beginning of meeting Involvement in discussions around transition to secondary	Bank Art gallery Temple/Gurdwara Public event, eg concert, award ceremony Theatre
Semi-formal year 7 & 8	Confidence building activities Development of vocational profile Work experience opportunities – internal and external Mini enterprise Visits to a wide range of work places	Managing time Developing independent travel skills Understanding alcohol and drugs (simple) Resilience building activities Developing hobbies and interests	Responsibility for self – movement around academy, to different subject areas etc Real life experiences eg shopping, journeys Independent living tasks eg cleaning, laundry	Sex and relationships education Developing responsibility for own health Planning meals for balanced diet	Involvement in decision making regarding home school communication books, academy logo etc	Town Hall/Civic building Office building (work place) Local college/HE institution Residential home



Central to the success of the curriculum above is the integration of therapeutic approaches. While this has been discussed in each key stage there are approaches and pedagogies that will arch across the whole academy. These include:

- Symbol Exchange Communication
- Makaton
- Augmentative and Alternative Communication (AAC)
- Intensive Interaction
- Sensory diets and Sensory integration programs (working in partnership with Treetops OT)
- Sensory stories and multi-sensory approaches
- Visual supports (timetabling, schedules, key rings)
- Objects of reference
- Inclusive technology (assistive technology, switches, eye gaze)
- Fun with Food
- Proprioceptive massage
- TAC PAC
- SCERTS
- Movement programmes/ Sensory Circuits

All therapies are considered an integral part of pupil's education and are carefully planned using specialist knowledge in a transdisciplinary model. The multidisciplinary team works together to provide a holistic approach encouraging independence, opportunities for greater access to the curriculum and the development of children's physical and social wellbeing.

As the academy develops, it will also offer therapeutic enrichment activities including access to rebound therapy and light and sound therapy during holidays and at weekends. These enhanced therapies will be available to pupils and families who attend the academy in the first instance and then on a broader basis to others.

By offering a variety of experiences, pupils' horizons will be broadened, again impacting on their ability to access the wider curriculum. Enrichment also develops self-esteem, personal resilience and commitment to learning as well as cultural aspects of the curriculum. Taking part in competitive events allows pupils to experience success and challenge in a controlled and safe environment. Parents can celebrate the achievements of their children.

Sensory Circuits

Sensory circuits are physical activities that help to alert, organise and then relax the senses of the pupils so that they are ready to take part in class activities. Participating in a short sensory motor circuit is a great way to alert or calm pupils and settle them into the academy day.

Sensory circuits are available to all pupils through personalised timetables. Timetables also allow pupils to access regular sensory input throughout the day as required including planned activities that support a sensory diet (see examples below).

Aim of circuits

- To focus concentration in readiness for learning
- Encourage the development of sensory processing skills
- Support the development of self-regulating arousal levels

Areas	English and Communication	Mathematics
Straw activities. Straws and tubes of different widths and lengths. Children blow through the straws to move objects such as cotton balls, ping pong balls, styrofoam peanuts.	Textures – developing language, description. Hide objects in rice/dried beans/sand. Children close eyes (allow to look if needs to at first) and see if they can find the other texture e.g. pom poms, photograph. Write a caption about how the materials felt.	Brushes and water/chalks on the floor and walls for number formation and mark making, record numbers as far as they can, write number sentences.
Obstacle course – using the equipment from movement skills make a course. Incorporate numbers/letters e.g. along the course have numbers 1 - 3, stop when they find the first one in the sequence, repeat till all numbers are found and sequenced (progress to 5 and then 10).	Straw activities. Straws and tubes of different widths and lengths. Children blow through the straws to move objects such as cotton balls, ping pong balls, styrofoam peanuts. (set out for after children have finished writing activity – improves posture, facilitates divergence of eyes and rests eyes (good for after computer work)	Dough – hide objects in dough, count the objects, find the number and make the number from dough. Hide numbers in dough and pupils say number hidden.
Pop up tent ball pool. Children find different objects in the tent and name/ sort. Hide letters of names and action words, find the letters and make the words. Find topic related objects and describe/discuss.	Vertical surfaces for letter/word formation. Use large chalks on the wall outside and white board outside. (Cursive script)	Trays with different textures in such as sand, rice, jelly etc. Hide smiley faces in, how many smiley faces can the children find?
Trampoline – bounce only when you hear a clap, bounce to a steady beat. Try to stay on the same spot on the trampoline with each jump (build up to this!)	Follow a simple recipe such as monster face sandwich, tortilla pizza, fruit salad, taste the food as you make it, talk about the textures, taste. Encourage all children to put food to mouth if not willing to eat. Make into a tasting game, have foods hidden, very small pieces and children get an explorer point if taste.	Wall push ups, or have the children see if they can push against the wall to move it – count the number of push ups, can they do a given number of push ups?
Papier mache, clay, finger painting, hand prints. Encourage children to put hands in different textures.	Ball pool. Children find different objects in the tent and sort. Hide letters of names and action words, find the letters and make the words	Use large magnetic numbers and smiley faces or animals on a vertical surface such as the heater to order numbers, make sentences, match numbers and amounts.

Sensory Garden

Pupils have access to a sensory garden and this allows opportunity for free play and choices for exploration and learning. Providing school grounds with sensory stimulation can encourage mental development, health improvements, emotional growth and social integration, in addition to increasing the learning motivation of the pupil, especially through being in contact with animals and plants.

Trips and residential visits

Trips and visits form an essential part of the academy curriculum. Pupils will be offered a variety of trips and experiences linked both to topic work and as part of their social and emotional development. All trips and visits are carefully planned and organised with accessibility of venues and

areas considered. These are dependent upon the topic and focus of the class and will be decided upon by the class teacher each term. Some of these additional educational experiences may take place on the academy site through specialist companies such as 'Zoo Lab' who bring a range of animals into the academy for pupils to handle or visiting artists or drama groups who re-enact events from history.

From year 5, pupils will be offered the opportunity to attend a residential visit at an outward bound centre. This will be at a centre that is fully accessible and has staff who are able to support the pupil's needs.