

Discovery Special Academy



Curriculum Planning Documents

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 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				

EYFS/ Informal weekly area and topic planning

EYFS/ Informal weekly area and topic planning

Morning Independent Thinking and Learning – repeat all week

	Tuff Tray/Messy	Water Trays	Table Top/Carpet Area	Outdoor
AM 1 Pre-Literacy skills				
Adult leading				
AM 2 Numeracy skills				
Adult leading				

Afternoon - Daily Focus

Monday	Tuesday	Wednesday	Thursday	Friday
Creative/physical DT – Cooking	Creative development Sensory Art	Physical and Sensory development & ICT Skills	Creative development Music	Understanding of the World

Personalised targets to be worked towards during afternoon session.

Curriculum Input

Water Tray	Tuff Tray	Table	Carpet	Outdoor

Class Text:	Number Song:	Makaton Sign:
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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					
<p>How are you revisiting previous learning/activating prior knowledge?</p> <p>What do you want the children to have learnt at the end of the session/s?</p> <p>Have you planned what you want your children to do, remember and know by the end of the session?</p> <p>What are you going to do to make your children think and remember?</p> <p>Can you identify any points in the teaching sequence where misconceptions are likely to happen?</p>					
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	Mathematics functional skills – Number	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:						
Retrieval Focus: plan to support prior learning		e.g. green words, comprehension, letter formation, gross motor skills/fine motor skills practice, labels, lists and captions, action words, role play and writing area				
	Text Map	Shared Whole class/Group learning/ modelling	Teacher	TA1	TA2	Retrieval focus (Independent learning)
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						