



Discovery

Discovery Curriculum - Semi Formal

- Our semi-formal curriculum for children with complex needs, autism and severe learning difficulties.
- Focus is on **Communication** and basic fundamental Literacy and Numeracy skills
- At KS4 and KS5 Pre Entry qualification pathways are in place.
- Phonics, Early Literacy and Numeracy. Self Help, Personal Progress.
- Fine and Gross Motor and pre entry skills.

3D- Discovery Curriculum – Self-help & independence skills / 2 lessons per week

Year	2021 – 2022 Autumn 1 Unit 1	2021 – 2022 Autumn 2 Unit 2	2021 – 2022 Spring 1 Unit 3	2021 – 2022 Spring 2 Unit 4	2021 – 2022 Summer 1 Unit 5	2021 – 2022 Summer 2 Unit 6
3D	<p>Topic: <u>Personal safety</u></p> <p>Suggested key Questions:</p> <p>Can you write your full name? Do you know your address? Do you know why you should not to give your address to unknown people? Do you know who is a trusted adult/ person? Do you know what to do if you are at home alone?</p> <p>Key skills and knowledge:</p> <p>Tobe able to write</p>	<p>Topic: <u>Personal safety/Road safety</u></p> <p>Suggested key Questions:</p> <p>Do you know what are dangers to your safety outside / on the road/in the community? Can you cross the road safely? Do you know different crossings? What do we need to do to be safe on the road?</p> <p>Key skills and knowledge:</p> <p>Tobe able to recognize dangers on the road.</p> <p>To be able to recognize road safety rules.</p>	<p>Topic: <u>Personal hygiene</u></p> <p>Suggested key Questions:</p> <p>What is personal hygiene? What is appearance? Can you wash your hands properly? When do we need to wash our hands? Do you know how to brush your teeth properly? Clean nails- do you know how to look after your nails?</p> <p>Key skills and knowledge:</p> <p>To be able to wash hands properly.</p> <p>To know when do we need to wash our</p>	<p>Topic: <u>Personal hygiene</u></p> <p>Suggested key Questions:</p> <p>What is the difference between good and bad appearance? Can you recognize good/bad smell? Do you know any hygiene products?</p> <p>Key skills and knowledge:</p> <p>To be able to spot a difference between good and bad appearance.</p> <p>To be able to recognize unpleasant smell when people do not wash, clean themselves.</p>	<p>Topic <u>Self-awareness /skills for work</u></p> <p>Suggested key Questions:</p> <p>Do you know what you look like? E.g. hair color, eyes color, height, shoe size, What is your favourite food? What is your favourite subject? Can you draw/ write your family and friends circle?</p> <p>Key skills and knowledge:</p> <p>To be able to describe themselves, with support.</p> <p>To be able to give examples of favourite</p>	<p>Topic <u>Self-awareness /skills for work</u></p> <p>Suggested key Questions:</p> <p>Can you recognize/identify things you like doing in your free time? Can you identify things you are good at doing? E.g. reading, drawing, playing basketball, swimming, riding a bike; Can you, with support, or independently identify at least one thing you would like to do in the future?</p> <p>Key skills and knowledge:</p> <p>To be able to give examples of own</p>

	<p>own name / address for students that are more independent.</p> <p>To recognize own name and find the place where they live on a map, with support.</p> <p>To be able to recognize a trusted person/ adult.</p> <p>Do you know whom you can give your address in an emergency?</p> <p>Do you know stranger-danger rule?</p>	<p>To practice crossing the road safely (role play, school playground)</p> <p>To know that we need to look and listen for a traffic.</p> <p>Student scan take part in crossing the road where there are traffic lights.</p> <p>https://www.everyschool.co.uk/pshe-key-stage-1-keep-safe-and-healthy-5.html</p>	<p>hands.</p> <p>To understand hazards of not washing hands and not looking after our body.</p> <p>To be able to recognize when we need to brush our teeth.</p> <p>To be able to recognize the need to clean our nails.</p> <p>Students start to recognize what germs and bacteria are.</p>	<p>To be able to recognize when we need to wash our hair/ body.</p> <p>To be able to recognize how to look after our hair/body.</p>	<p>foods, subjects, preferences.</p> <p>To be able to make a choice from supported materials related to appearance, foods, hobbies;</p>	<p>hobbies/interests.</p> <p>To learn how to make simple choice from supported materials, pictures, videos.</p> <p>To understand that having hobbies can make our life better, more interesting.</p>
<p>Links to Gatsby Benchmarks:</p>	<p>Benchmark 2, – Learning from the Career and Labor Market information. Benchmark 3 – Addressing the needs of the student and * - Personal Guidance</p> <p>Students to consider what skills you need to be a Police Officer, people who keep us safe.</p>	<p>Benchmark 2, – Learning from the Career and Labor Market information. Benchmark 3 – Addressing the needs of the student and * - Personal Guidance</p> <p>Students to consider what skills you need to be a Police Officer, Traffic Warden, people who keep us safe.</p>	<p>Benchmark 2, – Learning from the Career and Labor Market information. Benchmark 3 – Addressing the needs of the student and * - Personal Guidance</p> <p>Students to consider what skills you need to be a Nurse, people who keep us safe.</p>	<p>Benchmark 2, – Learning from the Career and Labor Market information. Benchmark 3 – Addressing the needs of the student and * - Personal Guidance</p> <p>Students to consider what skills you need to be a Nurse, people who keep us safe.</p>	<p>Benchmark 2, – Learning from the Career and Labor Market information. Benchmark 3 – Addressing the needs of the student and * - Personal Guidance</p> <p>Students to consider what skills you need to be a Psychologist;</p>	<p>Benchmark 2, – Learning from the Career and Labor Market information. Benchmark 3 – Addressing the needs of the student and * - Personal Guidance</p> <p>Students start looking at different skills for different jobs.</p>

