



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.

6.6 – Discovery Curriculum – 2 Subjects/Lessons weekly

Year	2021 – 2022 Autumn 1	2021 – 2022 Autumn 2	2021 – 2022 Spring 1	2021 – 2022 Spring 2	2021 – 2022 Summer 1	2021 – 2022 Summer 2
	<p>Topic: Topic: Developing Social skills – Body language</p> <p>Talkabout scheme- Talkabout for Children</p> <p>Suggested Key Questions:</p> <p>-Why is it important to maintain eye contact during a conversation? -Can you understand how somebody is feeling from their facial expressions? What is the appropriate distance when talking to others?</p>	<p>Topic: Topic: Developing Social skills – Body language</p> <p>Talkabout scheme- Talkabout for Children</p> <p>Suggested Key Questions:</p> <p>-Why is it important to maintain eye contact during a conversation? -Can you understand how somebody is feeling from their facial expressions? What is the appropriate distance when talking to others?</p>	<p>Topic: Topic: Developing Social skills – Talking</p> <p>Talkabout scheme- Talkabout for Children</p> <p>Suggested Key Questions:</p> <p>-Why is it important to talk at an appropriate volume? -When might we talk faster? Do you understand what clarity of speech means? -Why is speaking important? How can we show people that we are</p>	<p>Topic: Topic: Developing Social skills – Talking</p> <p>Talkabout scheme- Talkabout for Children</p> <p>Suggested Key Questions:</p> <p>-Why is it important to talk at an appropriate volume? -When might we talk faster? Do you understand what clarity of speech means? -Why is speaking important? How can we show people that we are</p>	<p>Topic: Topic: Developing Social skills – Assertiveness</p> <p>Talkabout scheme- Talkabout for Children</p> <p>Suggested Key Questions:</p> <p>-Can you explain the difference between being passive or aggressive? -Can you explain the importance of stop, think, speak and listen? -Can you express feelings with appropriate body language and vocabulary.</p>	<p>Topic: Topic: Developing Social skills – Assertiveness</p> <p>Talkabout scheme- Talkabout for Children</p> <p>Suggested Key Questions:</p> <p>-Can you explain the difference between being passive or aggressive? -Can you explain the importance of stop, think, speak and listen? -Can you express feelings with appropriate body language and vocabulary.</p>

	<p>-What is meant by good posture? --Why can excessive touch cause embarrassment or anger in others?</p> <p><u>Key Skills and Knowledge:</u> -To increase awareness of body language and to improve skills in using body language effectively.</p> <p>What skills will students develop?</p> <p>Teamwork: Students develop the skills necessary to work effectively and efficiently as part of a group.</p> <p>Discussion: Students know how to talking about something in order to reach a decision or to exchange ideas in a civil manner.</p> <p>Debate: Students understand how to engage in an effective formal discussion on a particular matter.</p> <p>Questioning: Students know how to question so as to elicit information in a manner which does not cause offence.</p>	<p>-What is meant by good posture? --Why can excessive touch cause embarrassment or anger in others?</p> <p><u>Key Skills and Knowledge:</u> -To increase awareness of body language and to improve skills in using body language effectively.</p> <p>What skills will students develop?</p> <p>Teamwork: Students develop the skills necessary to work effectively and efficiently as part of a group.</p> <p>Discussion: Students know how to talking about something in order to reach a decision or to exchange ideas in a civil manner.</p> <p>Debate: Students understand how to engage in an effective formal discussion on a particular matter.</p> <p>Questioning: Students know how to question so as to elicit information in a manner which does not cause offence.</p>	<p>interested in what they are saying?</p> <p><u>Key Skills and Knowledge:</u> -To develop an understanding of interpersonal and self-management skills and be able to recognise these skills in themselves and others. - Learners will consider the body language used by themselves and others, time management skills and passive, assertive and aggressive behaviour and how to recognise and manage stress These are important employability skills and learners who are able to acknowledge and demonstrate these skills are in a more favourable position when it comes to interviews and on the job performance.</p>	<p>interested in what they are saying?</p> <p><u>Key Skills and Knowledge:</u> -To increase awareness of body language and to improve skills in using body language effectively.</p> <p>What skills will students develop?</p> <p>Teamwork: Students develop the skills necessary to work effectively and efficiently as part of a group.</p> <p>Discussion: Students know how to talking about something in order to reach a decision or to exchange ideas in a civil manner.</p> <p>Debate: Students understand how to engage in an effective formal discussion on a particular matter.</p> <p>Questioning: Students know how to question so as to elicit information in a manner which does not cause offence.</p>	<p>-What does 'stand up for yourself' mean?</p> <p><u>Key Skills and Knowledge:</u> -To increase awareness of body language and to improve skills in using body language effectively.</p> <p>What skills will students develop?</p> <p>Teamwork: Students develop the skills necessary to work effectively and efficiently as part of a group.</p> <p>Discussion: Students know how to talking about something in order to reach a decision or to exchange ideas in a civil manner.</p> <p>Debate: Students understand how to engage in an effective formal discussion on a particular matter.</p> <p>Questioning: Students know how to question so as to elicit information in a manner which does not cause offence.</p>	<p>-What does 'stand up for yourself' mean?</p> <p><u>Key Skills and Knowledge:</u> -To increase awareness of body language and to improve skills in using body language effectively.</p> <p>What skills will students develop?</p> <p>Teamwork: Students develop the skills necessary to work effectively and efficiently as part of a group.</p> <p>Discussion: Students know how to talking about something in order to reach a decision or to exchange ideas in a civil manner.</p> <p>Debate: Students understand how to engage in an effective formal discussion on a particular matter.</p> <p>Questioning: Students know how to question so as to elicit information in a manner which does not cause offence.</p> <p>Decision making: Students understand how to reach a</p>
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	Decision making: Students understand how to reach a conclusion or resolution after consideration of issues or facts.	Decision making: Students understand how to reach a conclusion or resolution after consideration of issues or facts.		Decision making: Students understand how to reach a conclusion or resolution after consideration of issues or facts.	Decision making: Students understand how to reach a conclusion or resolution after consideration of issues or facts.	conclusion or resolution after consideration of issues or facts.
Links to Gatsby Benchmarks:	3. Addressing the needs of each pupil 5. Encounters with employers and employees 6. Experiences of workplaces Workshops and chance to meet professionals from the Loudmouth group (RSE) Pupils to experience visits to workplaces, eg – Safeside Centre where they will meet employees, further develop their knowledge of work roles and responsibilities and workplaces.	3. Addressing the needs of each pupil 5. Encounters with employers and employees 6. Experiences of workplaces Workshops and chance to meet professionals from the Loudmouth group (RSE) Pupils to experience visits to workplaces, eg – Safeside Centre where they will meet employees, further develop their knowledge of work roles and responsibilities and workplaces.	3. Addressing the needs of each pupil 5. Encounters with employers and employees 6. Experiences of workplaces Workshops and chance to meet professionals from the Loudmouth group (RSE) Pupils to experience visits to workplaces, eg – Safeside Centre where they will meet employees, further develop their knowledge of work roles and responsibilities and workplaces.	3. Addressing the needs of each pupil 5. Encounters with employers and employees 6. Experiences of workplaces Workshops and chance to meet professionals from the Loudmouth group (RSE) Pupils to experience visits to workplaces, eg – Safeside Centre where they will meet employees, further develop their knowledge of work roles and responsibilities and workplaces.	3. Addressing the needs of each pupil 5. Encounters with employers and employees 6. Experiences of workplaces Workshops and chance to meet professionals from the Loudmouth group (RSE) Pupils to experience visits to workplaces, eg – Safeside Centre where they will meet employees, further develop their knowledge of work roles and responsibilities and workplaces.	3. Addressing the needs of each pupil 5. Encounters with employers and employees 6. Experiences of workplaces Workshops and chance to meet professionals from the Loudmouth group (RSE) Pupils to experience visits to workplaces, eg – Safeside Centre where they will meet employees, further develop their knowledge of work roles and responsibilities and workplaces.