

Curriculum intent (overview) – To deepen students’ skills and knowledge through a broad and balanced curriculum which prepares students for adulthood.

## 6.8D Class - **Discovery Curriculum** - *Subjects/Lessons weekly*

Year	2025 – 2026 Autumn 1	2025 – 2026 Autumn 2	2025 – 2026 Spring 1	2025 – 2026 Spring 2	2025 – 2026 Summer 1	2025 – 2026 Summer 2
	<p><b>Pre-Writing Skills</b> <b>Challenge 8385</b> <b>WTE 1</b></p> <p><b>Learning Aim:</b> The learner will develop pre-writing skills, developing fine motor skills.</p>	<p><b>Developing literacy skills</b> <b>Challenge: 7536</b> <b>WTE 1</b></p> <p><b>Learning Aim:</b> The learner will develop their literacy skills in relation to various class based, seasonal topics and texts.</p>	<p><b>Listening and Responding to Texts</b> <b>Challenge: 1677</b> <b>WTE 1</b></p> <p><b>Learning Aim:</b> To listen and respond to stories and non fiction texts</p>	<p><b>Early Writing- Words and Letters</b> <b>Challenge: 5591</b> <b>WTE 1</b></p> <p><b>Learning Aim:</b> The learner will complete basic writing activities.</p>	<p><b>Engaging with literacy activities relating to hobbies and interests.</b> <b>Challenge 5986</b> <b>WTE1</b></p> <p><b>Learning Aim:</b> The learner will show that they can take part in functional literacy activities relating to holidays.</p>	<p><b>Myths and Legends</b> <b>Challenge 5032</b> <b>WTE1</b></p> <p><b>Learning Aim:</b> The learner will identify some of the key features of myths and legends and apply these in their own writing.</p>
	<p><b>Learning outcomes</b> <i>The learner will-</i></p> <p>1. Successfully draw horizontal and vertical lines developing fine motor skills in</p>	<p><b>Learning outcomes</b> <i>The learner will-</i></p> <p>1. Be able to listen to a range of texts being read for an extended period of time.</p>	<p><b>Learning outcomes</b> <i>The learner will-</i></p> <p>1.Be able to listen to a range of texts being read for an extended period of time.</p>	<p><b>Learning outcomes</b> <i>The learner will-</i></p> <p>1. Be able to write some letters independently.</p>	<p><b>Learning outcomes</b> <i>The learner will-</i></p> <p>1. Be able to communicate with familiar adults and students in</p>	<p><b>Learning outcomes</b> <b>1.Listen and respond to texts in this genre.</b> <b>2.Create a simple story map of a text in this genre.</b></p>

**Curriculum intent (overview) – To deepen students' skills and knowledge through a broad and balanced curriculum which prepares students for adulthood.**

<p>readiness for writing letters. 2. Successfully draw circles developing fine motor skills in readiness for writing letters.</p> <p><b>Assessment criteria</b> <i>The learner can-</i></p> <ul style="list-style-type: none"> <li>○ Mark make in different media including paper, sand, and electronic devices; making the connection that marks can carry meaning</li> <li>○ Follow dots to draw lines developing fine motor skills.</li> <li>○ Follow dots to draw circles developing fine motor skills.</li> <li>○ Use a range of tools to mark make; knowing that marks</li> </ul>	<p>2. Explore and experience a range of mark making tools and activities. 3. Be able to respond to questioning around a simple text.</p> <p><b>Assessment criteria</b> <i>The learner can-</i></p> <ul style="list-style-type: none"> <li>○ Attend to a variety of texts being read for approximately five minutes on a minimum of three occasions.</li> <li>○ Use three different tools or media to make marks.</li> <li>○ Give verbal or written responses to three different questions around a simple text with word bank support (or other method of written or verbal communication such as Colourful Semantics, Widgit or Makaton).</li> </ul>	<p>2.Be able to sequence events in a heard story.</p> <p><b>Assessment criteria</b> <i>The learner can-</i></p> <ul style="list-style-type: none"> <li>○ Attend to a variety of texts being read for approximately 5 minutes on a minimum of three occasions</li> <li>○ Arrange a minimum of three pictures to re-tell the story heard, on one occasion</li> </ul>	<p>2. Be able to write some CVC words independently.</p> <p><b>Assessment criteria</b> <i>The learner can-</i></p> <ul style="list-style-type: none"> <li>○ Copy letters independently</li> <li>○ Experiment with upper and lower case letters</li> <li>○ Use an upper case letter to represent name</li> <li>○ Trace upper case letters with some success</li> <li>○ Copy upper case letters with some success</li> <li>○ Independently write some capital letters</li> <li>○ Use a space between words when prompted</li> <li>○ Write eight of the following words correctly; pat, sat, pin, tin, tap, nap,</li> </ul>	<p>activities relating to holidays. 2. Be able to improve reading skills relating to holidays. 3. Develop a greater recognition of the alphabet and sentence formation when completing activities relating to holidays.</p> <p><b>Assessment criteria</b> <i>The learner can-</i></p> <ul style="list-style-type: none"> <li>○ Respond to some questions relating to hobbies and interest with words or short phrases using chosen communication method</li> <li>○ Communicate preferences relating to hobbies and interests with words or short phrases, using chosen communication method/</li> <li>○ Make progress in relation to phonic</li> </ul>	<p><b>Assessment criteria</b></p> <ul style="list-style-type: none"> <li>○ Listen to two stores in this genre.</li> <li>○ Identify good and evil characters</li> <li>○ Identify human and supernatural characters</li> <li>○ Recall key events in the story in sequential order</li> <li>○ Sequence six to eight pictures of a familiar myth or legend</li> <li>○ Match key words and or phrases provided to the correct image</li> <li>○ Add speech bubbles to characters in two images with exclamations or simple statements</li> </ul>
---	---	--	--	--	--

**Curriculum intent (overview) – To deepen students' skills and knowledge through a broad and balanced curriculum which prepares students for adulthood.**

	can convey meaning			sap, pan, tan, sit, pit, sip, tip	<p>ability from starting point</p> <p>○ With some guidance, take part in reading for pleasure activities related to hobbies or interest.</p> <p>○ With some guidance, take part in activities to locate information about hobbies and interest/</p> <p>○ Make progress on letter formation and recognition from starting point.</p> <p>○ Engage in matching activities to support spelling (e.g. through use of magnetic letters) to spell five new CVC words relating to hobbies and interests.</p>	
Links to Gatsby Benchmarks:	4. Linking curriculum learning to careers: Journalist.	4. Linking curriculum learning to careers: Journalist.	4. Linking curriculum learning to careers: Journalist.	4. Linking curriculum learning to careers: Journalist.	4. Linking curriculum learning to careers: Working in a shop.	4. Linking curriculum learning to careers: Journalist.

**Curriculum intent (overview) – To deepen students' skills and knowledge through a broad and balanced curriculum which prepares students for adulthood.**