

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

6.9D 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>Pre-Writing Skills Challenge 8385 WTE 1</p> <p>Learning Aim: The learner will develop pre-writing skills, developing fine motor skills.</p>	<p>Developing literacy skills Challenge: 7536 WTE 1</p> <p>Learning Aim: The learner will develop their literacy skills in relation to various class based, seasonal topics and texts.</p>	<p>Listening and Responding to Texts Challenge: 1677 WTE 1</p> <p>Learning Aim: To listen and respond to stories and non fiction texts</p>	<p>Early Writing- Words and Letters Challenge: 5591 WTE 1</p> <p>Learning Aim: The learner will complete basic writing activities.</p>	<p>Engaging with literacy activities relating to hobbies and interests. Challenge 5986 WTE1</p> <p>Learning Aim: The learner will show that they can take part in functional literacy activities relating to holidays.</p>	<p>Myths and Legends Challenge 5032 WTE1</p> <p>Learning Aim: The learner will identify some of the key features of myths and legends and apply these in their own writing.</p>
	<p>Learning outcomes <i>The learner will-</i></p> <p>1. Successfully draw horizontal and vertical lines developing fine motor skills in</p>	<p>Learning outcomes <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>Learning outcomes <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>Learning outcomes <i>The learner will-</i></p> <p>1. Be able to write some letters independently.</p>	<p>Learning outcomes <i>The learner will-</i></p> <p>1. Be able to communicate with familiar adults and students in</p>	<p>Learning outcomes 1.Listen and respond to texts in this genre. 2.Create a simple story map of a text in this genre.</p>

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

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