

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

6.7 Class - **Discovery Curriculum** - *Subjects/Lessons weekly*

Year	2026 – 2027 Autumn 1	2026 – 2027 Autumn 2	2026 – 2027 Spring 1	2026 – 2027 Spring 2	2026 – 2027 Summer 1	2026 – 2027 Summer 2
	Handwriting Challenge 81829 WTE 1 Learning Aim: The learner will develop pre-writing skills, developing fine motor skills.	Listening and Responding to a story Challenge: 114820 WTE 1 Learning Aim: The learner will develop their literacy skills in relation to various class based, seasonal topics and texts.	Literacy: Phonics and Spelling Challenge: 40012 WTE 1 Learning Aim: To listen and respond letters and the alphabet.	Basic reading and comprehension skills Challenge: 120646 WTE 1 Learning aim: To recognise the main characters within a text.	English: Using Colourful Semantics to structure sentences Challenge: 111664 Learning Aim: To select from a choice of symbols to create a sentence.	Creative Writing: All about me Challenge: 125109 Learning Aim: To write a short piece of writing about themselves.
	Learning outcomes <i>The learner will-</i> 1. use writing or mark making as a means of	Learning outcomes <i>The learner will-</i> 1. Sit quietly and listening to someone reading	Learning outcomes <i>The learner will-</i> 1. Match sounds to the letters of the alphabet	Learning outcomes <i>The learner will-</i> 1. identify the main characters	Learning outcomes <i>The learner will-</i> 1. select from a choice of symbols to make two key	Learning outcomes 1. recognise and write their own full name and key details, with support

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	recording and communicating 2. copy write over a dotted template 3. hold a writing implement with good control 4. copy a circle using an anticlockwise movement 5. copy a cross 6. retrace vertical lines 7. use recognisable letters to form own name.	a book for a given period of time 2. Recognise at least three characters from the book 3. Match at least three characters from the book. 4. Follow a story.	2. Match letters to simple CVC words 3. Discriminate and identify different alphabet sounds 4. Show knowledge of initial letter sounds	in the story or book 2. listen and pay attention to somebody reading a section of at least one book or story 3. comment on at least one feature of the book using a chat board, or using single words 4. answer a simple question, eg what, who, or where, about the book or story 5. sequence a short section of the book, eg what happens next and/or at the beginning, middle or end.	word sentences to describe at least three different pictures 2. select from a choice of symbols to make three key word sentences to describe at least three different events 3. use a template to place four coloured symbols in the correct order to make at least three different sentences.	2. use three simple sentences to write about themselves 3. create a short piece of writing with visual structures for support.
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Links to Gatsby Benchmarks:	4. Linking curriculum learning to careers:	4. Linking curriculum learning to careers:	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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