



Danecourt
School

Danecourt Curriculum
2026-2027

Intent – We believe...



At Danecourt School, we prioritize the development of every child, offering rich, relevant, and lifelong learning experiences.



A safe environment is important where children can explore new experiences and take risks to grow.



Our curriculum goes beyond the National Curriculum, incorporating creativity, imagination, and fun, while challenging children with dynamic, hands-on opportunities.



The curriculum provides balanced learning opportunities across all areas, preparing children for the next stage in education and life beyond school.



The curriculum should be responsive to each child's unique strengths, interests, and prior knowledge, with a focus on personalized development and therapeutic approaches.



Practical experiences and meaningful contexts are key, ensuring children can apply new skills and deepen their understanding through real-world application.

Intent - our curriculum is...

	Individualised Each pupil's EHCP targets form the bedrock of their learning. Each child works towards their short term targets (devised from their PCAR annual targets) and these are delivered through the whole school theme/topic.
	Personalised Each child has a Person Centred Learning Plan (PCLP) that documents strategies and resources that are personalised in order to ensure learning is accessible to all. All learning is adapted and differentiated so that pupils learn in a way and at a level that is appropriate for them.
	Ambitious Staff are ambitious in their expectations for what each child can achieve.
	Sharing progress Parents and carers are kept informed of the progress their child is making through regular evidence on EFL (Evidence for Learning), termly consultation evenings and a formal report at the end of the academic year.
	Evolving The curriculum is constantly evolving to ensure we meet the needs of the children and is responsive to the children, building on prior knowledge and their individual strengths and interests.
	Practical We are proud that the delivery of the curriculum involves imagination, creativity, inspiration, challenge and fun, whilst offering children dynamic opportunities that are set around a first-hand experimental approach.
	Functional and Skills based Our priority is to ensure learning is functional and skills based in order to support the children in being as independent as possible through their time with us and beyond. Therefore, we teach the children what is most relevant to them.
	Classes and Tracks The curriculum content that is delivered is dependent on each child's cognitive ability and engagement with learning. We recognise that every child has different strengths and needs and so a lot of consideration is given to best place each child within a track and then class, thus it is essential that the learning tracks are not seen in isolation, but

Intent – We want our children to be....

Core Principles of Successful and Confident Learners

Engagement

- Actively engage a variety of learning opportunities
- Actively trying to find out more within an activity or experience

Self-reliance

- The ability to generalise skills and learning to a range of contexts

Successful

- Participation and cooperation to reach targets

Well being

- Feeling safe and supported in order to learn

Self-awareness

- Develop the ability to self-regulate and be ready to learn
- Behaviour contributes to the focus on learning

Communicative

- Able to communicate their wants, needs, opinions and ideas. Listen and respond to others

Core Principles of Collaboration and Thinking Skills

Team player

- Be able to work together to achieve

Problem solvers

- Showing determination and creativity to solve problems and challenges

Thinking skills

- Recall previous learning to help make connections between understanding and knowledge and how to build upon this

Resilient

- 'Sticking with it' continued effort, perseverance, and determination

Independence

- Taking responsibility for learning

Explorative

- The need or desire to explore, know about or learn

Core Principles of Teaching

Excellence

- Learning is challenging and staff have high expectations
- There is a logical sequence to the lesson
- Resources & experiences are used to provide meaningful and appropriate challenge
- Provide opportunities to recall & practise previously learned skills & knowledge
- Creates an environment & appetite for learning promoting positive learning habits & behaviours

Personalisation

- Teaching is adapted to meet the needs of all pupils.
- Intervention at the point of need to eradicate misconceptions

Progress

- Learning is planned so the next stages build upon prior knowledge
- Assessment is used effectively to celebrate progress and plan next steps

Creativity

- A wide repertoire of teaching methods is skilfully employed
- Teaching experiences are creatively delivered to be memorable and motivating

Life skills

- Learning is functional and develops life skills to be applied beyond school

Intent – We want our children to be

Self-reliant



Team Player



Aspirational



Resilient

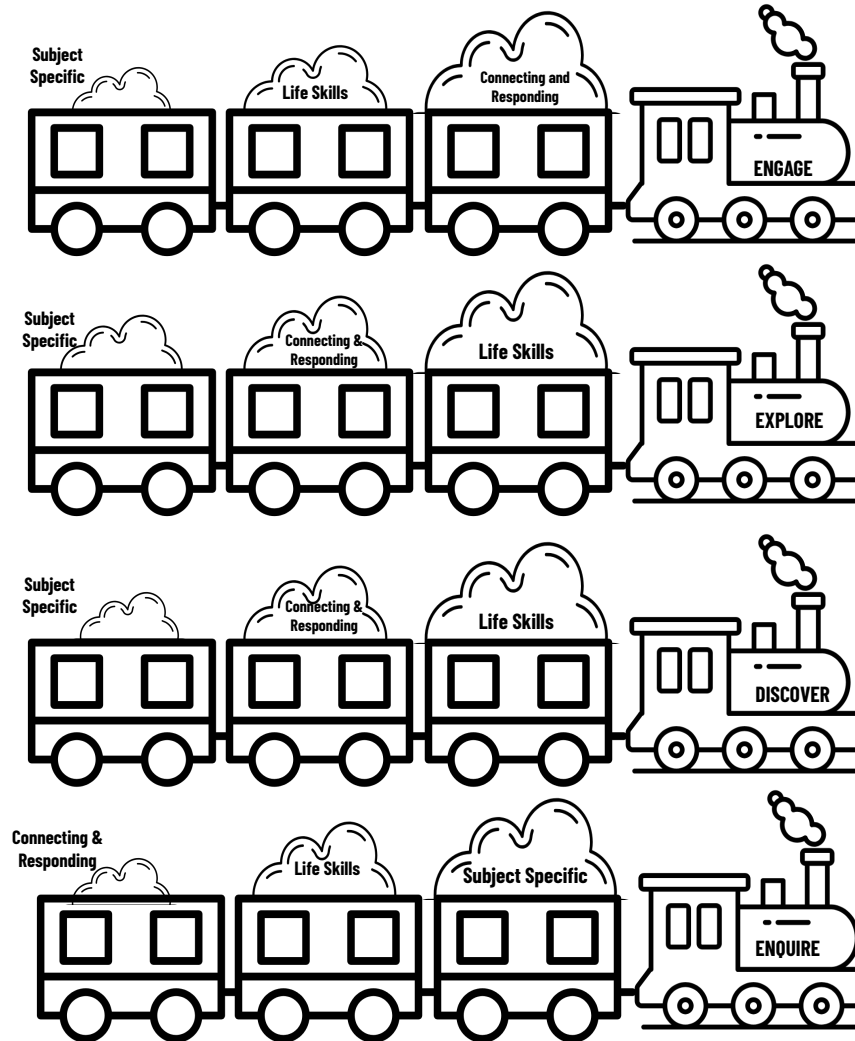


Successful



	Vision and Values integrated throughout the curriculum
	Different Value focus for each term, outlined in the RSE curriculum
	Staff assigned specific areas to develop each term within the Value
	Pupils earn "STARS" tokens for meeting goals, with rewards tailored to individual tracks
	Values reinforced through termly Enrichment Days
	Weekly celebration assemblies reward pupils for skills aligned with Values
	Certificates sent home, explaining how pupils earned the "STARS reward"

IMPLEMENTATION - TRACKS



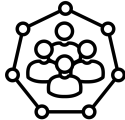
A 'track' or pathway model enables staff to implement a planning framework that centers on the individual needs of each child. The system comprises of four tracks: Engage, Discover, Explore, and Enquire. Medium-term plans are collaboratively developed within each track during meetings, and teachers then personalize the curriculum for their pupils, aligning it with each child's Education, Health, and Care Plan (EHCP) targets.

The curriculum focuses on three types of learning: **Life Skills, Connecting and Responding, and Subject-Specific Learning.**

These illustrations demonstrate the weighting given to each of these focus areas. The aim is then to create a learning environment rich in experiences, fostering independent learning, skill generalization, and effective problem-solving.

IMPLEMENTATION – DRIVERS FOR LEARNING

Drivers for Learning				
Communication (EHCP C&I / OLJ Com&Lang)	English (EHCP C&L / OLJ Literacy)	Physical (EHCP S&P / OLJ Phy Dev)	Wellbeing (EHCP SEMH / OLJ PSED)	Maths (EHCP C&L / OLJ Mathematics)
• Listening and attention • Receptive • Expressive 	• Reading • Phonics • Writing 	• Physical Education • Outdoor Learning • Leisure activities • Pre-writing skills 	• RSE • PSHCE • Independence 	• Number • Measurement • Position/direction • Pattern • Money • Time 

Creativity (OLJ Expressive Art and Design)	Community (OLJ Understanding the World)	Discovery (OLJ Understanding the World)
• Music • Drama • Art and Design • Design Technology 	• Using local amenities • Culture and communities • Past and present • British Values 	• Life and Living skills • Natural World • Computing 

EYFS - HOW?

Overview: The Early Years Foundation Stage (EYFS) provision at Danecourt School serves as a critical assessment phase for our youngest learners, establishing the essential foundations for all future learning. The curriculum is entirely play-based, focusing on developing core skills within the prime areas of learning through highly purposeful, exploratory experiences. The integration of SCERTS assessments allows staff to dynamically tailor each pupil's learning experience. This framework empowers educators to implement precise transactional supports in the moment, responding directly to the child's immediate regulatory and communicative needs. This robust, responsive approach ensures a highly individualised, secure, and progressive introduction to education.

Areas of Focus:

Communication
and Language

Personal, Social,
Emotional Development

Physical
Development

Approach to Learning

The core principles of our curriculum are based on the **Characteristic of Effective learning**



The Unique child
(how they learn)



Positive relationships
(the adult's role)



Enabling environments
(what is available).



SCERTS/Active
Engagement



Attention Autism



Small Groups



Intensive Interaction

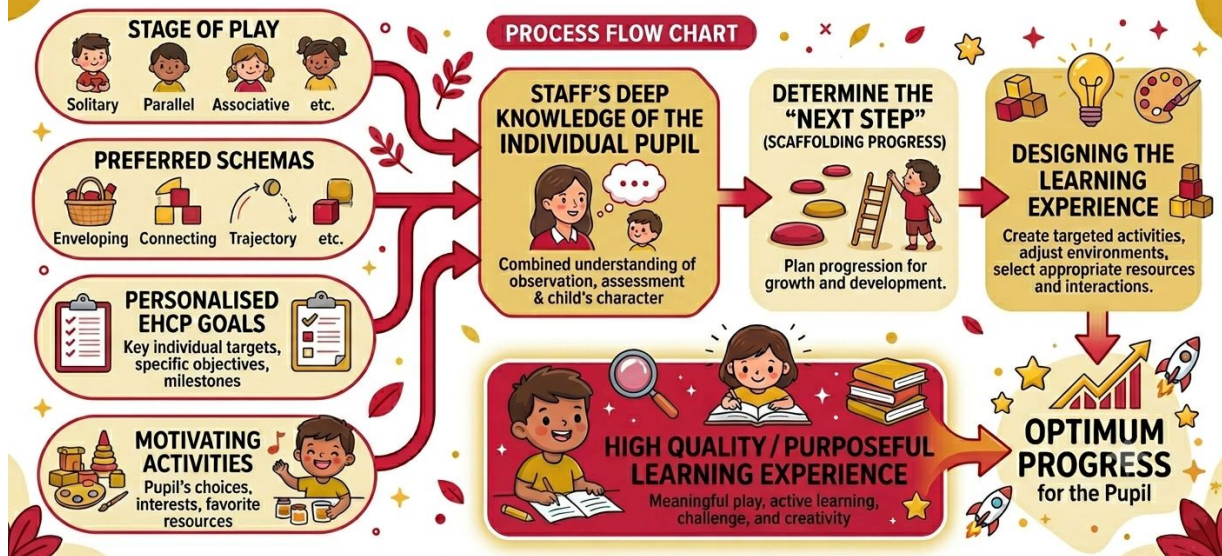
Stage of Play	Brief Explanation
Unoccupied Play	The child is not actively playing with objects or peers; instead, they make seemingly random body movements and quietly observe their environment.
Solitary Play	The child plays entirely alone, deeply focused on their own toys and showing little to no interest in what anyone else is doing.
Spectator / Onlooker Play	The child closely watches other children play and may even talk or ask questions about the activity, but does not actually join in.
Parallel Play	Children play side-by-side with similar materials or toys and may mimic one another, but they do not actively interact or play <i>together</i> .
Associative Play	Children begin to interact while playing—sharing toys, trading materials, and chatting—but their activities lack a rigid structure or a single, shared goal.
Co-operative Play	Children play together toward a unified goal, team project, or game. This stage involves clear rules, structured organization, and assigned roles (e.g., playing house or team sports).

IMPLEMENTATION - COVERAGE MAP - YEAR 1 - EYFS

EYFS - Year 1 Overview	<u>Term 1</u>	<u>Term 2</u>	<u>Term 3</u>	<u>Term 4</u>	<u>Term 5</u>	<u>Term 6</u>
<u>Theme</u>	A day in the life...	Fabulous festivals	Magical Journeys	From Paws to Claws	Let's Go Out!	Out on the deep blue sea
<u>Experiences/Opportunities</u>	All our favourite things- Sensory experience with 'Poppy Pops'	Winter wonderland experience Festive donkeys		Therapy dogs?	Park trip or wildwoods?	Immersive classroom - aquarium experience?

In the EYFS, rather than following a rigid, annual cycle of curriculum foci, staff weave a child's current play schema together with OLJ focus statements and their individual targets, staff then design highly personalised and captivating learning invitations. Using the child's intrinsic schematic interests as the vehicle to deliver these specific curricular and personal goals ensures that their next steps are scaffolded naturally, successfully moving their learning forward through deeply engaging and meaningful play.

EYFS @Danecourt School - Planning Process Overview



EYFS - PLAY SCHEMA SKILLS MAP

Trajectory 	Connection 	Transporting 	Enclosing 
Core Action: Throwing, dropping, or watching objects move through space to study their motion. Skills Learned: Positional language (over, under, through) and material properties (weight, shape, speed). Play Activities: Targets, paper planes/kites, pendulums/pulleys, swings, and chasing games like tag. Top Resources: Balls, bean bags, bubbles, balloons, scarves, ribbons, and wheeled toys (cars/trains).	Core Action: Joining things together (and taking them apart), like snapping blocks or linking arms. Skills Learned: Positional language (<i>next to, behind, beside</i>), material properties, force/magnetism, and problem-solving. Play Activities: Threading, weaving, junk modeling, wooden block/loose part play, and holding hands. Top Resources: LEGO/Duplo, train tracks, threading beads, masking tape, string, clothes pegs, and magnets.	Core Action: Move objects from A to B (carrying, hauling, pushing) rather than just digging or burying. Skills Learned: Spatial awareness, positional language (<i>in, on, under</i>), capacity/weight, sorting, and fine motor skills. Play Themes: Integrate with role-play (postman/builder), gardening, water play, and gathering natural materials. Top Resources: Wheeled toys (wheelbarrows, pushchairs, bikes), containers (bags, buckets, boxes), and scoops.	Core Action: Creating boundaries, fences, or wraps around objects, toys, or themselves. Skills Learned: Positional language (<i>inside, next to, behind</i>), material properties, space/boundaries, and problem-solving. Play Activities: Den building, hide-and-seek, threading, weaving, block play, and drawing loops or circles. Top Resources: Cardboard boxes, tunnels, blankets/fabric, stacking boxes, Russian dolls, and shoe boxes.
Positioning 	Enveloping 	Rotation 	Orientation 
Core Action: Ordering, lining up, or arranging objects (and themselves) in precise rows, patterns, or groups. Skills Learned: Advanced positional language (<i>on top, front, edge</i>), grouping/sequencing, spatial awareness, scale, and distance. Play Activities: Lining up cars, sorting by color/size, LEGO/Duplo building, train tracks, and practical tasks like laying a table. Top Resources: Pegboards, sorting counters, mosaics, and natural items (shells, pebbles, sticks).	Core Action: Completely covering, wrapping, or hiding objects, toys, or themselves from view. Skills Learned: Positional language (<i>under, in</i>), object permanence, spatial awareness, and transparency vs. opacity. Play Activities: Wrapping presents, dressing dolls/teddies, hiding games (hide-and-seek), and making cozy dens. Top Resources: Dressing-up clothes, fabrics/scarves, wrapping paper, masking tape, nesting toys, and Russian dolls.	Core Action: Spinning, turning, rolling, or twisting things (and themselves) in circles. Skills Learned: Gross and fine motor control, spatial awareness, the concept of "<i>around</i>", and foundational shapes/sizes for early math and writing. Play Activities: Circle games (ring-a-roses), baking with whisks, circular art (spirographs), and playing with tracks/roundabouts. Top Resources: Wheeled toys, gear boards, spinning tops, clocks, waterwheels, and jars with screw lids.	Core Action: Viewing the world from different angles, positions, or viewpoints (like upside down or backwards). Skills Learned: Spatial awareness, physical confidence, agility, and anticipating the movement of others. Play Activities: Energetic climbing, rolling/tumbling, playground visits, and "I spy" or bug hunts with binoculars. Top Resources: Soft play equipment, balance beams, steps, mirrors, magnifying glasses, and binoculars.

ENGAGE TRACK - HOW?

Overview: The Engage Track is tailored to support pupils with the most complex needs through a highly individualised approach. In an Engage classroom, pupils work at their own pace on personalised tasks in clearly defined learning areas. The SCERTS program is used to assess all pupils within the track, with individual targets created as a result of this assessment and their EHCP outcomes in mind. All pupils in the Engage track are working at the social partner stage of SCERTS. Alternative and functional communication is central, using a total communication approach to help pupils develop their preferred method of communication. Developing independence is also a key focus within the Engage Track with emphasis on being able to engage in predictable everyday routines with fading adult support.

Areas of Focus:

Functional
Communication

Foundational skills
development

Sensory
Exploration

Approaches to learning:



Structured routines and embedded learning structures allow attention and listening to be developed



Providing functional opportunities for communication through pupil led activities.



Engaging, open ended activities that are routed in sensory exploration.

Planning



- Individual targets are based on EHCP outcomes and used as the basis for planning
- Teachers plan for daily work rotations that focus on cognition, independent work, and communication targets.
- Teachers plan topic based, cross curricular sessions that are supported by high quality playful interactions and open ended resources
- Some group sessions have specific learning outcomes tailored to each child's individual targets.

Assessment



- Evidence for Learning captures progress towards individual targets and the OJL.
- Adults in the classroom use assessment for learning processes effectively to scaffold future planning. SCERTS assessments are used to define priority areas for Social Communication and Emotional Regulation.
- Observations of pupil learning allow staff to 'catch' progress and learning through a range of different open ended activities.

Environment



- Learning areas must be clearly defined with visual supports.
- Some Engage track classes have workstations for focused independent work.
- A sensory circuit/diet area, group working area, and 1:1 working area are provided.
- Classroom displays and visuals are functional and aligned with learning goals to minimize distractions.
- Preferred objects are stored away to encourage students to ask for them or retrieve them independently.
- Visual organization and structure are key to creating an effective learning environment.

Key Pedagogies

			
SCERTS/Active Engagement	Attention Autism	Small Groups	Intensive Interaction

IMPLEMENTATION - COVERAGE MAP - YEAR 1 - ENGAGE TRACK (1)

Engage - Year 1 Overview		<u>Term 1</u>	<u>Term 2</u>	<u>Term 3</u>	<u>Term 4</u>	<u>Term 5</u>	<u>Term 6</u>
<u>Theme</u>		A day in the life...	Fabulous festivals	Magical Journeys	From Paws to Claws	Let's Go Out!	Out on the deep blue sea
Track focus - what does this look like for us?		I want.... I can.... I play.... I like....	I see...I hear...I smell... I can I taste...	I can... I want...	I see.... I hear... I touch... I smell....	I like/dislike.... I feel.... I play....	I can touch... I can play... I see.... I feel....
Tier 2 Driver		Discovery/Community	Community/Creativity	Creativity	Discovery	Community	Discovery
Prime	Communication	Listening and attention - responding to name, intensive interaction, labeling objects/people	Listening and attention - Responding to different sounds	Speaking Expressing a need Functional request	Speaking Making a comment (I like.../ I see...)	Listening and attention - Responding to different sounds	Speaking I have a voice
	Physical	Exploring how my body moves	Exploring how my body moves	In, on, over, under, through	In, on, over, under, through	Explore what my body can do - catch, kick, throw etc.	Explore what my body can do - catch, kick, throw etc.
	Wellbeing	What do I need (self regulation) Emotional/Sensory regulation What makes me happy/not happy	What do I need (Managing self) My belongings/clothing	Cause and effect (building relationships)	Cause and effect (building relationships)	What do I like and want (self regulation) my favourite sounds, songs and ways to explore auditory	What helps me understand (managing self) and how do I gain your attention effectively (building relationships)
	Life Skills	Transitions and Organising		Self care and hygiene		Mealtimes	

IMPLEMENTATION - COVERAGE MAP - YEAR 1 - ENGAGE TRACK (2)

Engage - Year 1 Overview		<u>Term 1</u>	<u>Term 2</u>	<u>Term 3</u>	<u>Term 4</u>	<u>Term 5</u>	<u>Term 6</u>
<u>Theme</u>		A day in the life...	Fabulous festivals	Magical Journeys	From Paws to Claws	Let's Go Out!	Out on the deep blue sea
Track focus - what does this look like for us?		I want.... I can.... I play.... I like....	I see...I hear...I smell... I can I taste...	I can... I want...	I see.... I hear... I touch... I smell....	I like/dislike.... I feel.... I play....	I can touch... I can play... I see.... I feel....
Tier 2 Driver		Discovery/Community	Community/Creativity	Creativity	Discovery	Community	Discovery
Specific	Literacy	Expressing who I am	Storytelling	Storytelling	Rhymes and Songs	Match/Select/Non fiction	Match/Select/Non fiction
	Maths	Counting and Cardinality Comparison Shape and Space	Composition Counting and Cardinality Measure	Comparison Pattern	Composition Measure	Counting and Cardinality Pattern/Measure	Comparison Shape and Space

EXPLORE TRACK - HOW?

Overview: In the Explore track, the majority of the pupils have a diagnosis of Autism Spectrum Disorder (ASD) and experience high levels of anxiety and sensory needs. To support this, the TEACCH approach is used to create predictability within learning and classroom environments. Sensory and emotional regulation is at the heart of the curriculum to ensure all pupils are ready to learn. Developing verbal communication is also highly important within the Explore Track, many pupils will be at a language partner level of the SCERTs approach. The Explore track focuses on providing exploration into cross-curricular experiences that are engaging and activity-led. It emphasizes functional tasks that incorporate subject-based skills, ensuring that learning is both meaningful and practical.

Functional
Communication

Areas of Focus:

Structured
Learning

Emotional and
Sensory
Regulation

Approaches to learning:



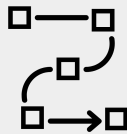
Functional learning is facilitated through a rotation of activities.



Principles of TEACCH and predictability of task and environment to underpin all learning activities.



EHC targets integrated into activity-led tasks, supporting practical skill development.



Planning

- Sessions plans that link to EHCP goals and curriculum documentation are used for key learning experiences throughout the day.
- Next steps are detailed on the plan and planning gives detail to motivating experiences and activities that allow adults supporting the pupils to scaffold and adapt the learning effectively.
- Memorable experience at the end of each term.



Assessment

- Evidence for Learning captures progress towards individual targets and the OLJ.
- Adults in the classroom use assessment for learning processes effectively to scaffold future planning.
- Teachers use a 'range of indicators' to make appropriate meaningful summative assessments.
- SCERTS assessments are used to define priority areas for Social Communication and Emotional Regulation.

- Zoned learning environments clearly labelled and designed to enable classroom flow
- Zones defined by colored tape on the floor.
- Zone signs allow children to attach their own timetable signs.

Environment



- Structured and organised with spaces for regulation.
- Supports understanding of the learning expectation in each zone over time
- Classroom visuals clearly follow environment policy

Key Pedagogies

				
TEACCH	Cross Curricular Learning	Rotations	Small Group Structured Sessions	Embedded interventions in timetables

IMPLEMENTATION - COVERAGE MAP - YEAR A - EXPLORE TRACK (1)

Explore - Year 1 Overview	<u>Term 1</u>	<u>Term 2</u>	<u>Term 3</u>	<u>Term 4</u>	<u>Term 5</u>	<u>Term 6</u>
<u>Theme</u>	A day in the life...	Fabulous festivals	Magical Journeys	From Paws to Claws	Let's Go Out!	Out on the deep blue sea
Track focus - what does this look like for us?	From breakfast to goodnight, we're doing it right!	Our traditions, our friends, one big celebration!	Hear it, say it, play it; bringing tales to life together.	Building independence through enterprise, functional maths and animal care routines.	Mastering community navigation, life skills, and safe transition routines.	Developing communication and sensory regulation through patterning and social enterprise.
Tier 2 Driver	Discovery/Community	Community/Creativity	Creativity	Discovery	Community	Discovery
Project (PBL)	Project: A Day in My Life Book (daily routines, routines of others)	Project: Memory Boxes (religious/cultural festivals, likes/dislikes and similarities)	Project: My Favourite Story with me (pupil is main character) (story telling, traditional tales, recall and roleplay)	Project: Sensory Pet Care Kit Design and build a sensory pet care kit (use the kit in role-play to care for their animals)	Project: Community Explorer Kit (weather & dressing for the weather, , packing for a journey, being safe in the community)	Project: The "Deep Blue Sea" Sensory Aquarium Exhibition & Café.
Maths Number: Independence and Fluency (teach new skills, more discrete sessions)	Match, sort and compare • Numerals • Quantities • Comparing sizes	Early Numbersense Recognise, Subitise, Represent, Compose	How many now?	Early calculation	Sharing and grouping	Patterns in number
Maths: Numerical Pattern (linked to PBL)	Passage of Time (sequencing their daily routine/ daily activities)	Weights, Measures, Money (in shopping/cooking) Revisit counting/comparison (comparing how many people like/dislike)	Maths: Position and direction (following/giving instructions) Revisit sequencing language	Sorting/ classifying /length/height	Shape and space: accessing park/soft play etc. Revisit time/number (accessing the community) Number/sorting/classifying	Pattern through creativity sessions. Revisit shape and space Revisit position and direction Revisit shape
Literacy	Autobiographical Writing Sequencing morning, afternoon, and evening photos using time-linking words (First, Next, Then); matching symbols to daily actions.	Poetry exploring greeting words from different cultures (e.g., Happy Diwali, Eid Mubarak) Songs and Rhymes from different cultures	Story Writing sequencing/writing story events; requesting materials using communication boards	Non-Fiction Texts Writing simple recipe cards; matching animal signs to meanings.	Writing for different purposes Creating a visual "Going Out" checklist; practicing ordering a drink/snack using symbols; recognizing community signs (Stop, Exit, Toilets).	Writing - describing words Matching sea creatures to their names or sounds; practicing requesting ingredients/materials; welcoming guests to the exhibition using visual boards
Key Text	What do people do all day by Richard Scarry	Little Glow by Thrity Umrigar	Where the Wild Things Are by Maurice Sendak	Rumble in the Jungle by Giles Andreae	Car Car Jeep Truck by Katrina Charman	Somebody Swallowed Stanley by Sarah Roberts
Life Skills	Transitions and Organising		Self Care & Hygiene		Mealtimes	

IMPLEMENTATION - COVERAGE MAP - YEAR A - EXPLORE TRACK (2)

Explore - Year 1 Overview	<u>Term 1</u>	<u>Term 2</u>	<u>Term 3</u>	<u>Term 4</u>	<u>Term 5</u>	<u>Term 6</u>
Life Skills	Transitions and Organising		Self Care & Hygiene		Mealtimes	
Communication and Language	Social Greetings and Phrases Visuals and Routines	Songs and Rhymes Speaking with expression, clarity and connection (using preferred method of communication)	Story Telling and Role Play Using directional words (Go, Stop, Turn)	Use of PECS, colorful semantics, or high-contrast photo matching.	Following instructions	Listening and Attention Skills - identifying sounds
Physical	Fundamental skills -How I use my body, how I can get through my day, how I exercise	Dance -Movement and response to music, how I express myself	Busy Bodies -Exploring different movements, how I can move in different spaces	Balance & Climb	Run, jump & throw -Sports day practice	Throw & Catch -Ball games, working with others, playing alongside peers, hitting targets
Wellbeing	Reducing transition anxiety by making the passage of time visible; managing waiting times; turn-taking during group routines. Jigsaw: Being Me in my World STARS focus: Successful	Recognizing that people celebrate differently around the world; sharing traditions Jigsaw: Celebrating Difference STARS focus: Team Player	Turn- Taking, recognising emotions Jigsaw: Dreams & Goals STARS focus: Aspirational	Understanding empathy - animal behaviour linked to zones of regulation Jigsaw: Healthy Me STARS focus: Resilience	Managing anxiety and sensory overload, safe people in the community Jigsaw: Relationships STARS focus: Self-reliant	Regulating emotions through sensory inputs, understanding spatial boundaries Jigsaw: Changing Me STARS Focus: All
Memorable Experiences	Memorable Experience: "The Giant Clockwork Walk" Different stations for different parts of the day, role playing a daily routine including work	Memorable Experience: "The Carousel of Colour & Light" Each activity is linked to a different experience within a festival e.g. food, faith and movement	Memorable Experience: "The Story-Walk Adventure". Pupils follow a "journey" - listening, recalling and role playing - Embracing Arts Workshops	Memorable Experience: Visit a vets/animal shelter/rehoming centre to donate pet care kits (rare breeds)	Memorable Experience: Community Visit using the community explorer kit	Memorable Experience: Parent Exhibition and Cafe

DISCOVER TRACK - HOW?

Overview: Pupils in the Discover track are typically at the language partner stage progressing to a conversational partner stage of the SCERTS program. The Discover curriculum track focuses on developing communication and language skills, as well as functional maths and English, to promote independence and prepare students for life beyond Danecourt. The curriculum for the Discover track has an emphasis on using numbers and words for practical activities and communication. Some pupils may experience a more formal subject based curriculum if appropriate for them. Pupils are encouraged to connect with others and respond appropriately through various experiences and community visits are an important part of this. Promoting reciprocal interaction and relationships between peers is also a fundamental element of the curriculum in Discover, providing scaffolded opportunities for pupil to collaborate in their learning and build meaning together.

Areas of Focus:

Functional
learning/life skills

Exploration in
learning

Cross Curricular

Approaches to learning:



Exploration through
cross-curricular
experiences that are
engaging and functional.

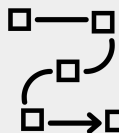


Interconnected topics to
make learning more
functional and engaging



EHC targets integrated in to
learning sessions that are
linked to purposeful life
skills.

Planning



- Teachers plan on a two week planning cycle to adapt and generate creative, cohesive ideas.
- Planning is based around a central theme or topic.
- Teachers plan towards a memorable experience at the end of the term.
- Sessions are planned in a cross curricular way with functional Maths and English being experienced every day.

Assessment



- Evidence for Learning captures progress towards individual targets and the OLC.
- Adults in the classroom use assessment for learning processes effectively to scaffold future planning.
- Teachers use a 'range of indicators' to make appropriate meaningful summative assessments,

Environment

- Visual supports easily available e.g. now and next boards, visual timetables.
- Resources clearly labelled and resources to support communication easily available.



- Environment should be structured and organised
- Space available for sensory circuits
- Zones that indicate what aspect of learning happens in each space

Key Pedagogies



Small Groups -
structured sessions



Attention Everyone



Rotations



Sensology

IMPLEMENTATION - COVERAGE MAP - YEAR A - DISCOVER TRACK (1)

Discover - Year A Overview		<u>Term 1</u>	<u>Term 2</u>	<u>Term 3</u>	<u>Term 4</u>	<u>Term 5</u>	<u>Term 6</u>
<u>Theme</u>		A day in the life...	Fabulous festivals	Magical Journeys	From Paws to Claws	Let's Go Out!	Out on the deep blue sea
Track focus - what does this look like for us?		Discovering everyday life through people and play.	Celebrate, explore and shine through festivals of light and joy.	Blast off on magical journeys of discovery, from fairy tales to faraway space.	Go wild on a roaring adventure!	Explore your community and discover the heroes, places and stories all around you.	Dive in and discover the dazzling creatures of the deep blue sea.
Tier 2 Driver		Discovery/Community	Community/Creativity	Creativity	Discovery	Community	Discovery
		My family and me. What makes me unique? What makes me different?	Cultural celebrations,	Representations of events, people and objects in visual art.	Exploring, respecting and caring for the natural world; looking after living things.	Recognising and talking about environments. Compare to my local environment.	Naming, exploring and observing materials using their senses.
Life Skills		Transitions and Organising		Self Care & Hygiene		Mealtimes	
Communication		Modelling social language: Greetings/snack time/requesting help	Expressive vocabulary, using intonation, rhythm and phrasing.	Retelling stories with pictures and props.	Action words. Opposites.	Show understanding of prepositions. Ask simple questions (e.g. what, why how)	Listening to and responding making relevant comments (inc Talk Tactics)
Literacy - Reading comprehension & Writing	Focus	Biographical Writing	Fiction - stories from other cultures	Fiction - Adventure story writing	Poetry	Non-fiction Plans/schedules/lists	Non fiction - non chronological reports/factfiles
	Suggested texts	"You Choose" by Nick Sharratt	Little Glow by Katie Sahota, illustrated by Harry Woodgate	"Journey" by Aaron Becker	Hairy Maclary from Donaldson's Dairy" by Lynley Dodd	"The Train Ride" by June Crebin	Sharing a Shell Julie Donaldson

IMPLEMENTATION - COVERAGE MAP - YEAR A - DISCOVER TRACK (2)

Discover - Year 1 Overview		<u>Term 1</u>	<u>Term 2</u>	<u>Term 3</u>	<u>Term 4</u>	<u>Term 5</u>	<u>Term 6</u>
<u>Theme</u>		A day in the life...	Fabulous festivals	Magical Journeys	From Paws to Claws	Let's Go Out!	Out on the deep blue sea
Track focus - what does this look like for us?		Discovering everyday life through people and play.	Celebrate, explore and shine through festivals of light and joy.	Blast off on magical journeys of discovery, from fairy tales to faraway space.	Go wild on a roaring adventure!	Explore your community and discover the heroes, places and stories all around you.	Dive in and discover the dazzling creatures of the deep blue sea.
Maths		Match, Sort Compare Time	Early Numbersense Recognise, Subitise, Represent, Compose Simple Shapes	Mass and capacity Early calculation	Length, Height, Measure and Pattern	How many now? Manipulate, compose, decompose - shape - pictures	Sharing and grouping Visualise, build and map - patterns
Wellbeing	Jigsaw	Jigsaw: Healthy Me Independence and hygiene Food choices/healthy diet Routines and self-care	Jigsaw: Celebrating Difference Same and different How families are different Why having friends is important	Jigsaw - Dreams & Goals: Resilience, overcoming obstacles, and hope. Resilience & Navigating "The Unknown": Practice coping with unexpected changes, transition anxiety, and making mistakes.	Jigsaw - Healthy Me: Physical health, mental wellbeing, and safety. Social cues, Body language & respecting boundaries	Jigsaw - Relationships: Living in the wider world and appreciating the people in it. Building familiarity and developing functional independence. Belonging & Connection	Jigsaw - Changing Me: Coping positively with change, biology, and transitions Sensory regulation, emotional exploration, and calming mindfulness.
Physical	Get Set for PE	How I move? (Fundamentals)	Dance	Gymnastics	Balls skills	Athletics -Sports day practice	Games

ENQUIRE TRACK – HOW?

Overview: The Enquire track's curriculum at Danecourt emphasizes subject-specific learning across the "8 drivers for learning." Teachers deliver differentiated lessons tailored to pupils' needs, linked to the term's topic. Beyond academic success, the track prioritizes developing life and communication skills through regular trips, enrichment days, and activities based on pupils' individual targets. One of the key aims is to foster functional skills and independence, enabling students to confidently interact with their environment and community. The majority of pupils in the Enquire Track are conversational partners within the SCERTs approach and so a key aspect of their curriculum is around developing the ability to work collaboratively with peers, challenge each other's ideas and develop problem solving and critical thinking skills.

Subject specific
progress

Areas of Focus:

Prepared for more formal
onward pathways

Functional Skills

Approaches to learning:



Subject-specific learning
with discrete sessions for
phonics,
Maths and English

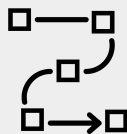


Life skills, independence,
and communication are
integrated throughout the
curriculum,



Individualized learning is
promoted through
differentiation, the use of
manipulatives, technology, and
flexible approaches like varied
equipment.

Planning



- Teachers plan a sequential set of lessons that blend subject specific content with engaging, functional, topic based activities.
- Medium term plans based on key themes provide the basis for a cohesive learning journey.
- Subject specific skills and knowledge are mapped out across a term.
- Coverage maps ensure that curriculum coverage is broad and varied.

Assessment



- Evidence for Learning and written examples of work, captures progress towards individual targets and the O.L.J.
- Adults in the classroom use assessment for learning processes effectively to scaffold future planning.
- Teachers use a 'range of indicators' to make appropriate meaningful summative assessments,

Environment



- Resources are easily accessible for pupils to independently access them.
- Classroom is set up to allow group work and whole class sessions.
- Displays in the environment are functional and used by the pupils.

Visuals are available and used within the environment and the flow of the environment is predictable and thought through.

Key Pedagogies



Whole Class



Meta cognition



Small Group



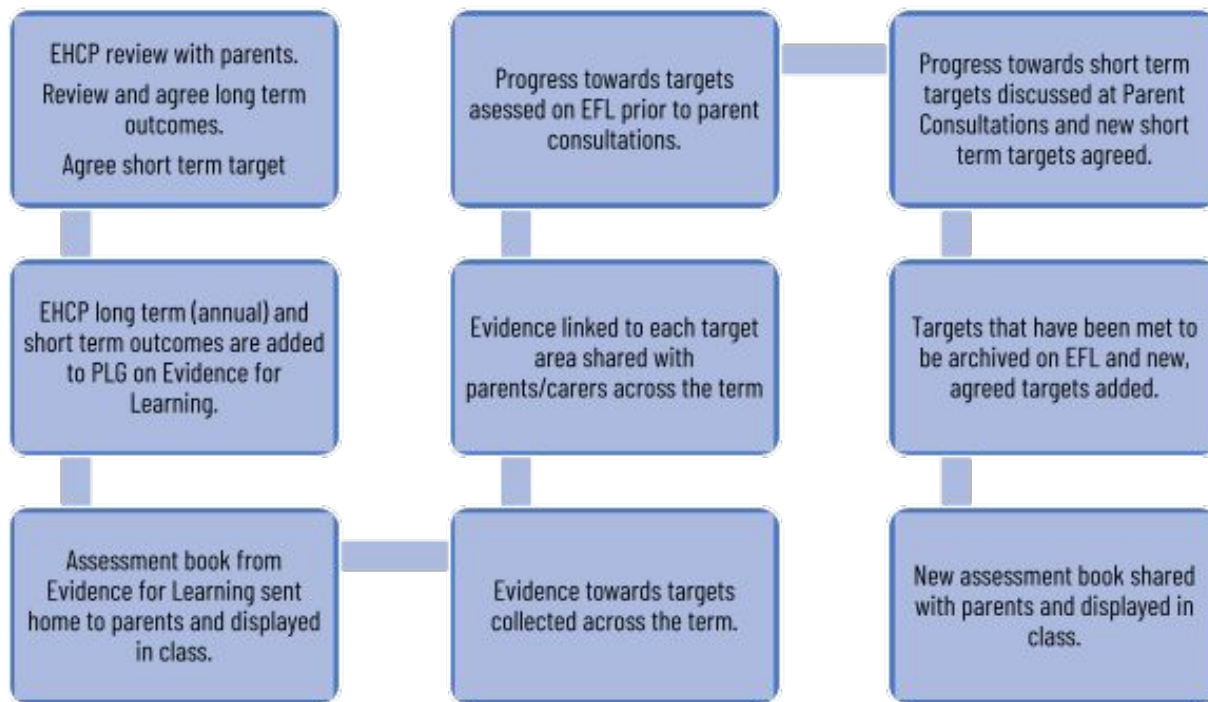
Peer collaboration

IMPLEMENTATION - COVERAGE MAP - YEAR A - ENQUIRE TRACK (1)

Enquire - Year A Overview		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Theme		A day in the life...	Fabulous festivals	Magical Journeys	From Paws to Claws	Let's Go Out!	Out on the deep blue sea
Track focus - what does this look like for us?		What will I be, just wait and see!	Food and fun, festivals are for everyone!	Jump into fantasy	Big or small, we explore them all. (Habitats.)	Where would I go and how would I get there?	Yo ho ho, away we go!
Tier 2 Driver		Discovery/Community	Community/Creativity	Creativity	Discovery	Community	Discovery
		Project: Explore a career Compare to the past	Project: Exploring foods from different festival/places	Project: Research circus, learn skills, plan, prepare (make-up, costumes, props), perform	Project: Film about chosen animal to share their learning	Project: Planning journeys (mini journeys - park, shops,	Project: make a floating boat
Life Skills		Self Care & Hygiene		Mealtimes		Transitions and Organising	
Communication		Speaking - reciprocal interactions - working together		Social communication - building relationships - self and mutual regulation		Listening, Attention and Understanding	
Literacy - Reading comprehension & Writing	Genre	Biographical Writing	Poetry	Fiction - Adventure story writing	Non fiction - non chronological reports/factfiles	Non-fiction Plans/schedules/lists	Fiction - stories from other cultures
	Suggested texts	Little People, Big Dreams Series by Maria Isabel	Let's Celebrate!: Festival Poems from Around the World by Debjani Chatterjee (Author)	Leon and the Place Between" by Angela McAllister and Grahame Baker-Smith	Invented by Animals by Christine Dorion	Holiday brochures Bus/train timetables	The Secret of Black Rock by Joe Todd Stanton
Maths	number	Place value	Addition/Subtraction	Multiplication	Division	Position and Direction	Statistics
	strand	Time	Money	Length and Height	Fractions	Mass/Capacity/Temperature	Shape
Wellbeing	Jigsaw	Dreams and goals Working towards a shared vision and goals	Celebrating difference Managing friendships Getting on with others	Relationships Appropriate touch How to ask for help/being safe	Healthy me Healthy foods Balanced diet	Being in my world	Changing Me Transition Physical changes/changes to my body
Physical	Get Set for PE	Invasion games	Ball skills	Dance or gymnastics	Net and wall games	Athletics	Striking and Fielding

IMPLEMENTATION - TARGET SETTING

Children have short term targets for each long term (Autumn, Spring, Summer) which are completely personal and individualised. These are shared with parents/carers to inform them of the priorities their child is currently working on and parents/carers can see the progress towards achievement through regular evidence sharing on Evidence for Learning.



IMPACT - SYSTEMS



Monitoring and Evaluation



Robust systems for evaluating the quality of teaching and learning carried out by leaders at all levels. Focus on teacher development and coaching leads to continuous improvement.

Pupil Progress Meetings



Regular reviews of pupil progress are conducted with input from multiple stakeholders. These meetings provide a comprehensive assessment of progress, serving both to celebrate achievements and to identify necessary interventions and support.

Parental Involvement



Numerous opportunities are provided for parents and carers to actively engage in reviewing the impact of each pupil's personalized curriculum. These include parent consultations, regular sharing of photos and videos, and person-centered annual review meetings.

Celebrating Success



Celebrating and recognizing pupils' progress, no matter how small, is a vital aspect of daily practice. This is embedded in various forms, including celebration assemblies, STAR rewards, and positive phone calls home.

Critical Friends



The school values external perspectives as essential for continuous improvement. Participation in Challenge Partner Reviews, Trust Reviews, and various professional networks fosters ongoing dialogue about assessing curriculum effectiveness.

Holistic Approach



Evaluating progress with a focus on the 'whole child' is essential. Teachers have access to a range of assessment tools that enable a holistic, needs-based, and child-centered approach to measuring progress.

IMPACT - TOOLKIT

				
Oakley Learning Journey	EHCP Targets	SCERTS	Evidence for Learning	Therapies?
The Oakley Learning Journey (OLJ), created by Oakley Special School and adapted for Danecourt School, is a framework to track pupil progress from entry to departure.	EHCP targets are assessed through Evidence for Learning. Data and trends are analysed and discussed at Pupil Progress Meetings.	SCERTS assessments provide information about progress towards targets relating to social communication, emotional regulation and transactional supports.	Evidence for Learning is the platform in which evidence to demonstrate progress is held.	OT, SALT and SCERTS targets are woven in to pupil's learning and EHC goals and assessed through Evidence for Learning.

IMPACT - CRITICAL FRIENDS

'The curriculum is built on putting the needs of its pupils first and meeting them where they are. From their starting points, each pupil receives a personalised Curriculum'. Challenge Partners, 2024



'Teachers make good use of pupils' interests to plan stimulating topics.'
Ofsted 2019'

'The curriculum is lively and exciting. Pupils make the most of the many opportunities to learn new skills.'
Ofsted 2019'

'Leaders continue to prioritise early reading and ensure that pupils on different tracks have the right input as a result of universal and targeted training for staff. This means that there is consistency across the school in delivery and fidelity to the new phonics scheme which is firmly in place.' Challenge Partners, 2024