



Discovery Pathway Curriculum Rationale



What is our Discovery Pathway?

Discovery pathway	
Pupils:	
	Pupils within this pathway will have a range of special education needs (ranging from moderate through to complex) coupled with additional needs (including communication, social, sensory). These pupils are able to follow a structured subject specific curriculum offer, with adaptations.
Provision:	
	The curriculum offered will emphasise academic learning alongside therapeutic interventions and accessible adjustments. Pupils will be supported by staff with secure curriculum subject knowledge who are skilled at ensuring learning is accessible, adopting a scaffolded approach where needed. Pupils will access both core and foundation subjects from the National Curriculum alongside the learning outcomes on their EHCPs. Curriculum offers are tailored to be specialist, high quality and relevant to the context of pupils' lives, generalising key skills in preparation for adulthood. Progress is measured against National Curriculum levels, though the majority of pupils will be working below age related expectations. The environments are stimulating, structured and well-organised to meet the needs of pupils. Lessons are delivered via a formal timetable with an emphasis on highly engaging, practical and contextual experiences.
Aspirational Aim:	
	Our aspirational aim is for pupils to study a wide curriculum, to equip them with key skills for life as well as nurture their talents and interests, enabling them to apply these to contexts beyond school. Our pupils will have developed the functional communication, core academic and wellbeing skills that they need, enabling them to become as independent as possible and to be valued active members of their community and potentially the world of work.



What is our curriculum designed to do?

Our learners start in our EYFS phase of the school (see relevant rationale). They can stay in this phase until the end of year 2, if needed or appropriate, before joining one of our other three pathways, in this case the Discovery pathway.

We aim to provide a curriculum that meets the core needs of the learners within it. Our curriculum design acknowledges the barriers to learning that our young people face and aims to support them to overcome these to be able to access the learning that will allow them to develop the key skills they need for life beyond school.

Within our Discovery Pathway, the barrier to learning that most of our learners' experience is that of communication. Parents and staff identify that both communication and independence are a priority for life beyond school for these learners. Primarily, independence/self-help skills, alongside emotional and sensory regulation are also key priorities to enable the learners on this pathway to access the broader educational offer that will support them to develop the skills they need. The learners within this pathway have a greater focus on National Curriculum subjects, to support them to develop the functional communication and independence skills that will support them to be active community members and potentially enter further education, qualifications and, where they are able, the world of work.

Learning outside the classroom is a key element of this pathway, providing meaningful opportunities for pupils to develop communication and independence skills in real-life contexts. Carefully planned community-based learning, such as visits to local shops, leisure facilities and work-related environments, allows pupils to practise functional communication, social interaction and decision-making beyond the classroom setting. These experiences support the development of confidence, self-advocacy and independence, helping learners to apply their skills in purposeful and motivating situations. Staff provide structured support, modelling and gradual release to ensure pupils are challenged appropriately while feeling safe and successful. Through repeated, real-world experiences, pupils build resilience, transferable life skills and greater independence to support their preparation for adulthood.

Learning Outside the Classroom

Learning outside the classroom is an important and purposeful element of the Discovery Pathway, supporting the development of communication, independence and real-world life skills. Carefully planned opportunities within the school grounds and the local community allow learners to apply their learning in meaningful, real-life contexts. These experiences are designed to help pupils generalise skills beyond the classroom, supporting preparation for adulthood.

Through visits to local shops, community facilities and shared spaces, learners are supported to practise functional communication, such as making choices, requesting support, following instructions and interacting with unfamiliar adults and peers. Learning outside the classroom also provides rich opportunities to develop independence skills, including managing personal belongings, understanding boundaries, staying safe in public spaces and recognising potential risks.

Adults play a key role in modelling appropriate behaviours, supporting communication (including the use of AAC where required) and carefully scaffolding independence so that learners are encouraged to try for themselves before support is given. Over time, support is gradually reduced to build confidence, resilience and self-belief. These experiences support



learners to become more independent, confident and active participants within their community, reflecting the pathway's aspirational aim of enabling pupils to access life beyond school as independently as possible.

Learners and their needs:

For the cohort within the Doubletrees Discovery pathway, alongside communication barriers, the learners need support to become as independent as possible. They need to develop self-help skills to be able to manage their health and wellbeing needs, as well as to be able to access their local community and potentially the world of work. Learners in this pathway are able to undertake adult directed, structured learning tasks and work to develop the length of time they can engage in activities independently, alongside developing self-help skills if they are struggling. Learners in this pathway are generally concrete learners and struggle to understand abstract concepts or manipulate information internally. Learners in this pathway need to develop an awareness potential danger/risk and the skills to keep themselves safe.

This cohort also need support to interact socially with their peers, in turn taking activities or through self-led play or leisure activities. They are developing their interests and an awareness of their strengths and talents. They still have sensory needs and need regular opportunities to have sensory breaks to support their regulation.

Structure of learning:

Learning within this pathway is through structured, adult led teaching sessions with the opportunity to have adult input/instruction/modelling followed by independent tasks to apply the knowledge. Learning is of a practical nature for the most part, with concrete resources to support.

The role of the adults in learning:

The staff act as communication partners, supporting learners to communicate effectively or supporting them in the use of AAC where needed. Adults support learners to become independent, prompting and scaffolding the skills that learners need allowing them to rehearse and embed the self-help skills needed. Adults encourage learners to try for themselves before intervening to help to support increasing resilience. Adults also support social interactions, modelling how to do this effectively and supporting learners to develop these skills and the vocabulary that accompanies it.

How does this match our vision and values?

Achieve

- The pathway supports every learner to reach their **unique potential** by combining **academic and therapeutic learning**.
- High expectations are maintained, with progress measured **holistically**—academically, socially, and emotionally.
- Learners are empowered to develop **functional skills** for life beyond school, promoting pride in their achievements.

Belong

- A strong emphasis is placed on creating a **safe, structured, and nurturing environment** where learners feel secure and valued.
- The curriculum includes emotional literacy and trauma-informed practices to foster a **sense of belonging** and emotional safety.
- Learners are supported to build **personal independence** and community awareness.



Communicate

- Communication is a **central focus** of the pathway, recognising it as a key barrier for many learners.
- A **Total Communication approach** is embedded, with structured teaching of communication skills and social interaction.
- Learners are given the tools to express themselves, understand others, and build **meaningful relationships**.

Develop

- The curriculum is designed to develop **core academic, life, and wellbeing skills**, tailored to each learner's EHCP outcomes.
- It includes **independence training**, emotional regulation, and thematic learning to support **holistic development**.
- Collaboration with families and external agencies ensures that development is **personalised and aspirational**.

Enjoy

- The pathway offers a **rich, engaging, and inclusive curriculum** that balances structure with creativity and exploration.
- Learners participate in **creative arts, sensory experiences, and physical activities**, making learning enjoyable and meaningful.
- The school environment is one where learners **want to be**, fostering joy and curiosity.

How is our curriculum implemented?

The curriculum for all of our pathways is structured into 4 core areas:

- Feeling safe in my world
- Exploring my world
- Accessing my world
- Interacting with my world

These broadly link to the areas of the EHCP in the following way:

Feeling safe in my world	Social, emotional and mental health outcomes
Exploring my world	Cognition and learning outcomes.
Accessing my world	Sensory and physical outcomes
Interacting with my world	Communication and interaction outcomes

As such, opportunities to work towards personal EHCP outcomes are embedded throughout the day.

Feeling safe in my world.

To access learning, our learners need to primarily have their basic care needs met. This not only includes their physical needs, such as intimate care, food, water, sleep, but also their emotional needs. To be able to access learning our learners need to feel safe enough to do so.

At Doubletrees School, we recognise that curriculum access does not begin with content, but with connection. Pupils learn most effectively when they feel safe, understood and regulated. Attunement — the process by which adults notice, interpret and respond to



pupils' communication, emotional state and sensory needs — is therefore the essential foundation for all learning.

Across all pathways, adults prioritise relational connection, co-regulation and responsive interaction before introducing structured teaching. This ensures that pupils are emotionally and cognitively ready to engage, reducing barriers to learning and increasing participation, independence and progress

Within the Discovery pathway, pupils begin to develop greater confidence in communication and participation. Attuned relationships remain central in supporting pupils to feel understood, valued and motivated to engage in shared learning experiences.

Adults scaffold interaction, communication and understanding through adaptive teaching and total communication strategies. Attunement allows pupils to build resilience, sustain engagement and begin accessing a broader curriculum, while maintaining emotional security.

Discovery Attunement for Curriculum Access

Stage	Description
Stage 1: I am recognised and understood	Adults understand communication styles, interests and regulation needs.
Stage 2: I feel confident enough to join in	Predictable routines and support enable safe participation.
Stage 3: We engage in shared learning together	Adults scaffold interaction, turn-taking and shared attention.
Stage 4: I can communicate and contribute	The pupil expresses thinking, makes choices and sustains engagement.
Stage 5: I can access a broader curriculum	The pupil engages in structured learning with appropriate support.

Attunement in the Discovery pathway supports pupils to move from supported participation to purposeful engagement.

To facilitate this, a strand of our curriculum is Emotional Literacy. We support our learners to understand and communicate their feelings through Emotional Coaching and modelling by adults, with opportunities though out the day built in to check in with the learners as to how there are feeling, using a Total Communication approach.



We are a Trauma Informed school and therefore apply the neuroscience of Mental health and ill health, using Panksepp's emotional system, the neuroscience of emotion, known as affective neuroscience. We use the Motional assessment tool to measure and track the areas of Panksepp's emotional systems, seeking to promote the CARE, SEEKING and PLAY systems (those that promote pro-social chemicals), whilst reducing those of RAGE, FEAR, PANIC/GRIEF (systems that trigger stress hormones). Activities to promote the CARE, SEEKING and PLAY systems are planned for through termly universal snapshots and delivered regularly. This is supplemented by comprehensive snapshots and individual interventions for learners in need of further support. This forms the Emotional Literacy strand of our curriculum.

Exploring my world

There are three key sub areas to this strand of our curriculum:

- Core
- Independence
- Enrichment

Core areas:

In the Discovery pathway, learners study the full range of National Curriculum subjects. However, the core areas are identified as those strands of the National curriculum that are both accessible and meaningful to our learners and will support the aim of enabling them to be as independent members of their communities as possible. Therefore, some National Curriculum subjects are considered Enrichment subjects, rather than our core curriculum. Core curriculum subjects are delivered daily or weekly, however Enrichment subjects are delivered through immersive themed days/weeks on a half termly basis, rather than weekly. English, Maths, PSHE and PE are prioritised. Acquiring functional Literacy and Maths skills that will allow our young people to access their community, health services and promote independence is a key priority for the learners in this pathway. A PHSE curriculum that supports learners to understand how to keep themselves safe (both mentally and physically), how to access help and support where needed, how to stay safe online, as well as relationship and sex education, are also of paramount importance. Staying physically fit and active, alongside the social and community aspects that are facilitated by Physical Education is also a core priority. Here there are half termly topics where key skills are developed, using a spiralling curriculum. The teaching of Science and DT support cognitive development, problem solving and enquiry skills, alongside an understanding of looking after self and others. Science and DT topics include the more concrete concepts and support skill development that is transferable to what learners need beyond their school life. As such this curriculum has been narrowed, however, through enrichment sessions the full breadth of curriculum can be experienced to ensure that learners can also be exposed to the more abstract concepts and follow the interests and aspirations of the learners as well as acquiring the skills they need for later in life. Therefore, as well as planned weekly Science sessions, some terms will have Science enrichment afternoons instead. Creative and Expressive Arts are also part of the core curriculum as we recognise that these areas support self-expression and communication, one of our core values and a curriculum priority. Each half term has a different theme to engage, motivate and hook our learners into their learning. Enjoyment is another of our core values, therefore we aim to deliver our core curriculum through themes that the learners are interested in and will enjoy.



Independence:

Through this learners learn how to perform their own self-care (toileting, dressing/undressing, personal hygiene), plus eating, drinking and preparing food with as much independence as they are able. Learning how to stay safe, for example when crossing the road, when being in the kitchen, are also learnt. Our learners also learn boundaries – how to accept when a preferred task is finished, how to follow adult directions, what is safe behaviour whilst out in the community, such as crossing the road are also learnt.

Enrichment:

In order to develop aspirations and interests to support choices beyond school, we recognise that the learners in our Discovery pathway should access a broad range of subjects. However, some of the National Curriculum subjects can be challenging for our learners to access. RE, History and Geography are three such areas, where the cognitive development of the learners in this pathway remain mostly within the pre-requisite steps towards understanding the more abstract concepts of time, place and culture. We have found that students in this pathway struggle to retain key concepts when delivered through discrete, short weekly sessions, and benefit more from immersive days. Therefore, these subjects are taught half termly through Enrichment days, alongside some topics from the Science curriculum.

Accessing my world

To access any part of our offer, our learners need to be calm, regulated and feel safe, therefore this strand is a therapeutic one, to support sensory and physical regulation. Many of our learners have therapy plans which are timetabled throughout the day either in the classroom or in the dedicated spaces within the school. This is supplemented by ad hoc interventions when learners indicate or communicate that they need a regulation break. The amount of therapeutic intervention each learner received on any given day, varies based on their need at that time.

Interacting with my world

This strand focuses on communication to support learners to understand what is happening around them, for them to express their basic wants and needs and to support positive and enriching social opportunities that will support them later in life to be active citizens within their community.

As well as being immersed in a Total Communication environment, where they are exposed to lots of different models and methods of communication, learners are explicitly and systematically taught communication skills, through a communication curriculum. This supports development of communication from expression basic wants and needs, to social interactions and turn taking to the more formal accessing services within the community. There is a full communication offer available with more details.

What does a typical day in a Discovery class look like?

Classes within this pathway teach sessions at different times throughout the day, both to meet their learners needs and to facilitate access to shared spaces. Here are the typical areas of learning you will see taking place during the day in a Discovery classroom.



- Individual reading
- Good morning, welcome
- Reading comprehension, writing composition
- Phonics
- Self help and independence (Through snack)
- Physical development and social interaction session
- Maths
- Writing skills
- Self-help and independence (Through lunch)
- Physical development break
- Topic or foundation subject session 1
- Emotional Literacy through Class Motional Activity
- Topic session or foundation subject 2
- Class story/ collective worship

How do we know our curriculum is successful?

Learners are assessed through personalised learning goals (PLGs). They have PLGs for their EHCP outcomes and for English and Maths outcomes, all of which are personalised to the individual, accounting for their own barriers and needs.

Progress is also captured and celebrated for the wider curriculum both therapeutic and academic. We use learning journeys to track engagement and progress in most of the curriculum areas, so that access to the full range of opportunities can be seen, alongside the progress within the opportunities offered and towards the defined endpoints, both within the EHCP and for life beyond school.

What is the long term scheme of work?

The school is structured into our EYFS phase, then Lower school, Middle School and Upper school. Each phase of the Lower, Middle and Upper schools have a four year rolling programme.

For the core curriculum, the Long term overview is as follows:



Lower school:

 Doubletrees School Lower School long term Discovery curriculum map 			
Year 1			
Theme	Autumn Above and Beyond	Spring Rainforests	Summer People who help us.
English	F6 – Poetry & Chant/rhyming texts NF3 – Using books & information sources to seek information – F2 – Drama/Role Play/Film & TV Recommended Texts – (F2) Toy Story, Whatever Next, Little Moon, (NF3) If I were an astronaut – Eric Braun My First Book of Planets F6- Twinkle Twinkle / Hey Diddle Diddle / 5 Little Men in a Flying Saucer/ Blast off/ The Star-Twinkl The Dinosaur that pooped out a planet (Rhyming), Roaring Rockets (Rhyming) (adaption of the book – Tell me a dragon – Tell me a planet)	F1 – Cultural stories/seminal world literature F5 – Myths, legends & fables NF2 – Dictionaries, timetables, lists & websites Recommended Texts – (F1) Rumble in the jungle, Dear Zoo, I don't want to go to bed/ Slowly, slowly, slowly said the Sloth. F5 The Boy who Cried Wolf / Milly the Meerkat/ The Ant and the Grasshopper NF2- See above	F5 Myths, legends and fables F4 – Nursery rhymes, poetry and world war poetry. NF 3 – Using books and information sources to seek information. Recommended Texts – The Storm Whale, Lost and Found F5 The boy who sailed the world Dora the Explorer, The Lion and the Mouse / The Elves and the Shoemaker F4- Miss Polly had a Dolly/5 Little Firefighters/ NF3 Captain Cook /NF books linked to people in the community
Maths	Counting and place value Calculations: Addition & Subtraction/ Multiplication and division Geometry: Shape Measure: Length/ Mass/Volume	Counting and place value Calculations: Addition and Subtraction/ Multiplication and division Measure: Money Number: Fractions Geometry: Position & Direction	Counting and place value Calculations: Multiplication and division Measure: Money & Time Number: Fractions Geometry: Position & Direction Number: place value (Probability & Statistics if applicable)
PSHE	CHANGING AND GROWING- Different types of relationships MANAGING FEELINGS- Identifying feelings and expressing feelings	HEALTHY LIFESTYLES- Taking care of physical health SELF CARE, SUPPORT AND SAFETY- Trust	SELF-AWARENESS- People Special to us THE WORLD I LIVE IN- Taking Care of the Environment
RE	Christmas, how is it celebrated? 1.1.2 Christmas celebrations	What can we learn from visiting a church? 1.1.6 Easter Celebrations	How do we recognise a religious leader? 1.2.3 Transitions and End of Year celebrations
Science	Space and beyond – equals (KS2)	Plants 1 (Equals KS1)	Science week – Forces
Computing & online safety	1b what is the internet Online safety linking into 1b (safe searching form information and responsible use of the internet 2h animation	2b sound and music Online safety linking into 2b (copyright) 3b sorting	2c photographs Online safety linking into 2c (personal information) 4a we control technology
PE	Fundamental Movement Skills: Develop basic locomotor skills (running, jumping, hopping) and object control (throwing, catching). Ball Skills & Coordination: Improve hand-eye and foot-eye coordination through varied ball handling and manipulation activities.	Gymnastics & Balance: Explore body shapes, movement patterns, and balances using floor and apparatus. Dance & Movement: Express themselves through structured and creative movement, responding to music and rhythm.	Team Games & Tactics: Develop cooperation and awareness of space and others in simplified team games. Athletics & Outdoor Challenges: Apply running, jumping, and throwing in athletic contexts and engage with simple outdoor problem-solving.
Design Technology	Food Safety: - Get ready to cook - Keep the kitchen tidy - Use the equipment safely	Cooking: - Follow instructions to cook - Explore the source of different foods - Plan and cook with seasonal food	Nutrition: - Understand the Eatwell guide - Consider different food choices - Use food labels to make food choices
Art	My Art: Drawing (1) – line and space Encountering, exploring and developing understanding of mark making and the use of hands and feet to create line and space.	My Art: Collage (1) – pattern, texture, form. To encounter, copy and continue a pattern using a variety of objects and materials.	My Art: Drawing (2) – line, shape and tone Encountering, exploring and developing understanding of line and shape.
Music	Charanga SEND Unit 1 Introducing Instruments	Charanga SEND Unit 2 Exploring Instruments	Charanga SEND Unit 3 Choosing Instruments
Enrichment	Geography – Locational Knowledge - Name and locate the world's seven continents and five oceans (A1) - Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. (A2) Human and physical geography - Explore key human and physical features using geographical language. Geographical skills and fieldwork - Use pictures, simple maps, and easy symbols to learn about our school and nearby places. Explore aerial photos to find important things like buildings and trees. Make a very simple map with clear symbols. Learn easy directions like North, South, East, and West, and words like near and far to talk about where things are.	Geography Place Knowledge Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non- European country	History - Explore the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods - Identify similarities and differences between ways of life in different periods Mary Seacole and Florence Nightingale
Work related learning, Employer encounters and community engagement	Taking Care of our planet. Astronauts	Gardening skills Allotments	Looking at work uniforms for different careers. What is work wear? What might you need for different jobs?



 Doubletrees School Lower School long term Discovery curriculum map 			
Year 2			
Topic	Autumn Weather & Seasons	Spring Getting about	Summer Seaside
English	NF2 – Managing and using information – Dictionaries, timetables, lists and websites F6 – Poetry & chant, rhyming texts F1 – World Literature/Cultural Stories Recommended Texts – NF2 Weather and Seasons/ Whatever the weather F6 <i>Once upon a Raindrop- The Story of Water</i> F1 <i>Seren's Seasons (twink) /The North Wind and the Sun</i>	F4 – Nursery rhymes & rhymes, poetry & world war poetry NF3 – Using books & information sources to seek information F2 – Drama/Role Play/Film & TV Recommended Texts – F2 All aboard the London Bus and The Little Train NF3 – See above F4- Exploring war poems – The Little Smuggler	F5 – Myths, legends & fables NF2 – Dictionaries, timetables, lists & websites F6 – Poetry & Chant/rhyming texts Recommended Texts – F6 Snail and Whale, <i>Commotion in the Ocean</i> ↓ F5 – <i>Loch Ness Monster/ Mythical Creatures</i>
Maths	Place value Calculations: Addition & Subtraction/ Multiplication and division Geometry: Shape	Calculations: Addition & Subtraction/ Multiplication and division Place value; (including Counting in steps) Measure: Time Place value	Calculations: Multiplication and division Measure: Money Number: Fractions Geometry: Position & Direction Number: place value Measure: Length/ Mass/Volume (Probability & Statistics if applicable)
PSHE	SELF AWARENESS- Kind and Unkind THE WORLD I LIVE IN- Respecting differences	HEALTHY LIFESTYLES- Keeping well SELF CARE, SUPPORT AND SAFETY- Keeping safe	CHANGING AND GROWING- Dealing with touch MANAGING FEELINGS- Managing strong feelings
RE	Why do some people say thank you at harvest? 1.2.1 Christmas celebrations	Belonging, How are new babies welcomed into the world? 1.2.6 Easter Celebrations	Celebrations, how and why they are important. 1.1.4 Transitions and End of Year Celebrations
Science	Seasonal changes – Light and Dark -Equals KS1	Plants and Animals in the Local Environment (1) – Equals KS2	Science Week – Solids, liquids and gases
Computing & online safety	3b sorting 2b sound and music Online safety linking into 2b (personal information)	1c key skills Online safety linking into 1c (responsibility use of technology) 2d films	2h animations Online safety linking into 2h (age rating on animated films) 4c finding patterns
PE	<u>Fundamental Movement Skills:</u> Develop basic locomotor skills (running, jumping, hopping) and object control (throwing, catching). <u>Ball Skills & Coordination:</u> Improve hand-eye and foot-eye coordination through varied ball handling and manipulation activities.	<u>Gymnastics & Balance:</u> Explore body shapes, movement patterns, and balances using floor and apparatus. <u>Dance & Movement:</u> Express themselves through structured and creative movement, responding to music and rhythm.	<u>Team Games & Tactics:</u> Develop cooperation and awareness of space and others in simplified team games. <u>Athletics & Outdoor Challenges:</u> Apply running, jumping, and throwing in athletic contexts and engage with simple outdoor problem-solving.
Design Technology	Food Safety: - Get ready to cook - Keep the kitchen tidy - Use the equipment safely	Cooking: - Follow instructions to cook - Explore the source of different foods - Plan and cook with seasonal food	Nutrition: - Understand the Eatwell guide - Consider different food choices - Use food labels to make food choices
Art	My Art: Sculpture (1) form and space. <i>Encountering 2D and 3D shapes. Exploring various 3D shapes. Developing understanding of how to make various 3D shapes.</i>	My Art: Sculpture (2) form, shape and pattern <i>Encountering, exploring and developing understanding of 3D sculpture.</i>	My Art: Painting (4) – Colour pattern and space <i>Encountering, exploring and developing understanding of the colour pattern and space used in aboriginal art.</i>
Enrichment	Geography – weather around the worlds Human and physical geography - Identify seasonal and daily weather patterns in the UK - Locate of hot and cold areas of the world in relation to the Equator (and the North and South Poles)	History – Transport through the years - Changes within living memory. (Where appropriate, these should be used to reveal aspects of change in national life). - Explore the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods - The Wright Brothers Amelia Earhart	History – Significant events, (people) and places on our locality - significant historical events, (people) and places in their own locality. - History of Charlestown / Charles Rashleigh
Music	Charanga SEND Unit 4 Introducing sway	Charanga SEND Unit 5 Introducing March	Charanga SEND Unit 6 Introducing Loud and quiet
Work related learning, Employer encounters and community engagement	Growing food Outdoor and indoor jobs	How do we travel? Looking at transport such as buses, taxis, trains etc	Seaside jobs Fishing and fishermen



 Doubletrees School Lower School long term Discovery curriculum map 			
Year 3			
Theme	Autumn Wonderful Me	Spring Carnival of the animals	Summer Exploring
English	F3 – Fairy tales/traditional stories & Stories of British culture NF1 – Functional reading – recipes, instructions, social sight vocabulary F1 – Cultural stories/seminal world literature Recommended Texts – F3 – <i>The Gingerbread Man / Little Red Riding Hood</i> (link to PSHE). F1 – I like myself and Colour Monster/ <i>Along came a Different</i> NF1 – see above	F5 Myths, legends and fables F4 – Nursery rhymes, poetry and world war poetry. NF1 Functional reading – recipes, instructions and social sight vocabulary Recommended texts – F4 Noah's ark, Giraffes can't dance and Pete's dragon, Elmer F5 <i>The Tortoise and the Hare / The Fox and the Crow / The Lion and the Mouse</i> NF1 – See above	F3 Stories of British culture, traditional stories F1 – World Literature/Cultural Stories NF 3 – Using books and information sources to seek information. Recommended texts – F3 <i>Oi Get off my train, The Gruffalo</i> F1 <i>Jack and the Beanstalk</i> NF3 – Books about plants
Maths	Place value Calculations: Addition & Subtraction/ Multiplication and division Geometry: Shape	Calculations: Multiplication and division Measure: Money Number: Fractions Geometry: Position & Direction Number: place value Measure: Time (Probability & Statistics if applicable)	Calculations: Addition & Subtraction/ Multiplication and division Place value; (including Counting in steps) Measure: Length/ Mass/Volume Place value
PSHE	HEALTHY LIFESTYLES- Healthy Eating SELF CARE, SUPPORT AND SAFETY- Taking care of ourselves	SELF AWARENESS- Playing and working together THE WORLD I LIVE IN- Rules and Laws	CHANGING AND GROWING- Changes at puberty MANAGING FEELINGS- Identifying and Expressing feelings
RE	Myself – who am I, why am I unique? 1.1.1 Christmas celebrations	What words are important to me? How and why do some people pray? 1.2.5 Easter Celebrations	How are special books treated? 1.1.3 Transitions and end of Year Celebrations
Science	Ourselves (Equals Ks1)	Animal variation and classification (3) Equals KS2	Science Week – Growing plants
Computing & online safety	2a art 2f posters and presentations Online safety linking into 2f (copyright)	1a everyday technology Online safety linking into 1a (online friendships and being kind) 4b sequencing instructions and algorithms	3c pictograms and charts Online safety linking into 3c (searching for information online, what do you do if something upsets you) 2c photographs
PE	<u>Fundamental Movement Skills:</u> Develop basic locomotor skills (running, jumping, hopping) and object control (throwing, catching). <u>Ball Skills & Coordination:</u> Improve hand-eye and foot-eye coordination through varied ball handling and manipulation activities.	<u>Gymnastics & Balance:</u> Explore body shapes, movement patterns, and balances using floor and apparatus. <u>Dance & Movement:</u> Express themselves through structured and creative movement, responding to music and rhythm.	<u>Team Games & Tactics:</u> Develop cooperation and awareness of space and others in simplified team games. <u>Athletics & Outdoor Challenges:</u> Apply running, jumping, and throwing in athletic contexts and engage with simple outdoor problem-solving.
Design Technology	Food Safety: - Get ready to cook - Keep the kitchen tidy - Use the equipment safely	Cooking: - Follow instructions to cook - Explore the source of different foods - Plan and cook with seasonal food	Nutrition: - Understand the Eatwell guide - Consider different food choices - Use food labels to make food choices
Art	My Art: Collage (2) – Faces and everyday objects using line and form. <i>Encountering differing artists who use food, junk etc. to create images of faces.</i>	My Art: Sculpture (3) – form, shape and space. <i>Encountering clay and shaped clay. Exploring the versatility of clay. Developing understanding of sculpture.</i>	My Art: Textiles (1) – weaving <i>To experience using differing materials and media to push and pull through holes or spaces to create a tactile surface. To explore the process of using differing materials to push/pull/poke in and out/over and under to create a woven effect.</i>
Music	Charanga SEND Unit 7 Contrast	Charanga SEND Unit 8 Imitation	Charanga SEND Unit 9 Waltz
Enrichment	History – Family History - changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. - explore significant events in the last 10 years. Learn about people who are special to us and how their lives were different to ours. (Opportunities for parent/ grandparent engagement.)	Geography – Animals around the world Place Knowledge Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country Compare animals from different countries including their habitats and what different animals need in terms of food and climate etc.	Geography – Exploring Place Knowledge - Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country - Explore what is the same and what's different about where we live and the chosen place.
Work related learning, Employer encounters and community engagement	Talents and aspirations What am I good at?	Looking after animals	Travel agents and travel jobs Taxis, buses, cars, trains



 Doubletrees School Lower School long term Discovery curriculum map 			
Year 4			
	Autumn	Spring	Summer
Theme	Home Sweet Home	Colour	Cornish Picnics
English	NF1 – Functional reading – recipes, instructions, social sight vocabulary F3 – Fairy tales/traditional stories & Stories of British culture F4 – Nursery rhymes & rhymes, poetry & world war poetry Recommended Texts – NF1 Bird House, Instructions F3 There was an old lady who lived in a shoe, Peace at last, A Squash and a Squeeze F4 - The House that Jack Built	F3 Stories of British culture, traditional stories F5 Myths, legends and fables F4 – Nursery rhymes, poetry and world war poetry. Recommended texts – F3 Coloured days, The Day the Crayons Quit, The Day the Crayons came back. The Dot/ I'm a Rainbow (Dolly Parton) F5 -Peter Pan/ The Magic Paintbrush (F1) F4 – Teacher made war poem linked to Poppies.	NF1 Functional reading – recipes, instructions and social sight vocabulary F1 – World Literature/Cultural Stories F6 - Poetry & chant, rhyming texts Recommended Texts – NF1 Redipes F6- I can eat a rainbow, The Disgusting Sandwich F1 Charlie and the chocolate factory, / Handa's surprise
Maths	Calculations: Addition & Subtraction/ Multiplication and division Place value; (including Counting in steps) Measure: Time	Calculations: Addition & Subtraction/ Multiplication and division Place value; (including Counting in steps) Measure: Length/ Mass/Volume Place value	Calculations: Multiplication and division Measure: Money Number: Fractions Geometry: Position & Direction Number: place value Measure: Time (Probability & Statistics if applicable)
PSHE	SELF AWARENESS- Things we are good at THE WORLD I LIVE IN- Jobs people do	CHANGING AND GROWING- Baby to adult MANAGING FEELINGS- Managing strong feelings	HEALTHY LIFESTYLES- Taking care of physical health SELF CARE, SUPPORT AND SAFETY- Keeping safe online
RE	What does light mean? Diwali/Advent/Hanukkah. 1.2.2 Christmas Celebrations	What makes Easter a special time for Christians? 1.2.4 Easter Celebrations	How do Jewish people welcome and say goodbye to Shabbat? 1.1.5 Transitions and End of Year Celebrations
Science	Sorting and using materials (Equals KS1)	Seasonal Changes 2 (Equals KS1)	Science week – Change and Adapt
Computing & online safety	2d films Online safety linking into 2d (age ratings and films) 4d simple programs: beebots	1c key skills 2e eBooks Online safety linking into 2e (personal information)	3a counting 2f posters and presentations Online safety linking into 2f (pop ups and adverts)
PE	<u>Fundamental Movement Skills:</u> Develop basic locomotor skills (running, jumping, hopping) and object control (throwing, catching). <u>Ball Skills & Coordination:</u> Improve hand-eye and foot-eye coordination through varied ball handling and manipulation activities.	<u>Gymnastics & Balance:</u> Explore body shapes, movement patterns, and balances using floor and apparatus. <u>Dance & Movement:</u> Express themselves through structured and creative movement, responding to music and rhythm.	<u>Team Games & Tactics:</u> Develop cooperation and awareness of space and others in simplified team games. <u>Athletics & Outdoor Challenges:</u> Apply running, jumping, and throwing in athletic contexts and engage with simple outdoor problem-solving.
Design Technology	Food Safety: - Get ready to cook - Keep the kitchen tidy - Use the equipment safely	Cooking: - Follow instructions to cook - Explore the source of different foods - Plan and cook with seasonal food	Nutrition: - Understand the Eatwell guide - Consider different food choices - Use food labels to make food choices
Art	My Art: digital media (1) – line, colour and pattern <i>Encountering line and pattern. Exploring using digital media to create ideas for differing media. Developing understanding of creatively using digital media.</i>	My Art: Collage (4) – Texture <i>Encountering and Exploring different textures</i>	My Art: Digital Media (2) photography, photomontage – Surrealism <i>Experiencing the possibility and potential of digital media. Exploring surrealist invention and free form. Developing understanding of Surrealism.</i>
Music	Charanga SEND Unit 10 March	Charanga SEND Unit 11 Loud and Quiet	Charanga SEND Unit 12 Boogie Train
Enrichment	History – Homes Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. Explore how homes have changed through history	Geography – Flags Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)	History – Cornish food throughout the years – pasties, crib, mining, significant historical events, people and places in their own locality.
Work related learning, Employer encounters and community engagement	Taking Care of our homes. Identify people who can help us.	Colours of the emergency services: Colours of warning/stop signs.	Helping to grow, harvest and prepare food. Serving and sharing food



Middle school:

 Doubletrees School Middle School Discovery long term curriculum map 			
Year 1			
	Autumn	Spring	Summer
Theme	Important People	Arctic Adventures (A Frozen Environment)	On our doorstep
Key ideas	- My family - Famous people - People who help - Inspirational people who have overcome challenge or made changes	- Comparing and contrasting localities - Differences between people and cultures - Celebrating and respecting diversity - Developing sense of identity and belonging	- What is in the local area? - Jobs that people do in Cornwall - Local landmarks
Prior learning links- Topics from KS 1&2	Wonderful me People who help us	Moving and getting about Weather and Seasons Exploring	Cornish Picnic Home Sweet Home Seaside Exploring
English	Fiction Unit 3 Traditional stories and stories of British Culture (just so stories) Non-Fiction unit 1 – Red pines and instructions Fiction unit 2 – Role play, Drama, Film and TV Recommended Texts Non-Fiction – Any day with you by Mae Resplido. Rules by Cynfael Lord Fiction- David Attenborough, Little People, Big Dreams. I am Amelia Earhart, ordinary people change the world	Fiction Unit 1 – World Literature Fiction 4 Nursery rhymes and poetry NF2 – Managing and using information – Dictionaries, timetable, lists and websites Recommended Texts Non-Fiction- Arctic Animals L2 (Nat Geo Readers) by Jennifer Szymanski Fiction- The Arctic Fox by Holly Webb Arctic Adventure (Global Heroes) by Damian Harvey	Non-fiction unit 3 Using book and seeking information Fiction unit 5 Myths and fables (mermaid and a magic comb) Fiction unit 6 Poetry and rhyming chant Recommended Texts – The Creation Story, The world came to my house and Famous people – David Attenborough
Maths	Place Value, Geometry: shape, Calculations (+ & -), Measurements: money, Place value and statistics	Place value, Calculations (+ & -), Measure: Length & height, weight & capacity, temperature	Place value, Calculations (x & +), Measure: Money, Time, Number; Fractions, Geometry: position and direction
PSHE	Getting on with others Public and private	Keeping well Strong feelings	Changes at puberty Money
RE	Why do we wear different clothes for different occasions? 2.6.5 What is it like inside a religious building? 2.5.1	What does it mean to be part of a Jewish/Muslim family? 2.4.1 What is the Torah and why is it important to Jewish people? 2.6.3	How does our community care for others? 2.4.2 Why is the Bible a special book for Christians? 2.5.6
Science	My Family and life cycles	Grouping and classifying materials and their properties – equals (KS2) Changes of state	Science Enrichment days - Forces
Computing & online safety	4b sequencing instructions and algorithms 2a art Online safety linking into 2a (ownership of digital content (copyright))	1a everyday technology Online safety linking into 1a (online friendships and being kind) 2g working with text	3c pictograms and charts – refer to 3a for counting if needed Online safety linking not 3c (personal information) 4d – simple programming: beebots
PE	Fundamental Movement Skills: Develop basic locomotor skills (running, jumping, hopping) and object control (throwing, catching). Ball Skills & Coordination: Improve hand-eye and foot-eye coordination through varied ball handling and manipulation activities.	Gymnastics & Balance: Explore body shapes, movement patterns, and balances using floor and apparatus. Dance & Movement: Express themselves through structured and creative movement, responding to music and rhythm.	Team Games & Tactics: Develop cooperation and awareness of space and others in simplified team games. Athletics & Outdoor Challenges: Apply running, jumping, and throwing in athletic contexts and engage with simple outdoor problem-solving.
Design Technology	Let's start cooking Food and Drink for life	Food from plants and animals Food for me and you	Cooking without heat The eat well guide: Healthy eating
Art	My Art: Print Making (1) – Explorative mark making using pattern and texture. Encountering simple printing. Exploring printed rubbings Developing understand of tie dye.	My Art: Print making (2) – Mono-printing using pattern and line Encountering mono-printing. Exploring positive and negative printing. Developing understand of various printing techniques.	My Art: Print Making (3) pattern and texture Encountering collagraphy. Exploring collagraphy with repeat patterns. Developing understanding of collagraphy.
Music	Charanga SEND Unit 13 Instrument Skills	Charanga SEND Unit 14 Right Sound, Right Time	Charanga SEND Unit 15 Playing in a group
Enrichment	History – Grace Darling Explore the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods (Know where the people and events they study fit within a chronological framework and) identify similarities and differences between ways of life in different periods.	Geography – Contrasting climates Human and physical geography Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle	Geography – Geographical skills and fieldwork - Use simple compass directions (North, South, East and West) and locational and directional language (for example, near and far; left and right), to describe the location of features and routes on a map - use aerial photographs and plan perspectives to recognise school landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.
Work related learning, Employer encounters and community engagement	In school opportunities: Horticulture Enterprise: Work related tasks for Christmas fayre and catalogue Visits and events: catering workers and gardener to give talks about their job Planning for the future: EHCP all about me review forms & preparing for adulthood targets. Academic links: Farming – past and present	In school opportunities: Cleaning Enterprise: Charity fund raising event for spring show Visits and events: Workers from environmental protection charities Planning for the future: EHCP all about me review forms & preparing for adulthood targets. Academic links: Travel and holidays College visit – Your child's future event	In school opportunities: Recycling Enterprise: Charity fund raising event for Sports day linked to recycling Visits and events: Nurse and vet to give talk about their job. Trip to Bodmin recycling centre Planning for the future: EHCP all about me review forms & preparing for adulthood targets. Academic links: Charity workers and recycling projects linked to Planet Earth topic



Special Partnership Trust

 Doubletrees School Middle School Discovery long term curriculum map 			
Year 2			
	Autumn	Spring	
Theme	Fantastic Festivals	Incredible India (A Rain Forest Environment)	Look after our Local Area
Key Ideas	Cornish celebrations and festivals	- Comparing and contrasting localities - Differences between people and cultures - Celebrating and respecting diversity - Developing sense of identity and belonging	- Recycling - Environmental preservation - Local charities - Local habitats and wildlife
Prior learning links Topics from KS 1/2	Seasons and Weather Home Sweet home	Moving and getting about Weather and Seasons Exploring	Cornish picnics Seaside Exploring
English	Fiction Unit 3 Traditional stories and stories of British Culture Fiction unit 2 – Role play, Drama, Film and TV Non-fiction unit 3 Using book and seeking information Recommended Texts Non-Fiction- Celebrations around the World by Katy Halford Fiction- Little Glow by Katie Sahata & Harry Woodgate	Fiction unit 1 Cultural stories (the Tiger child, we're going on a caravan) Non-Fiction unit 2 – Dictionaries, Timetables, lists and websites Fiction unit 6 Nursery rhymes & rhymes, Poetry and World war poetry Recommended Texts – The Tiger Child, Chapatti Moon, Ajay and the Mumbai Sun, Where the Oceans meet and I'll go and come back.	F5 Myths, legends and fables NF1 Functional reading – recipes, instructions and social sight vocabulary F4 – Nursery rhymes, poetry and world war poetry. Recommended Texts – Soggy the bear, Lighthouse keepers' lunch and Duffy's lucky escape and other stories by local author Ellie Jackson.
Maths	Place Value, Geometry: shape, Calculations (+ & -), Measurement: money, Place value and statistics	Place value, Calculations (+&-), Measure: Length & height, weight & capacity, temperature	Place value, Calculations (x & ÷), Measure: Money, Time, Number: Fractions, Geometry: position and direction
PSHE	Prejudice and discrimination Keeping safe online	Healthy Eating and physical activity Strong feelings and who to talk to	Friendship Taking care of the environment
RE	How can religion make a difference in people's lives? 2.6.5 How is Christmas expressed through the arts? 2.6.2	How is Ganesh worshipped by Hindus? 2.3.1 What makes Guru Nanak a special teacher? 2.4.4	How and why should we care for our world? 2.6.1 Why are prayers and praying important to some people? 2.5.2
Science	Electricity and magnetism – Equals (KS2)	Animals including humans 3	Science Enrichment days - Solids, liquids and gases
Computing & online safety	2e eBooks Online safety linking into 2 e (inappropriate content, searching for information online) 2h animation	1c key skills Online safety linking into 1c (passwords) 4c finding patterns	3c pictograms and charts (could link into 3b branching databases) 4a we control technology Online safety linking into 4a (pop ups and adverts)
PE	Fundamental Movement Skills: Develop basic locomotor skills (running, jumping, hopping) and object control (throwing, catching). Ball Skills & Coordination: Improve hand-eye and foot-eye coordination through varied ball handling and manipulation activities.	Gymnastics & Balance: Explore body shapes, movement patterns, and balances using floor and apparatus. Dance & Movement: Express themselves through structured and creative movement, responding to music and rhythm.	Team Games & Tactics: Develop cooperation and awareness of space and others in simplified team games. Athletics & Outdoor Challenges: Apply running, jumping, and throwing in athletic contexts and engage with simple outdoor problem-solving.
Design Technology	Where my food comes from Food for all occasions and celebrations	Cooking around the world Food and drink choices	Food origins: Farm to Fork Global food and dishes
Art	My Art: Collage (4) – Texture Encountering differing textures	My Art: Painting 1 – Colour Tone Pattern Encountering, exploring and developing understanding of primary and secondary colour: Ndebele Art	My Art: Painting (3) – Tonal exploration Encountering, exploring and developing understanding of tonal painting using water
Music	Charanga SEND Unit 16 Directing	Charanga SEND Unit 17 Shake-Tap - Ring	Charanga SEND Unit 18 Shhh!
Enrichment	History – Festivals and anniversaries of significant times in history events beyond living memory that are significant nationally or globally (for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries)	Geography – Where in the world? Locational knowledge - locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities	Geography – Human and physical geography - use basic geographical vocabulary to refer to: - key physical features, including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including city, town, village, factory, farm, house, office, port, harbour and shop
Work related learning Employer encounters and community engagement	In school opportunities: Catering Enterprise: Charity fund raising event for spring show Visits and events: Site team and school secretary to give talk about their job Planning for the future: EHCP all about me review forms & preparing for adulthood targets. Academic links: Science- electricity: look at site maintenance and building/electrician jobs College visit – Your child's future event	In school opportunities: Admin – orders and deliveries Enterprise: Charity fund raising event for spring show Visits and events: Workers from the travel industry to give talk about their job Planning for the future: EHCP all about me review forms & preparing for adulthood targets. Academic links: Travel and holidays College visit – Your child's future event	In school opportunities: Recycling Enterprise: Charity fund raising event for Sports day linked to recycling Visits and events: Hospitality industry workers to give talk about their job. Trip to café or local shop Planning for the future: EHCP all about me review forms & preparing for adulthood targets. Academic links: Leisure and Tourism jobs



 Doubletrees School Middle School Discovery long term curriculum map 			
Year 3			
Topic	Autumn Me and my Future	Spring London – A UK city, contrasting local UK	Summer Underwater wonders
Key ideas	- Aspirations - Individual talents and skills - Hobbies and interests - What makes me special?	- Comparing and contrasting localities - Differences between people and cultures - Celebrating and respecting diversity - Developing sense of identity and belonging	- Beach safety - Fishing as important to Cornwall - Looking after the oceans
Prior learning links Topics from KS 1/2	Wonderful me Moving and getting about People who help us Exploring	Moving and getting about Weather and Seasons Exploring	Carnival of the animals The Seaside Seasons and weather
English	F2 Drama, role play, TV and film F3 stories of British culture, traditional stories NF 3 – Using books and information sources to seek information. Recommended Texts – The Queens Token, Divers Daughter	NF1 Functional reading – recipes, instructions and social sight vocabulary F5 Myths, legends and fables Fiction unit 1 Cultural stories Recommended Texts Non-Fiction- <i>The Buildings That Made London</i> by David Long & Josie Shenoy <i>The Big Book of the UK</i> by Imogen Nissell Williams Fiction- <i>Katie in London</i> by James Mayhew	NF unit 3 – managing and using information – using books and sources to find information F6 – Poetry & chant, rhyming texts – sea and sound themed poems F2 – Drama, role play, film and TV Recommended Texts – Kensuke's Kingdom, Mousehole Cat, wave and Ocean full of wonder
Maths	Place Value, Geometry: shape, Calculations (+ & -), Measurement: money, Place value and statistics	Place value, Calculations (+ & -), Measure: Length & height, weight & capacity, temperature	Place value, Calculations (x & ÷), Measure: Money, Time, Number: Fractions, Geometry: position and direction
PSHE	Skills for learning Accidents and risk	Mental wellbeing Belonging to a community	Healthy and unhealthy relationship behaviour Managing online information
RE	What do people around me believe? 2.3.6 Why is Jesus a special person? 2.3.2	Why is Muhammad important to Muslims? 2.5.5 What festivals do we celebrate in Spring? 2.4.3	What do the creation stories teach us? 2.4.5 Why did Jesus tell stories? 2.3.5
Science	- Plants - Green plants – Equals (KS2)	Grouping and classifying materials	Science Enrichment – changes and adaptations
Computing & online safety	1a everyday technology Online safety linking into 1a (responsible use of technology – screen time) 4d simple programs: beebots	2c photographs 4 we control technology Online safety linking into 4a (online gaming, pop ups, adverts and online friends)	2f posters and presentations Online safety linking into 2f (safe searching) 3b sorting
PE	Fundamental Movement Skills: Develop basic locomotor skills (running, jumping, hopping) and object control (throwing, catching). Ball Skills & Coordination: Improve hand-eye and foot-eye coordination through varied ball handling and manipulation activities.	Gymnastics & Balance: Explore body shapes, movement patterns, and balances using floor and apparatus. Dance & Movement: Express themselves through structured and creative movement, responding to music and rhythm.	Team Games & Tactics: Develop cooperation and awareness of space and others in simplified team games. Athletics & Outdoor Challenges: Apply running, jumping, and throwing in athletic contexts and engage with simple outdoor problem-solving.
Design Technology	Get ready to cook Keep the kitchen tidy Use the equipment safely	Seasonal food and ingredients Meal occasions and snacks	Creative cooking Food for energy and nutrients
Art	My Art: Drawing (3) – line, tone and texture. <i>Encountering drawing faces</i> <i>Exploring how parts of the face look separately and together. Learning to look.</i> <i>Developing understanding of the face as parts and as a whole</i>	My Art: Painting 2 – Colour Exploration <i>Encountering, exploring and developing understanding of colour and tone</i>	My Art: Textiles (2) texture and pattern <i>To encounter the process of collage to create tactile tiles/panels. To experience making prints from a tactile surface. Exploring the patterns and textures that are all around us. Developing understanding of recreating patterns and/or textures</i>
Music	Charanga SEND Unit 19 Playing quietly	Charanga SEND Unit 20 Using flashcards	Charanga SEND Unit 21 Composition
Enrichment	History – My family's history - how have our families played a part in changing the nation, influencing Britain, the local area and even the wider world? Develop understanding of similarities and differences in ways of life in different periods. - Explore old pictures and use books and stories to identify how we learn about the past. - Explore changes within living memory that are significant nationally and globally- told through story to support understanding. (locality links).	Geography – Our capital city – comparing locations Locational knowledge - name, locate and identify characteristics of different capital cities. - Make comparisons between London and Truro - human and physical features, weather and climate – compare where in the world they are – (linked to the equator and North and South poles). - Explore maps of where the two capital cities are. - Use drone footage to explore different places, aerial pictures, to explore landmarks linked to the capital cities chosen. Explore basic maps	History - History of fishing in Cornwall - Develop awareness of the past, use common words and phrases relating to the passage of time, - If able – explore in relation to the chronological framework, - Identify similarities and differences between ways of life in different periods, - Use a wide vocab of everyday historical terms, Understand different ways of finding out about the past, and ways the past can be represented (i.e. stories, pictures, newspapers, maps etc.)
Work related learning, Employer encounters and community engagement	In school opportunities: Horticulture Enterprise: Work related tasks for Christmas fayre and catalogue Visits and events: Talks by emergency service workers (fire, paramedic, community police officer) Planning for the future: EHCP all about me review forms & preparing for adulthood targets. Academic links: PSHE, Health and wellbeing topic	In school opportunities: Recycling Enterprise: Charity fund raising event for Sports day linked to recycling Visits and events: Hospitality industry workers to give talk about their job. Trip to café or local shop Planning for the future: EHCP all about me review forms & preparing for adulthood targets. Academic links: Leisure and Tourism jobs	In school opportunities: Recycling Enterprise: Charity fund raising event for Sports day linked to recycling Visits and events: Local fishermen to give talk about their job. Trip to local harbour, e.g. Mevagissey. Planning for the future: EHCP all about me review forms & preparing for adulthood targets. Academic links: Leisure and Tourism jobs



 Doubletrees School Middle School Discovery long term curriculum map 			
Year 4			
	Autumn	Spring	Summer
Theme	Farms to Fork	Safari adventures (A desert environment)	Magical, mythical Cornwall
Key ideas	Where food comes from Healthy and well-balanced diets Changing materials Making food recipes	- Comparing and contrasting localities - Differences between people and cultures - Celebrating and respecting diversity - Developing sense of identity and belonging	Exploring changes in materials Mining in Cornwall. Effects on landscape and
Prior learning links- Topics from KS 1&2	Cornish picnic Moving and getting about	Moving and getting about Weather and Seasons Exploring	Travel and Transport Homes Stepping Back in Time
English	F6 – Poetry & chant, rhyming texts – sea and sound themed poems Non-Fiction unit 1 – Red peds and instructions Fiction unit 2 – Role play, Drama, Film and TV Recommended Texts – The Three Little Pigs, Click Clack Moo Cows that type and Big Red Barn	Fiction unit 1 Cultural stories (Mama Panya's pancakes, Mufaro's beautiful daughters) Non-Fiction unit 2 – Dictionaries, Timetables, lists and websites Fiction unit 4 Nursery rhymes & rhymes, Poetry and World war poetry Mama Panya's Pancakes, Mufaro's Beautiful daughter, My Africa Vacation, Deep in the Sahara	Fiction unit 5 – Myths and Legends – Traditional Cornish fables NF 3 – Using books and information sources to seek information. F3 – Traditional stories of Cornwall Recommended Texts – Mermaid of Zennor, The Mud Maid, The White House of Zennor
Maths	Place Value, Geometry: shape, Calculations (+ & -), Measurement: money, Place value and statistics	Place value, Calculations (+ & -), Measure: length & height, weight & capacity, temperature	Place Value, Geometry: shape, Calculations (+ & -), Measurement: money, Place value and statistics
PSHE	Personal strengths Feeling unwell	Elements of a healthy lifestyle Self-esteem and unkind comments	Puberty Diversity (rights and responsibilities)
RE	Who was St Francis and what did he teach us about caring for animals? 2.4.6 Why is sharing food important on special occasions? 2.6.4	Why do people go on journeys to sacred places? 2.5.3 How is Easter celebrated around the world? 2.5.4	What can Buddha teach us? 2.3.4 What happens at a wedding? 2.3.3
Science	Teeth and Eating – equals (KS1)	Variation and classification – equals (KS2)	Sensory Enrichment – Growing plants
Computing & online safety	1b what is the internet? Online safety linking into 1b (responsible use of technology) 3a counting	2b sound and music Online safety linking into 2d (copyright and personal information) 4d beebots	4b sequencing instructions and algorithms 2d films Online safety linking into 2d (age ratings and films)
PE	Fundamental Movement Skills: Develop basic locomotor skills (running, jumping, hopping) and object control (throwing, catching). Ball Skills & Coordination: Improve hand-eye and foot-eye coordination through varied ball handling and manipulation activities.	Gymnastics & Balance: Explore body shapes, movement patterns, and balances using floor and apparatus. Dance & Movement: Express themselves through structured and creative movement, responding to music and rhythm.	Team Games & Tactics: Develop cooperation and awareness of space and others in simplified team games. Athletics & Outdoor Challenges: Apply running, jumping, and throwing in athletic contexts and engage with simple outdoor problem-solving.
Design Technology	Food production Our rich global food cuisine	Cooking showcase Healthy eating in action	Safe and edible food Food and healthy communities
Art	My Art: Digital Media (2) – animation Encountering, exploring and developing understanding of animation.	My Art: Painting 2 – Colour Exploration Encountering, exploring and developing understanding of colour and tone	My Art: Sculpture (4) – Freedom to explore and create learning to be free within the artistic process.
Music	Cheranga SEND Unit 22 Patterns	Cheranga SEND Unit 23 Pulse	Cheranga SEND Unit 24 Pitch
Enrichment	History of farming - Develop awareness of the past, use common words and phrases relating to the passage of time, - Identify similarities and differences between ways of life in different periods, wide vocab of everyday historical terms, - understand different ways of finding out about the past, and ways the past can be represented (i.e. stories, pictures, newspapers, maps etc.) Explore changes beyond living memory, changes in the way we live, changes to the land over time – especially in the local area, (Significant people linked to changes in transporting food - Richard Trevithick (steam engine) / Isambard Kingdom Brunel (Railway))	Geography – Exploring Place Knowledge - Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country -Explore what is the same and what's different about where we live and the chosen place.	History - Local History – Giant/ Mud Maid Visit to Heligan, Explore the Giant and Mud Maid stories. Changes within living memory and beyond living memory. Explore the story of Heligan and how the war impacted the garden and subsequent restoration. Look at key local historical figures who had an impact in that. Develop awareness of the past, use common words and phrases relating to the passage of time, if able – explore in relation to the chronological framework, identify similarities and differences between ways of life in different periods, wide vocab of everyday historical terms, ask and answer questions, choose and use parts of stories to show what they know and understand, understand different ways of finding out about the past, and ways the past can be represented (i.e. stories, pictures, newspapers, maps etc.)
Work related learning, Employer encounters and community engagement	In school opportunities: Horticulture Enterprise: Work related tasks for Christmas fayre and catalogue Visits and events: catering workers and gardener to give talks about their job Planning for the future: EHCP all about me review forms & preparing for adulthood targets. Academic links: Farming – past and present	In school opportunities: Site maintenance Enterprise: Charity fund raising event for spring show Visits and events: Site team and school secretary to give talk about their job Planning for the future: EHCP all about me review forms & preparing for adulthood targets. Academic links: Science look at site maintenance and ecology College visit – Your child's future event	In school opportunities: Horticulture Enterprise: Work related tasks for Christmas fayre and catalogue Visits and events: Miner or geologist to give talks about their job (Imerys, Garmore school of mines) Planning for the future: EHCP all about me review forms & preparing for adulthood targets. Academic links: Mining – Linked to Humanities topic, Trip to Heartlands in Garmore



Upper school:

This builds on previous learning experiences but the focus shifts towards more functional skills. Please see additional rationale - *Upper School Discovery Pathway Curriculum rationale*.

Long term overview of themes through with the curriculum is delivered:

Termly Theme Overview		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Year 1	Senses	Food	Weather	Spring	Seaside	Transport
	Year 2	All About Me	Changing Seasons	Colours and Patterns	Explorers	Growth	Farm
Lower school	Year 1	Above and beyond		Jungles		People who help us <i>Engagement pathway - Circus is in town</i>	
	Year 2	Seasons and Weather		Moving & getting about		Seaside	
	Year 3	Wonderful me <i>Engagement pathway - It's showtime!</i>		Carnival of the animals		Exploring <i>Engagement pathway - Magic carpet ride</i>	
	Year 4	Home sweet home <i>Engagement pathway - Wind in the Willows</i>		Colour		Cornish picnics <i>Engagement pathway - What's on the menu?</i>	
Middle School	Year 1	Important people <i>Engagement pathway - Autumn and Harvest</i>		Arctic adventures (Frozen environments)		On our doorstep	
	Year 2	Fantastic festivals		Incredible India (Rainforest environments)		Looking after our local area <i>Engagement pathway - Wonderful Local Wildlife</i>	
	Year 3	Me and my future <i>Engagement pathway - Understanding myself and others</i> <i>Emotions and feelings</i>		UK City - London (a contrasting UK locality)		Underwater wonders	
	Year 4	Farm to Fork		Safari Adventures (A desert environment)		Magical Mythical Cornwall	
Upper school	Year 1	Party Planning (Enterprise Focus)		Holidays (The World Around Us Focus)		Caring for the Environment (Our Local Area Focus)	
	Year 2	Eating Out (Enterprise Focus)		Blooming Marvellous (The World Around Us Focus)		The Beach (Our Local Area Focus)	
	Year 3	Helping Others (Enterprise Focus)		Food Around the World (The World Around Us Focus)		Local Events and Festivals (Our Local Area Focus)	
	Year 4	Make, Do, Mend and Sell (Enterprise Focus)		Transport and Travel (The World Around Us Focus)		Cornish Life (Our Local area focus)	

There is a more detailed overview of the key learning focuses that will be delivered through these topics.

How is the curriculum assessed?

All learners have Personalised learning Goals (PLGs). They have these for their EHCP outcomes and also for Maths (Number and Geometry & Measures).

For each area of need, there is an annual target set towards the EHCP outcome, with a mid year target also set to allow teachers to assess progress towards the annual target during the year and if necessary amend the target.

Learners are set three curriculum targets for each area/strand of English and Maths (Reading, Writing, Number, Geometry and Measures and for the upper school, Data Handling). These are assessed formatively and when a target is assessed as Established or Generalised, a new target is set.

We also use Pupil Conferencing. These are regularly held to explore all aspects of the learners' experiences, including progress towards outcomes, attendance and factors that may affect this, contextual information, external therapies and interventions and talents, interests and aspirations of learners. This supports a wholistic view of the learner and identifies any barriers they may be experiences to support overcoming these and celebrates their successes and achievements.

