



Northstowe
Martin Bacon Academy

DISCOVER Pathway Curriculum



Meridian
Trust



Valuing People



High Quality
Learning
Environment



Pursuit of
Excellence



Extending the
Boundaries of
Learning



Achievement
for all



Northstowe
Martin Bacon Academy

Discover

The Discover (Pre-formal Curriculum Pathway) enables learners to interact and access the world around them through exploration and observation. This pathway lives out our ethos through our pillars;

Kind: Discover learners will have staff who are thoughtful but do not lower expectations or place ceilings on what can be achieved. They will be enabled to explore the world with as much reduced dependence on the adults around them as possible, enabling opportunities for cognitive development, mobility and communication.

Curious: Discover learners interact and explore the world around them, developing their curiosity through play. Learners may encounter a range of sensory stimuli and experiences through a planned curriculum, developing their place within the world.

Hardworking: Discover learners will be supported by staff who will use feedback to help them identify learning outcomes and celebrate success.



My Learning: DISCOVER

On the discover pathway, pupils will participate and engage in active learning opportunities that are designed to enable progress 'My Body' aspect of our curriculum.

All pupils will have the opportunity to:

- Develop their water skills, through specialist swimming lessons, water confidence or hydrotherapy.
- Develop basic life skills to enable independence, such as hand washing, independent toileting or safe hygiene when eating.

On the discover pathway, pupils will not study subject specific content, but will follow a planned curriculum which aims to develop not only basic life skills and social interaction, but also a personality that a child can be proud and confident in.

They will have opportunities to develop a love of stories, activities that enable learning through sensory stimuli, and sessions that foster communication to help build on a child's own learning journey towards independence where possible.

On the discover pathway, 'My Wellbeing' will focus on the overall emotional health and wellbeing of the individual. This will include communicating basic needs, wishes, feelings and emotions as well as exposing children to a variety of activities to identify their 'My Superpower' (Everyone has one!), also to identify likes and dislikes which will may well expose raw responses, reactions and emotions which are not always positive or problem solving. We will work with these to extend windows of tolerance enabling increased resilience and social interaction.

My Communication is a huge part of pupil's progress for pupils on the discover pathway. It is important we find out how pupils communicate so we can use every opportunity to develop this to enable communication for them.

Opportunities for this would include:

- Tools such as Augmentative and Alternative Communication (AAC). AAC helps someone to communicate as effectively as possible, in as many situations as possible.
- Picture Exchange Communication System (PECs) will also be encouraged, as well as a signing system such as Makaton.



The Discover Curriculum:

At The Martin Bacon Academy, children and young people (pupils) will be placed at the centre of all we do. This is built around a core offer based on our four pathways to success and the adaptations required to ensure a personalised curriculum.

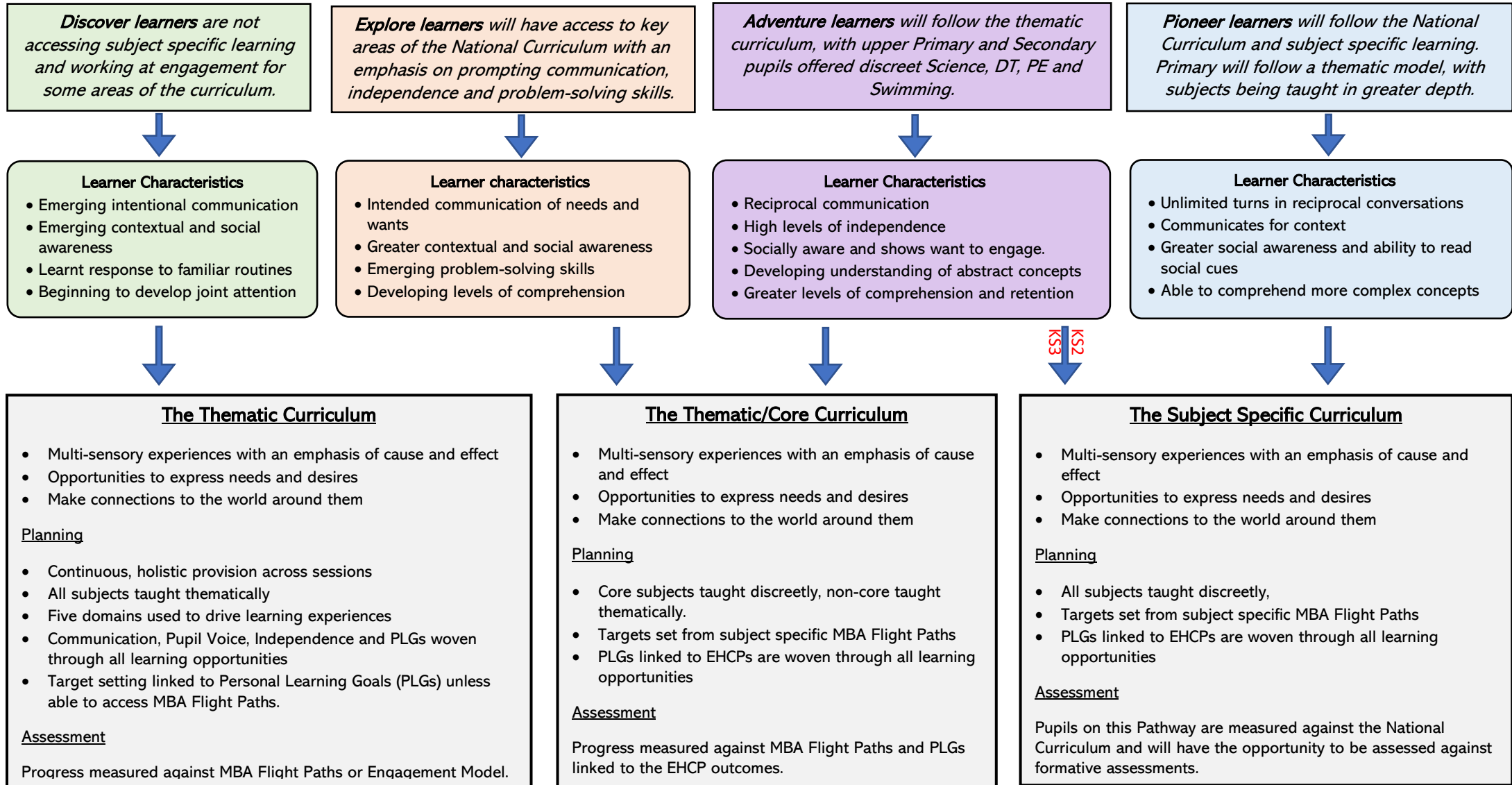
The Discover Pathway Curriculum caters for learners who are not engaged in subject specific learning and will offer opportunities for children to foster a love of learning through multi-sensory experiences that promote interest and communication. It focuses on the early communication, social and emotional and cognitive skills that form the foundation of learning. Through our thematic curriculum, pupils will be immersed in a holistic and continuous provision that enables learners to make meaningful connections with the world around them through real life experiences.

Communication, pupil voice, PSHE and life skills such as independence, problem solving and curiosity, alongside their personalised learning goals, will be interwoven throughout a carefully adapted curriculum to ensure skills are developed to prepare pupils as much as possible for an independent life.

Learners within the Discover curriculum require higher levels of adult support for their learning needs, being provided with curriculum opportunities that require their learning opportunities to be broken down into small steps. The Discover curriculum builds in time for learners to repeat, practise and generalise skills, underpinned by personalisation and consistency. It is fundamental that the curriculum develops learners engagement by providing personalised learning opportunities that uses student motivations and interests as a vehicle for high quality teaching and learning.



Curriculum Pathway Systems

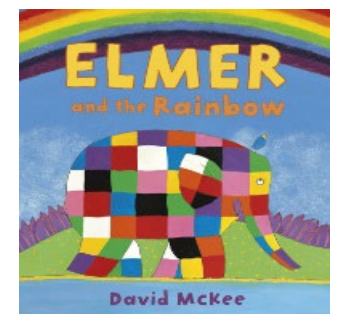


A Thematic Curriculum











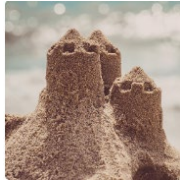

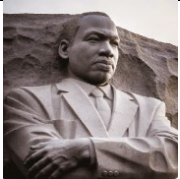




In the Discover pathway the curriculum is designed around thematic topics. A curriculum that uses thematic cycles involves creating a series of integrated lessons using the five areas of 'My Journey' domains as a vehicle for constructing meaningful learning opportunities. The thematic cycle consists of an overarching termly theme topic, which are broken down into half termly curriculum topic themes (themes identified through curriculum maestro. This offers learners a holistic and continuous provision that enables learners to make meaningful connections with the world around them through real life experiences. When planning a thematic curriculum, the learners' interests must be considered to support them to engage with the content being taught, whilst enabling them to draw on past experiences and prior knowledge. The curriculum topics have been chosen to support the termly theme, as well as engage learners of different ages. Four cycles have been created to ensure knowledge is continued to be built on for all learners and give breadth to the topics. Stories in Literacy have been chosen to link with the theme, as well as give opportunities to

intertwine Personal, Social and Emotional, Health (PSHE) development at every opportunity to help always ensure our pupils are prepared for the real world.



DISCOVER Long Term Plan - Our Thematic Curriculum
How have we sequenced the teaching of this subject?








Cycle A
2023, 2026, 2029

	Autumn 1 7 weeks	Autumn 2 7 weeks	Spring 1 6 weeks	Spring 2 6 weeks	Summer 1 7 weeks	Summer 2 7 weeks
Topic	 All About Me Topic Web.docx MTP's.docx		 Spring Spring - MTP's.docx Spring Topic Web.docx		 Our Natural World Natural World Topic Web.docx Natural World - MTP\u0027s.docx	
Primary Maestro Swifts / Quails	 <i>Superheroes</i>	 <i>Funny faces and fabulous features</i>	 <i>Signs of Spring</i>	 <i>Splendid Skies</i>	 <i>Coastline</i>	 <i>On the Beach</i>
Secondary Maestro Swans	 <i>ID</i>	 <i>Heroes and Villains</i>	 <i>Plant Nutrition and Reproduction</i>	 <i>Light and Shadows</i>	 <i>Misty Mountain, Winding River</i>	 <i>Blue Abyss</i>



DISCOVER Long Term Plan - Our Thematic Curriculum
How have we sequenced the teaching of this subject?








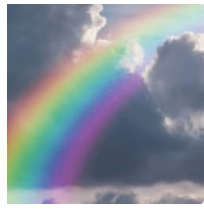


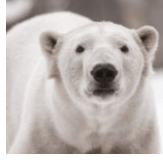

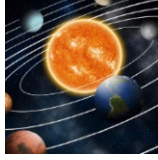

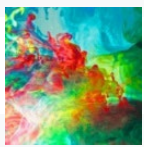
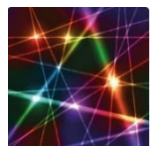
Cycle B
2024, 2027, 2030

	Autumn 1 7 weeks	Autumn 2 7 weeks	Spring 6 weeks	Spring 2 6 weeks	Summer 1 7 weeks	Summer 2 7 weeks	
Topic	 Festivals		 Let's Grow		 Animals		
Primary Maestro Swifts / Quails	 <i>Rio de Vida</i>	 <i>Sparkle and Shine</i>	 <i>Ready, Steady, Grow</i>	 <i>Chop, Slice and Mash</i>	 <i>Animal Safari</i>	 <i>Habitats</i>	
Secondary Maestro Swans	 <i>Hola Mexico!</i>	 <i>Diwali</i>	 <i>Lent and Christmas</i>	 <i>Sow, Grow and Farm</i>	 <i>Food for Life</i>	 <i>Predator!</i>	 <i>Darwin's Delights</i>



DISCOVER Long Term Plan - Our Thematic Curriculum
How have we sequenced the teaching of this subject?

Cycle C
2025, 2028, 2031

	Autumn 1 7 weeks	Autumn 2 7 weeks	Spring 1 6 weeks	Spring 2 6 weeks	Summer 1 7 weeks	Summer 2 7 weeks	
Topic	 Seasons		 Planet Earth		 Rainbows Rainbow topic web.docx Rainbow MTP's.docx		
Primary Maestro Swifts / Quails	 <i>Exploring Autumn</i>	 <i>Winter Wonderland</i>	 <i>Splish Splash</i>	 <i>Moon Zoom!</i>	 <i>How many colours in a rainbow?</i>	 <i>Puddles and Rainbows</i>	
Secondary Maestro Swans	 <i>Eat the Seasons</i>	 <i>Frozen Kingdom</i>	 <i>Our Planet, Our World</i>	 <i>Earth and Space</i>	 <i>Contrast and Complement</i>	 <i>Is green really green?</i>	 <i>How does light travel?</i>



My Thinking: Literacy and Reading

It is crucial for children to develop a life-long love of **Reading**, fundamental in order to develop engagement with learning. This is achieved in the Discover Pathway through an immersive Literacy Curriculum, built on high quality literature linked to the thematic curriculum that aims to support our learners personally experience and make real life connections to stories, ensuring meaningful reading opportunities for every learner. Adapting and creating an immersive learning environment enables our learners to personally experience and make real life connections to stories, with the use of appropriate objects, symbols, photographs to augment learning opportunities as a reference or understanding tool. The main focus for reading in the Discover pathway is to develop early reading skills through multi-sensory approaches, using the human senses to discriminate through exploratory play. Sensory opportunities aim to develop learners understanding that writing can have a purpose and can be meaningful, promoted in a purposeful context.

The teaching of reading will begin as soon as our pupils walk through the door at MBA through our phonics programme, Little Wandle. Little Wandle draws on the latest research into how pupils learn best; how to ensure learning stays in pupil's long term memory and how best to enable children to apply their learning to become competent readers.



The foundations for **Phonics** will allow learners early exposure to sounds, using a personalised approach that utilises multi-sensory mediums. Multi-sensory phonics teaching provides visual, auditory, kinaesthetic and tactile activities to enhance the learners' connections with the different phonemes. Despite the early exposure and multi-sensory approaches to phonics, teachers should focus on learners' phonemic awareness and how these can be expanded through appropriate texts.

For the love of reading primarily focuses on the concepts of choice making and expressing preferences as the vehicle to promote the love of reading in the Discover Pathway.

Choosing the right programme and pathway

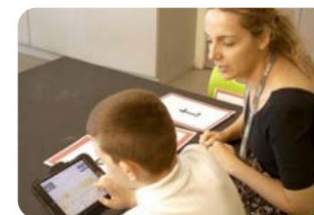
<p>Pathway 1 can access the main programme with adaptations</p>	<p>Pathway 2 graduated approach + lessons with lower cognitive load</p>	<p>Pathway 3 graduated approach to teach all of aspects of the programme</p>
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Pathway 3

Foundations for phonics

- Pre-Phase 2
- Phonological skills:
 - the ability to recognise and manipulate parts of spoken language
 - are predictive of later reading skills
- Games and activities develop these skills

'Change it' with assistive technology videos

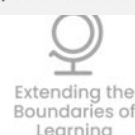




Use of assistive technology

Adapted pace: two words

Same teaching steps



My Thinking: Maths

Numeracy forms a key part of our curriculum, with learners developing key life skills through regular access to Numerical learning and vocabulary. Learners within the Discover pathway are exposed to numerical concepts and develop early numeracy skills through multisensory, practical and interactive approaches, linked to the thematic topic. This includes tactile, visual and auditory discrimination through exploratory play. Multi-sensory approaches to Numeracy aims to support our learners to make real life connections to the real world, which is diverse in numbers, colours, shapes and forms. Building numerical knowledge and skills enhances learners critical thinking, spatial awareness, problem solving and number sense helping learners to apply numerical concepts in everyday life.

Learners in the Discover pathway will not be taught numerical concepts discreetly but will access Numeracy daily, broken down across the timetable into Exploring Number (2 days), Shapes, Space and Measures (2 days) and “Let’s investigate” (1 day). MBA Numeracy flight path will be used to extend and challenge learners’ Numerical skills, helping learners to apply numerical concepts in everyday life.



Exploring Numbers

- Number Rhymes, Songs
- Number stories
- Number Games
- More and Less
- Counting
- Addition
- Subtraction
- Sharing

Shapes, Space and Measures

- Shapes
- Sizes: Big and Small
- Mass: Heavy and Light
- Capacity: Full and Empty
- Position and Direction
- Prepositional Language
- Shopping: Exchanging

Let’s Investigate

This aspect will give learners opportunities to re-explore previous learning or to further explore critical numerical concepts that peak learners interest or generate learner internal motivations.



My Thinking: Science

In the Discover Pathway, Science will be interwoven through our thematic curriculum, as well as having an identified slot in the timetable using experiments that foster scientific enquiry. Science will be experiment / practical based that aims to evoke and interpret responses from our learners to products that are perceived by the five main senses. The cause and effect nature of science promotes an engaging sensory experience, sparking learners curiosity and intrinsic motivations.



Learners will have the opportunity to investigate and explore the properties of materials when combined or exposed to environmental changes, using scientific enquiry to enable for understanding of the real world and problem solving in adulthood. Learning will focus on various sensory components, be hands on, interactive and creative. Through sensory science, learners will develop an understanding of the range of science skills in the areas of observing, experimenting, sorting and communicating.



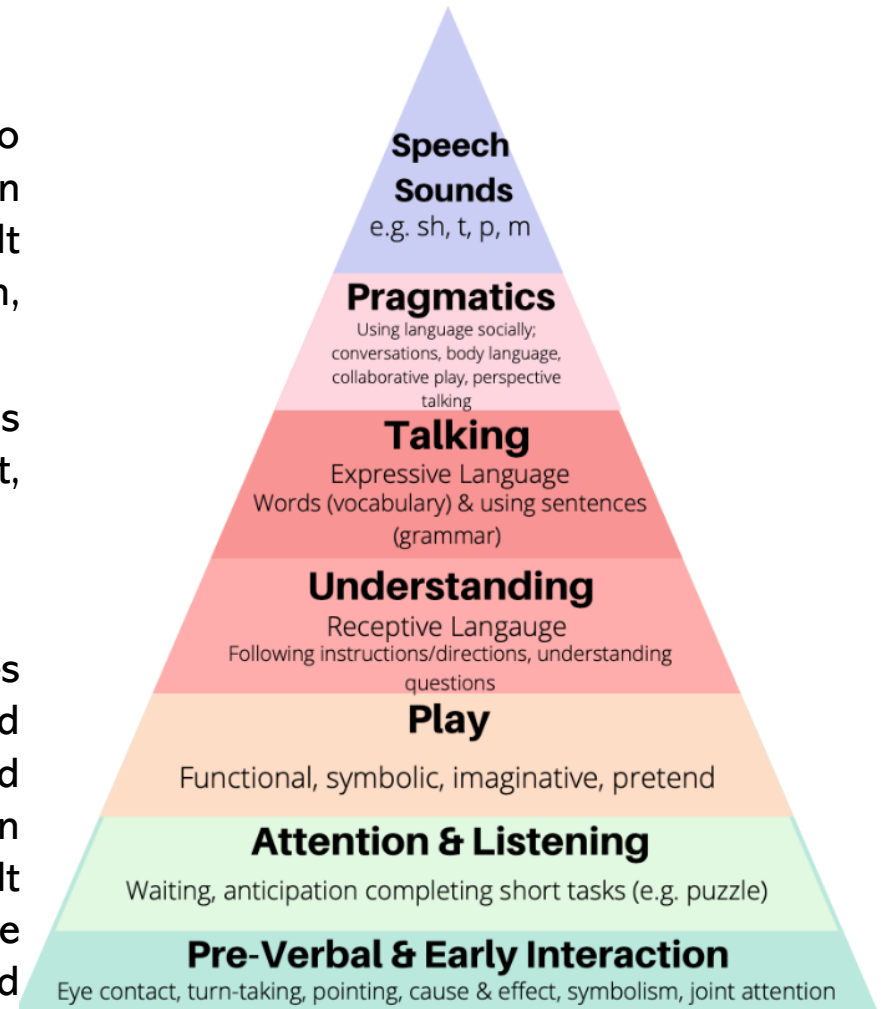
My Communication

Communication and language (pupil voice) is integral to the ability to access the learning offer on the Discover Pathway and will be a 'Golden Thread' to that connects learning activities, to learning, to retention. It moves from non-verbal communication through Intensive Interaction, to speaking and listening skills and reading.

Learners will have access to opportunities to build communication skills through appropriate AAC support in lessons and the environment, intensive interaction, Speech and Language tasks and interventions.

Speech and Language (SAL)

MBA work closely with external agencies to ensure the best outcomes for our pupils. To support with communication, the Speech and Language Team work closely with the school to deliver training and upskill staff. to deliver whole school and bespoke interventions. In some cases, SAL will create bespoke interventions for certain pupils. It is important that these are then delivered by our staff to ensure targeted support is embedded throughout the day and delivered regularly for the pupils in order to make progress.



Identiplay



Speech and Language



Intensive Interaction



TACPAC



ERT



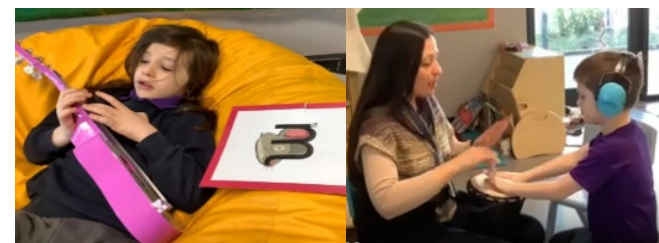
Attention Autism



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My Communication: Music

Music in the Discover Pathway aims to provide a rich and engaging musical experience that fosters / nurtures holistic developments, including cognitive, language, motor (gross and fine), social, emotional, creativity and cultural awareness. It endeavours to enrich the early learning experiences of our learners, contributing to their overall wellbeing, laying the foundation for lifelong musical learning. Through engaging and interactive activities, children will explore various aspects of music, including rhythm, melody, dynamics, and expression.



Learners will have access to a structured Music lesson each week, following Charanga, which is an online music platform. In the Discover Pathway learners follow the SEN units that follow a repeated sequence of learning: 1. Greeting Song, 2. Co-ordination, 3. Taking Turns, 4. Solo Time, 5. Goodbye. Music will also be integrated throughout wider learning opportunities such as Literacy (through singing and storytelling), Maths (Rhythm and Pattern), Social and Emotional Development (Developing joint / shared attention with staff and instruments), whilst enhancing learner expressive and receptive communication.



Assessment in the music curriculum will focus on observations of learner participation and engagement across all musical activities, with progressed measured against the MBA Music flight path, whilst also integrating learner PLG's.



My Wellbeing: Personal, Social, Health Education

In the Discover Pathway, we endeavour to provide regular opportunities to enhance our learners understanding of themselves, their relationships with others and the world around them, interwoven throughout the curriculum using multi-sensory approaches. There are also plentiful opportunities for learners to develop their self-care skills and manage their feelings and emotions to support them to be as independent as possible when entering adulthood. The PSHE Association is the COMPANY we choose to follow for sequential and purposeful learning due to its commitment to support pupils with SEND. As well as having PSHE as a 'Golden Thread' to our curriculum, our English curriculum is designed around books that foster learning in PSHE to ensure our pupils get the opportunities to grow into social, regulated and capable members of the community. Learners in the Discover pathway also have a scheduled PSHE slot within the timetables to ensure the breadth of PSHE learning opportunities are covered (two year cycle).



'It is not enough to simply teach pupils about the issues covered in PSHE Association framework; it is vital they have the opportunity to explore, recognise and understand the subject content.

This will help to ensure pupils develop the essential skills and attributes identified in the Framework, including key communication skills, vocabulary, strategies and the confidence to help manage issues when they encounter them (knowing how to seek help when necessary)' PSHE Association

The National Curriculum emphasises the important of ensuring pupils have an understanding of healthy relationships and mental health. In the Discover Pathway, this will once again be interwoven throughout all learning, equipping our learners with key skills and experiences to be fully active members of society.



My Wellbeing: Creative Arts

The discover curriculum is underpinned by the concept of exploration and at MBA we understand the importance of using art as a vehicle to encourage creativity, exploration, and self-expression. We endeavour to provide an enriching creative arts and design experience which builds on learners natural creativity that enables them to explore visual, tactile and other sensory experiences in organic and unstructured ways to communicate ideas and feelings. Although art has discreet slots on the discover curriculum timetables, the focus moves away from standardised lessons that focus on the final product to sensory creative experiences using all the five senses. By focusing on sensory art, learners are being provided with activities that will naturally enable them learn how to explore, investigate and be creative through artistic mediums such as painting (including fingers, hands and feet), printing, collaging, marbling and more. Learners will be assessed against their PLG's and against the art flight paths.



As well as benefitting learners creatively, there are plentiful cross curricular links, which supports the development of learners within the discover pathway...

- **Literacy:** using mark making to convey ideas and feelings
- **Maths:** Developing understanding of spatial concepts such as full/empty, over/under, in/out.
- **Physical Development:** develops learners hand eye coordination, paying attention to the physical space around them, alongside the development of fine motor skills e.g. painting, scooping, pouring, building etc.
- **Science:** the practical nature of art evokes responses from learners to products that are perceived by the five main senses.



My Body: Outdoor Learning

Outdoor learning is a source of powerful learning for learners in the discover pathway. Providing students with the opportunities to access learning outside the classroom can not only enhance their connections to the world around them, but support to enhance attainment, personal development and also support meet learners' health and wellbeing and SMSC needs. Outdoor learning focuses on enhancing our learners connectiveness to the world around them, understanding that our pupils actively learn through what they do, what they encounter and what they discover. Outdoor learning is an engaging, effective and enjoyable form of learning, providing our learners with direct experiences for learning about the natural world. There are no limits to the experiences and curiosities that the outdoor environment could stimulate and not only does outdoor learning stimulate all the human senses, but it also provides experiential opportunities that promotes 'real life learning'.

'Outdoor learning' is an umbrella term for actively inclusive **facilitated approaches** that predominately use **activities and experiences** in the outdoors which lead to **learning, increased health and wellbeing, and environmental awareness.**



We understand that learners within the discover pathway are active learners and they need to be provided with curriculum opportunities that enable them to flourish. All learners have access to outside spaces and will regularly be used to consolidate and generalise key skills learnt in the classroom, whilst also extending learners to practically apply newly learnt skills and knowledge in the natural world. Learners have scheduled opportunities to outdoor learning within the class timetables, including educational visits to the local area, that all aim to utilise learners intrinsic motivations to support them to understand their role in society and become equipped with key skills to become active members of society.



My Body: Physical Development

We understand the importance of health and fitness for the holistic wellbeing of our learners. We aim for our learners to be fit and active young people and make sense of the physical world, and we encourage this through the use of fun, engaging physical activities. Learners in the discover pathway will have access to a discreet physical development lesson as well as being interwoven throughout the whole curriculum. This also includes the use of our bespoke rooms such as Softplay, Move and Motion, Rebound and our multi-purpose sports halls. In addition to our large outdoor spaces, learners across the whole school have plentiful opportunities for physical development. Across the academic year learners will be exposed to physical development concepts across three strands: Core Strength and Coordination, Gross Motor Skills and Fine Motor Skills.

Swimming

At MBA learners have access weekly swimming lessons. We believe that swimming is an essential life skill that will open opportunities for our learners for years to come. We are aware that learners will have varying levels of confidence in the water, ranging from water confidence to practising swimming techniques and all lessons will be adapted accordingly, using the Swim England Award to plan and assess progress. Alongside the development of discreet skills, swimming is a great resource for cross curricular links as well as implementing learners PLG's. There are also key links to the PSHE curriculum, especially in terms of maintaining a healthy lifestyle as well as self-care, with learners being challenged to independently dress and undress in preparation for swimming.

<p>Core Strength and Coordination</p> <p>Core strength relates the the learners ability to keep their body position and move, with coordination relating to the brains ability to control body movements at the same time.</p>	<ul style="list-style-type: none"> • Movement Play • Spatial Awareness • Obstacle Courses • Parachute Games • Ball Skills: throwing, catching, rolling, kicking, bouncing • Move and Motion • Crawling • Yoga • Therapy Balls
<p>Fine Motor Skills</p> <p>Skills learners develop that connect the brain and nervous system such as hands and fingers.</p>	<ul style="list-style-type: none"> • Grasping, Gripping • Bashing • Squashing • Poking • Cutting • Threading • Posting • Mark Making • Stacking / Building
<p>Gross Motor Skills</p> <p><i>Skills learners develop using their whole bodies.</i></p>	<ul style="list-style-type: none"> • Obstacle Courses • Swinging • Trampolining • Running • Walking • Hopping • Jumping • Skipping
<p>Swimming</p>	<ul style="list-style-type: none"> • Water Confidence • Water Familiarisation • Stroke technique



My Body

Occupational Therapy

Occupational Therapy enhances engagement and participation in school life. Occupational Therapists (OTs) who work with children in special schools strive to help them develop functional skills for everyday life. The OT utilises a holistic approach to support learners to do what they need and/or want to do in daily life, taking into account their individual abilities, strengths and needs. OTs work in collaboration with the child, their family and teaching staff to achieve this by identifying the learner's functional needs, offering recommendations and support and training for those involved with the learner.

Occupational Therapy can support children who have difficulties with:

- Fine and gross motor skills
- Attention and concentration
- Self-care skills
- Self-regulation
- Advice on sleep hygiene, eating and toileting
- Sensory processing difficulties
- Handwriting
- Organisation of self
- Play



My Body Sensory Circuits

A sensory circuit involves a sequence of physical activities that are designed to alert, organise and calm the child, and doing the activities in the recommended order is vital. The sensory circuit aims to facilitate sensory processing to help children regulate and organise their senses in order to achieve the 'just right' or optimum level of alertness required for effective learning. The circuit consists of 10-15 minutes of activities designed to improve brain processing efficiency.

A few clues that might tell us about a person's state of regulation:

Alerting – Aimed at providing vestibular stimulation (movement, balance, spatial awareness), preparing the brain for learning.

Organising – Aimed at stimulating multi-sensory processing to organise and prepare the body and brain, allowing children to focus, increase their attention span and enhance learning performance.

Calming – Aimed at feeding into the proprioceptive system, ensuring children end the sensory circuit in a calm state of mind, ready for the day ahead

What an under-aroused person may look like:

- Floppy
- Quiet
- Lacks energy
- Messy dresser / eater
- Drops items
- Does respond to noise

What an over-aroused person may look like:

- Overreacts to unexpected touch
- Dislikes clothing / labels
- Picky eater
- Covers ears
- Sensitive to daily noise of daily appliances
- Excitable
- Constantly running about
- Easily distracted and struggles to focus.

What a regulated person looks like:

- Focused
- Engaged
- Keen to learn
- Able to concentrate

How to set up:

- ✓ Activities are intended to be done on a regular basis to help prepare the children for the day's learning.
- ✓ Learners must be supervised. Do not force, but encourage their participation. It is important to consider that each child's tolerance is different therefore we need to work at their own pace.
- ✓ Ideally, a learner should spend up to 5 minutes per station, on different activities. Some children may need more time in the alerting or calming section to enable them to be more organised and prepared for the day's learning or activities.
- ✓ Use a visual strip/task strip if this will help the learner to go through the activities in a structured way.
- ✓ Use sand times to show the learner when it is time to move on to the next activity.



My Body




Sensory Circuits



DISCOVER

- The Discover learner “interacts and explores the world around them, developing their curiosity through play”.

- ✓ An adult will need to direct the learner to each activity.
- ✓ The adult will need to show the learner how to do the activity.
- ✓ Learners may need physical support to access the activities.
- ✓ Please use visual support at all times.

<p>ALERTING</p> <p>Sit and bounce on a gym ball</p> <p>Make sure that the learner's feet are flat on the floor for stability.</p> <p>Time for 1 minute (use a sand timer)</p>	
<p>ALERTING</p> <p>Jumping on a trampette</p> <p>Remind the learner to bend their legs and jump in the middle of the trampette.</p> <p>Time for 1 minute (use a sand timer)</p>	

<p>ORGANISING</p> <p>Crawling through a tunnel</p> <p>Learner to crawl through the tunnel on hands and knees.</p> <p>Increase the challenge by putting cushions inside the tunnel so that the learner has to crawl over the cushions.</p> <p>Repeat 8 times</p>	
<p>ORGANISING</p> <p>Balancing on a wobble cushion or walking along a balance pathway.</p> <p>Learner to stand on the wobble cushion with both feet together and balance for 30 seconds. Some learners will need to hold onto an adult's hands initially.</p>	
<p>Learner to walk along the balance walkway without socks and shoes on.</p> <p>Repeat 8 times</p>	

<p>CALMING</p> <p>Weighted blanket</p> <p>Learner to lie on a mat with a weighted blanket over the body for 2-5 minutes.</p>	
<p>CALMING</p> <p>Ball Massage</p> <p>Slowly but firmly rub a ball across the learner's back while they are either sitting in a chair or lying on the floor.</p> <p>Try using different balls, for example, firm, spiky, or squidgy balls.</p> <p>Aim to do this for 1 minute and use a sand timer to time.</p>	

My Future

One of the overarching themes that permeates throughout the whole of the discover curriculum focuses on enabling pupils to develop the skills, knowledge, and behaviours to enjoy the best possible outcomes, providing them with the cultural capital to be fully active members of society. High quality teaching and learning will support pupils to be effectively prepared for adult life where they can be happy, equipped with functional means of communication and be as independent as possible. Preparing our learners for an effective future will be intertwined across all learning opportunities that are personalised for each learner that is ever responsive to the needs of the learners, linked to learners personalised learning goals, within their EHCP's.

Preparing our learners for the best possible future involves providing our learners with key skills that gives our learners the additional support they require to reach their full potential when they leave MBA. We aim for all our learners to be exposed to key everyday language that would be transferred into the community and beyond. These lessons involve:

- Generalising skills across different environments,
- Using a range of tools and equipment,
- Promoting independence not dependence,
- Explore the world around them using the five main senses,
- Routines and schedules,
- Communication: functional and social,
- Strategies to support emotional regulation.



My Future: Cooking

At MBA we are aware that eating and preparing foods can be a great sensory experience for our learners and a motivating learning opportunity, especially in the Discover pathway. We recognise that learners in the Discover pathway are hands on learners and our cooking offer provides learners with a multi-sensory approach that teaches learners how to use the 5 senses to explore food. Cooking involves capturing learners' curiosity through exploring and manipulating foods, giving them the opportunity to discover new foods which they may not have encountered previously and in some cases support learners to overcome barriers associated with food. The sensory experience surrounding cooking also supports learners with language development, problem solving skills, concentration, and comfort in trying new things.

Cooking lessons can take place either in the classroom or the food technology room. Learners will have the opportunity across the year to explore a range of foods. Although learners will be encouraged to prepare different foods, the primary focus for learners in the discover pathway centres on the processes in order to reach the end goal such as communication, independence, hygiene, food exploration, using utensils safely etc.

