



Northstowe
Martin Bacon Academy

EXPLORE 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

Explore



The Explore (Semi-formal Curriculum Pathway) continues to promote learning through curiosity, where pupils are taught to have the desire to learn, experiment and challenge. This pathway follows the expectations of the National Curriculum where possible. This pathway lives out our ethos through:

Kind: Explore learners will find their place within the world, not by the rote learning of facts, but will be taught by the thoughtful intervention of staff to have the tools which enable them to find the answers they need, developing their ability to make connections through themed learning in our primary school and some subject specific learning in our upper school.

Curious: Explore learners will be taught to explore the wider world through opportunities to experience different environments, people and times of the day. These learning opportunities might be self-lead, informal- giving learners the chance to choose the activity, or developed through a structured approach- where the adult will decide on the planned learning and will support the learner through direction. This pathway does not expect that learners will make connections themselves, but they are supported (through staff intervention such as questioning) to relate new knowledge, skills and content to previously learned knowledge, skills and content.

Hardworking: Explore learners gain experience by being presented with structured problems to solve. These learning opportunities will be designed to build on previous learning, be these formal or informal, developing thinking skills and offering feedback related to learning outcomes. Success will be celebrated at every opportunity.



My Learning: EXPLORE

On The Explore pathway, pupils will be learning more and more about their body and how they can be healthy.

All pupils will have the opportunity to:

- Develop their water skills, through specialist swimming lessons, water confidence or hydrotherapy.
- Exercise and physical health, through weekly PE sessions that focus on gross motor skills, balance and basic sports.

The Explore Pathway will offer opportunities for a more focused curriculum that fosters creativity, such as Art, Performing Arts (including drama and music) and The Thrive Approach, our PSHE offer designed to enable our children to develop an ability to develop their understanding around emotional health and wellbeing, develop enabling relationships, start to self regulate in the face of challenges and reflect on problem solving and non-problem solving responses and reactions (behaviours)

On The Explore Pathway Pupils will study some subject specific learning. They will engage in offers of the National Curriculum that will be highly adapted so each child can not only access but achieve in learning that is built on previous knowledge.

Children will access some subject specific learning, such as English, Maths and Science, as well as be offered a thematic curriculum that is creative and builds on different areas of the child's 'My Journey'.

On the Explore pathway, pupils will develop their communication through beginning to engage in English as a subject specific session, that at this stage, will focus on speech and language outcomes that encourage discussion, sharing of views and reciprocal conversation. Pupil's will also be exposed to different languages and communities around them to develop their social understanding.



The Explore 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. Pupils' on the Explore Pathway are offered a skills based curriculum to prepare them as much as possible for independence in adulthood. With this in mind, pupils are exposed to non-core content through a thematic curriculum and work towards accreditations.

Through our thematic curriculum, pupils will be totally emersed in holistic and continuous provision that enables learners to foster a love for learning and make meaningful connections with the world around them through real life experiences.

PSHE and life skills such as problem solving, questioning and curiosity will be interwoven throughout a carefully adapted curriculum that ensures key skills are developed to prepare pupils as much as possible for independence.

Literacy skills will be taught through stories that link with topic and PSHE to ensure a fully purposeful, enriched learning offer. Pupils will have the pupils to gain early reading and writing skills, understand times, routines and number to a level that support preparation for their future.

A practical, hand-on approach to learning core subjects has been designed to encourage meaningful problem solving, mathematical thinking and scientific enquiry through activities through cooking, building, role play and exploration.



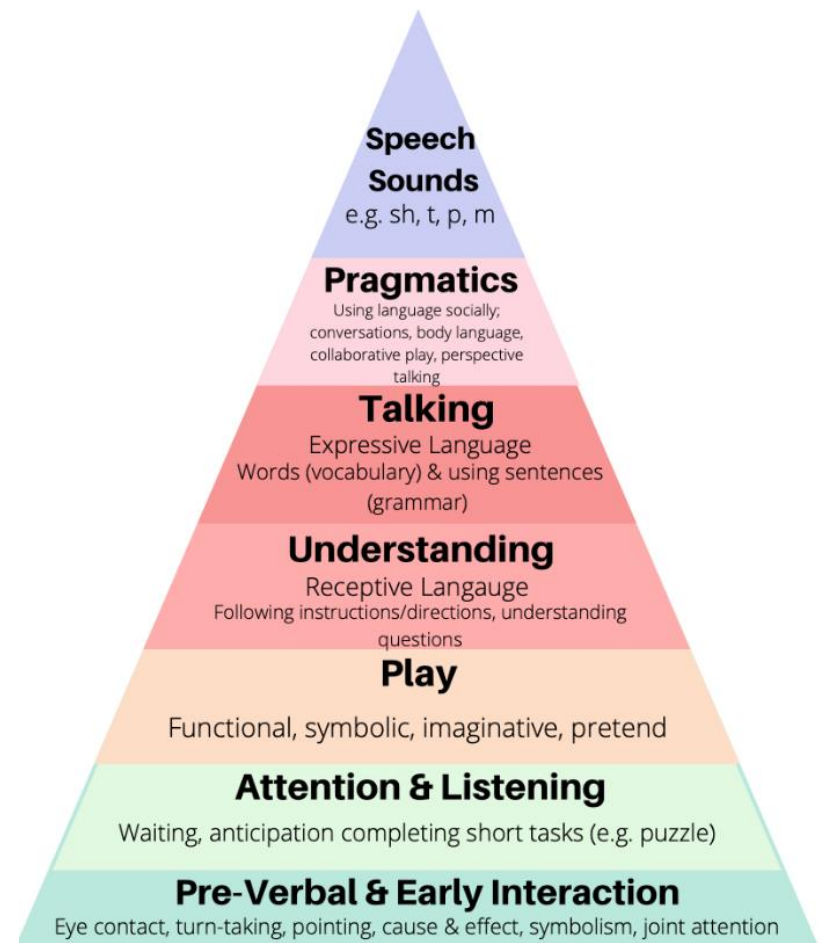
My Communication

Communication and language (pupil voice) is integral to the ability to access the learning offer on the Explore 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.



Identisplay

Speech and Language

Intensive Interaction

TACPAC

ERT

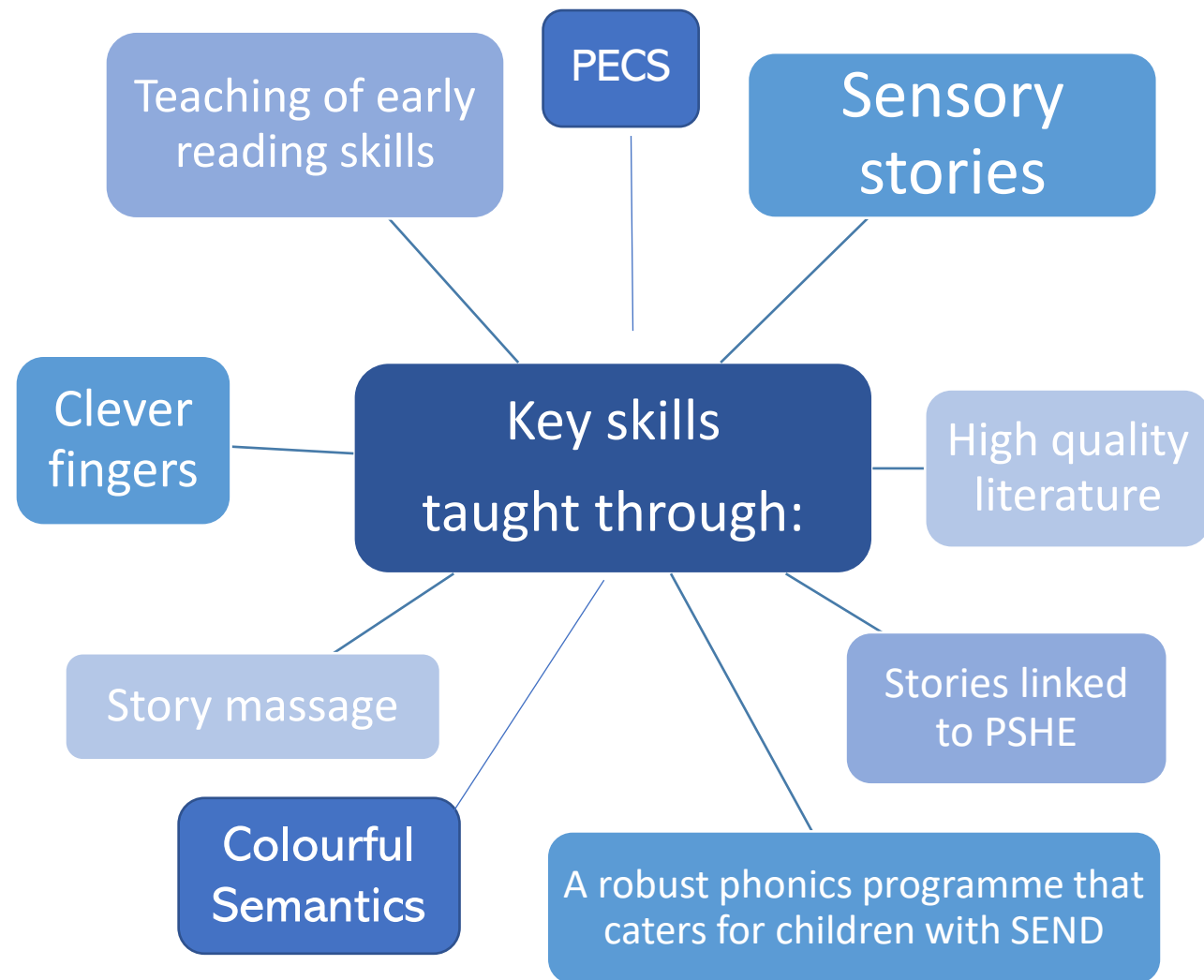
Attention Autism



My Thinking: Literacy

The development of children's spoken language underpins all areas of learning and development. Pupil's back-and-forth interactions form the foundations for language and cognitive development. The number and quality of conversations pupils have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what pupils are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively.

Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures. Exposure to different reasons for language are promoted termly through rhymes, poems and songs, developing language, talking with pupils about the world around them and conversations about fiction and non-fiction books and stories shared with them.



My Thinking: Reading

It is crucial for children to develop a life-long love of Reading, and this is primarily achieved in the Explore Pathway through a Literacy Curriculum built on high quality literature linked to the thematic curriculum and PSHE. Adapting and creating an immersive learning environment enables our learners to personally experience and make real life connections to stories, that supports information processing and builds vocabulary. This main focus throughout multi-sensory experiences will be to engage learners with particular aspects of the story and how the primary engagement can be built upon to further enhance the learners' connections to stories. Sensory opportunities aim to develop learners understanding that writing can have a purpose and can be meaningful.

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.

“Children (with SEND) have to navigate the same written language, unlock the same alphabetic code, learn the same skills, and learn and remember the same body of knowledge as their peers. It is a critical skill in helping them prepare for adulthood.”
DfE (2021)

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 Explore 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

Maths forms a key part of our curriculum, with learners developing key life skills in problem solving, number and time taught through Numeracy lessons which enable and provoke mathematical enquiry.

Learners within the Explore Pathway are exposed to numerical concepts and develop early numeracy skills through practical approaches to learning enhancing the development of independent life skills.

Mathematic units in the Explore Pathway are designed using National Curriculum expectations and adapted to foster, engagement, making meaningful and purposeful connections for our learners.

Each unit has a progression grid that supports teachers to extend and challenge, building numerical knowledge and skills that will enhance learners critical thinking, spatial awareness, problem solving and number sense helping learners to apply numerical concepts in everyday life.



Exploring Numbers

- Place Value
- 1:1 Correspondance

Big and Small

- Counting
- Comparing numbers

More and Less

- Adding
- Subtracting

Cooking

- Measuring
- Mass, capacity and temperature

Shopping and Saving

- Value of coins
- Exchanging and calculating using money

Routines

- Timetables
- Ordering and sequencing

Telling the Time

- Telling the time on a digital
- Concept of time
- Mathematical thinking and problem solving
- Pictograms and bar charts

Let's Investigate

Shapes and Sizes

- Properties of shapes
- Symmetry

Grouping and Sharing

- Multiplication and division

Directions

- Turns and angles
- Compass direction



My Thinking: Science

In the Explore Pathway, Science will be interwoven through our thematic curriculum, as well as be taught discreetly using experiments that foster scientific enquiry. Pupils will explore objects, materials, forces, light, sound and movement using scientific enquiry to enable for understanding of the real world and problem solving in adulthood. Rich learning opportunities will be provided for pupils to explore their own ideas and develop conceptual understanding. Thinking and reasoning is nurtured alongside a host of qualities, including resilience, determination and confidence.



My Wellbeing: Personal, Social, Health Education

In the Explore Pathway, it is important that PSHE is interwoven in all we do. 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 and taught discreetly to ensure our pupils get the opportunities to grow into social, regulated and capable members of the community.

'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 Explore Pathway, pupils will be taught this as part of their discreet sessions together with an interwoven approach linked to the terms theme and English curriculum.



My Future

One of the overarching themes that permeates throughout the whole of the Explore 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.

At The Martin Bacon Academy, our children and young people (pupils) future is a big part of our My Journey curriculum.

We have high aspirations for our pupils, so to ensure there is ample opportunities for success, specialists within their field have come together to create a curriculum that not only delivers English skills for life, but also enables achievement of AQA accreditations.

In the Explore Pathway, the development of children's spoken language underpins all areas of learning and development. Back-and-forth interactions form the foundations for language and cognitive development. Learners will be expected to achieve Pre-Entry Level AQA Unit Awards and planning will give opportunity for this.

