



**Northstowe**  
Martin Bacon Academy

# ADVENTURE Pathway Curriculum



# Adventure



The Adventure (Semi-formal pathway 2) continues to promote learning through curiosity but develops additional subject specific skills. Pupils are taught to experiment, challenge and extend. This pathway follows the expectations of the National Curriculum where possible and lives out our ethos through:

**Kind:** Adventure learners will understand and test their place within the world to develop their resilience and love of learning. They will be taught by the thoughtful challenge and 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 increased subject specific learning in our upper school.

**Curious:** Adventure learners will be taught to develop their understanding of the wider environment through opportunities to experience different environments, different cultures and different ways of working. These learning opportunities will be increasingly formal but continue to give learners the chance to be selective in their approach or they can be supported further through a more structured approach. This pathway does not expect that learners will make all connections themselves, but they are encouraged to do more so by staff who know how to engage and extend their thinking to build new knowledge, skills and content.

**Hardworking:** Adventure learners gain experience by being presented with problems to solve, some of these problems will be presented through subject specific opportunities. These learning experiences will be designed to build on previous knowledge, understanding and experience be these formal or informal, developing thinking skills and offering feedback related to learning outcomes, developing individual's resilience. Success will be celebrated at every opportunity.

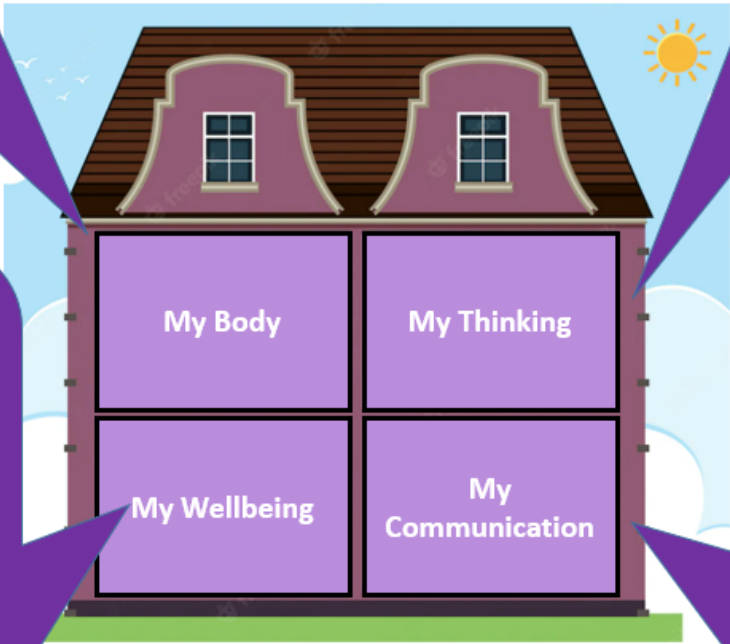


# My Learning: ADVENTURE

On the Adventure pathway, pupils will engage in learning that not only thinks about the human body, but how to use the abilities of their body to participate in more structured lessons such as PE, Swimming.

Pupils will have DT lessons designed to help them understand where our food comes from, as well as looking at basic food hygiene cooking skills

The Adventure pathway will offer opportunities for a more focused curriculum that fosters creativity and provides opportunity for deeper emotional development and thinking in lessons such as Art, Performing Arts (including drama and music) and The Thrive Approach, our PSHE offer designed to engage pupils in more specific learning delivered in PSHE, designed to enhance knowledge around Personal, Social, Health and Wellbeing. Identify the emotional states of themselves and others and developing positive habits



On the Adventure Pathway Pupils will study some subject specific aspects of learning such as English, Maths and Science. However, some subject learning will be delivered in a combined approach such as Geography and History which will be linked to RE in a world studies curriculum. This curriculum selects the most important parts of the National Curriculum for the Pupils and ensures that these aspects are learned in more depth. As a result, pupils have a good understanding of subject content and allows them to have the opportunity to select from a range of subjects at Key Stage 4.

Pupils on the Adventure pathway will be thinking about communication as a means to share thoughts, feelings, ideas and desires using AAC to support understanding, and understanding of communication tools such as choice boards, talking mats or visuals to help aid the pupils to share and extend their thinking.

Pupil's will also be exposed to different languages and communities around the world through specific 'Languages' lessons that will offer opportunities to learn phrases and traditions around the world.



# The Adventure 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.

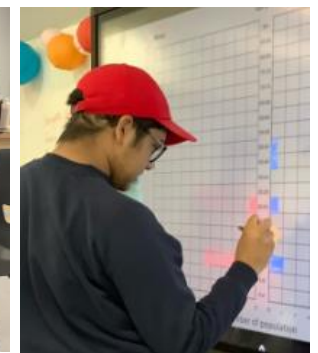
Pupils on the Adventure Pathway will follow a thematic curriculum that is adapted so pupils are exposed to deeper content. Secondary aged pupils will have this topic Adventured through subject specific learning in:

*World Studies (History and Geography), Outdoor Education,  
Science, DT, PE, Art.*

PSHE and life skills such as problem solving, questioning and curiosity will be interwoven throughout the curriculum, as well as taught discreetly. Key skills are developed to prepare pupils as much as possible for adulthood and independence.

Literacy will be taught through texts that enable links with PSHE to ensure a fully purposeful, enriched learning offer. Pupils will begin to be introduced to the purpose behind learning, such as comprehension skills, writing for intention and applying mathematical thinking to real life that support their future.

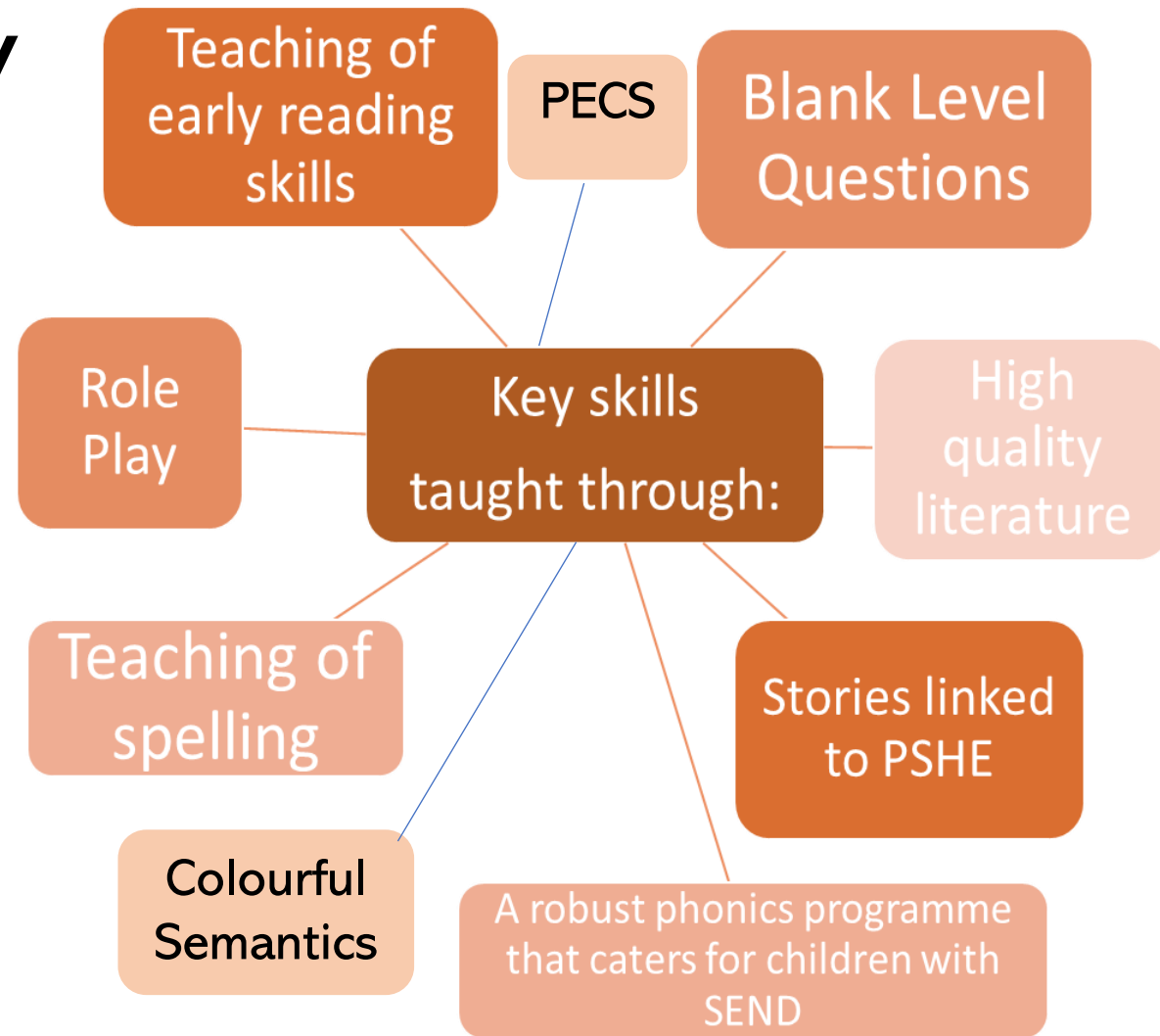
A practical, hand-on approach to learning core subjects has been designed to encourage meaningful problem solving, mathematical thinking and scientific enquiry through activities through cooking, building, role play and exploration.



# My 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, storytelling 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 Adventure 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)



Learning to read matters for every child or young person, regardless of their starting points or learning needs. Little Wandle SEND is a complete programme that mirrors the main Little Wandle Letters and Sounds Revised phonics programme but with adaptations and support in place that make it possible for schools, special



schools and providers to meet the needs of all their learners. It has been created to help children learn to read using the right level of challenge for each child and using the graduated approach if needed.

**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 Adventure Pathway.



# 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 Adventure Pathway are exposed to numerical concepts and develop early numeracy skills through practical approaches to learning using practical resources such as numicon, deines and scales.

Mathematic units in the Adventure 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	<ul style="list-style-type: none"><li>•Place Value</li><li>•1:1 Correspondance</li></ul>
Big and Small	<ul style="list-style-type: none"><li>•Counting</li><li>•Comparing numbers</li></ul>
More and Less	<ul style="list-style-type: none"><li>•Adding</li><li>•Subtracting</li></ul>
Cooking	<ul style="list-style-type: none"><li>•Measuring</li><li>•Mass, capacity and temperature</li></ul>
Shopping and Saving	<ul style="list-style-type: none"><li>•Value of coins</li><li>•Exchanging and calculating using money</li></ul>
Routines	<ul style="list-style-type: none"><li>•Timetables</li><li>•Ordering and sequencing</li></ul>
Telling the Time	<ul style="list-style-type: none"><li>•Telling the time on a digital</li><li>•Concept of time</li></ul>
Let's Investigate	<ul style="list-style-type: none"><li>•Mathematical thinking and problem solving</li><li>•Pictograms and bar charts</li></ul>
Shapes and Sizes	<ul style="list-style-type: none"><li>•Properties of shapes</li><li>•Symmetry</li></ul>
Grouping and Sharing	<ul style="list-style-type: none"><li>•Multiplication and division</li></ul>
Directions	<ul style="list-style-type: none"><li>•Turns and angles</li><li>•Compass direction</li></ul>

# Subject Specific Learning

In the Adventure Pathway, pupils in Secondary will be taught discreet lessons by specialist teachers in line with the Pioneer Curriculum setting subject specific targets against the MBA Flight Paths. Adaptation in planning means pupils will be exposed to deeper content using AAC and resources to ensure new knowledge is accessible.

In Primary, children will access a thematic curriculum in key Stage 1 and lower key stage 2 moving towards discreet lessons as they move through key stage 2. This will prepare them for subject specific teaching in key stage 3.



Science

Outdoor  
Education

World  
Studies

Design  
Technology

PE

Art



# My Wellbeing: Personal, Social, Health Education

In the Adventure Pathway, it is important that PSHE is interwoven in all we do. The PSHE Association is the framework 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 Adventure, 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 Adventure 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. Teachers should always use their professional judgement about the readiness of a learner to be exposed to certain age- related topics based on the developmental stage of the learner and plan accordingly.

