



Discover (DC) Curriculum Overview:

Curriculum Area	Description
My Communication	The focus of learning English on a semi-formal pathway is on developing functional communication and foundational literacy skills through engaging, sensory-rich experiences and real-life contexts. This approach emphasises practical language use, alongside building communication and independence, often incorporating a total communication approach. Developing early reading skills is a focus and, where appropriate, learners will have phonic / reading sessions built into their timetables each day. Although Discover learners benefit from this semi-formal approach to teaching, they will still be exposed to a range of text types appropriate to age and cognitive level, whilst highly personalised tasks ensure that all needs are being met. These will be linked to personalised targets, including those linked to literacy and communication on their EHCP. Examples of Activities: Sensory Stories/Stories: Using props, costumes, and actions to bring stories to life and engage learners. Mark-Making: Developing fine motor skills and pre-writing skills through a range of activities. Manipulative Therapy: Building social and communication skills through collaborative play. Attention Building Activities: Developing listening and speaking skills through focused activities. Role-Play: Practicing communication and social interaction in a safe and engaging environment. Some learners on this pathway will work towards gaining at least Entry Level 1 in English when they reach Year 11, although most will be consolidating their reading, writing and communication skills to help prepare them for adulthood and ensure they have meaningful interactions with the world around them.
My World	The My World curriculum in the Discover pathway combines structured learning with hands-on exploration of science, history and geography. Learners are encouraged to develop key skills and knowledge through practical activities that link to real-life contexts. This approach helps pupils to question, investigate and build a stronger sense of how the past, present and natural world connect to their own lives.
My Thinking	The Thinking Curriculum at Redwood is designed to nurture curiosity, cognitive engagement, and develop each learners ability to make sense of the world around them. Our learners will be offered experiences so that they can reason (verbally and non-verbally), think creatively, think systematically, and problem solve. The curriculum provides structured, accessible opportunities for learners to explore, reflect, and respond through a range of sensory, practical, and interactive experiences. The curriculum promotes self-determination, encouraging learners to express preferences, make choices, and actively participate in their own unique learning journey. By embedding thinking skills across all areas of the curriculum, we support the development of independence, communication, and emotional wellbeing, while recognising and celebrating each learner’s individual strengths and ways of learning. A key component of the Thinking Curriculum is the development of mathematical understanding. Learners are supported to build foundational maths skills such as number sense, pattern recognition, spatial awareness, and logical reasoning. These skills are taught through real-life, engaging contexts that encourage problem solving and critical thinking, helping students to apply mathematical concepts in everyday situations. The subject area is then split into two key focuses: Mathematics and Thinking Skills, ensuring that learners have the opportunity to develop both practical and abstract thinking abilities in a way that is meaningful and relevant to them
My Identity	Information coming soon.
My Health	Information coming soon.
My Creativity	The 'My Creativity' curriculum has been developed to ensure all learners have the opportunity to participate, support and enjoy Music, Art Drama & Dance through a variety of different themes and topics which will expose them to a broad and culturally rich palate of experiences and knowledge. Our MADD curriculum has undergone some development to ensure that the 6 different pathways (Boost/Build, Discover, Initiate, Engage, Experiential, Post-16) all receive relevant and purposeful MADD education which will support them to achieve their EHCP targets and foster a life-long love of the arts. All MADD sessions follow the same key themes as the associated National Curriculums with an emphasis on Participation, support and Enjoyment for all. Within Boost/Build (KS3) and Discover, learners have 2 sessions of MADD a week (a termly rotation of Music, Art and Drama/Dance). Within Build, these sessions are taught by a MADD specialist and lessons will be relevant to their age and abilities. Discover classes are taught with topic specific resources which link in with their termly themes . Within KS4 Voc Ed, these sessions are planned and delivered by CC co-ordinator, with the intention of improving our uptake of the BTEC Arts & Media option in Post-16, which is also delivered by subject specialists.





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My Technology	At Redwood, we recognise how vital technology is—not only in supporting the Computing curriculum, but also in enriching the wider school curriculum, everyday life in our community, and, most importantly, the learning journey of each pupil. Our aim is to provide engaging, collaborative opportunities, access to high-quality content, and the chance to develop a strong understanding of online safety and new concepts in ways that meet the needs of all learners. Our Computing curriculum is closely connected with mathematics, science, and design & technology. We aim to deliver a broad and balanced programme that helps pupils become both digitally literate and digitally resilient. As technology continues to evolve, our goal is to prepare pupils to use, create, and express themselves with confidence through digital tools—skills that will support them throughout adulthood and enable them to be safe, active participants in a digital society. Through our Computing curriculum, pupils will: Be responsible, confident, and creative users of technology. Know how to stay safe online, protect themselves, and support others. Use data and digital tools respectfully and responsibly. Apply a range of technologies, including new or unfamiliar ones, to solve problems. Build practical programming skills and apply computational thinking to real-world challenges. Understand the core principles of computer science, such as logic, algorithms, and data. Be digitally literate and actively engaged in the digital world. Develop the confidence to use technology effectively throughout their lives. Recognise the rules and responsibilities around how information is stored, shared, and managed. Approach technology with curiosity, creativity, and a positive “can do” attitude. Apply computational thinking beyond the Computing classroom. Understand and follow SMART e-safety rules. Know how online safety guidance applies to them and where to seek help when needed. Transfer their digital learning to different contexts, including school, home, and beyond. At Redwood, technology is more than a subject—it is a foundation for learning, creativity, problem-solving, and safe, responsible participation in the digital world.
My Independence	Information coming soon.

