

# Newton Bridge Academy

## Curriculum Pathways



### **Stepping Stones**

Newton East

**EYFS / Key Stage 1**

Potter & Donaldson

### **Engager**

### **Pathway**

Newton East

**Pre - Formal**

Carroll

### **Explorer**

### **Pathway**

Newton East

**Informal**

KS2

Rosen  
Milne

KS2 / 3  
Wilson

KS3  
Dickens

KS4  
Lewis  
Dahl

### **Discoverer**

### **Pathway**

Newton West

**Semi - Formal**

KS2

Pratchett  
Walliams

KS3  
Shakespeare

KS4  
Shelley

### **Navigator**

### **Pathway**

Newton West

**Formal**

KS2

Stevenson  
Twain

KS3  
Andersen

Rauf  
Oseman  
Bronte  
Tolkien

KS4  
Austen  
Kinney  
Angelou

### **Post 16**

Newton East

Bespoke Post 16  
provision

### **Post 16**

Newton West

Pullman & Zephaniah

### **Post 16**

Transition to  
external educational  
setting



**Curriculum Pathway Descriptors**

**Stepping Stones, EYFS / Key Stage 1**

Our stepping stones curriculum pathway is designed to deliver a balanced educational curriculum in line with statutory guidance. The pathway takes into account the individual needs of children and works to help them become confident, independent members of the community, able to communicate with adults and other children. The pathway is based on an observation of children's needs, interests and stages of development. In partnership with parents and carers, we promote the learning and development of pupils to ensure they are ready for the next stage of education.

**Engager Pathway, Pre-Formal**

Our pre-formal curriculum pathway is a person-centred, holistic learning pathway for pupils with PMLD that recognises the importance of play and multi-sensory experiences, with integrated specialist and therapeutic provision.

**Explorer Pathway, Informal**

Our informal curriculum pathway is characterised by a combination of play based and therapeutic approaches for our pupils with very complex needs. The informal learning pathway focuses primarily on the development of early communication skills, emotional and sensory regulation, and personal independence skills.

**Discoverer Pathway, Semi-Formal**

Our semi-formal curriculum pathway has been designed to support pupils to develop functional social communication, cognitive and academic abilities, and greater independence skills. We refer to this pathway as being 'semi-formal' as it is characterised by subject-specific lessons and themed play provision, with therapeutic strategies and approaches embedded into teaching.

**Navigator Pathway, Formal**

Our formal curriculum pathway is a subject-specific curriculum for pupils who are ready to access the full range of National Curriculum subjects. As in all other pathways, pupils will continue to work on their social communication, emotional regulation and personal independence skills, but academic progress and the acquisition of subject specific knowledge and skills is also a key focus for formal pupils.