



## Endeavour-Autumn Term One

### Curriculum Newsletter

We welcome back all of students after the summer holidays. We will continue with our exciting and aspirational curriculum, which will allow our students to achieve both academically and emotionally and again, we will have special visits or visitors that link to our termly themes.

This half term, our topic is '*All about Me*'. Our students will be looking at themselves, their morals and beliefs, their anatomy and their place in the world and what it all means.

Alongside our outdoor learning, reiki and craft sessions, our students will continue our seed to plate curriculum. Over the course of the year, they will help develop our polytunnel and planting beds, grow a range of fruit and vegetables and learn to cook the produce they have grown. We are extending our outdoor offer and have employed a new member of staff to work with some of our students to develop our outdoor space even further.

As part of our curriculum, we will be visiting places of worship and discussing differing beliefs.

We will also be having our residential for the older children at Skreens Park. This is their opportunity to try a range of adventurous activities, stay overnight and really step out of their comfort zone.

### English

This half term in English we will be using Talk for Writing to explore the poetry unit *Lost and Found*. The children will learn to read, discuss and perform poetry before creating their own poems. We will also be developing our non-

### PE

This half term in PE, pupils will be taking part in table tennis. As well as developing their hand-eye coordination, balance, and physical skills, pupils will have opportunities to build confidence, resilience, self-regulation, and positive communication through fun, engaging activities. We will encourage teamwork, respect, and perseverance, helping everyone to enjoy being active while celebrating their own progress and achievements.

### PSHE

For PSHE we follow the DFE approved Jigsaw Scheme of Work. Students will explore big questions around '*Being In My World*'. As suggested, this topic is all about how our students understand and view their place in our world.

| Lesson                        | PSHE Learning Intentions                                                                                                         |
|-------------------------------|----------------------------------------------------------------------------------------------------------------------------------|
| 1.Who am I?                   | I can explain what identity is, describing the different factors that shape who I am<br><br>I can recognise what makes me unique |
| 2.My influences               | I can understand that identity is affected by a range of factors                                                                 |
| 3.Peer pressure and belonging | I understand how peer pressure operates within groups                                                                            |
| 4.My online identity          | I can recognise how I present myself online<br><br>I can understand how to engage and respond responsibly with other users       |

fiction writing skills by producing information leaflets, learning how to organise information effectively and use language suited to the reader.

Our class novel is: **Wonder by R J Palico**

### Reading Targets at Entry level:

#### EL1 -

- Decode simple words
- Recognise common words
- Read one and two syllable words
- Read simple sentences
- Understand a simple text

#### EL2 -

- Read with increasing fluency
- Decode unfamiliar words
- Locate information in simple texts
- Understand ideas and make simple inferences
- Compare texts and express preferences
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### Writing Targets at Entry level:

#### EL1 -

- Punctuate simple sentences with a capital letter and a full stop
- Use a capital letter for the personal pronoun 'I' and the first letter of proper nouns
- Use lower-case letters when there is no reason to use capital letters
- Communicate information in words, phrases and simple sentences

#### EL2 -

- Use basic punctuation correctly (e.g. full stops, capital letters, question and exclamation marks)
- Form regular plurals
- Communicate information using words and phrases appropriate to audience and purpose
- Use adjectives and simple linking words in the appropriate way
- Write in compound sentences, using common conjunctions (e.g. or, and, but) to connect clauses

### Speaking and Listening Targets at Entry Level:

#### EL1 -

- Identify and extract the main information from short statements and explanations
- Follow single-step instructions, asking for them to be repeated if necessary

|                                                                                    |                                                                    |
|------------------------------------------------------------------------------------|--------------------------------------------------------------------|
| 5.What are the consequences of what I say and do online?                           | I understand what can influence my behaviour online                |
| 6.Assessment                                                                       | I understand how to maintain positive on and offline relationships |
|  | I understand what steps to take to stay responsible online         |

We have linked our PSHE lessons to the Asdan award scheme so our pupils will gain national accreditation each half term for completing their PSHE work.

### Expressive arts

This half term, pupils will focus on developing their drawing skills through the theme '**This Is Me**'. They will explore a range of techniques while creating self-portraits that celebrate their identity. Throughout the term, pupils will build towards a final piece, which will be displayed as part of a whole-school classroom showcase.

Our learning questions are:

- How can I draw pictures that show things about me?
- How can I draw a face to show different feelings?
- How can I draw a self-portrait that looks like me?
- How can I use colour and pattern to show my feelings?
- How can I change my drawing style to show myself in a creative way?
- How can I use everything I've learned to create my final self-portrait?

### Humanities

This half term, pupils will explore the theme '**This Is Me**' through Humanities. They will investigate the different factors that help shape identity, including family, community, beliefs,

- Make requests and ask straightforward questions using appropriate terms and registers
- Respond to questions about specific information
- Make clear statements about basic information and communicate feelings and opinions on straightforward topics
- Understand and participate in simple discussions or exchanges with another person about a straightforward topic

#### EL2 -

- Make requests and ask clear questions appropriately in different contexts
- Respond appropriately to straightforward questions
- Follow the gist of discussions
- Clearly express straightforward information and communicate feelings and opinions on a range of straightforward topics
- Make appropriate contributions to simple group discussions with others about a straightforward topic

### Maths

This half-term in Maths we are covering the topics of **whole numbers and calculations**, developing confidence and fluency with the four operations: addition, subtraction, multiplication and division. Students will apply these skills to solve a range of reasoning and problem-solving challenges. We will also be exploring **proportionality and formulae**, learning how quantities can be compared, scaled and represented using mathematical rules.

### Targets at Entry level:

#### EL1:

- Write and order whole numbers up to 20. Interpret different numbering formats, including Roman, Arabic, tally and word.
- Understand and use the vocabulary associated with the comparison of number such as how many, the same as, more, less, less than, greater than, fewer.
- Understand vocabulary associated with numerical calculations such as add, subtract, plus, minus, take away, double, +, - .
- Solve simple proportion problems by repeated addition of constituent quantities e.g. if 1 cake costs

values and life experiences. Through learning in Geography, History and Religious Education, pupils will develop an understanding of who they are, how they belong to different groups, and how people's experiences and environments can influence who they become. Throughout the term, pupils will reflect on their own lives while recognising and celebrating the unique identities of others.

### Our learning questions are:

- Who am I and what makes me special?
- How does family shape who we are?
- How does where we live shape us?
- How do beliefs and values shape us?
- How do experiences shape us?
- How do people become who they are?

### Skills Builder

In skills builder this term we will be exploring the world of graphic design, working collaboratively as a team to create a class logo which will be 3D printed onto a sign and displayed on the classroom doors. The skills we will focus on developing are Creativity, Leadership and Teamwork, but all skills will be covered throughout the termly project.

- Complete a sequence increasing or decreasing by 2, 3, 5 or 10.
- Use the terms first, second, third, fourth, fifth including sequencing events

## EL2:

- Write, order and compare whole numbers up to 100. Know the value of each digit in a two-digit number
- Add whole numbers up to 100.
- Subtract a single-digit number from an initial value no greater than 100.
- Understand vocabulary associated with numerical calculations such as multiply, times, half, divide,  $\times$ ,  $\div$
- Know and use multiplication and division as inverse operations.
- Solve simple proportion problems by doubling constituent parts e.g. adapt a 4 person recipe for 8 people.
- Complete sequences of increasing or decreasing integers where the common difference is less than 10 or a multiple of 10.
- Use a simple one-step function machine to determine outputs for given inputs.

## Science

This half term, we will be exploring the exciting question: **"How does the heart keep us alive?"** Students will learn about the circulatory system, discovering how the heart pumps blood around the body to deliver oxygen and nutrients. Through practical investigations and scientific enquiry, they will investigate how exercise affects the heart rate and learn about the importance of maintaining a healthy lifestyle to keep our bodies working efficiently.

Our learning questions are:

- What is the heart and what does it do?
- How does blood help the body?
- How does blood move around the body?
- How does exercise affect the heart?
- What keeps the heart healthy?
- How does everything work together?

## Wellbeing

Our younger students will have additional lessons on The Zones of Regulation-an essential tool we use to help our students' emotional regulation and emotional language.

Our students will also be engaging in The Six Core Strengths Curriculum, designed to help their mental wellbeing.

Each class will be exploring a different subject around mental health to also help with our students' targets on their EHCPs.

## Careers

We will link as much of our learning to the real world and encourage our students to think about the skills and knowledge they are being taught and how it can lead to future employment such as:

- Doctor
- Nurse
- Paramedic
- Physiotherapist
- Cardiologist
- Sports Scientist
- Dietitian
- Psychologist
- Counsellor
- Social Worker
- Teacher
- Youth Worker
- Artist
- Illustrator
- Graphic Designer
- Photographer
- Animator
- Author
- Poet
- Journalist

- Editor
- Publisher
- Engineer
- Architect
- Accountant
- Computer Programmer
- Scientist

