

Nurture-Autumn Term 1

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, pupils will explore a range of writing through English, focusing on the poem '**What Are You?**' and the creation of a **physical and mental health leaflet**. Through poetry, pupils will investigate how writers use **imagery, similes, metaphors and emotive language** to create vivid descriptions and communicate powerful ideas and feelings.

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
Who am I?	I can appreciate that identities are complex and can change over time I can appreciate the similarities, differences and diversity of people's identities
My Family	I understand about collective and individual identities and cultural diversity I understand the influence family has on self- identity
'Family Factors'	I can define what stereotypes are

They will analyse the poet's use of unusual and imaginative language before experimenting with their own poetic devices and composing original poems. Alongside this, pupils will explore the features of effective leaflet writing, learning how writers organise information and use factual and persuasive language to inform and influence readers. They will develop their understanding of **purpose, audience, layout and organisation** before planning, drafting and publishing a leaflet that promotes healthy lifestyle choices. Throughout the term, pupils will build their skills as readers and writers while using language creatively and effectively for different purposes and audiences.

Our class novel is: Pig-Heart Boy by Malorie Blackman

Reading targets at Entry level:

EL1:

- Decode simple regular words
- Read common high-frequency words
- Read common one- and two-syllable words
- Read simple one-clause sentences
- Understand a short text on a simple subject

EL2:

- Read words and sentences with increasing accuracy and fluency
- Use strategies to decode unfamiliar words
- Find key information in short texts
- Locate main ideas and make simple inferences
- Compare information or ideas in texts & express preferences

EL3:

- Read fluently, accurately and with expression
- Use strategies to tackle words in a variety of texts

The power of first impressions	I understand that first impressions can lead to judgements that may be misinformed
Faith and beliefs 	I understand that there is a range of beliefs within any community and I can recognise the beliefs I hold as important to me
Assessment	I can appreciate that people's faiths and beliefs can affect their personal I understand how to identify influences and differences and use these positively in my relationships identity

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

We will be returning to art and 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?

- Understand the main points in a variety of texts
- Locate key points in texts
- Interpret at a literal level and make inferences
- Identify language features used by the writer
- Identify similarities and differences between character, event, theme or presentation

FS1

- Identify and understand the main points, ideas and details in texts
- Compare information, ideas and opinions in different texts
- Identify meanings in texts and distinguish between fact and opinion
- Recognise that language and features vary for different audiences and purposes
- Use reference materials and appropriate strategies
- Understand organisational and structural features
- Infer from images meanings not explicit in the text
- Recognise vocabulary linked to specific text types
- Read and understand specialist words in context
- Use knowledge of punctuation to aid understanding

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

Humanities

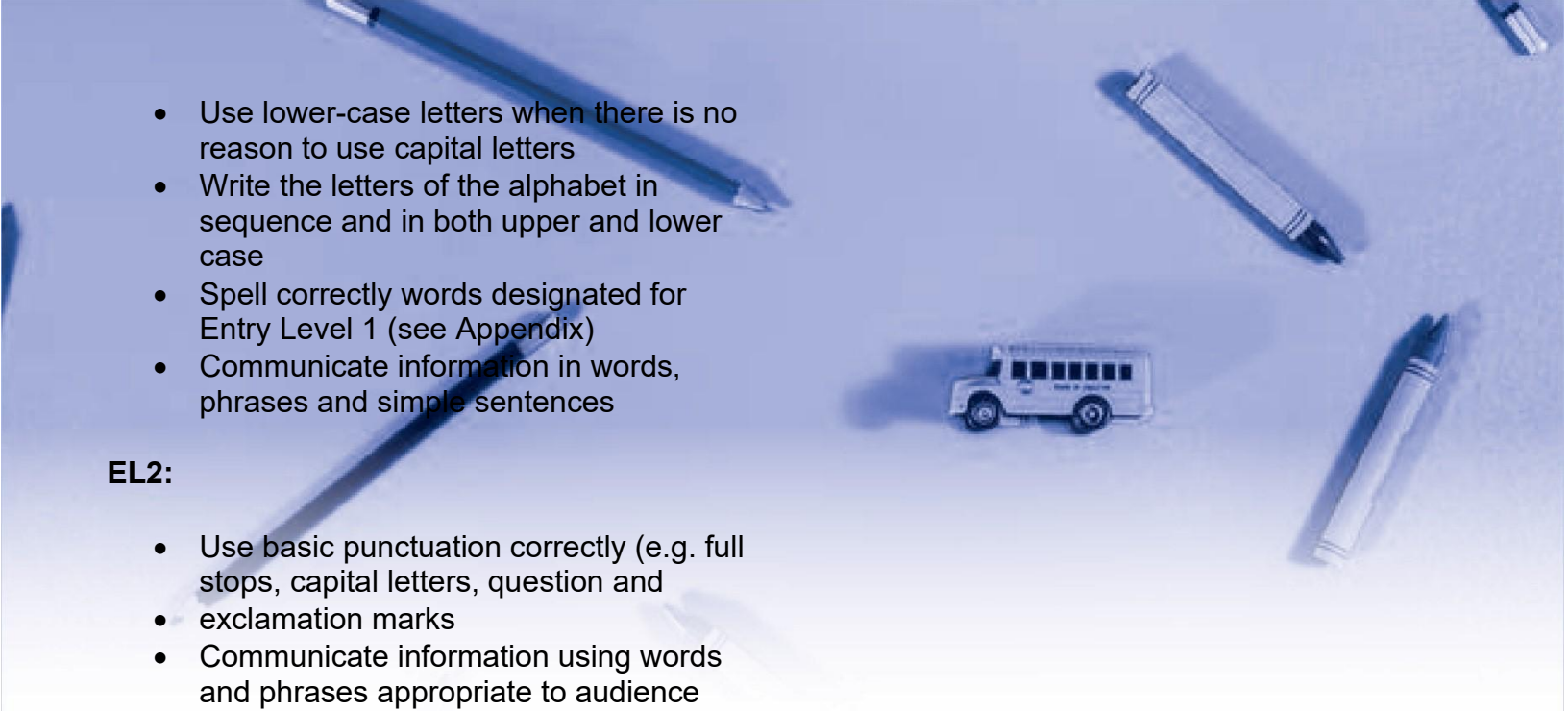
This half term we will be exploring the topic of 'This Is Me' through Humanities. They will investigate the different factors that help shape identity, including family, community, beliefs, values and life experiences. Through learning in Geography, History and Religious Education, pupils will develop 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:

- What does identity mean and what shapes it?
- How do families influence who we become?
- How does where we live influence who we are?
- How do beliefs and values shape who people are? themselves?
- How do life experiences and events shape who people become
- How do family, place, beliefs and experiences shape identity over time?

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.

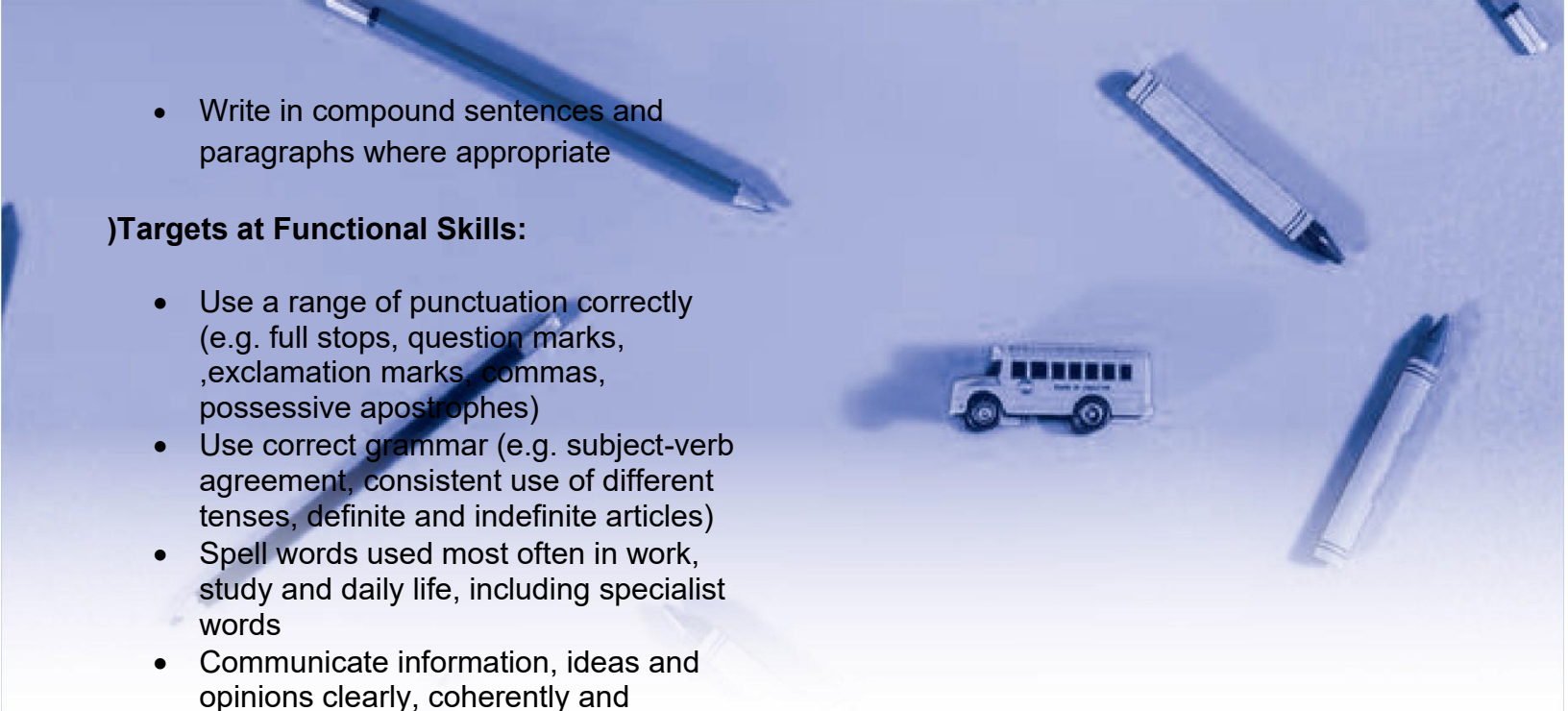
- 
- Use lower-case letters when there is no reason to use capital letters
 - Write the letters of the alphabet in sequence and in both upper and lower case
 - Spell correctly words designated for Entry Level 1 (see Appendix)
 - Communicate information in words, phrases and simple sentences

EL2:

- Use basic punctuation correctly (e.g. full stops, capital letters, question and exclamation marks)
- Communicate information using words and phrases appropriate to audience and purpose
- Use adjectives and simple linking words in the appropriate way
- Spell correctly words designated for Entry Level 2 (see Appendix)
- Write in compound sentences, using common conjunctions (e.g. or, and, but) to connect clauses
- Communicate information using words and phrases appropriate to audience and purpose

EL3:

- Use a range of punctuation correctly (e.g. full stops, question marks, exclamation marks, commas)
- Form irregular plurals
- Use mostly correct grammar (e.g. subject-verb agreement, consistent use of tense, definite and indefinite articles)
- Use the first, second and third place letters to sequence words in alphabetical order
- Spell correctly words designated for Entry Level 3 (see Appendix)
- Use appropriate format and structure when writing straightforward texts, including the appropriate use of headings and bullet points
- Use language appropriate for purpose and audience

- 
- Write in compound sentences and paragraphs where appropriate

)Targets at Functional Skills:

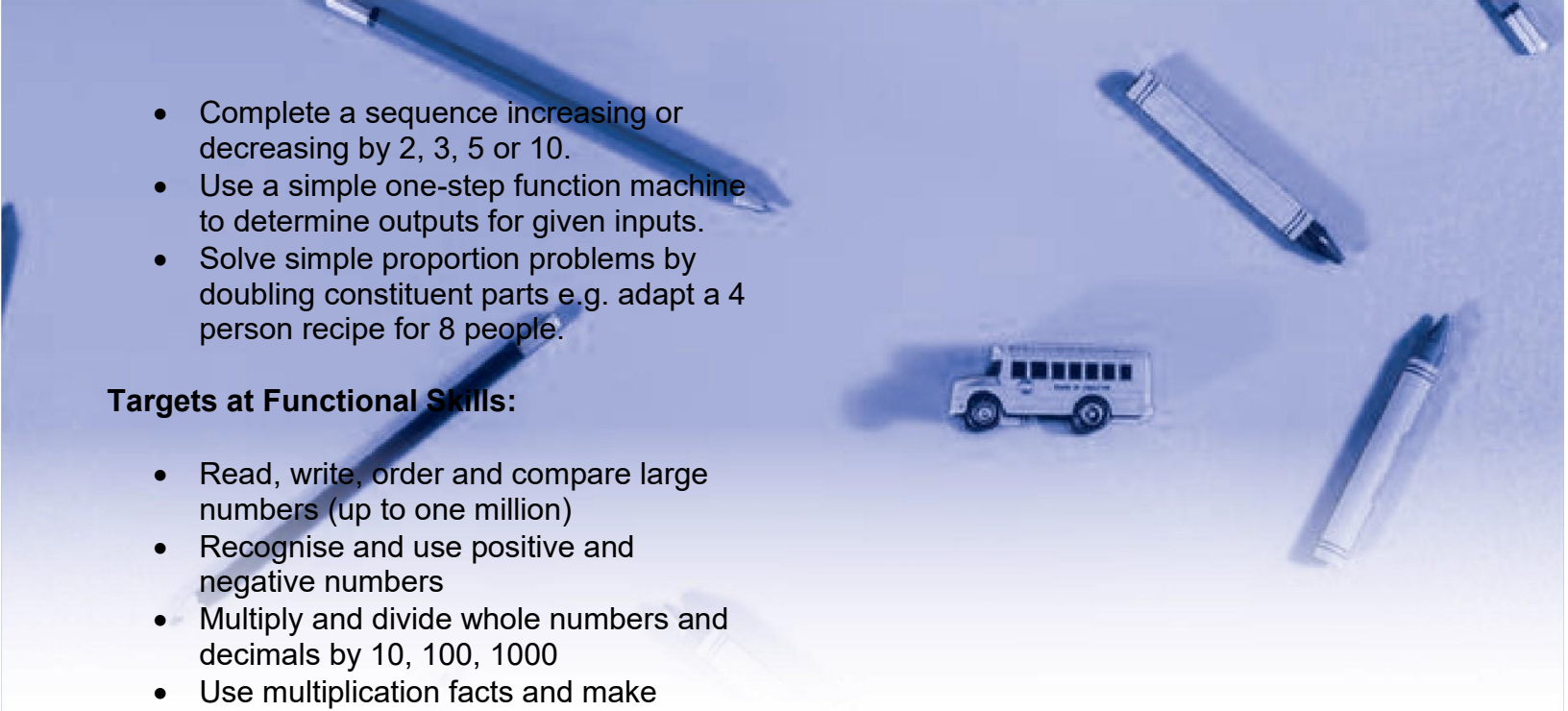
- Use a range of punctuation correctly (e.g. full stops, question marks, exclamation marks, commas, possessive apostrophes)
- Use correct grammar (e.g. subject-verb agreement, consistent use of different tenses, definite and indefinite articles)
- Spell words used most often in work, study and daily life, including specialist words
- Communicate information, ideas and opinions clearly, coherently and accurately
- Write text of an appropriate level of detail and of appropriate length (including where this is specified) to meet the needs of purpose and audience
- Use format, structure and language appropriate for audience and purpose
- Write consistently and accurately in complex sentences, using paragraphs where appropriate

Maths

This half-term in Maths we are covering the topics of 'Whole Numbers and Calculations' and 'Proportionality and formulae'.

Targets at Entry level

- Write, order and compare whole numbers up to 100. Know the value of each digit in a two-digit number
- Understand vocabulary associated with numerical calculations such as multiply, times, half, divide, $\times$, $\div$
- Add whole numbers up to 100.
- Subtract a single-digit number from an initial value no greater than 100.
- Know and use multiplication and division as inverse operations.
- *Consolidate addition, subtraction, multiplication and division.*

- 
- Complete a sequence increasing or decreasing by 2, 3, 5 or 10.
 - Use a simple one-step function machine to determine outputs for given inputs.
 - Solve simple proportion problems by doubling constituent parts e.g. adapt a 4 person recipe for 8 people.

Targets at Functional Skills:

- Read, write, order and compare large numbers (up to one million)
- Recognise and use positive and negative numbers
- Multiply and divide whole numbers and decimals by 10, 100, 1000
- Use multiplication facts and make connections with division facts
- Use simple formulae expressed in words for one or two-step operations
- Read, write, order and compare common fractions and mixed numbers
- Read, write, order and compare common fractions and mixed numbers

Science

This half term, we will be learning about the human body, with a focus on the heart and circulatory system. Pupils will explore how blood is pumped around the body, the roles of veins and arteries, and how to keep their heart and body healthy. We will be answering the following learning questions:

Our learning questions are:

- How does the heart pump blood around the body?
- What is blood made of and what are its functions?
- How does blood travel through the body?
- What affects heart rate and how can we measure it?
- How do diet, exercise and lifestyle affect the circulatory system?
- How does the circulatory system keep us alive?

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:

- **Teacher** – Helps shape learning and growth.
- **Family Member** – Supports and guides children.
- **Community Worker** – Helps people feel they belong.
- **Religious Leader** – Teaches values and beliefs.
- **Historian** – Studies people's lives in the past.
- **Geographer** – Studies people and places.
- **Youth Worker** – Supports identity and wellbeing.
- **Doctors**
- **Nurses**