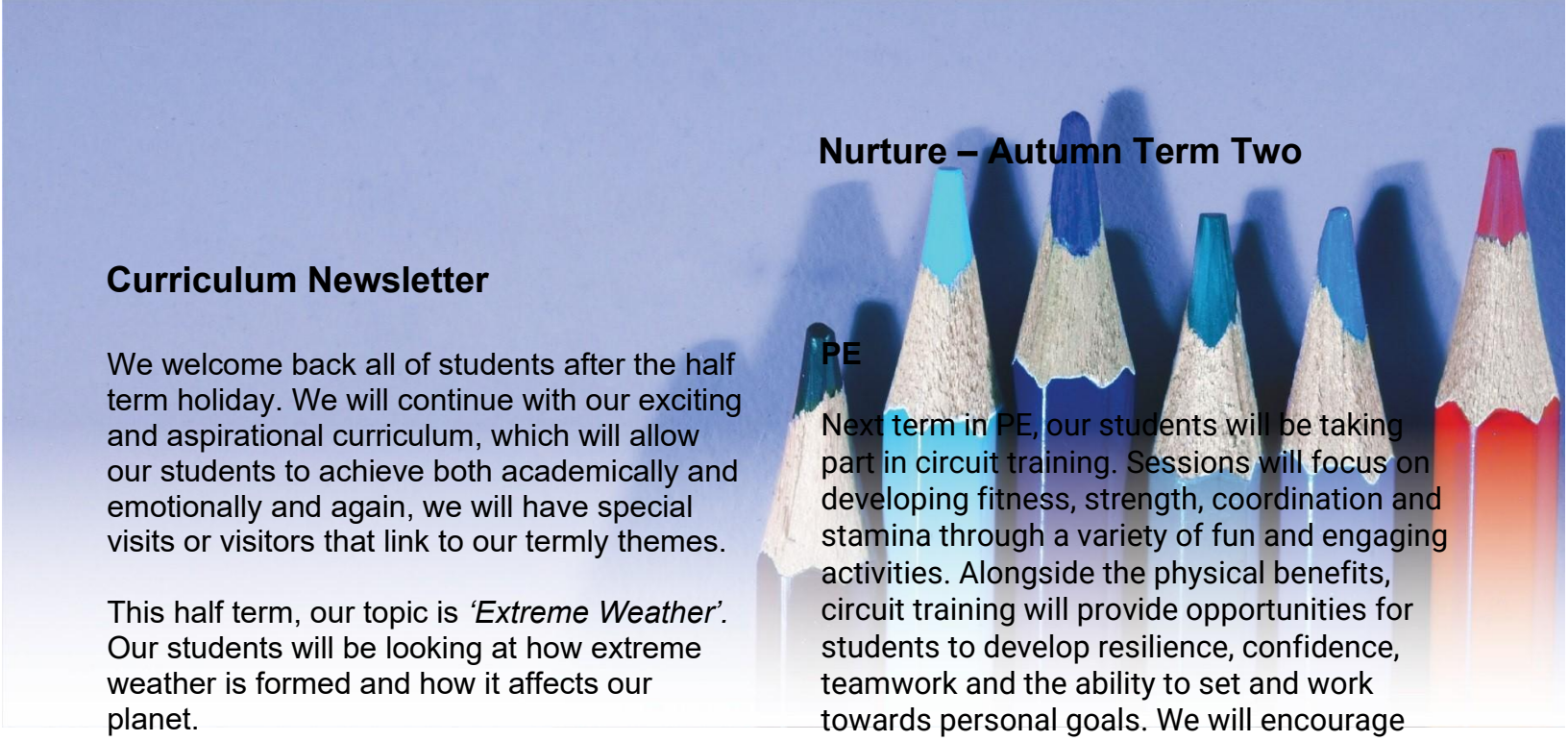


Nurture – Autumn Term Two

Curriculum Newsletter

We welcome back all of students after the half term holiday. 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 *'Extreme Weather'.* Our students will be looking at how extreme weather is formed and how it affects our planet.

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 'The Hive' in Epping Forest to help bring our learning alive. The students will take-part in practical activities showing how weather affects our environment.

We will also be visited by an amazing author called Zohab Zee Khan. Zohab is an educator, spoken word poet, motivational speaker, didgeridoo player and hip-hop artist. Since 2006, Zohab has been building a formidable career in spoken word poetry, culminating in taking out the title of the Australian Poetry Slam Champion in 2014. That same year he was also runner up in the International Poetry Slam in Madrid

PE

Next term in PE, our students will be taking part in circuit training. Sessions will focus on developing fitness, strength, coordination and stamina through a variety of fun and engaging activities. Alongside the physical benefits, circuit training will provide opportunities for students to develop resilience, confidence, teamwork and the ability to set and work towards personal goals. We will encourage students to challenge themselves in a supportive and positive environment, celebrating individual progress and achievement.

PSHE

For PSHE we follow the DFE approved Jigsaw Scheme of Work. Students will explore big questions around *'Celebrating Difference'*. As suggested, this topic is all about celebrating and understanding the amazing diversity we have in the world today.

Lesson	PSHE Learning Intentions
1.When Prejudice becomes Persecution-	I can explain key terms like persecution, intolerance, resister, bystander, and perpetrator I can explain how/why prejudice can become persecution I can recognise how propaganda influences people, past and present
2. LGBT+ Phobia	I can define what is and what is not bullying I can give examples of LGBT+ bullying I can describe the steps that can be taken to challenge LGBT+ bullying
3. Social Injustice and Hate Crimes	I can explain what social justice and social inequality mean I can identify what a hate crime is

English

This half term, pupils will be using *Stormbreaker* as a model text to explore how authors use dialogue to bring characters and events to life. They will develop their own conversation-writing skills before moving on to non-fiction writing, where they will research extreme weather and create informative leaflets using a range of key features.

Our class novel is *The Wind* by Ray Bradbury, a short novel by the renowned author of *Fahrenheit 451.*

Targets at Entry level 2:

READING

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

WRITING

Text Structure

- More detailed 5-part stories; expanded endings.
- Non-fiction: grouped facts, subheadings, lists, diagrams.
- Paragraphs for each story part; extended openings and endings.
- Non-fiction: paragraphs with topic sentences; grouped ideas.

Sentence Construction

- Vary openers; -ly starters.

	I can evaluate the benefits of living in a multicultural society
4. Mutual Respect and Tolerance	I can define religious intolerance I can identify historical examples of religious persecution I can reflect on the positive aspects of religion
5. How Can I Make a Difference	I can make a positive contribution to my community I recognise that the choices I make will impact on my ability to develop my self-confidence and integrity
6. Assessment	I understand how respect and equality, or the lack of these, affects relationships I know I can make a difference (self-efficacy)

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 in Expressive Arts, the children will be exploring the exciting world of DJing! They will have the opportunity to develop their listening, rhythm and musical skills as they learn how to mix and blend different sounds and tracks. The children will build confidence, creativity and teamwork while discovering how DJs create and shape music.

Humanities

This half term, pupils will investigate the big question ‘How Does Flooding Affect People and Places?’ They will explore what causes floods, why some places are more vulnerable than others, and how flooding can impact communities both in the short and long term. Pupils will examine how people have responded to floods throughout history, how beliefs and values can inspire acts of kindness and support, and how communities work together to reduce risks and recover from natural disasters. Throughout the topic, pupils will develop their understanding of the relationship between people and the environment while considering how flood challenges may shape the future.

- Compound and complex sentences using who/which.
- Short and long sentences for effect.
- Adverb and adverbial phrase starters (fronted adverbials).
- Expanded complex sentences with subordinating conjunctions; relative clauses.

Language Features

- Additional prepositions; two-adjective noun phrases; similes; generalisers (most, some).
- Suffixes: -ness, -er, -ful, -less; comparatives.
- Prepositional phrases; powerful verbs; technical vocabulary; boastful language.

Punctuation

- Commas in lists; commas after fronted adverbials; apostrophes for contractions; simple speech marks.
- Inverted commas for speech; commas after fronted adverbials; colon before a list; ellipses.

Targets at Entry level 3:

READING

- Read fluently, accurately and with expression Example: varying tone and pace
- Use strategies to tackle words in a variety of texts. Example: articles, stories
- 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

Our learning questions are:

- How can people reduce the effects of flooding?
- How does flooding affect people and places?



Science

This half term, pupils will be exploring the fascinating world of biomes and extreme environments. They will learn about different habitats around the world, including rainforests, deserts, grasslands and tundra regions, and investigate how climate influences the plants and animals that live there. Students will discover how living things adapt to survive in challenging conditions, explore food chains and ecosystems, and consider the impact humans have on our planet through activities such as deforestation, pollution and climate change. Through practical investigations, map work, data analysis and discussion, pupils will develop their scientific enquiry skills while gaining a deeper understanding of how different environments support life and why it is important to protect them for the future.

Our learning questions are:

- How do biomes support life and why are they important to our planet?
- How and why do biomes vary across the world, and how are they changing?

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.

Wellbeing

- Identify similarities and differences between character, event, theme or presentation

WRITING

Text Structure

- Paragraphs to show changes in time/place.
- Clear build-up, dilemma, resolution, and reflective endings.
- Independent planning; cohesive paragraphs; flashbacks allowed.
- Stories may start at any part of the structure.
- Sentence reshaping for effect; rhetorical questions

Sentence Construction

- Standard English verb forms.
- Simile openers; expanded complex sentences; a full range of conjunctions.
- Full range of complex sentences with relative clauses; advanced starters (-ed, adverbials)

Language Features

- . More prepositions; conditionals (could/should/would); comparatives/superlatives; proper nouns.
- Metaphor, personification, onomatopoeia; technical vocabulary.
- Convert adjectives/nouns into verbs (-ise, -ify); prefixes dis-/mis-/over-/re-.

Punctuation

- Commas for clauses; full direct speech punctuation; apostrophes for plural possession.
- Parenthesis (brackets, dashes); colons; commas for clarity.

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.

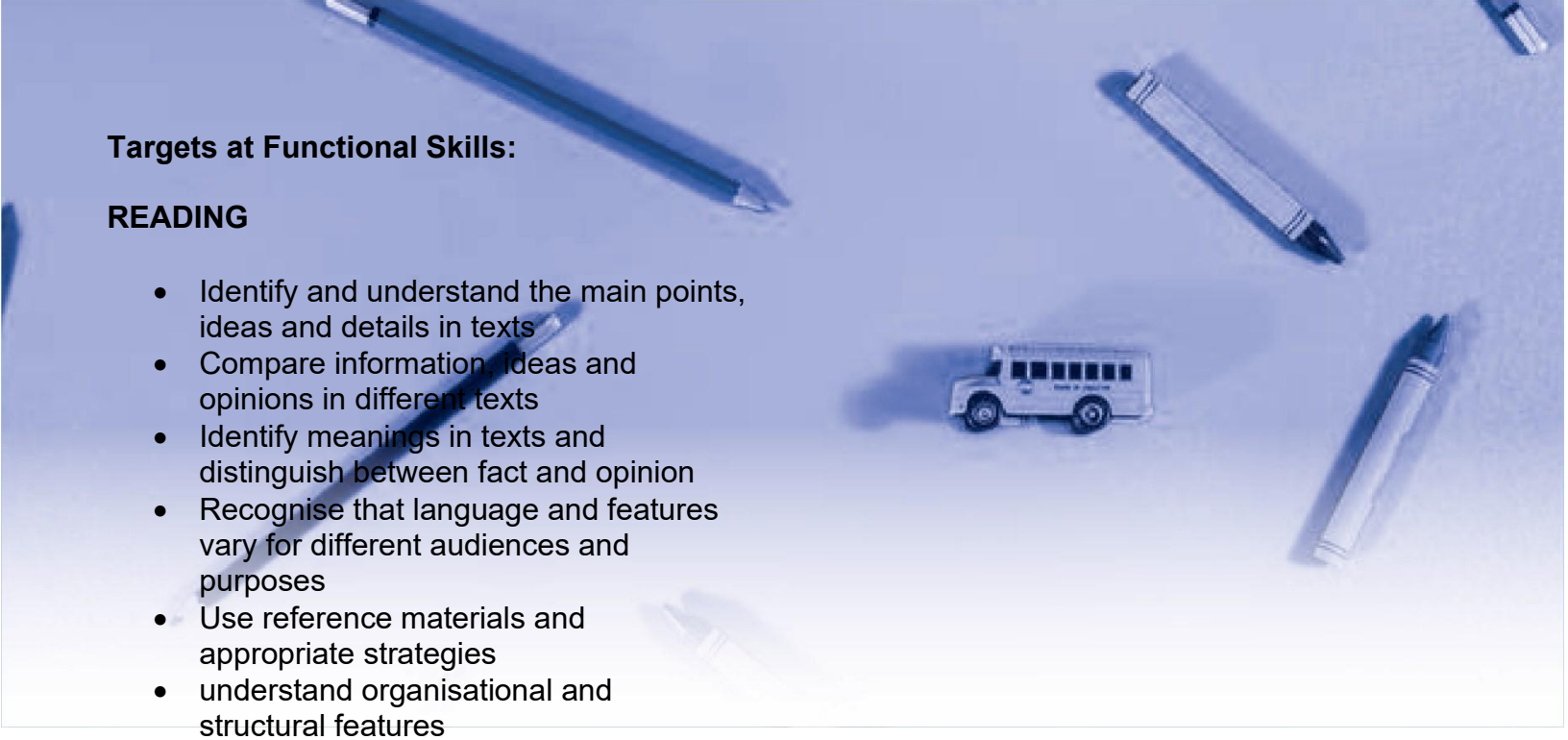
Our students will also be engaging in The Six Core Strengths Curriculum, designed to help their mental wellbeing.

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:

- DJ
- Music Producer
- Flood Risk Engineer
- Climatologist
- Ecologist/ biologist
- Conservation Officer



Targets at Functional Skills:

READING

- 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

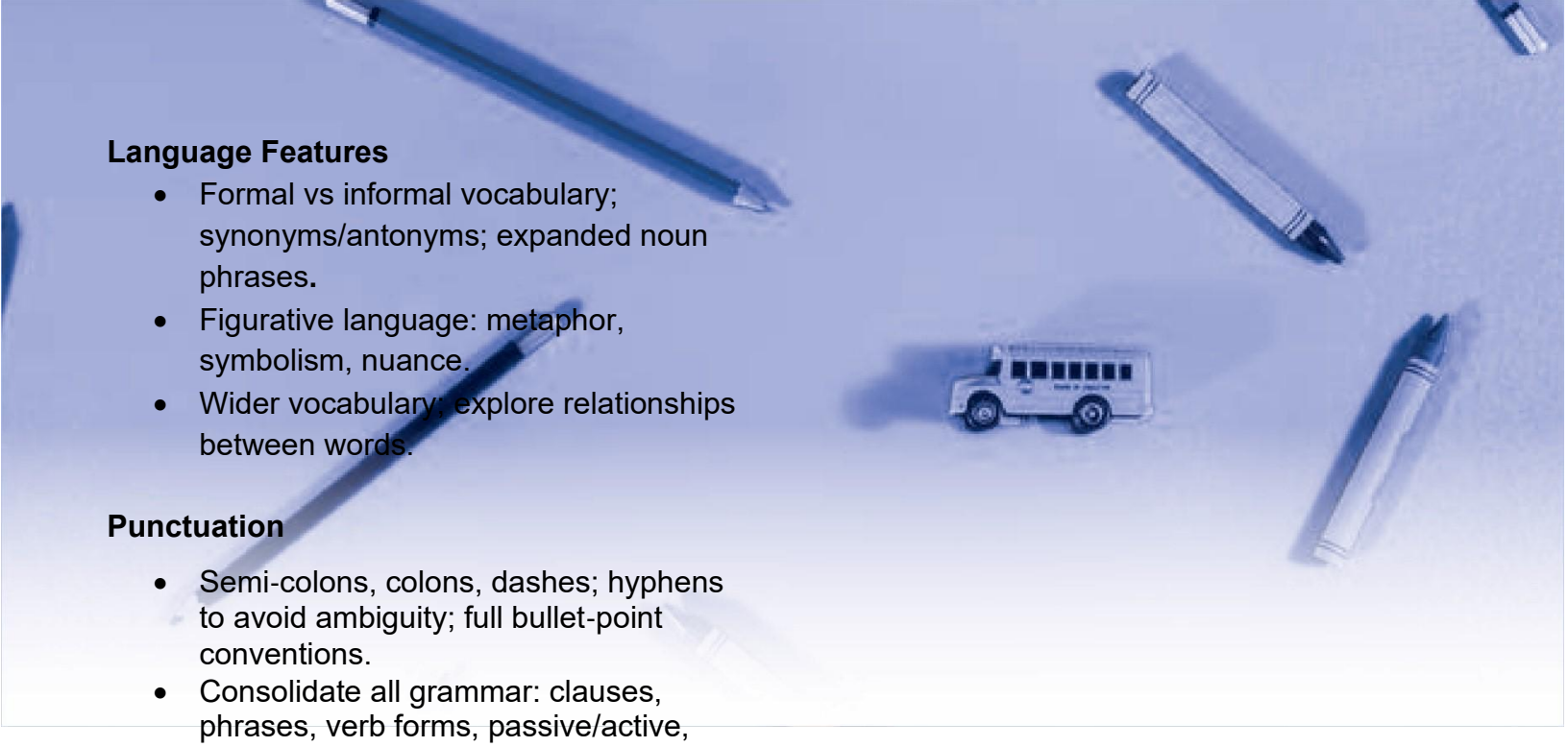
WRITING

Text Structure

- Secure 5-part structure; suspense, cliff-hangers, flashbacks.
- Strong cohesion across paragraphs
- Non-fiction: clear viewpoint, balanced arguments, purposeful layout.
- Write at length across many genres (essays, narratives, speeches).
- Organised, cohesive paragraphs; summaries; structured arguments.
-

Sentence Construction

- Active/passive voice; full range of complex sentences.
- Advanced rhetorical techniques.
- Refine drafting; deliberate control of grammar, punctuation, and structure
- Apply grammar at greater sophistication



Language Features

- Formal vs informal vocabulary; synonyms/antonyms; expanded noun phrases**.**
- Figurative language: metaphor, symbolism, nuance.
- Wider vocabulary; explore relationships between words.

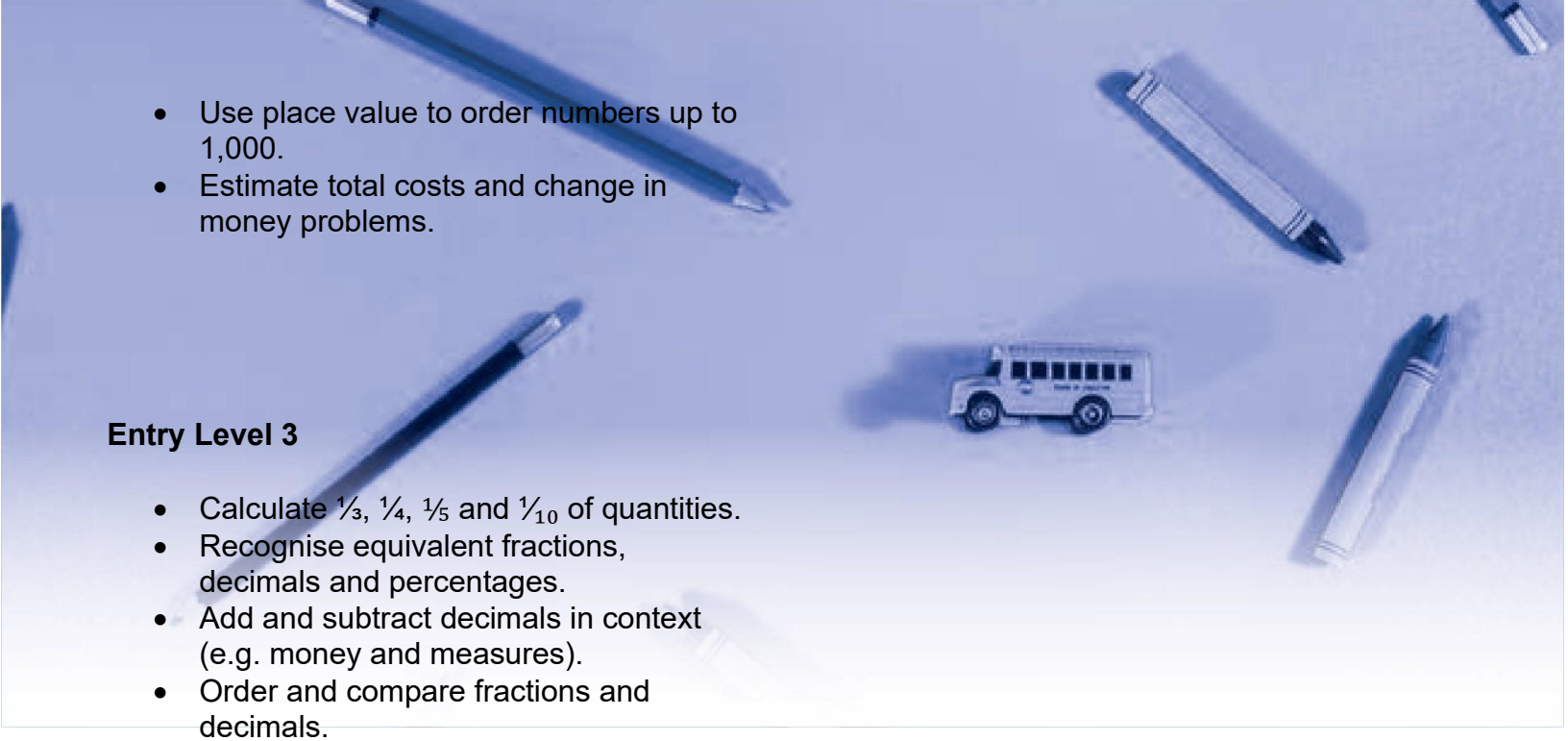
Punctuation

- Semi-colons, colons, dashes; hyphens to avoid ambiguity; full bullet-point conventions.
- Consolidate all grammar: clauses, phrases, verb forms, passive/active, cohesive devices.
- Confident use of full range of punctuation including hyphens, semi-colons, ellipse

This half-term in Maths, pupils will develop their understanding of fractions, decimals and percentages. They will learn about halves, quarters, tenths and equivalent fractions, calculate fractions of amounts, and find 1%, 10%, 25% and 50% of a number. Pupils will also compare and order fractions, decimals and percentages, before moving on to estimation and approximation, and developing their understanding of multiples, number ordering and multiplication skills.

Targets at Entry Level 2:

- Recognise numbers that are 0.1 more or less than a single-digit number.
- Recognise that halves, quarters and tenths can make a whole and identify equivalent fractions.
- Find ½, ¼ and $\frac{1}{10}$ of whole-number quantities.
- Order single-digit decimal numbers.
- Understand that 10% means divide by 10.
- Find 50%, 25% and 10% of two-digit numbers.
- Round and estimate using numbers less than 100.



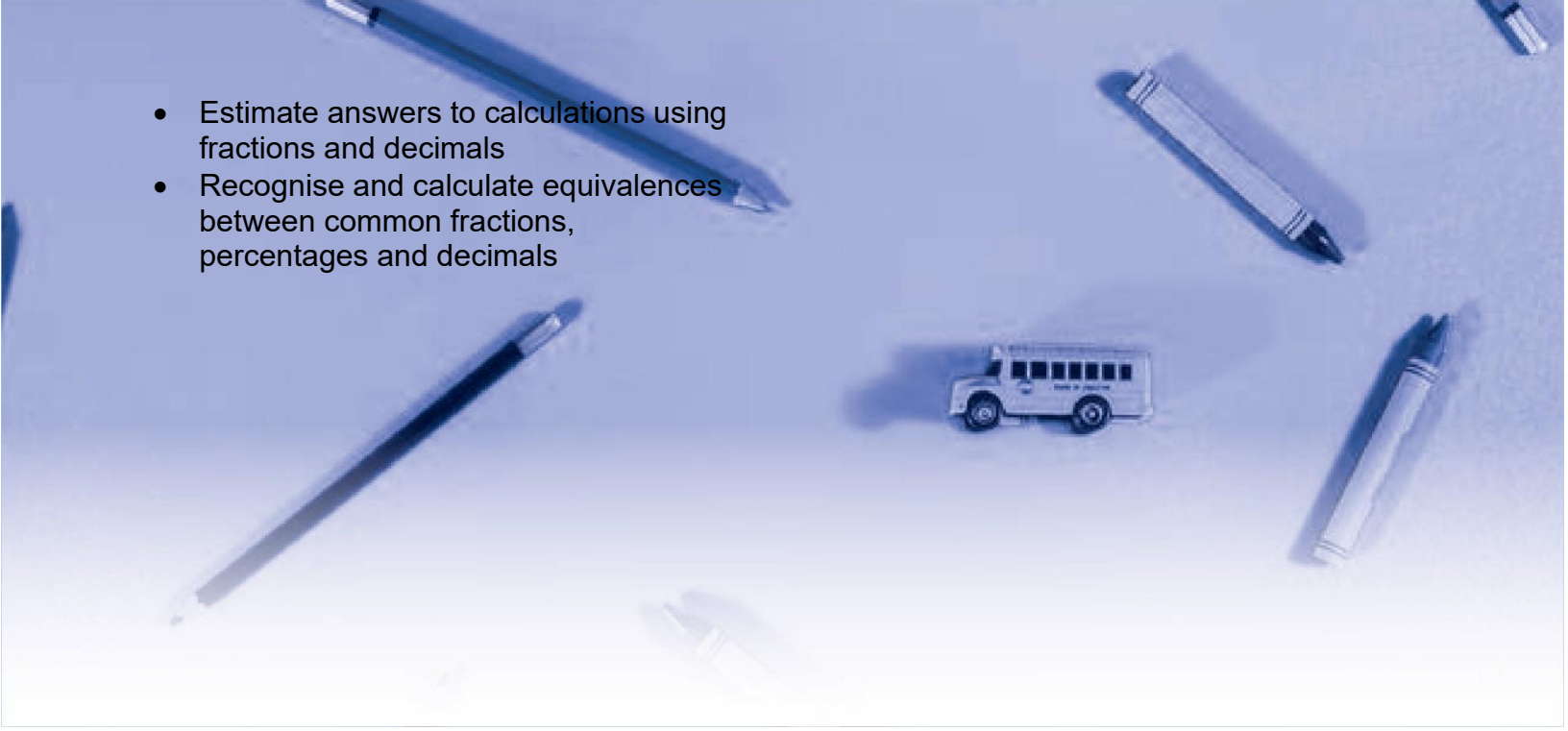
- Use place value to order numbers up to 1,000.
- Estimate total costs and change in money problems.

Entry Level 3

- Calculate ⅓, ¼, ⅕ and $\frac{1}{10}$ of quantities.
- Recognise equivalent fractions, decimals and percentages.
- Add and subtract decimals in context (e.g. money and measures).
- Order and compare fractions and decimals.
- Understand that 1% means divide by 100.
- Find 1%, 25% and 50% of three-digit numbers.
- Use place value to order whole numbers up to 1,000.
- Use place value to order numbers to 2 decimal places.
- Perform calculations involving thousands and millions.
- Round and estimate using multiples of ten.
- Estimate costs and budgets for multiple items.

Targets at Functional Skills Level One:

- Read, write, order and compare decimals up to three decimal places
- Add, subtract, multiply and divide decimals up to two decimal places
- Approximate by rounding to whole number or to one or two decimal places
- Work with simple ratio and direct proportions
- Read, write, order and compare percentages in whole numbers
- Calculate percentages of quantities, including simple percentage increases and decreases by 5% and multiples thereof



- Estimate answers to calculations using fractions and decimals
- Recognise and calculate equivalences between common fractions, percentages and decimals