Prosper Class – 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

English

This half term, pupils will be exploring dialogue through the model text Stormbreaker, developing their skills in writing engaging conversations

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 I can evaluate the benefits of living in a multicultural society

between characters. They will then learn how to write an informative leaflet about extreme weather, using a model text on volcanoes to explore key features, research facts and create their own leaflets.

Our class novel is *Survivors* by **David Long.**

Writing
Targets at Entry Level:

- To recognise dialogue.
- To find dialogue in a story.
- To recognise thoughts and exciting story endings.
- To sequence the five parts of a story.
- To write a character's words
- To describe a character's feelings.
- To plan a story using five main events.
- To improve a character's dialogue.
- To change characters and settings in a story.
- To write the beginning of an adventure story.
- To finish an adventure story.
- To present a finished story using a laptop.

Targets at Functional Skills:

- To understand how dialogue is used in a story.
- To identify dialogue and similes in a narrative.
- To identify inner thoughts and cliffhangers.
- To identify and orally rehearse a narrative structure.
- To write dialogue using speech punctuation.
- To build suspense using description and short sentences.
- To summarise and rehearse a narrative using a story map.
- To improve dialogue using speech verbs and punctuation.
- To adapt a model narrative using new ideas.
- To develop the opening, build-up and problem of an adventure narrative.
- To complete and edit an adventure narrative.
- To publish and present an edited adventure narrative.

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

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.

Our learning questions are:

- How do floods happen?
- Why are some places more at risk of flooding than others?
- How have major floods changed communities over time?
- How do beliefs and values influence how people respond to floods?

Reading

Targets at Entry Level:

- I can reread short texts to build fluency.
- I can identify key words and phrases.
- I can tick or circle facts from a text.
- I can answer questions about the main idea.
- I can predict what might happen next.
- I can spot similarities and differences.

Targets at Functional Skills:

- I can explain the meaning of key words.
- I can recognise the structure.
- I can condense a text into core messages.
- I can list similarities and differences.
- I can define fact and opinion.
- I can identity the intended audience.
- I can scan for key words.

Speaking & Listening

- I can listen carefully to a short explanation and understand the main point.
- I can make polite requests using phrases like “Could you…?” or “Would you mind…?” in formal situations.
- I can listen carefully to a question before answering.
- I can listen carefully and understand the main idea of a discussion
- I can take turns and wait for the right time to speak.

Maths

In Maths, pupils will be exploring fractions, decimals and percentages, developing their understanding of how these can represent the same value. They will also be practising multiplication skills, including using times tables to solve problems, alongside learning to estimate and approximate answers. Pupils will apply these skills to solve problems and check that their calculations are reasonable.

Fractions, Decimals & Percentages:

- To recognise fractions and equivalent fractions
- To calculate fractions of quantities by sharing equally.
- To compare, represent and calculate with fractions.
- To understand percentages as parts of a whole.
- To calculate 1%, 25% and 50% of a quantity.
- How do people manage and reduce flood risks?
- 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:

- What are biomes and how are they distributed globally?
- How does climate control biomes?
- How are organisms classified within biomes?
- What adaptations help organisms thrive in different biomes?
- How do ecosystems function within biomes?
- What impact do humans have on biomes and how can we respond?

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

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.

- To calculate and apply percentages to quantities.
- To understand tenths and find 0.1 more or less.
- To compare and order decimal numbers.
- To add and subtract decimals in practical contexts
- To recognise and convert equivalent fractions, decimals and percentages.
- To compare and order fractions and decimals.
- To apply knowledge of equivalent fractions, decimals and percentages to solve problems.

Estimating and Approximating

- To use place value to compare and order whole numbers and decimals.
- To round numbers and use estimation to check calculations.
- To estimate costs and use rounding to make decisions within a budget.

Multiplication

- To recall multiplication facts and recognise multiples.
- To use multiplication and division facts to solve problems.
- To understand and calculate squared and cubed numbers using index notation.

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
- Sound Engineer
- Flood Risk Manager
- Road Maintance Worker
- Farmer
- Wildlife Conservation Worker
- Horticulturist
- Forestry Worker

